Purpose Preparatory Academy Charter School Charter Application

Respectfully Submitted April 2, 2012
to Metropolitan Nashville Public Schools by:
Purpose Preparatory Academy Charter School Founding Board

- Lagra Newman, Lead Founder, Proposed Head of School
- Harry Allen, Vice President, Commercial Banking, Avenue Bank
- Perry Gooch, Vice President, Cassidy Turley
- Ryan McCostlin, Founder, Bernard Health
- Cynthia McKenzie, Partner, McKenzie Jackson
- Rita Mitchell, Senior Vice President, Private Client Services, First Tennessee Bank
- Rosevelt Noble, Director of Eligible Training Providers, TN Department of Labor
- Kathy Tompkins, President, Tompkins and Associates
- Wanda Young Wilson, General Counsel/Vice President, TN Lottery Education Corp.
- Brian Winfrey, Trial Attorney, U.S. Department of Labor

For questions or additional information, please contact:
Lagra Newman, Lead Founder
Purpose Preparatory Academy Charter School
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Charter Applicant Information Sheet

> *Please type on this form or use a computer to generate the required information.*

Name of Proposed Public Charter School

Purpose Preparatory Academy Charter School

Proposed School Address (if known)

North Nashville (Specific Location TBD)

City, County, and School System in which Proposed School is Located

Nashville, Davidson County, Nashville Metropolitan Public Schools

Legal Name of Group (Sponsor) Applying for Charter

Purpose Preparatory Academy Charter School

Primary Contact Person   Lagra Newman

Address   329 Bridgewalk Place

City Nashville   **State**   TN   **Zip**   37209

Daytime Telephone (615) 669-2396   **Fax** (615) 401-7090

Email Address   lnewman@buildingexcellentschools.org

Proposed Grade Levels & Total Student Enrollment

	Grade Levels	Total Student Enrollment
Year One	K	120
Year Two	K-1	180
Year Three	K-2	240
Year Four	K-3	300
Year Five	K-4	360
Year Six	K-4	300
Year Seven	K-4	300
Year Eight	K-4	300
Year Nine	K-4	300
Year Ten	K-4	300

Ultimately, once all grade spans have been added, what is the proposed grade configuration of the school?   K-4

Brief description of the proposed school's focus and mission (2-3 sentences):

Through rigorous curriculum, high quality instruction, and positive character development, Purpose Preparatory Academy Charter School sets students in kindergarten through grade four on the path to college. Purpose Preparatory Academy Charter School provides an academically challenging, disciplined, and joyful elementary school in which all members of the school community – board members, leaders, teachers, families and scholars – understand and are driven by the mission of college. We devote the majority of our financial, temporal, and curricular resources towards powerful literacy acquisition for our scholars; we provide a unique and comprehensive focus on the development of oral language as the hallmark of our school wide enrichment program; and we measure students' academic progress on growth, comparative, and absolute terms.

Signature of Primary Contact Person_____
Date April 1, 2012

Assurances Form

This form must be signed by a duly authorized representative of the sponsor and submitted with the application. An application will be considered incomplete if it is not accompanied by the Assurances Form signed by an authorized individual.

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for **Purpose Preparatory Academy Charter School** to be located in **Nashville, TN** is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

- will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the charter school act;

- will meet the same performance standards and requirements adopted by the state board of education for public schools;

- will provide special education services for students as provided in Title 49, Chapter 10;

- will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;

- will follow any federal and state court orders in place in the local school district;

- will comply with federal and state applicable health and safety standards;

- will not be a conversion of any private, parochial, cyber-based, or home-based school;

- will not be a cyber-based school;

- (if conversion school) will demonstrate that parents of sixty percent of the children enrolled at a public school or sixty percent of the teachers assigned to the school have consented their support to conversion (please provide petitions as attachment);

- will open to bid all contracts for goods and services in excess of five thousand dollars ($5,000);

- will be subject to the provisions of Tenn. Code Ann. §12-4-101 and 12-4-102 with regard to conflicts of interest;

- will deem meetings of the governing body as public business and be held in compliance with Tenn. Code Ann. §8-44-102;

- will employ individuals to teach who hold a license to teach in a public school in Tennessee or meet the minimum requirements for licensure as defined by the state board of education;

- will follow state audit procedures and audit requirements;

- will not charge tuition, unless the governing body of the charter school approves a transfer from another district to a public charter school in its district pursuant to the provisions of Tenn. Code Ann. §49-6-3003;

- will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;

- will prepare a budget in the same format as that required by the state department of education for local education agencies;

- will maintain its accounts and records in accordance with generally accepted accounting principles and in conformance with the uniform chart of accounts and accounting requirements prescribed by the comptroller of the treasury;

- will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school;

- will require any member of the governing body, employee, officer or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by Tenn. Code Ann. §8-19-101;

- will at all times maintain all necessary and appropriate insurance coverage;

- will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular;

- will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it; and

- will follow any and all federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Lagra Newman
Name of Authorized Signer (Print or type)

Lead Founder
Title of Authorized Signer

Signature

1. EXECUTIVE SUMMARY

MISSION: Through rigorous curriculum, high quality instruction, and positive character development, Purpose Preparatory Academy Charter School sets students in kindergarten through grade four on the path to college.

VISION: Purpose Preparatory Academy Charter School ("Purpose Prep") provides an academically challenging, disciplined, and joyful elementary school in which all members of the school community – board members, leaders, teachers, families and scholars – understand and are driven by the mission of college. That mission requires an impeccable academic foundation, most particularly within literacy, that is measurable at each grade level. Therefore, we devote the majority of our financial, temporal, and curricular resources towards that goal within our core academic program. In further support of literacy development and in respect for the oral heritage within our target community, we provide a unique, comprehensive focus on the development of oral language as the hallmark of our school-wide enrichment program. The Purpose Prep Oral Language Program includes choral reading, recitation, creative dramatics, and debate. Comprehensively, these programs support state and national standards for language acquisition and drive strong productive language, oral and written, for all scholars. Intensive instructional remediation and explicit character development promote every scholar's success. Our mission is built upon three components.

Rigorous Curriculum. For scholars to be competitive with their peers nationwide, we use Common Core State Standards as our base. We assemble and construct curricula that will support and grow our scholars to perform on national assessments at the 75th percentile and higher. We use assessments to frame the level of mastery we expect scholars to acquire, and we plan our curricular sequence, including daily lessons, weekly assessments, and intervention supports, to advance scholars along a rigorous, college preparatory trajectory, and we measure scholars' academic progress on growth, comparative, and absolute terms.

High Quality Instruction. Effective teaching "completely changes the academic trajectory of low-achieving students - vaulting them from the lowest to the highest quartile."[1] We recruit, hire, develop, and retain educators of the highest caliber. Our teachers promote a culture of achievement and use research-based, practice-proven instructional strategies. Teachers are observed weekly and provided immediate written and verbal feedback to continuously increase their instructional effectiveness and maximize scholar achievement results. We provide 225 daily minutes of targeted literacy instruction and comprehensive focus on oral language development for all scholars.

Positive Character Development. Scholars learn to behave well and work hard because our school is structured, disciplined, and joyful, and we adhere to the true definition of discipline – teaching how to do good and how to be good. Celebrations - daily morning motivation sessions, community meetings twice per week, RISE with Purpose Jubilees weekly, and Achievement Assemblies every trimester - provide the forum for scholars to receive praise and recognition for working hard, mastering academic skills and content, and representing our RISE with Purpose values.

In addition, the following core principles for teaching and learning undergird our vision.

High expectations are maintained for all. The board provides the resources and accountability for performance - academically and organizationally. Leadership communicates and executes the

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[1] Schmoker, M. (2011). *Focus: Elevating the Essential to Radically Improve Student Learning.* Alexandria, VA: ASCD.

vision to the finest detail. Teachers instruct at a high level, in an engaging pace, are observed daily, trained weekly, and achieve measurable academic results. Families come together several times per year to acclaim their vision for and support of their child's education, as we are explicit about how they fulfill their responsibilities as our partners in this work. Scholars are taught to behave well and work hard, and infused with a sense of joy as they build their scholarship from a young age.

Literacy is everything. We place our emphasis on literacy instruction. Scholars have high capacity teachers in every classroom; in K-2, the scholar to teacher ratio never exceeds 15 to 1. Scholars receive intensive, differentiated literacy instruction. Starting in kindergarten, we establish a strong foundation of phonemic development, vocabulary acquisition, reading fluency and reading comprehension for Nashville's most disadvantaged scholars.

An achievement-orientated curriculum drives outcomes. We align academic and character curricula to the end-of-year vision for what a college preparatory scholar should know and be able to do. We backwards plan towards vertical academic goals, which are aligned to national and state standards, and use standards-driven assessments and frequent checks for understanding.

A no excuses school culture, infused with joy and rigor, promotes academic achievement. Scholars want to learn and rise to expectations set for them when work is rigorous and engaging, structures and routines allow for success, and joy for learning infuses the school. We are academically demanding - permeating with energy, excitement, and joy for learning.

Positive character development must be taught and modeled. School and life success depend on the internal character and hard skills an individual develops in their formative years. We strategically develop in scholars the school's RISE with Purpose values – Purpose, Respect, Integrity, Self-Determination, and Excellence.

Quality teachers drive exceptional results. We use national recruiting strategies to ensure the best and brightest teachers work with our scholars, and provide ongoing, targeted development, including 32 professional development days annually. A frequent observation feedback loop ensures a professional culture of continuous instructional improvement and strong results.

Assess, analyze, and intervene often. We immediately target scholars' needs through intensive academic supports. On-going data analysis from frequently administered assessments allows teachers to intervene quickly, ensuring all scholars are on track at their grade level, in sequentially poised for their year-by-year journey towards strong reading by second grade.

More time is critical. Purpose Prep has an extended school year (185 days) and day (7:50am–4:00pm). Scholars benefit from increased targeted literacy instruction, individualized supports, and structured character development lessons. Teachers have 32 professional development days annually and over nine (9) hours of collaboration and curriculum planning time weekly.

Families are partners. We detail the role and responsibilities that families fulfill to support our shared work to set scholars on a path to college. We are in constant, pro-active communication, with daily communication on academic and behavioral progress, bi-weekly phone check-ins on scholar growth, three University Nights throughout the year on literacy and mathematics, and annual Home Visits and Family Orientation Sessions.

We are accountable to high academic performance. With ambitious, measurable outcomes based on nationally normed assessments and other standards-based tools, we build high academic results for scholars, and share our longitudinal, comparative, and absolute goals and measures with the entire school community.

NEED: Purpose Prep seeks to partner with Metropolitan Nashville Public Schools (MNPS) in providing an academically rigorous, highly structured, and joyful elementary school that sets the most underserved children in Nashville on the path to college. Our mission, design, and academic and organizational priorities are structured to eradicate the academic gap plaguing underserved children starting at kindergarten, and position them on a trajectory of success throughout middle school, high school, and on to college. We are open to eligible scholars throughout Nashville; however, we look to locate and concentrate recruitment in North Nashville where academic disparities are chronic. Families of limited means here do not have a single high-quality public school option. All six elementary schools in the Pearl-Cohn Cluster earned failing grades in Criterion Referenced Academic Achievement in Math and Reading. All were unsuccessful in achieving AYP targets for academic performance in 2011. North Nashville families need an elementary school that will set scholars on the path to college starting in kindergarten. Our school model is specifically designed to successfully address the academic gaps of the children of North Nashville.

Purpose Prep aligns with the MNPS priority of providing high quality school options at the elementary level for families in North Nashville, and our strong academic program enables us to close the academic gaps of scholars by the end of kindergarten. Our enrollment plan and slow growth model support the development of an achievement-oriented, disciplined culture and rigorous curriculum for every child within a small school. In our inaugural year, we enroll 120 kindergarteners distributed across four classrooms with two teachers per classroom. From our second year forward we enroll 60 kindergarteners. Based on conservative projections we account for 7% attrition per year for grades 3 and 4, educating 340 students (maximum 360) in 2017 with the inclusion of our larger inaugural cohort, and then each year thereafter 288 (maximum 300) scholars with a constant enrollment of 60 students at the kindergarten level. Based on quantitative data analysis, we anticipate educating over 85% children of color, 86% of children that qualify for free and reduced lunch, and 13% special education students.

CAPACITY: Exemplary leadership able to execute on every detail is a critical component of a high performing school. Purpose Prep will be founded, governed, and operated by an extraordinary team of Nashville's educational, civic, and business leaders. The Founding Board is capable of governing and managing the school in alignment with the mission and vision, establishing policies that protect the school's academic and financial success. The proposed school leader brings strong background in education reform, has undergone an intensive charter school design and leadership Fellowship through Building Excellent Schools, and will continue to receive on-going development and guidance, as well as have deep access to the highest performing, gap-closing schools across the country. We are proud of our training and partnership with Building Excellent Schools, an organization with a proven track record of founding, developing, and delivering on-going support to the nation's highest performing charter schools. Building Excellent Schools has set a high bar nationally for what achievement can be for underserved children, and our school replicates the most successful practices from these high performing schools under trained educational leadership. Through the local support of the Tennessee Charter School Incubator, Purpose Prep will receive assistance with the management of critical school launch activities including talent recruitment, board training, facilities identification and financing, and will provide capacity-building services and funding in our early operating years, which may include school reviews, funded site-visits to other high-performing charter schools, data-driven instruction coaching, and operating grants. Holding a shared belief that all scholars are entitled to high quality public education, every member of the Founding Board will ensure Purpose Prep delivers on its mission of building a strong academic foundation to set every K-4 scholar on the path to college.

2. ACADEMIC PROGRAM

MISSION

Through rigorous curriculum, high quality instruction, and positive character development, Purpose Preparatory Academy Charter School sets students in kindergarten through grade four on the path to college.

VISION

Purpose Preparatory Academy Charter School ("Purpose Prep") believes that all children, regardless of race or socioeconomic circumstance, can and must achieve at extraordinarily high levels. Purpose Prep holds high expectations for all scholars by providing an academically challenging, disciplined, and joyful elementary school in which all members of the school community – board members, leaders, teachers, families and scholars – understand and are driven by the mission of college. That mission requires an impeccable academic foundation, most particularly within literacy, that is measurable at each grade level, and we devote the majority of our financial, temporal, and curricular resources towards that goal within our core academic program.

In support of the comprehensive needs for literacy development within our target community, in respect for the oral heritage of the community we look to serve, and in alignment with our mission, we provide a unique and comprehensive focus on the development of oral language as the hallmark of our school. The Purpose Prep Oral Language Program includes choral reading, recitation, creative dramatics, and debate. Comprehensively, our Core Academic Program and Oral Language Program directly support state and national standards for language acquisition. Together these two programs drive strong productive language, oral and written, for all scholars. We instill support structures, including intensive instructional remediation and explicit character development, to ensure every scholar's success.

Purpose Prep seeks to be one part of the broader solution to end educational inequity in Nashville by providing an academically challenging, disciplined, and joyful elementary school to the most underserved children in Nashville – starting in kindergarten. Our vision of education is grounded in our school's inherent function, which Martin Luther King, Jr. eloquently outlines: "Intelligence plus character - that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate."[2] We instill in Purpose Prep scholars a strong academic and character foundation that firmly underpins school and life success, and that nurtures intelligence, grows character, and sets the objective high – reading, writing and speaking at proficient and masterful levels in the early grades and setting a foundation and path towards strong levels of learning throughout middle and high school, and on the road to college. We welcome the heightened accountability required of a charter, and we drive all programmatic and administrative decisions to dramatically advance our mission.

Our training and partnership with Building Excellent Schools, an organization with a proven track record of founding, developing, and delivering on-going support to the nation's highest performing charter schools, provides the framework for excellence by which Purpose Prep will operate. Building Excellent Schools has set a high bar nationally for what achievement can be for underserved children, and the replication of the most successful practices from these high

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[2] "Martin Luther King, Jr. And the Global Freedom Struggle,"
<http://mlkkpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_470200_000>.

performing schools provides the framework for excellence by which Purpose Prep will operate. We have not reinvented the wheel for what an effective school will be for the children of Nashville. Instead, the highest performing schools in the nation with similar demographics and equally ambitious mission inform the design of Purpose Prep.

Our mission statement is driven through three components: rigorous curriculum, high quality instruction, and positive character development.

Rigorous Curriculum

The expectations a school holds for its scholars are directly correlated to the academic objectives it expects them to achieve. Given the high expectations we hold for all of our scholars, we use Common Core State Standards as a solid base for our curriculum. For our scholars to be academically competitive with their peers nationwide, we assemble and construct curricula that match the academic content and rigor that will support and grow our scholars to perform on national assessments at the 75th percentile, or upper quartile, and higher. With a backwards-planning approach[3], in which we start with a clear picture of what students must know and be able to do at the end of each year in each subject, we utilize standards-based assessments to frame the level of mastery we want our scholars to acquire by the end of the year, and we plan our curricular sequence, including daily lessons, weekly assessments, and intervention supports to strategically advance scholars along this rigorous, college preparatory trajectory. With a demanding emphasis on literacy, we ensure 225 minutes of targeted literacy instruction and a comprehensive focus on oral language development throughout the entire school day. For scholars to master our academic benchmarks, our rigorous curriculum must extend beyond lesson activities. An example of our curricula being incorporated strategically beyond classroom lessons includes conversations between teachers and scholars that incorporate rigorous vocabulary derived from Tier 2[4] lists, consisting of over 7,000 high frequency and multiple meaning vocabulary words, such as fortunate, industrious, and benevolent, which characterize mature language uses and are important for reading comprehension.[5] During transitions from the hallway to their desks, kindergarteners chant the alphabet song as everyone takes a seat in their STAR – sit up straight, track the speaker, ask and answer questions, and respect at all times - position. Comprehensively, we regard every aspect of our school day as an opportunity for our scholars to work towards mastery of our rigorous, college preparatory curricula, strengthening their core literacy skills.

High Quality Instruction

Research affirms that effective teaching "completely changes the academic trajectory of low-achieving scholars - vaulting them from the lowest to the highest quartile."[6] Therefore, we utilize successful practices to recruit, hire, develop, and retain educators of the highest caliber. Our recruiting efforts extend across the country, and we deliberately connect with mission-aligned organizations, such as Teach For America, The New Teacher Project, and other high-performing charter schools to ensure that the best and brightest teachers educate our scholars. We seek teachers who believe strongly in our mission and whose actions demonstrate high expectations for themselves, scholars and families. We hire smart and organized individuals willing to work

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[3] Backwards planning is the practice of looking at student outcomes in order to design curriculum units, performance assessments, and classroom instructional methods. This approach is informed by the Understanding by Design framework designed by nationally recognized educators Grant Wiggins and Jay McTighe.

[4] A sampling of tier two words explicitly taught and learned by Purpose Prep scholars is included in **Appendix B**. We also use the framework for content vocabulary provided by TN < http://www.tn.gov/education/ci/doc/VOCABULARY.pdf>.

[5] Beck, I., M.McKeown & L.Kucan. (2002). *Bringing words to life: Robust vocabulary instruction.* New York: The Guildford Press.

[6] Schmoker, M. (2011). *Focus: Elevating the Essential to Radically Improve Student Learning.* Alexandria, VA: ASCD.

hard to realize our mission and have the characteristics and experiences necessary to drive ambitious results for our scholars. Our hiring process requires multiple phases of interviews, including writing samples, demonstration lessons, and reflection observation sessions that ensure we are employing strong and impactful teachers. We provide ongoing development, including 32 professional development days sequenced throughout the school year. Teachers observe the highest performing schools upon which Purpose Prep is designed to inform their vision of instructional excellence and we prioritize a productive, growth-minded adult culture where teachers are growing their craft, collaborating with colleagues, and lending their expertise in support of the school's mission. Ambitious and high capacity adults thrive in supportive, collaborative, and professional environments, which will allow us to retain the most effective educators. Our teachers promote a culture of achievement in their classrooms and employ high-yield instructional strategies, such as asking high-level questions, scaffolding literacy cues, reinforcing effort, and providing recognition; all strategies are research-based and practice-proven to have the greatest positive effect on achievement for all scholars, in all subject areas, at all grade levels.[7] Instructional strategies and techniques are planned into lessons, and teachers are observed weekly and provided immediate written and verbal feedback by the Purpose Prep Leadership Team to continuously increase their instructional effectiveness and maximize scholar achievement results.

Positive Character Development

Purpose Prep scholars learn how to behave well and work hard because our school is structured, disciplined and joyful, and we adhere to the true definition of discipline – teaching how to do good and how to be good. At the start of each school year, teachers outline explicit procedures and expectations for how scholars should engage in every component of their school day, ensuring that scholars know precisely what to expect and what is expected of them at all times. We invest scholars in the value of being a community member of Purpose Prep, and we explicitly teach scholars how to represent our **RISE with Purpose** principles – Purpose, Respect, Integrity, Self-Determination, and Excellence – through their actions.   Scholars are taught that their effort directly correlates to their achievement, and they are recognized and celebrated for their hard work and academic success. Celebrations, including morning motivation sessions each day, community meetings twice per week, RISE with Purpose Jubilees weekly, and Achievement Assemblies every trimester, provide the forum for scholars to receive public praise and recognition for working hard, mastering academic skills and content, and representing the RISE with Purpose principles in their daily actions.

NEED IN NORTH NASHVILLE

Purpose Prep seeks to partner with Metropolitan Nashville Public Schools (MNPS) to provide an academically rigorous, highly structured, and joyful elementary school to the most underserved children in North Nashville.[8] Our school approach is informed by the nation's highest performing urban charter schools that have proven to close the achievement gap for disadvantaged students. North Nashville and the underachieving student population growing up there are among MNPS's stated priorities. The community needs and has expressed strong support for a gap-closing elementary school to set children on the path to college – starting in kindergarten.

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[7] Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.
[8] MNPS, in the Request for Proposal for charter school petitions, designated a priority for an elementary school in North Nashville.

Understanding the Need in North Nashville

MNPS is one of the largest school districts in Tennessee. Educating a diverse and largely economically disadvantaged population of students, approximately 50% of the MNPS student population is African-American, 33% is Caucasian, and 16% is Hispanic.[9] Seventy percent of MNPS students are economically disadvantaged.[10] Within North Nashville, these statistics are far more pronounced. Certain sections of the North Nashville area are poverty-stricken, with over 1/3 of families living below federally established poverty levels.[11] Within the Pearl-Cohn and Whites Creek Clusters of North Nashville, over 86% of students attending elementary schools qualify for the federal free and reduced lunch program; over 85% of students are of color.[12] Neither socio-economics nor any other demographic profile should determine the quality of education students receive; however, in North Nashville, families of limited means, and in large majority students of color, do not have a single high-quality public elementary school option. All ten elementary schools within our target area of North Nashville[13] (a) earned failing grades on TCAP in Reading and Math, (b) were unsuccessful in achieving Adequate Yearly Progress (AYP) targets for academic performance, and (c) are struggling to educate children with the elementary foundation necessary to thrive within a college preparatory level course of study in the upper grades. North Nashville families are in desperate need of an elementary school that establishes the foundation of early literacy most particularly that will set students on the path to college - starting in kindergarten.

Purpose Prep is proposed in response to the 2011 TCAP achievement percentages[14] and the 2011 Tennessee Report Card Grades[15] outlined in **Figure 2.01** and **Figure 2.02** respectively.

Figure 2.01: TCAP 2011 Reading & Math Proficiency Percentages & Unmet AYP Targets

Pearl-Cohn Cluster Elementary Schools	%Proficient Advanced TCAP Reading	% Proficient Advanced TCAP Math	Met Annual Yearly Progress Status?
Buena Vista	19.8	11.1	No
Cockrill	26.6	32.7	No
Hull-Jackson Montessori	33.1	33.9	No
Jones Paideia Magnet	35.3	42.4	No
Park Avenue	31.5	38.2	No
Robert Churchwell Museum Magnet	14.9	7.8	No

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[9] "Metropolitan Nashville Public Schools," <http://www.annualreport.mnps.org/Page75749.aspx>.

[10] Ibid.

[11] "Census" <http://factfinder.census.gov>.

[12] Rosevelt Noble, a Founding Board Member of Purpose Prep and a statistical analyst, conducted a quantitative data analysis to determine these percentages based on the data reports from schools in the Pearl Cohn High School Cluster and the Whites Creek High School Cluster.

[13] Our specific target areas of North Nashville are illustrated in Appendix B. All elementary schools within the Pearl Cohn High School Cluster are included. The only elementary school not targeted in the Whites Creek High School Cluster is Joelton Elementary, which extends beyond our target location.

[14] "Metropolitan Nashville Public Schools," <http://www.mnps.org/Page56784.aspx>.

[15] Tennessee Department of Education Report Card, " < http://edu.reportcard.state.tn.us/pls/apex/f?p=200:1:7867592151504984>.

Whites Creek Cluster Elementary Schools	% Proficient Advanced TCAP Reading	% Proficient Advanced TCAP Math	Met Annual Yearly Progress Status?
Alex Green	20.7	21.5	No
Bordeaux	27.9	21.7	No
Cumberland	27.7	28.4	No
Robert E. Lillard	38.3	40.1	No

Table 2.02: Tennessee Department of Education – 2011 Report Card Grades

Tennessee Report Card – Pearl-Cohn Cluster Elementary Schools								
School	Mathematics		Reading		Social Studies		Science	
	Score	Grade	Score	Grade	Score	Grade	Score	Grade
Buena Vista	35	F	33	F	35	F	30	F
Cockrill	43	D	42	D	42	D	40	D
Hull Jackson Montessori	44	D	46	C	47	C	44	D
Jones Paideia Magnet	47	C	45	C	49	C	42	D
Park Avenue	42	D	38	F	36	F	33	F
Robert Churchwell Museum Magnet	33	F	30	F	33	F	30	F

Tennessee Report Card – Whites Creek Cluster Elementary Schools								
School	Mathematics		Reading		Social Studies		Science	
	Score	Grade	Score	Grade	Score	Grade	Score	Grade
Alex Green	43	D	43	D	49	C	46	C
Bordeaux	41	D	42	D	42	D	37	F
Cumberland	40	D	40	D	39	F	37	F
Robert E. Lillard	48	C	46	C	49	C	44	D

Without an effective elementary school model, students' academic deficits continue to widen. By middle school, students are below proficiency in the core subjects of reading and mathematics. By high school, students educated within the Pearl-Cohn and Whites Creek Clusters are unable to attend selective college preparatory magnet high schools within MNPS. In fact, the only two academic magnet high schools within MNPS are both situated directly within the North Nashville area; many of the Pearl-Cohn Cluster Elementary Schools are less than a few miles from these high schools. Both magnet high schools consistently receive recognition for their strong academic programs, which rank them amongst the top 100 high schools in the nation.[16] Despite the close proximity, local children in the area fail to access admission into either school because they are not able to meet academic entrance requirements. The selective admissions process for both magnet high schools requires students to achieve Advanced TCAP scores in *both* reading and math.[17] No elementary school within the Pearl-Cohn cluster has been able to achieve the minimal proficiency rates for students within the core subjects of reading, math, science, or social studies.

Without a strong literacy and mathematic foundation starting at the elementary level, North Nashville children are not able to perform at an advanced academic level on the TCAP and are subsequently zoned to Pearl-Cohn Magnet High School or Whites Creek High School, local, non-

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[16] Reported from *Newsweek Magazine's America's Best High School List for 2010.*
[17] "Hume Fogg High School," <http://www.humefogghs.mnps.org>.

selective, and chronically underperforming schools.[18] Students from more affluent areas, often outside of North Nashville, qualify for and gain access to the selective magnet high schools. The academic disparity between Pearl-Cohn Magnet High School or Whites Creek High School and the two high-performing magnet high schools is severe, as evidenced by **Figure 2.03** as it outlines American College Testing (ACT) performance across all MNPS schools. ACT has conducted extensive research on how their scores correlate to success in college, and a score of 21 is an average of four benchmark scores that indicate college preparedness.[19] Hume Fogg Magnet and Martin Luther King, Jr. Magnet are the top two highest performing schools with over 94% students meeting or exceeding the ACT benchmark; only 3% of students at Pearl-Cohn Magnet High School and only 10% of students at Whites Creek High School meet or exceed this benchmark. Current limited achievement at the elementary level presents a bleak future to the children of North Nashville. In order to be able to gain access to and compete within high-performing secondary schools and in college, children must master foundational academic skills at the elementary level.

Figure 2.03: Percent of Class of 2010 Scoring 21+ Composite Score on ACT in Metro Nashville Public Schools[20]

Percent of Class of 2010 scoring 21+ composite score on ACT in Metro Schools
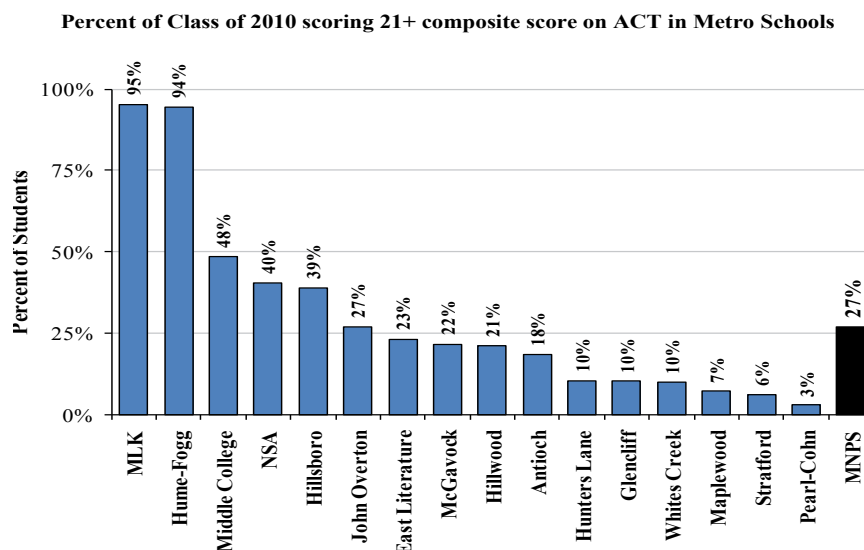
Addressing the Need in North Nashville

To truly close the achievement gap, academic skill development - most particularly within literacy - is critical in the early grades. "Under-developed literacy skills are the number one reason why students are retained, assigned to special education, given long-term remedial services and why they fail to graduate from high school."[21] Our mission requires an impeccable academic foundation, most intensively within literacy, measurable at each grade level, and we

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[18] According to the Nashville Chamber of Commerce's 18th Annual Education Report Card, only 3% of students at Pearl-Cohn Magnet High School and only 10% of students at Whites Creek High School in the 2010 class scored 21+ composite score on the ACT. <http://www.nashvillechamber.com/Libraries/Education_Reports_and_Publications/2010_Report_Card_Presentation.sflb.ashx>.

[19] ACT's PLAN Program," <http://www.actstudent.org/plan/score/measureup.html>.

[20] Nashville Chamber of Commerce's 18th Annual Education Report Card, <http://www.nashvillechamber.com/Libraries/Education_Reports_and_Publications/2010_Report_Card_Presentation.sflb.ashx>.

[21] Ferrandino, V.L., and Tirozzi, G. (2004, May 5). Wanted: A Comprehensive Literacy Agenda preK-12. *Education Week*, 23(24), 29.

devote the majority of our financial, temporal, and curricular resources towards that goal.

We provide two high-capacity teachers in every K-2 classroom so that the student to teacher ratio never exceeds 15 to 1. Given the literacy structure of three rotating groups for grade K-2[22], which further reduces the teacher to student ratio to 10 to 1, scholars receive additional intensive and differentiated instruction within literacy, specifically with foundational phonics skills. For 225 minutes daily, scholars in every grade level work closely with teachers to command strong reading and writing skills. Through the Purpose Prep Oral Language Program, we provide a unique and comprehensive focus on the development of oral language. Our core academic program, along with our Oral Language Program, directly support state and national standards for language acquisition, driving strong productive language, oral and written, for all students.

Purpose Prep aligns with Metropolitan Nashville Public School District's priority for a high performing elementary school in North Nashville. We have specifically designed our school model for the children of North Nashville, and our mission and academic and organizational priorities are structured to eradicate the academic gap plaguing underserved and underperforming children - starting in kindergarten.

Rigorous standards and assessments provide the platform for high-quality teaching and learning. Given the high expectations we hold for scholars, we look forward to utilizing the Common Core Standards adopted by Tennessee, and we applaud Tennessee's current efforts, nationally recognized, to elevate its standards from the weakest in the country to some of the most rigorous. It is essential that our students are nationally competitive; therefore, we assemble and construct curricula that match the academic content and rigor of these newly enacted state and national standards, thus best supporting and growing our students to perform on national assessments at the 75th percentile and higher – and thus in the upper quadrant of student achievement.

We strategically target students' academic weaknesses through intensive academic supports. Remediation occurs daily based on checks for understanding or exit tickets at the conclusion of lessons. To maximize the use of real-time data, we respond to the needs of students immediately; thus, students demonstrating deficiencies with the skills or concepts of the day's lesson receive intervention within that day. We reserve non-core academic blocks, including our 20-minute snack break, our 45-minute enrichment block, and our 20-minute choice time for daily opportunities to tutor and remediate students demonstrating deficiencies in literacy or mathematics. Our remediation system is highly flexible, providing intensive supports within specific objectives to those students that require it per our data sources.

Community Outreach and Support for Purpose Prep

To ensure that families and community members within our target population for which Purpose Prep was designed were aware of our proposal, we have engaged in expansive and intensive outreach efforts throughout North Nashville. We have connected with residents and families of North Nashville, engaging in conversations about what families want for their children and how that aligned with our proposal. Detailed information about our extensive efforts to mobilize the community around the work of Purpose Prep is outlined in the Parent and Community Involvement Section. As part of our community outreach, we have conducted two Get Out The PURPOSE Events, enlisting over 50 supporters of Purpose Prep to canvass our North Nashville neighborhoods and inform families of Purpose Prep. These two events, in additional to numerous information sessions through our community, resulted in over 600 conversations with community

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[22] Our instructional model for literacy for grades K-2 is described in Section 2: Academic Program. Our two-teacher model provides intensive, differentiated support, ensuring strong foundational reading skills in phonemic awareness, phonics, vocabulary, and reading comprehension.

members. As a result of our engagement of the North Nashville community, support for Purpose Prep may be found in the following ways:

- **Intent to Enroll Forms:** 464 Parents/Guardians in the North Nashville have endorsed their support of Purpose Prep by signing Intent to Enroll forms. Of those families that have signed to emphasize the urgent need for Purpose Prep in their community, 192 children are represented between the ages of 2-4 year olds, the age of students eligible to enroll in Purpose Prep throughout its initial years of operation.[23]
- **Letters of Support:** Community, political, educational and business leaders passionate about ensuring children of Nashville receive high-quality education have demonstrated support of Purpose Prep by writing endorsement letters that emphasize their belief in our mission and leadership capacity. A sampling of those supporters is represented in the outline in **Figure 2.04**, and the entire list in located in **our Parent and Community Involvement Section.**

Figure 2.04: Sampling of Purpose Prep Supporters[24]

Ms. Brenda Gilmore, Representative TN General Assembly	Ms. Thelma Harper, Senator TN General Assembly
Ms. Sharon Hurt, Chief Executive Officer Jefferson United Merchants Partnership	Ms. Patricia Shea, Executive Director YWCA
Ms. Susan Huggins, Executive Director CABLE	Mr. Harry Smith Executive Director, Northwest YMCA
Dr. Judy Cummings, Pastor New Covenant Christian Church	Mr. Janiro Hawkins, Moderator Greater Richland Creek Missionary Baptist
Mr. Greg Thompson, Chief Executive Officer Tennessee Charter Schools Incubator	Ms. Rebecca Hargrove, Chief Executive Officer Tennessee Education Lottery Corporation
Mr. Lonnell Matthews, Councilman of District 1 Metropolitan Council	Ms. Shani Dowell, Executive Director Teach For America - Nashville
Mr. Lewis Baldwin, Professor Religious Studies Vanderbilt University	Ms. Candice McQueen, Dean Lipscomb University College of Education

Our community has demonstrated strong belief in the mission, vision, and outcomes of Purpose Prep, as well as the ability of the Purpose Prep Founding Board to deliver a high quality school for the children of North Nashville. The opportunity to mobilize a community around high quality educational options has been powerful, and pending approval, we will continue to draw the community's input for and support of Purpose Prep.

EDUCATIONAL PHILOSOPHY

Purpose Preparatory Academy Charter School ("Purpose Prep") believes that all children, regardless of race or circumstance, can and must achieve at extraordinarily high levels. Purpose Prep holds high expectations for all scholars by providing an academically challenging, disciplined, and joyful elementary school in which each member of the school community – board members, leaders, teachers, families and scholars – understands and is driven by the mission of college. That mission requires an impeccable academic foundation, measurable at each grade level, particularly within literacy, and we devote the majority of our financial, temporal, and curricular resources towards that goal. We provide support structures, including intensive instructional remediation and explicit character development, to ensure every scholar's success.

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[23] In accordance with TCA 49-6-201(8)(d), children entering kindergarten shall be five (5) years of age on or before September 30 of the current kindergarten term.

[24] A full outline of community leaders that have endorsed Purpose Prep can be found in the Parent and Community Involvement Section. All letters of support are included in **Attachment Q.**

Our partnership with Building Excellent Schools, an organization with a proven track record of founding, developing, and delivering on-going support to the nation's highest performing charter schools, provides the framework for excellence by which Purpose Prep will operate. The highest performing schools with similar demographics and equally ambitious mission inform the design of Purpose Prep. The following core principles for teaching and learning undergird our vision.

High expectations are maintained for all.

The board provides the resources and accountability for uncompromising performance - academically and organizationally. Leadership communicates and executes the vision to the finest level of detail. Teachers instruct at a high level in an engaging pace, are trained weekly, observed daily, and achieve measurable academic results annually. Scholars are taught to behave well and work hard, and infused with a sense of joy as they build their academic and personal scholarship. Families come together several times per year to acclaim their vision for and support of their child's education, as the school is explicit about how they can fulfill their responsibilities as our partners in this work.

Every member of the school community is held accountable to the high expectations set for them: (1) The **Board** utilizes detailed academic and organizational dashboards to oversee progress and provides an annual report to Metropolitan Nashville Public Schools that outlines progress toward the organizational goals and academic benchmarks aligned to the mission. (2) The **School Leader** executes school-based management with tight alignment to the mission and vision and meets at least monthly with the Board to detail current academic and organizational progress. The leader communicates regularly with all stakeholders to provide updates around the academic and organizational progress of the school. (3) **Governance and Management** enact a yearly Achievement Plan to determine priorities and checkpoints that drive the mission and vision. (4) **Teachers** are supported daily with rigorous unit and lesson planning, delivering effective instructional techniques, and creating an achievement-oriented classroom culture. Rubrics outlining the specific priority foci of teachers measure their progression, and weekly meetings are held between teachers and the Leadership Team to praise progress and outline next steps. (5) **Scholars** are expected to work hard daily to achieve academic targets and adhere to clearly defined behavioral and procedural expectations. They receive daily academic and behavioral reports that ensure regular quantitative and qualitative communication between school and home. Academic progress is tracked visually throughout classrooms and the school, and regular feedback sessions between teachers and scholars outline the progress toward goals and generate next steps. (6) **Families** are expected to attend Family Orientation Session prior to the start of the school year, one Achievement Family Conference per trimester, and at least two University Nights throughout the school year. They receive Purpose Prep Passports, which document their attendance and participation at events and any volunteer hours they commit to supporting our mission.

Literacy is everything.

We prioritize our financial, temporal, and curricular resources towards the primary lever of success for our scholars - strong literacy acquisition. With two high capacity teachers in every K-2 classroom, the scholar to teacher ratio never exceeds 15 to 1, ensuring that every scholar receives targeted support. Given the literacy structure of three rotating groups for grade K-2, reducing this ratio to 10 to 1, scholars benefit from intensive and differentiated instruction within literacy - particularly with the foundational skills of phonemic awareness and phonics. For 225 minutes daily, scholars work closely with teachers to command strong reading and writing skills. Reading fluency, comprehension, and textual insight underpin the multiple modalities of our

literacy program, with all scholars expected to read on or above grade level by grade two and all scholars expected to comprehend, analyze, and respond to literature and non-fiction at or above grade level by grade four. As "[i]ntensive amounts of reading and writing are the soul of learning"[25], Purpose Prep establishes a strong foundation of phonics skills, vocabulary development, and reading fluency and comprehension for Nashville's most disadvantaged scholars starting in kindergarten, and matriculates fourth graders ready and excited to do demanding fifth grade work - on their way to high school, and on the road to college.

An achievement-orientated curriculum drives outcomes.

For every subject at every grade level, we align academic and character curricula to the end-of-year vision for what a college preparatory scholar should know and be able to do. We are clear about what a kindergarten scholar must master in reading, just as we are clear about what a first grader must master in math, and a second grader must master in writing. All curricular planning is vertical, and all outcomes are defined and measured. We backwards plan towards vertical academic goals, aligned to national and state standards, and use standards-driven assessments and frequent checks for understanding to build measurable achievement and ensure that every lesson is one purposeful step along a rigorous trajectory.

A no-excuses school culture, infused with joy and rigor, promotes academic achievement.

Scholars have a natural desire to learn – learning is exciting, interesting, and what children crave to do as much as they can. Children also rise to the level of expectation held for them, particularly when work is rigorous and engaging, structures and routines allow for success, and a joy for learning permeates the school. The school day starts with Morning Motivation during which scholars chant college cheers and earn shout-outs from teachers on their embodiment of our RISE with Purpose principles. In classrooms, scholars are told to "Kiss their brain" and scholars engage in choral responses such as "You go, Jada" when Jada answers a challenging mental math problem, and "Show what you know, Martin" when Martin volunteers to recite several sight words, and "Work it out, Kemoni" when Kemoni is sequencing ages of five characters within the text. School days end with classroom-based Community Circle, as scholars share what they have learned – always expressed in clear, complete sentences. When a teacher asks with excitement, "What conclusions can we draw about Sheila in *Tales of a Fourth Grade Nothing?"* and a scholar responds with "Distraught because," the teacher responds with a smile and "Full sentence, please." The scholar smiles back, and as she has been taught, answers with pride, "We concluded that Sheila was distraught because her body was trembling due to the accident that occurred on the playground." Teacher and scholars snap their fingers, expressing their joy at an answer well done. Comprehensively, our school permeates with energy, excitement, and joy for learning.

Positive character development must be taught and modeled.

School and life success depend on the internal character of the individual as much as on the hard skills that same individual develops while in school. We strategically develop in scholars the school's RISE with Purpose values – Purpose, Respect, Integrity, Self-Determination, and Excellence – and the values are *lived* out through the daily actions of staff and scholars. Our focus on positive character development provides scholars with the tools to practice, internalize, and exemplify these values consistently and in grade level appropriate ways. Starting in kindergarten,

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[25] Schmoker, M. (2011). *Focus: Elevating the Essential to Radically Improve Student Learning.* Alexandria, VA: ASCD.

scholars are taught that their effort directly correlates to their achievement, and they are recognized and celebrated for their hard work and academic success. In the first weeks of school, scholars are taught the Tier 2 word *malleable* because they learn from their teachers that their brains are *malleable* and that smart is what you do and not what you are. The RISE with Purpose framework, aligning each value with tangible actions, gives teachers and scholars a common language and expectations. Teachers call attention to RISE with Purpose values to support scholars' understanding of the connection between values and actions. During a kindergarten lesson when scholars transition with their supplies for instruction before the final bell, the teacher exclaims, "Great job showing purpose, Vanderbilt!" A fourth grade scholar who has finally been able to accurately solve a long division problem with a double-digit divisor after multiple attempts might hear, "Excellent self-determination, Zhana!" By reinforcing the RISE with Purpose values through (a) daily references on value-based actions and choices, (b) weekly lessons on character development, (c) and weekly RISE with Purpose Jubilees, scholars own their actions and celebrate their goodness.

Quality teachers drive exceptional results.

Teacher quality is the most important factor that drives scholar achievement.[26] We use effective practices to recruit, hire, develop, and retain educators of the highest caliber. Our recruitment extends across the country, leveraging our professional networks, and we frequently connect with mission-aligned organizations, such as Teach For America, The New Teacher Project, and other high-performing charter schools to attract the best and brightest teachers. We seek teachers who believe strongly in our mission and whose actions demonstrate high expectations for themselves, scholars and families. We hire smart, driven people willing to work hard to realize our mission and have the characteristics and experiences necessary to deliver ambitious results for scholars. Our hiring process requires multiple phases of interviews, including writing samples, demonstration lessons, reflection observation sessions and re-teach lessons that ensure we are employing strong, high capacity teachers. We provide ongoing development, including 32 professional development days throughout the year. Teachers observe the highest performing schools upon which Purpose Prep is designed to inform their vision of instructional excellence. We prioritize a productive adult culture where teachers grow their craft, collaborate with their colleagues, and lend their expertise in support of the mission. Adults thrive in supportive, collaborative, and professional environments, allowing us to retain effective educators. Our educators promote a culture of achievement in their classrooms, employing high-yield instructional strategies, such as setting objectives and providing feedback, asking scaffolded, high-level questions and providing appropriate, grade level literacy cues, and reinforcing effort and providing recognition. Together, these strategies have the greatest positive effect on achievement for all scholars, in all subject areas, at all grade levels.[27] Instructional strategies and techniques are planned into lessons, and teachers are observed weekly and provided immediate written and verbal feedback to continuously increase instructional effectiveness and maximize scholar achievement results.

Assess, analyze, and intervene often.

Every scholar must be successful. We strategically target scholars' academic weaknesses through intensive academic supports. Remediation occurs daily based on checks for understanding or exit tickets. To maximize the use of real-time data, we respond to scholars' needs immediately;

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[26] Cochran-Smith, Marilyn (2004) "The Report of the Teaching Commission: What's Really at Risk?," *Journal of Teacher Education,* Vol. 55.
[27] Marzano, R.J., Pickering, D.J., and Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

scholars demonstrating deficiencies with the skills or concepts of the day's lesson receive intervention within the day. We reserve non-core academic blocks, including our 30-minute lunch, 20-minute snack, and 45-minute enrichment for daily opportunities to tutor and remediate scholars demonstrating deficiencies with literacy or mathematics. Our remediation system is highly flexible, providing intensive supports within specific objectives to identified scholars. Interim assessments, such as Strategic Teaching and Evaluation of Progress (STEP) in K-2 and Achievement Network Assessments overlapping in grade 2 and continuing through grade 4, are administered every 6-8 weeks. Teachers have the dedicated time and targeted support to analyze this comprehensive data and create instructional action plans through six Achievement Data Analysis Days scheduled each Friday following interim testing. (Please see Annual School Calendar in **Attachment D** and details on our approach to data analysis in **Section 3: Assessments and Evaluation**.) In preparation for Achievement Data Analysis Days, the Dean of Achievement compiles data in multiple formats[28] for staff analysis and action planning, and this process is overseen by the Head of School to ensure its efficacy. Remediation structures and on-going data analysis allow teachers to intervene with successful supports to ensure that all scholars are on track at the grade level in their core subjects, and thus poised for their year-by-year journey towards strong reading on or above grade level by grade 2, full middle school readiness by the end of grade 4, success in middle school, high school, and on the exciting road to college. On a monthly basis, achievement data is reported to the Board's Academic Achievement Committee. Non-academic data, such as attendance and retention numbers, is compiled within a dashboard and analyzed whole school to determine how specific factors are impacting student performance and execution towards the mission.

More time is critical.

"To improve student achievement, [we] should not automatically look only to extending the days or minutes of student learning time, but should also consider ways to make better use of the time they have.[29]" Given this, Purpose Prep ensures that not only do our scholars have more instructional time through an extended year (185 days) and school day (7:50am-4:00pm), but also that every second of instructional time is utilized strategically, with minimal time for transitions and maximized time on teaching and learning, which counteracts any literacy gaps that our target population may have in comparison to their more affluent peers.[30] Scholars benefit from increased targeted literacy instruction and structured character development lessons core to our mission and to scholar success. More time is also critical to the development of our teachers. Thirty-two professional development days are incorporated throughout the annual calendar. Additionally, our teachers benefit from 105 minutes of daily planning time every Monday, Tuesday, Thursday, and Friday when they collaborate with grade level colleagues and the Dean of Academics to develop, refine, and reflect upon lessons and unit plans. Every Wednesday, from 2:30 pm to 5:00 pm, teachers participate in collaborative grade level meetings, which encompass opportunities for teachers to critically reflect upon their instruction and develop concrete strategies to improve scholar achievement. Wednesday grade level meetings include lesson plan feedback sessions, classroom observation video debriefs, collaborative grading of scholars writing assignments, and review and discussion of the progress of instructional action plans.

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[28] Multiple formats of data represented in various ways are sliced for teacher review. Sub-group data is extracted so whole school can analyze performance of each population. Cohort data is available for all grades and individual student data will be easily accessible by student name and subject area.
[29] Aronson, Julie, Joy Zimmerman and Lisa Carlos. *Improving Student Achievement by Extending School: Is it just a Matter of Time?.* San Francisco, CA: WestEd, 1998.
[30] Hart, Betty, and T. Risley. (2003) "The Early Catastrophe: The 30 Million Word Gap by Age 3.*" American Educator.*

Families are partners.

Our families are equally invested in the success of our scholars. We detail the role and responsibilities that families must fulfill to support our shared work to set our scholars on a path to college. We are in constant, proactive communication with families. **Annually**, and prior to the start of the school year, we conduct Home Visits with every family and hold grade level Family Orientation Sessions. Home Visits serve as an initial opportunity to build strong relationships with families, as we are able to learn about the interests of our scholars, as well as the hopes and dreams their families have for them. Family Orientation Sessions introduce families to what they should expect from the coming school year at that grade level. **Cyclically**, we provide three University Nights throughout the school year, focused on ways for families to support the academic program at home. With teacher-led sessions in literacy and mathematics, families are provided tangible ideas to implement at home. In particular, our literacy session provides families with questions to ask to gauge scholars' comprehension of reading materials. We also provide three formal Report Cards and Family-Teacher conferences. **Regularly**, scholar achievement data is strategically communicated with families throughout the school year. Families receive reports following each 6-8 week interim assessment that outline: (1) their child's academic proficiency regarding literacy development in the youngest grades and prioritized standards in later grades, (2) the targeted intervention from the action plan that the school will provide in the coming weeks to maximize academic progress, and (3) tangible supports that need to be provided by the family at home. **Bi-weekly,** phone calls are scheduled by teachers with every family to ensure on-going personal communication, and additional communication is invited as every family has their teacher's contact information. **Weekly**, we provide a HW log and classroom syllabus with objectives and assessments. **Daily**, we provide written communication to families regarding their child's academic and behavioral progress through daily reports in each scholar's HW folder. **Comprehensively**, families receive Purpose Prep Passports, documenting attendance and participation at events and any volunteer hours completed in support of our mission.

We are accountable to high academic performance.

A school design based on the proven practices of high performing schools nationally and trained leadership with a proven track record of achievement sets Purpose Prep up for success. We continuously measure our performance against that of these excellent schools as well as against the district, similar schools, and the state through standards-based assessments and against a national cohort on nationally normed assessments to inform us on the degree to which our scholars are able to successfully compete. Given the absolute insistence on achieving our mission, we have established rigorous measures for each academic performance and organizational viability goal, as well as for each governance and leadership goal. All goals are outlined by year and by length of time in the school, and all goals are paired with quantifiable outcomes and measures. (For more detail, please see pages 87-89 for our Academic and Organizational Goals.) Our progress towards these stated goals are reviewed at minimum on a monthly basis by the Head of School, a quarterly basis by the Board of Directors, and published annually in the school's Annual Report. The Board of Directors will submit the Annual Report to the chartering authority and the Commissioner of Education. The Report will contain the information of the progress of the school toward achieving each goal outlined in the Accountability Plan. To achieve our mission and ensure that we meet goals required by the Federal No Child Left Behind legislation to make Adequate Yearly Progress, and to serve the prioritized goals of Metro Nashville Public Schools and the core of the Purpose Prep mission, we will adhere to rigorous accountability academic and organizational goals.

CURRICULUM

Purpose Prep curriculum is based on and fully aligned to state and national standards. In support of our mission and the needs of our target community, this model supports intensive literacy and math instruction for every scholar. We have designed a college preparatory elementary charter school where every K-2 classroom has a maximum of thirty scholars taught by two high capacity teachers[31] with an instructional design that places all students within three rotating groups for K-2. One group of 10 students work with an individual teacher, the second group of ten with the second classroom teacher, and the third group of scholars works at literacy-based, adaptive and individualized computer stations. The teacher to scholar ratio is reduced to 10 to 1, and scholars receive differentiated instruction within literacy - most particularly with the essential skills of phonemic awareness, phonics, and reading comprehension. For 225 minutes of literacy instruction daily, scholars work closely with teachers to command strong reading and writing skills. Comprehensively, and as outlined in further detail below, Purpose Prep establishes a strong academic foundation for all scholars starting in kindergarten. Our curriculum is (a) rigorous, (b) comprehensive, (c) provides intensive and differentiated support, and (d) focuses extensively on literacy.

Curriculum is rigorous.

The expectations a school holds for its scholars can be directly correlated to the academic objectives the school expects scholars to achieve. Given our high expectations for all scholars, we ensure that national and state standards provide a solid base for our curriculum. For scholars to be academically competitive with their peers nationwide, we choose and construct curricula that match the academic content and rigor that will support and grow them to perform on national assessments at the 75th percentile, or upper quartile, and higher.[32] With a backwards-planning approach, we use assessments to frame the level of mastery we expect our scholars to acquire by the end of each year, and we plan our curricular scope and sequence, along with daily lessons, weekly assessments, and intervention supports to strategically advance scholars along this rigorous, college-preparatory trajectory. We know that for students to be on such a trajectory, they must be able to read with fluency, accuracy, and comprehension in the earliest grades, develop a vocabulary that allows them to move into more demanding text, and be able to compute on or above grade level in the foundational years. Our curriculum provides a high degree of specificity in each grade level and in each content area. Our Academic and Organizational Goals, found on pages 87-89 of this document, outlines the degree of proficiency we expect according to multiple measures and against multiple comparative groups.

Curriculum is comprehensive.

We provide a comprehensive focus on literacy and mathematics, and use our extended day to maximize instructional time with scholars. For scholars to master academic benchmarks, we know that rigorous curriculum must extend beyond lesson activities. Examples of curricula incorporated strategically beyond classroom lessons include conversations between teachers and scholars that utilize rigorous vocabulary derived from Tier 2 lists that include more than 7,000 high frequency and multiple meaning vocabulary words, which characterize mature language and

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[31] According to TN Law, the average class size for a grade level unit (such as the unit K-3) shall not exceed the stated average of 20, although individual classes within that grade level unit may exceed the average. The use of our two-teacher model in K-2 and the use of 1 teacher and a Teacher Fellow in grades 3-4 allow us to fulfill this requirement.

[32] For more detail on our use of nationally normed assessments, please see **Section 3: Assessments and Evaluation**.

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are critical for the development of reading comprehension. Another example involves literacy-centered activities, such as vocabulary trivia during non-instructional sections of the day. During breakfast, scholars work on literacy and math skills in their Brainwork folders[33], developmentally appropriate practice opportunities for literacy and math development. During transitions from the hallway to their desks, kindergarteners chant the alphabet song as everyone takes a seat in their STAR – sit up straight, track the speaker, ask and answer questions, and respect at all times - position. Scholars in second grade are excited for the extended day work in preparation for their debate where they will argue the merits of pardoning the Big Bad Wolf for his treatment of the Little Pigs. During snack break, fourth grade scholars challenge themselves to master the math logic problem of the day, quizzing each other on their vocabulary words of the week, reciting their inspirational poem of the month, or racing through a Sudoku puzzle with a classmate. We regard every aspect of our school day as an opportunity for our scholars to work towards mastery of our rigorous, college preparatory curricula.

Curriculum provides intensive, differentiated support.

We proactively address any gaps in learning that scholars have upon enrollment by providing targeted, differentiated support. Reading development is most crucial in the earliest grades of school as early literacy, language development, and reading skills are the foundation of all future learning.[34] Therefore, the central purpose of our two-teacher model in every K-2 classroom is to ensure every scholar can read proficiently through a reduced teacher-scholar ratio within differentiated reading groups to maximize small-group intervention, individualized support and targeted remediation within the classroom in real time – and to eliminate all academic gaps, ensuring every child is equipped with strong reading comprehension and textual analysis skills upon entering third grade, a critical grade level that determines school success.[35] By intensely utilizing our curriculum to meet the individual needs of scholars, we are able to optimally support the diversity of our learners and provide sufficient support to all scholars - particularly scholars with special needs, ELL learners, and scholars below and above grade level. When diagnostics determine scholars' academic strengths and weaknesses, teachers supplement the curriculum with additional resources, such as those from the Tennessee Early Grade Learning Toolkits, Reading A-Z, and Open Court's Intervention Guide. For scholars demonstrating academic deficiencies, we reserve non-core academic blocks, including our 20-minute snack, 45-minute enrichment, or 20-minutes choice time for daily opportunities to provide additional exposure to our curriculum to scholars. We utilize research-proven, balanced literacy programs, such as SRA Reading Mastery and adaptive computer-based literacy program Destination Reading, which reflect the findings of the National Reading Panel.[36] These research-based practices for literacy instruction focus on phonics in the early grades and comprehension and critical thinking in the upper elementary grades. Given our targeted, standards-based instruction, extended day that incorporates 225 minutes of literacy and 80 minutes of math instruction daily, and strategic data analysis and action planning that target and address academic needs weekly and cyclically, every scholar has the instruction and the supports necessary to meet high expectations for achievement.

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[33] Brainwork folders contain packets of literacy and math review. Scholars complete work in their brainwork packets during breakfast to get their brains ready for the day's learning. During lunch, they can also choose to complete their brainwork.

[34] Lesaux, N. (2010). Turning the page: Refocusing Massachusetts for reading success. Retrieved from http://www.strategiesforchildren.org/Publications/TurningThePageReport.pdf.

[35] The National Research Council concluded: "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of 3rd grade."

[36] Reading Mastery and Destination Reading Program are utilized in several of the highest performing schools (North Star Academy in Newark, NJ and Cornerstone Preparatory School in Memphis, TN) with similar demographics to the children of North Nashville.

Curriculum focuses extensively on literacy.

Purpose Prep proposes to radically change the trajectory of underserved children by providing them with a strong literacy foundation starting in kindergarten. We know that "[o]ne in six children who are not reading proficiently in third grade fail to graduate from high school on time, four times the rate for children with proficient third-grade reading skills."[37] To change our scholars' trajectory, we incorporate five critical areas of effective literacy instruction: **phonemic awareness, phonics, vocabulary, fluency and comprehension**.[38] **Figure 2.05** emphasizes how each essential literacy skill is prioritized within our literacy instruction as well as the research base that informs each of these approaches to skill development. We add an explanation for writing instruction within this table as well. In total, Purpose Prep devotes 225 minutes of instructional time daily to strategically ensure scholar mastery of these essential areas, along with writing and reading standards, through our comprehensive literacy instructional model. We structure our curriculum and instruction in kindergarten to instill the essential literacy building blocks for first grade. By second grade, scholars are reading on or above grade level with fluency and comprehension. By fourth grade, scholars command a robust vocabulary, read with appropriate phrasing and intonation, comprehend fiction and non-fiction grade level texts, and write multi-paragraph essays along a variety of genres, including persuasive, expository, and narrative. This extensive focus on literacy in the early grades provides a strong foundation for middle school, high school, and college success.

Figure 2.05: Comprehensive Literacy Instructional Model

LITERACY ESSENTIAL SKILLS
Phonemic Awareness and Phonics
Research shows that how easily children learn to read can depend on how much phonological and phonemic awareness they have.[39] We utilize research-proven, effective programs such as SRA Reading Mastery to ensure every scholar develops a solid foundation of these skills – starting in kindergarten. Scholars demonstrating phonemic awareness understand that spoken words are made up of separate sounds. **Phonemic Awareness** is explicitly taught through lessons logically sequenced and based on an organized continuum of concepts. Activities require scholars to identify the onset and rime in spoken words and syllables, isolate individual sounds in words, connect words that are similar and dissimilar, segment and blend words, make new words by deleting or substituting phonemes, and listen to sounds of words in stories, songs, poems, and rhymes. **Phonics Instruction** helps our beginning readers see the relationships between the sounds of spoken language and the letters of written language. Phonics lessons begin to integrate letters with learned sounds, and teachers start with simple letter-sound associations and words familiar to the children, and then progress to less predictable sound patterns and their spelling. Through explicit lessons, our scholars learn to identify letters, to associate phonemes with letters, and to use phonics principles when reading and writing. **Word-study Instruction**, the logical next step from phonics instruction, takes place starting in third grade. Scholars apply their phonics foundations to understand word parts, including prefixes and suffixes, as they read and write. This word work block focuses on spelling patterns and language constructions, such as Greek and Latin roots.
Vocabulary
Reading aloud to children has been referred to as the single most important activity for building the knowledge required for success in reading.[40] Given such research, teachers **Read Aloud** to scholars in every grade daily during a 25-minute structured block of time, requiring active participation from all

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[37] Reported in Annie E. Casey Foundation (2010), "EARLY WARNING! Why Reading by the End of Third-grade Matters" A KIDS COUNT Special Report from the Annie E. Casey Foundation. Baltimore, MD. Annie E. Casey Foundation.
[38] National Reading Panel. (2001). Retrieved November 23, 2011, from http://www.nationalreadingpanel.org/NRPAbout/Charge.htm.
[39] Ibid.
[40] Routman, R. (2000). *Conversations: Strategies for teaching, learning, and evaluating*. Portsmouth, NH: Heineman.

scholars, which provides multiple benefits for developing their ability to read fluently and with expression. Kindergarteners begin to learn about the written language and connect spoken word with words in print. All scholars develop and apply comprehension strategies and listening skills. However, our central focus for this block concentrates on robust **Vocabulary Development**. We recognize that our scholars, given their economically disadvantaged backgrounds, will enter Purpose Prep exposed to a less extensive vocabulary than their more affluent peers; thus, development for building and reinforcing vocabulary is a critical component of our literacy model.[41] Vocabulary development is widely considered to be the cornerstone of reading achievement.[42] We utilize a research-proven program that develops scholars' vocabularies in the rich, authentic context of literature and non-fiction texts, such as **Scholastic Text Talk**.[43] Teachers utilize a variety of effective, explicit strategies to teach vocabulary words to scholars, including previewing vocabulary words before reading the text, requiring active scholar talk about the meanings of words, ensuring constant repetition of words by scholars, and conveying meanings of words through child-friendly definitions. It is important that these vocabulary words remain in active use beyond the lesson to become integrated into scholars' daily speech. Teachers employ indirect teaching strategies for vocabulary development by constantly using Tier 2 words throughout the school day and recording and calling attention to scholars' use of these words. Teachers post these words on a 'word wall' in classrooms to which scholar can refer.

Fluency

Being able to read quickly and accurately, with appropriate and meaningful expression, is essential to reading comprehension; thus, we provide effective fluency instruction to achieve this outcome. **Fluency Instruction** is supplemented with programs, such as **Fluency First**, and is scaffolded according to the particular grade level and needs of scholars. Shared reading is a commonly used strategy, as kindergarteners receive the additional benefit of having the teacher examine book features, including the title, cover, and illustrations, and all scholars benefit from stories being modeled by a strong reader. Repeated reading of familiar books and passages for all elementary scholars is beneficial. **Buddy Reading, Poetry Practice,** and **Readers' Theatre** are also incorporated within fluency instruction. An additional 15-minute block of **Independent Reading**, beyond that which takes place for all scholars within guided reading blocks, is structured for scholars in grades 3-4.

Comprehension

Comprehension is the reason for reading. Scholars are supported to develop their reading comprehension strategies in small, **Guided Reading Groups**. The guided reading structure is drawn from the work of Fountas and Pinnell.[44] With appropriately leveled reading materials selected for each group, the teacher establishes a particular objective or purpose for the reading, informed by observation of scholars' needs and data from **STEP Assessments**.[45] Teachers instruct a mini-lesson around the objective, which could include making reasonable predictions about a text, connecting text meaning with background knowledge, summarizing the most important details, and drawing conclusions from clues by the author, and then model the strategy aloud to scholars. Scholars independently practice the skill, while the teacher intervenes when appropriate to provide live coaching through prompts and questions. Scholars have multiple opportunities to apply the reading strategy to their leveled text. Providing support to scholars throughout the lesson, the teacher monitors scholars individually and conducts one-on-one mini-conferences with them as they read. Scholars are asked to think actively about what they have read and to increase their understanding through comprehension activities, which include graphic organizers or writing assignments. Scholar books are chosen within a variety of genres, including fiction, non-fiction, fantasy, and memoirs. We ensure an equal focus on fiction and nonfiction texts.

[41] Hart, Betty, and T. Risley. (2003) "The Early Catastrophe: The 30 Million Word Gap by Age 3.*" American Educator*.

[42] David, Jane L. "Educational Leadership: Reading to Learn & Closing the Vocabulary Gap." *Membership, Policy, and Professional Development for Educators* ASCD. Mar. 2010. Web. 12 May 2011. <http://www.ascd.org/publications/educational-leadership/mar10/vol67/num06/Closing-the-Vocabulary-Gap.aspx>.

[43] National Reading Panel. (2001). Retrieved November 23, 2011, from http://www.nationalreadingpanel.org/NRPAbout/Charge.htm.

[44] Fountas, I, and G. Pinnell. (2005). *Leveled Books, K-8: Matching Texts to Readers for Effective Teaching*. Portsmouth, NH: Heinemann.

[45] For more detail on the STEP Assessment, please see **Appendix H.**

Writing
Research-based programs, such as **Write Tools**, inform our writing curriculum.[46] While writing tasks are structured throughout and beyond the literacy block, including within our science and social studies curricular programs, we prioritize 45 minutes daily for structured, explicit **Writing Lessons**. We teach **Handwriting** and **Grammar** lessons, focusing on **Spelling, Capitalization, Punctuation,** and **Sentence Structure.** We also provide writing structures to support how scholars convey meaning through writing, including the planning and revision of writing. Standards-based lessons, such as how to stay on topic or how to expand your ideas within a paragraph, are taught and modeled to scholars. Teachers use a variety of instructional writing methods, including modeled writing, shared writing, interactive writing, and guided writing as appropriate during the writing block. Additionally, scholars receive ample independent time to practice the writing skills and strategies. Explicit, systematic teaching of specific writing skills and strategies are based on the **Writing 6+1 Traits Model** that emphasizes ideas, organization, voice, word choice, sentence fluency, writing conventions, and presentation in compositions, and include common graphic organizers, rubrics, and language, which provide scholars with the consistency and support they need to advance their writing from one grade level to the next.

Literacy Program: K-2

Early elementary grades are the most critical years in the teaching of reading; therefore, we use a two-teacher model to decrease class size during literacy instruction to ensure intensive, small group, differentiated instruction. In these primary grades, the goals of literacy instruction are (1) to build fluency in decoding and reading development and (2) to lay the foundation for articulate expression in writing. Our instructional day devotes 225 minutes to our literacy model, including three 45-minute blocks where scholars are divided into three strategic groups of no more than 10 scholars to receive targeted attention on literacy skills necessary for them to advance to the next level of reading proficiency. These small group placements are highly flexible, and teachers are constantly assessing scholars to ensure they are receiving the appropriate content required to deepen their mastery of reading concepts. These small group, rotating blocks are explained below in **Figure 2.06**. Additionally, our 45-minute writing block focuses on handwriting skills, grammar lessons, and composition of sentences and paragraphs utilizing the Writing 6+1 Traits Model. One 25-minute block of vocabulary development enables scholars to learn Tier 2 vocabulary words, such as arduous, lethargic, and benevolent, in an authentic, text-based way through the read aloud structure of research-proven programs, such as Scholastic "Text Talk" that further allows scholars to develop fluent and expressive reading skill, reading comprehension strategies, and listening acuity.

Figure 2.06: 45-Minute Literacy Small Group Rotations for K-2

LITERACY BLOCKS	DESCRIPTION
Block 1 **Direct Instruction -** **Phonemic Awareness and** **Phonics**	With a 1:10 teacher-scholar ratio, scholars receive explicit phonics instruction through a research-based program such as **SRA Reading Mastery**. The skills addressed during this block include: phonemic awareness, letter and sound recognition, decoding skills, and vocabulary development, and memory and attention development.
Block 2 **Comprehension**	With a 1:10 teacher-scholar ratio, scholars engage in guided reading groups with leveled-text at their instructional level. Reading strategies and behaviors are modeled and practiced. The teacher establishes a particular objective or purpose for the reading, informed by teacher

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[46] "The Write Tools" as recommended by Douglas Reeves, <www.writetools.net>.

	observation of scholars' needs and data from **STEP Assessments**. Teachers instruct a mini-lesson around the objective, and scholars are able to independently practice the skill, while the teacher intervenes when appropriate to provide live coaching through prompts and questions.
Block 3 **Essential Literacy Skills Review and Reinforcement**	With a 1:1 computer-scholar ratio, scholars practice literacy skills and concepts at their target level through a program, such as **Riverdeep's Destination Reading Program**. Destination Reading is an adaptive literacy computer program that contains three levels of instruction - emergent, beginning, and fluent readers. The program employs steady early intervention through an all-inclusive literacy curriculum. The Destination Reading model is based on research and approaches to catch up scholars with literacy deficits.[47] Each classroom has at least 10 computers where each child is able to spend 45 minutes each day practicing essential skills and concepts at their specific level.

Literacy Program: Grades 3-4

Literacy instruction comprises a total of 225 minutes of the school day in grades 3-4. With a focus on **Vocabulary Development** during a 25-minute block, scholars continue to expand their repertoire of robust words. Scholars then participate in a 20-minute **Word Work** block during which they analyze parts of words in context to their meanings, spelling patterns, and language constructions, including Greek and Latin roots, prefixes, and suffixes, continuing to solidify their spelling and fluency foundation. Two separate blocks develop strong reading comprehension skills for scholars. The **Nonfiction and Novel Studies** block involves direct instruction of reading standards through non-fiction and fiction grade level texts. Standards are sequentially aligned throughout the text. During the **Guided Reading** block, scholars are continuing to apply grade-level skills and reading strategies with texts at their independent reading levels. The guided reading block provides differentiated support and the appropriate challenge to all scholars, as they analyze and comprehend independently leveled texts. Each **Writing** and **Grammar** class of 45 minutes begins with a daily-edit lesson on rules of grammar and writing conventions. The class incorporates multiple writing methods, included modeling, guided writing, and interactive writing, which are based on the **Writing 6+1 Traits Model**.

Mathematics Program

We provide a comprehensive mathematics program through which scholars acquire a strong foundation in basic skills, procedural computation, and conceptual understanding within each of the domains, including **Number Sense and Operations, Operations and Algebraic Thinking, Measurement and Data,** and **Geometry**, for each grade level as outlined by the Common Core State Standards. We believe that mathematical understanding and procedural skill are equally important; therefore, we utilize research-based curricula, such as **Investigations in Number, Data, and Space**, to ensure scholars are equipped with both facets of mathematical knowledge. Every scholar receives 80 minutes of daily math instruction. Utilizing a direct-instruction approach for every daily lesson objective, 60-minute math lessons include teacher modeling, guided support, and scholar independent practice. Lessons are sequentially outlined unit-by-unit to scaffold conceptual understanding for scholars. A 20-minute **Math Meeting** occurs daily to employ questioning techniques and routines that promote mental math acuity. In K-2, scholars practice calendar skills, patterns, skip counting, and money concepts. In grades 3-4, scholars move towards routinely practicing more complex skills, including multiplication, division, and

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[47] Begley, S. 1996. "Your Child's Brain." *Newsweek.* Feb. 19, 1996, 55-61.

the manipulation of fraction drills, mental word problems, and algebraic patterns. **Math Meeting** provides constant, spiraling review of taught standards to ensure scholars are fully mastering all taught content throughout the school year and beyond.

Social Studies Program

Effective readers are able to decipher content-specific vocabulary and grasp contextual knowledge in challenging, non-fiction texts. To ensure this end, we provide a rigorous, literacy-based social studies program, such as **Scott Foresman**, for scholars to learn unfamiliar content and access new information. Scholars are explicitly taught the key concepts and vocabulary, as well as how to utilize text features and reading skills, such as causal relationships, to comprehend non-fiction content. As scholars build a solid base of social studies content knowledge, they are able to engage in discussion around contrasting points of view and make connections with the world around them. Social studies classes provide scholars the opportunity to hone their non-fiction reading skills and apply content knowledge to written essays and oral presentations.

Science Program

We implement a rigorous, standards-based science curriculum structured within the **Tennessee Science Curriculum Framework**. Given this framework, which emphasizes that science content is most successfully acquired when experienced through active processes that integrate inquiry, technology, engineering, and mathematics, our lessons provide dynamic opportunities for scholars to develop key science vocabulary, decipher and understand content knowledge around scientific and technological literacy, and investigate and experiment with science concepts.

CURRICULUM DEVELOPMENT

Given Tennessee's adoption of the Common Core State Standards, we are provided with a clear vision of learning for every grade level that is nationally consistent, rigorous, and college preparatory. Using Common Core State Standards and Tennessee Standards as our comprehensive **framework** of the knowledge and skills that scholars are expected to attain by the end of each grade, we create **curriculum maps** for each grade level. Our curriculum maps ensure all learning expectations are addressed in a developmental fashion and allow our instruction to build a strong foundation of knowledge and skills over time for scholars. Additionally, our curriculum maps reduce redundancy of learning goals since every teacher knows the knowledge scholars are attaining in the year prior; therefore, when scholars transition to the next grade, teachers are able to pick up learning in an appropriate place to continue to push scholars along a rigorous learning trajectory of new content.

Equipped with a solid understanding of the framework of standards and how these standards scaffold learning over the course of our scholars' elementary experience, we then unpack each standards to derive the particular skills, knowledge, and vocabulary necessary to ensure full comprehension of the standard. By breaking down standards into smaller objectives, we are able to implement objective-driven lessons that ensure appropriate mastery. These objective-driven lessons build over time, leading to strategic and comprehensive understanding of the broader standards. Please refer to **Attachment A** for the Purpose Prep Core Standards that are rigorously aligned to the Common Core.

Once we have clarity around the standards, particularly the concepts and skills that need to be taught, we determine how standards are addressed by examining assessments. We believe in the

backwards planning approach[48], which entails having clarity around student outcomes prior to designing curriculum. After analyzing state and national assessment exemplars, we create end-of-unit and end-of-year assessments that align to the state and national assessments. We then develop **pacing guides** that chart a course around the sequence of objectives, incorporating the time it takes to teach the new concept or skill as well as review time and opportunities to spiral the learning objective in other content. The **pacing guide** ensures a solid trajectory of the learning goals for scholars that lead to acquisition of grade level and beyond standards over the course of the academic year. Our **pacing guide** is divided into two sections. The first section, Grade Level Readiness, outlines all standards that need to be taught with an emphasis on power standards or the most seminal and repeating standards, from July to April. Given our strategic focus on instruction, our intensive supports and interventions, and our extended learning time, we expect that scholars will be able to effectively master all grade level standards by April and in time for the Tennessee Comprehensive Assessment Program (TCAP). In May and June, our **pacing guide** shifts into the second section, Getting to 75th, and outlines power standards for the subsequent grade level objectives per our vertical alignment map to ensure scholars are equipped with knowledge and understanding above the baseline framework and to push the rigor bar for all students as we move them to achieve, as measured by national assessments, in the upper quartile of performance, otherwise named the 75th percentile.

Our **curriculum framework, maps,** and **pacing guides** are created prior to the start of staff orientation by the Head of School, and as the school grows, each year thereafter by the Dean of Academics and teachers demonstrating strong proficiency with curricular development provide support. Although these curricular tools are created prior to the school year, they are constantly reviewed and revised as needed throughout the school year with teacher input. Through **Professional Learning Teams**, collegial dialogue around curriculum development and adjustments takes place to ensure we are meeting the needs of our children in real time. The only tool that is not revised is our end-of-year assessment created by the Head of School. Each grade level has a rigorous end-of-year benchmark in English Language Arts and in Math on which all scholars must demonstrate mastery with 80% or higher proficiency. The assessments addresses the grade level standards as informed by Common Core, ensures alignment of assessment question stems based on the TCAP, and mirrors the rigor of the TerraNova at the 75th percentile for scholars in K-4.

We hold teachers accountable for **unit** and **lesson planning** and the creation of weekly assessments and exit tickets that are aligned with the documents described above. Teachers' curriculum planning must meaningfully engage scholars in the learning process. We provide intensive support to teachers, first during staff orientation prior to the start of the academic school year, and then throughout the school year, to create aligned, standards-based curriculum and execute effective pedagogy. Given our curricular framework, we ensure scholar mastery of Common Core State Standards, benchmarks and learning goals. **Figure 2.07** outlines our curriculum planning process.

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[48] This approach is informed by the Understanding by Design framework designed by nationally recognized educators Grant Wiggins and Jay McTighe.

Figure 2.07: Curriculum Planning Process

1. Examine National and State Standards ☐ Focus on the big picture and standards to be taught/ assessed ☐ Create curriculum (standards) maps sequencing standards in a developmentally appropriate manner	**5. Develop (or revise an existing) Pacing Guide** ☐ Use the Curriculum Map, skills breakdown and final assessment to develop a Pacing Guide. ☐ Gather/ order resources, materials and text
2. Unpack standards into skills and organize into units ☐ Unpack Common Core and TN standards into the most discrete skills that students will need to know and be able to do ☐ Divide skills into conceptual and procedural as applicable	**6. Develop (or revise an existing) Unit Plans with an Objectives Calendar** ☐ Decide on the benchmarks that students will need to master along the way. ☐ Group skills into chunks based on benchmarks (consider thematic and cross-curricular connections) ☐ Create measurable and rigorous daily objectives (that clearly state the WHAT students will learn and HOW they will demonstrate their new learning)
3. Examine exemplars for how standards will be assessed—use CC website for appendices and online materials from proactive states (TN, Mass, NY) and use TCAP, MCAS, Discovery Network, and ANet for exemplars for how TN standards will be assessed ☐ Purpose Prep believes in backwards planning and always start with the end in mind ☐ Using the resources available, examine how each standard will be assessed ☐ Look for examples that fit the cross-section between CC standards	**7. Develop a Skills Tracker[49]** ☐ Input important objectives into the Unit Tracker to monitor student mastery ☐ Update and save your Skills Tracker to share with co-teachers, Dean of Academics, Head of School
4. Develop (or revise an existing) end-of-unit and end-of-year final assessments and rubric ☐ Develop (or revise) the end of unit final assessment to include various representations and levels of difficulty	**8. Develop Lesson Plans with clear objectives, activities and exit tickets/assessments** ☐ Develop daily and ongoing assessments to match the objectives. Analyze the rigor of each day's assessment. ☐ Develop appropriate activities to allow students to show mastery of the objective throughout various parts of instructional block ☐ Decide what resources and materials will be needed. Develop any relevant graphic

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[49] The skills tracker will be incorporated into our data management system to streamline data analysis processes.

	organizers, templates, text, etc. that students will need to be successful
☐ Develop (or revise) a rubric or answer key for how it will be graded ☐ Make an exemplar or model	☐ Create a model/ exemplar ☐ Plan for communicating the real world application, the purpose and how each objective connects to what students have already learned and will learn

Using our curriculum development process through the stages outlined above, we are able to design a clear sequence of rigorous, college-preparatory learning. **Figure 2.08** provides a sample outline of the specific goals by grade level in Reading. **Figure 2.09** provides a sample outline in Math. It is adopted from the Common Core Standards. Our specific goals incorporate both the Common Core and all Tennessee State Content Standards.

Figure 2.08: Sample Specific Goals by Grade Level in Reading/Literature

Kindergarten
Key Ideas and Details • With prompting and support, ask and answer questions about key details in a text. • With prompting and support, retell familiar stories, including key details. • With prompting and support, identify characters, settings, and major events in a story. **Craft and Structure** • Ask and answer questions about unknown words in a text. • Recognize common types of texts (e.g., storybooks, poems). • With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **Integration of Knowledge and Ideas** • With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). • With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **Range of Reading and Level of Text Complexity** • Actively engage in group reading activities with purpose and understanding
Grade 1
Key Ideas and Details • Ask and answer questions about key details in a text. • Retell stories, including key details, and demonstrate understanding of their central message or lesson. • Describe characters, settings, and major events in a story, using key details. **Craft and Structure** • Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. • Identify who is telling the story at various points in a text. **Integration of Knowledge and Ideas** • Use illustrations and details in a story to describe its characters, setting, or events. • Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity
- With prompting/support, read prose and poetry of appropriate complexity for grade 1.

Grade 2

Key Ideas and Details
- Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.

Craft and Structure
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity
- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 3

Key Ideas and Details
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Integration of Knowledge and Ideas
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Complexity of Text
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and

proficiently.
Grade 4
Key Ideas and Details • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine a theme of a story, drama, or poem from details in the text; summarize the text. • Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **Craft and Structure** • Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). • Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. • Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **Integration of Knowledge and Ideas** • Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text • Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. **Range of Reading and Complexity of Text** • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Figure 2.09: Sample Specific Goals by Grade Level in Math

Kindergarten
Instruction focuses on: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten is devoted to number than to other topics.
Grade 1
Instruction focuses on: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.
Grade 2
Instruction focuses on: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.
Grade 3
Instruction focuses on: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of

rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Grade 4
Instruction focuses on: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Unit Plans

Creating rigorous college preparatory standards is only one vital piece of our high quality curriculum. In translating our standards into day-to-day lessons and checks for understanding, we create detailed comprehensive Unit Plans detailing the specific day a lesson will take place, the standards to be covered, the specific checks for understanding that will be used, materials that the teachers and students will need, and the specific activities that will be used to reach the objective(s). **Figure 2.10** is one day of our unit plan from our Unit on Biographies and How-To's for Read Aloud and Reading Comprehension.

Figure 2.10: One Day from Unit Plan on Biographies and How-To's

UNIT 7: BIOGRAPHIES AND HOW-TO'S	
Grade Level	**Kindergarten**
COMPREHENSION/READING GOALS	**GUIDED READING/WORD WORK**
SWBAT use the strategy of wondering to comprehend non-fiction text.	SWBAT identify characteristics of non-fiction texts.
SWBAT identify the book as fiction or non-fiction by using the features of text.	SWBAT identify, use, and describe sequence words.
SWBAT retell a story.	SWBAT define the difference between a how to and a biography.
SWBAT describe the characters in the story.	SWBAT notice and figure out new information learned in a guided reading text.
SWBAT identify a text as a "how to" and identify its features.	SWBAT reread to search for meaning and accuracy.
SWBAT identify biographies and features of a biography.	SWBAT find important facts in a non-fiction Guided Reading text.
SWBAT locate and define vocabulary words within a text.	SWBAT notice and figure out how they feel about the people they are currently learning about.
	SWBAT use visualizing to understand a text.
	SWBAT use strategies to summarize after reading using sequence words.
	SWBAT find and use inflectional endings correctly. (-ing), (ed) (s)
	SWBAT reread text for meaning.
	SWBAT use context and prior knowledge to figure out new words.

READ ALOUD/SHARED READING [WHOLE CLASS] OBJECTIVES	READ ALOUD/ SHARED READING	READ ALOUD/ SHARED READING TEXT & LESSON
SWBAT use the strategy of wondering to comprehend **non-fiction** text.	"It Looked Like Spilt Milk," by Charles G. Shaw. This book allows the teacher and students to give simple basic questions surrounding the picture and the words in the story.	**Pre-reading:** TW begin by putting something into a box. TW tell students what they are thinking. SW begin saying that they want to know what is inside the box. TW tell students that they are going to learn about wondering today and how we can use it to read and understand non-fictional stories. **Reading:** TW begin by stating that scholars are questioning what's inside the box. As readers we can question too to make the story more exciting and interesting. After we question we are then beginning to predict or guess what it might be. These two reading strategies go together. TW show the sign that means questioning. TW state that throughout the story we read today, their job is to create questions in their heads. I will read the first three pages of the story and come up with my own question. After those pages, I will then ask scholars to tell me the questions they are creating in their heads as we read that relate to the story. TW model explicitly creating those questions as she begins to read (for example: Why is ____? Where is she going? Remember to show that these questions relate to the story not to a random thought in their heads). TW finish the story and receive questions from the scholars as they listen. **Post-Reading:** TW tell scholars that while she was reading the book and heard their questions she became more excited to finish the story so that perhaps she would find out the answers to those

		questions. TW then state that sometimes in rereading a story we begin to learn new information that we missed. So the more someone rereads the more likely it is they will come up with answers to those questions.

READING COMPREHENSION CLASS [SMALL GROUP] OBJECTIVE(S)	READING COMPREHENSION CLASS TEXT & LESSON	MATERIALS	READING COMPREHENSION EXTENSION LESSON FOR MED- HIGH GROUP
SWBAT define a fiction book as a make believe story

SWBAT define a nonfiction book as a book about real things that teaches us new information

SWBAT classify a book as fiction or nonfiction | **Lesson Intro**: TW hold up a fiction and nonfiction book. TW ask scholars, what do you notice about this book? What about this one? How are they the same? How are they different? TW tell scholars that today we are going to begin a study on a different type of book than we are used to reading. TW say, we know that these two books are different because one is real and the other is make believe. I'm noticing on this cover, there are lots of things that couldn't happen in real life but this one looks real. Another way to say this is that one is fiction and one is non-fiction (it's what?).

Mini-lesson: TW say that we learned already about how some books are make-believe. They tell us stories about things that couldn't happen in real life. TW show some examples of fiction books. But what if I really wanted to | Examples of fiction/nonfiction books

T Chart for GP to put titles of books on either fiction or nonfiction side

Poster for fiction v. nonfiction books | High/Med can write the titles of all of the books on a piece of paper |

	learn more about animals that live on farms? This book is telling me a story about an animal but I'm not learning new information. AH but what about this book? TW hold up nonfiction book. This book is teaching me all about different kinds of farm animals. I can read this book and learn about what kinds of animals live on farms, and what they look like when they're babies and when they grow up. It's not telling me a story, it's teaching me about real things. This is a NONFICTION book (its a what?) Write word on chart or board. Nonfiction books are not make-believe stories. Nonfiction books are about real information that explains things that happen in our lives. Sometimes, we call these, "All About Books" **CFU:** What is a fiction book? What is a nonfiction book? TW say, now here I have a whole bunch of books. I wonder which are fiction and which are nonfiction. Let's find out! TW and SW sort the books in the bin. TW cold call on Scholars to pick a book from the bin. Ask: Is it fiction or non-fiction? How do you know? Then T will put pictures of the book covers on a T chart.		

	End of Lesson: (If you have enough books, you can have Scholars do this independently) Split students into partners and give them a pile of books. Have them work together to split the piles into fiction and nonfiction. Write how they knew the books were fiction/nonfiction.		

CURRICULAR SOURCES AND RATIONALE

Our curricular resources support teachers to implement objective-driven lessons that have been segmented from corresponding standards within the framework of Common Core State Standards. The Common Core State Standards guide us to effectively instruct scholars along a purposeful trajectory; however, the Common Core State Standards do not dictate curriculum or teaching methods. Therefore, we utilize curricular resources to shape the course for teachers' lessons around a targeted objective. School leadership supports teachers to develop a clear vision of each objective, how it should be assessed, and how to scaffold learning throughout the lesson to ensure scholar mastery. Curricular resources are necessary to: (1) add depth to lessons by reinforcing and expanding the knowledge base for scholars; (2) provide differentiation in the lesson, such as increasing the rigor of the application of the objective by selecting a challenging text for scholars demonstrating higher levels of mastery; and (3) offer additional and varied opportunities for scholar practice of the objective. Our selection of curriculum is research-based and has been proven successful in other high-performing schools with similar student demographics. Our curriculum ensures that scholars benefit from both conceptual and procedural understanding of learning goals, which is the level of knowledge that defines the acuity of children performing at the 75th percentile on national assessments – our goal for scholars in their trajectory towards college. **Figure 2.11** outlines our curricular options and the research-based rationale behind their selection. Along with those resources outlined below, we also utilize web-based resources, particularly **Read Tennessee's Early Grades Learning Toolkits**, **Reading A-Z**, **TFANet**, and **Discovery Network**.

Figure 2.11: Curricular Sources and Rational[50]

	SOURCE AND CURRICULUM NAME	RATIONALE FOR SELECTION
English/Language Arts	**SRA Reading Mastery (K-2)**	The **SRA Reading Mastery** program addresses gaps in knowledge and equips scholars with strong phonics skills through rapid, explicit, and appropriately sequenced phonics lessons. The scripted series of lessons improve scholars' word attack and decoding skills. The program is designed for scholars who are below grade level in reading, and there is an accelerated program for those needing more challenge.

[50] Every curricular decision for literacy and math is not only research-based, but the Lead Founder has also studied the successful implementation of these curricula in the highest performing schools with similar demographics to North Nashville through the Building Excellent Schools Fellowship.

		Multiple research studies, including Florida Center for Reading Research, over many years have shown SRA Reading Mastery programs consistently raise reading levels when implemented effectively.
	Novel and Nonfiction Book Sets (K-4)	We provide scholars with **leveled non-fiction, fiction, and content knowledge book sets** with a variety of different topics and themes in order to ensure that Purpose Prep scholars have sufficient exposure to nonfiction texts and an expansive understanding within various content areas, which is an essential piece of the work we will do to level the playing field for scholars. Having an abundance of leveled books, to include sets of books with a variety of subjects and genres, will help to facilitate student learning and reading comprehension.
	Scholastic Text Talk (K-3)	**Scholastic Text Talk** is a research-proven program that develops scholars' vocabularies in the rich, authentic context of literature and non-fiction texts.[51] Teachers utilize a variety of effective, explicit strategies to teach vocabulary words to scholars, including previewing vocabulary words before reading the text, requiring active scholar talk about the meanings of words, ensuring constant repetition of words by scholars, and conveying meanings of words through child-friendly definitions.
	Destination Reading (K-2)	**Destination Reading Course** was developed with guidance from some of the nation's leading reading experts, to effectively guide scholars through the essential steps to becoming successful readers. Grounded in the most current scientific research on early literacy, it uses a carefully structured whole/part/whole approach to reading instruction. Learners are explicitly taught phonics, decoding, and comprehension skills in the context of a wide range of authentic fiction, nonfiction, and environmental text. **Destination Reading** provides careful sequencing of reading and writing skill development so that each new skill builds upon prior skill learning.

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[51] National Reading Panel. (2001). Retrieved November 23, 2011, from http://www.nationalreadingpanel.org/NRPAbout/Charge.htm.

	Handwriting and Language (Grammar, Mechanics, and Punctuation) (K-4)	With **Zaner-Bloser Handwriting ©2012** scholars are supported with early reading and writing development through print awareness and improved letter recognition. We also use **Strategies for Writers**, which offers clear, concise lessons that simplify instruction, enhancing students' writing skills and producing the results they need for success along a college-preparatory trajectory. This effective, research-based writing and grammar program meets 100% of the Common Core State Standards for Writing and Language, features clear, concise lesson, generating visible results for students at all skill levels and teachers with a range of writing instruction experience, incorporates grammar instruction and practice, allowing you to customize the right amount of grammar, usage, and mechanics practice for each skill for every scholar.
	Composition (K-4)	The **Write Tools Manual** and training equips teachers with comprehensive, progressive, research-based strategies to teach their scholars how to write with rich language and well-developed thoughts. It enables teachers to differentiate instruction for all levels of learners. The Write Tools training team is a group of professional staff developers with strategies for improving literacy.[52]
Math	**Investigations (K-4)**	The **Investigations** program embodies the vision of the rigorous national standards for mathematics developed by the National Council of Teachers of Mathematics. The program is designed to help all elementary children understand the fundamental ideas underlying number and arithmetic, geometry, data, measurement, and algebraic thinking. The Investigations curriculum also embodies an approach based on years of research about how children learn mathematics. Each grade level consists of a set of separate units, each offering two to eight weeks of work. These units of study are presented through investigations that involve students in the exploration of major mathematical ideas, and may revolve around related areas, such as, addition and subtraction or geometry and fractions.[53]
	enVision Math (K-4)	Daily problem-based interactive learning followed by visual learning strategies deepen conceptual understanding by making meaningful connections for scholars and delivering strong, sequential visual/verbal connections through the visual learning bridge in every lesson. Ongoing diagnosis and intervention and daily data-driven differentiation ensure that **enVisionMATH** provides every scholar the opportunity to succeed. According to its efficacy study, results indicate that

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[52] Proposed Head of School Lagra Newman received extensive training from Write Tools in 2010-2011.

[53] According to its efficacy study, students who used Investigations demonstrated statistically significant gains in math achievement over the two-year study period. Moreover, significant gains in mathematics achievement were evidenced after just one year of implementation as well. Specifically, students using Investigations significantly improved in the areas of math concepts and communication, math computation and operations, and math process and applications. <http://assets.pearsonschool.com/asset_mgr/current/201021/PEAR_ResSum_InvMath_LoRes.pdf>

		students using **enVisionMATH** demonstrated significantly greater improvement in math computation, math problem solving, and math communication as compared to students using other math programs.[54]
	IXL **(K-4)**	**IXL** is a computer-based program that targets math standards-based skills and objectives. Scholars are expected to solve a repeated series of objective-based questions until they reach mastery. **IXL** gives scholars the opportunity to practice concepts learned in class in an engaging way and receive immediate feedback around progress and mastery levels. The program is differentiated, so that every scholar is able to practice skills at and above grade level in a challenging way that best fits their current level. Data reports for each objective are generated for teachers, and teachers can target their instruction on objectives where students require the most support. Additionally, the web-based program allows students to practice these skills beyond the classroom setting. Our partnerships with local libraries will allow scholars to practice math concepts after school and on the weekends with the support of their families.
Science	**STEMresources.com - Tennessee** **(K-4)**	Tennessee actively supports STEM Education. Understanding Science, Technology, Engineering, and Mathematics (STEM) topics is increasingly important to fully participate in society. STEM content comes alive when students consistently experience it during hands-on learning situations that seamlessly weave together the four sub-disciplines that comprise the STEM acronym. STEM classrooms[55] offer a curriculum that is integrated, emphasize questioning and inquiry, and give students frequent opportunities to apply engineering design and problem solving. At **STEMresources.com**, our teachers gain quick and easy access to standards-based instructional tools, quality curriculum materials, and the latest Internet materials that are aligned with state and national science education goals and prepare students for success with the TCAP.
	Pearson's Project STEM **(K-4)**	Given our standards-based framework based on Tennessee Science Curriculum Framework, we have selected **Pearson's STEM Project** to supplement science lessons. Providing research-based materials with clear guidance for teachers on how to use the materials to incorporate the STEM model into lessons, this program provides a pedagogical framework that makes it easy for teachers to integrate technology, engineering, and math into the curriculum. Each module follows the same format: Introduce, Teach, and Evaluate. Topics cover Life, Earth and Physical sciences and illustrate how the four STEM areas are connected through hands-on labs, projects, and background materials.

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[54]http://assets.pearsonschool.com/asset_mgr/current/20107/enVisionMATH_Efficacy_Report_Year2.pdf
[55] enVision Math has been successfully implemented in Akili Academy in New Orleans, one of the highest performing elementary schools in the city. http://www.tn.gov/education/ci/sci/doc/Users_guide.pdf

Social Studies	**Scott Foresman (K-4)**	We provide a rigorous, literacy-based social studies program, such as **Scott Foresman**, for scholars to learn unfamiliar content and access new information. The program provides a solid base of social studies content knowledge, which enables scholars to be able to engage in meaningful discussion as they access new content and make connections with the world around them.

CURRICULAR REVIEW AND EVALUATION

The supplemental curricula made available to our teachers are chosen based on research and their successful use in other high-performing, college preparatory, urban charter schools serving a similar student population as that of Purpose Prep. While we are confident these curricula will give our teachers a sound foundation for their curriculum development and planning, we continuously evaluate the effectiveness of these materials according to our interim assessment results, along with results from nationally normed assessments and the TCAP, and we empower our teachers to make data-driven recommendations for changes or additions to the curriculum throughout the life of the school so as to ensure maximum learning results for our scholars, and we schedule annual review of all curricular choices by the Head of School, Dean of Academics, and Dean of Scholar Support.

INSTRUCTION

We know that effective teaching "completely changes the academic trajectory of low-achieving students - vaulting them from the lowest to the highest quartile."[56] Our teachers promote a culture of achievement in their classrooms, employing effective instructional strategies such as setting objectives and providing feedback, asking high-level question and cues, and reinforcing effort and providing recognition, that have greatest positive effect on achievement for all scholars, in all subject areas, at all grade levels.[57] We have not reinvented the wheel for what effective instruction will be for Purpose Prep scholars. Instead, we benefit from decades of proven study about how to deliver achievement results with disadvantaged populations of students that parallel achievement of their affluent peers within the 75th percentile and higher on rigorous national assessments. Our instructional platform is most informed by lead researchers, including Robert Marzano, Douglas Reeves, Mike Schmoker, and Doug Lemov, as well as the work of high performing charter schools across the nation throughout the Building Excellent Schools network.

Instructional strategies are a means to an end; our end is dramatic student achievement. Therefore, these proven methods are only starting places that support teachers to understand best practices and strategies. The on-going instructional supervision and collaboration from colleagues and the Purpose Prep leadership team allow us to constantly analyze and develop next steps to continuously enhance classroom instruction and ensure that we are setting our scholars on the path to college. **Figure 2.12** outlines nine instructional strategies used in our classrooms as informed by the work of Marzano. Purpose Prep teachers are supported with both the "when" and the "how" when selecting and implementing these strategies into lessons.

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[56] Schmoker, M. (2011). *Focus: Elevating the Essential to Radically Improve Student Learning.* Alexandria, VA: ASCD.
[57] Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

INSTRUCTIONAL STRATEGY	DESCRIPTION	CLASSROOM IMPLEMENTATION
Identifying Similarities and Differences	Teachers require scholars to identify similarities and/or differences between two or more items being compared.	We support this important skill through explicit teaching and scholar practice within concepts, particularly non-fiction information. We teach scholars to use a variety of graphic organizers, such as T-charts, Venn diagrams, cause and effect links, and compare/contrast organizers.
Summarizing and Note Taking	Teachers require scholars to provide a brief summary of content.	Teachers model summarization techniques by identifying key concepts and highlighting the most important concepts in lessons. Teachers explicitly instruct students on how to organize information through a variety of ways, including bullets, outlines, clusters, notes, and graphic organizers. Scholars begin to summarize reading selections in their independent reading logs starting in the first grade.
Reinforcing Effort and Providing Recognition	Teachers reinforce and track scholars' efforts and provide recognition for achievement.	We explicitly teach scholars that hard work is what makes them smart, and we reinforce this message by praising their efforts as well as their achievement. We track individual and class growth on interim assessments. We display excellent student work. Weekly **RISE with Purpose** Jubilees recognize scholars who have demonstrated academic and behavioral success.
Homework and Practice	Teachers provide scholars with opportunities to increase their understanding outside of the classroom through homework assignments.	We believe that scholars must have abundant opportunities to practice the essential skills and concepts learned in lessons. Therefore, we seek a variety of opportunities to promote student practice. Non-instructional blocks of times during the instructional day, such as breakfast and lunch, are utilized for scholars to practice particular skills. Homework, called Lifework at Purpose Prep, is given daily and reinforces learned concepts throughout the week, as well as concepts needing review throughout the school year. Families are informed of the goals and objectives of Lifework, and they are required to sign assignments after accurate and neat completion nightly.
Cooperative Learning	Scholars have opportunities to work together in pairs and small groups.	Through shoulder partners and small group tasks, scholars have opportunities to learn from each other. Group collaboration can be seen during buddy reading, Reader's Theatre, debates, shared writing time, and think-pair-share opportunities.
Setting Objectives and Providing Feedback	Teachers create specific academic goals and provide feedback on progress.	Teachers state the objective of lessons prior to instruction. Per exit tickets or assessments, teachers conduct feedback conferences with students to specifically detail their progress. Our teacher feedback is corrective, timely, and specific to a criterion. Feedback conferences are scheduled with every scholar after every interim assessment, so scholars are clear about academic growth and next steps.
Complex Cognitive Tasks	Scholars have opportunities to work on complex tasks such as investigation, problem solving, decision-making, and experimental inquiry.	Complex thinking processes are scaffolded purposefully throughout our curriculum. Through the debate component of our Oral Language Program scholars consider various positions to decide on the best way to approach their side of the argument. With math curriculum such as Investigations, scholars have many problem-solving opportunities, including finding additional ways to solve the same math problems. In science, scholars use experimental inquiry as they make hypotheses and observations and draw conclusions.

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[58] Ibid.

TECHNIQUE	DESCRIPTION
Questions, Cues, and Advanced Organizers	Teachers use hints and questions to activate prior knowledge and deepen students understanding.

(second column of header row, continued)

Teachers are thoughtful about how to build background knowledge and active prior knowledge in scholars. They plan questions and information into their lesson plans that help support the needs of scholars. Teachers also model and instruct students on the use of graphic organizers, reading comprehension strategies, and text annotations in order to more deeply understand content.

Purpose Prep teachers are trained to use effective techniques that reinforce scholar expectations. Effective teachers in high performing schools have used these techniques nationally. **Figure 2.13** lists examples of proven instructional techniques that will be employed by all members of the Purpose Prep school community.

Figure 2.13: Academic and Behavioral Instructional Techniques[59]

TECHNIQUE	DESCRIPTION
Positive Framing	Technique in which teachers make corrections constructively and positively, narrating explicitly what they want scholars to do instead of what they are not doing. A teacher would say, "Jamison, sit up straight," instead of "Jamison, stop slouching."
Sweat the Details	This approach encourages teachers to enforce scholars' behavioral compliance, with all expectations, including aspects that may seem minor.
Do It Again	Technique in which a teacher instructs scholars to complete a procedure or process that has been practiced and demands that students repeat the process if it is not done well or by all scholars.
100%	Method in which a teacher demands everyone's full participation to complete a task or activity associated with learning and will not continue instruction until all students have complied.
Right is Right	There is a difference between right and partially right. When responding to an answer in class the teacher holds out for an answer that is 100% right. Scholars should not be told an answer is correct when it is not.
Stretch it	Many teachers respond to a correct answer by saying "good" or "correct." With this technique a teacher can push scholars to higher standards by asking them to *stretch* their answer by explaining how they arrived at an answer or asking them to answer a more complex question that builds on that same concept or standard.
Ratio	Method in which the teacher purposefully minimizes the time spent talking to afford more opportunities for the class to lead instruction by answering questions as a group or individually.
No Opt Out	Process in which a scholar who answers incorrectly is not able to give up on the learning process. We have high expectations for scholar performance and a teacher should not accept "I don't know" for an answer. Instead the teacher should prompt the scholar to answer a clarifying question, or push the scholar to attempt to answer. If the scholar genuinely does not know the answer, the teacher will call on a fellow classmate to assist, and then the teacher will return to the scholar to ask the same or a similar question, for which the scholar has been supported to be able to answer it correctly.

[59] Lemov, Doug (2010). *Teach Like a Champion*. San Francisco, CA: Jossey-Bass.

Warm/Strict	Strategy that combines a caring tone with a "no exceptions" standard of behavioral expectations. Often used by teachers to build culture and set the tone inside their classrooms.
Precise Praise	Technique used by teachers to reward scholars with praise using very specific examples that are meaningful and genuine. For example, a teacher would say, "Zaryah, you did a great job classifying common nouns and proper nouns correctly."

Instructional Consistency

Supported by professional development and the leadership team, teachers implement common instructional practices and approaches. Each teacher uses the same lesson and unit plans, and classwork and assessment formats. Teachers use similar procedures, language, and curriculum templates. The use of common procedures and language creates school consistency and reinforces camaraderie amongst staff and supports teachers in implementing curriculum. Common structures include: (1) board configuration (including Do Now, Homework, Lesson Objective), (2) transition procedures, (3) grading procedures, (4) songs, chants, rituals, (5) lesson plan[60] and curriculum templates, (6) assessment templates and procedures, and (7) student academic expectations, such as what constitutes neat handwriting or the required ways students should annotate reading selections. Staff orientation introduces and norms all teachers around these common approaches.

Gradual Release

This powerful pedagogical strategy outlined in **Figure 2.14** emphasizes consistent, clear modeling of both new behaviors and new academic skills. Teachers accomplish this process by utilizing the Gradual Release of Responsibility Model, commonly referred to as the "I- WE - YOU" instructional process.[61] In the "I" stage, the teacher models the behavioral or academic skill by having scholars watch while he/she works through the new skill step-by-step. Teachers then shift to the "WE" stage, allowing the scholars a chance to work through each step of similar problems, reinforcing the same skill. Scholars may do this as a class with strong teacher support, then in small groups reporting to the class, and then in pairs. In this format, teachers give scholars the opportunity to take increasingly greater roles in using the material. Teachers are slowly letting scholars take more and more responsibility in practicing the skill. Finally, when the teacher is confident that scholars can handle the task on their own based on sufficient checks for understanding, scholars move to the "YOU" stage. Teachers continue to support and check for understanding as scholars work independently to master the skill. The "I-WE-YOU" process will be used throughout the day to teacher objective-driven lessons.

The primary purpose behind this model of instruction is to promote the growing independence of scholars in the content. Throughout the course of the lesson, the scholar should be able to complete the assignment independently and at higher levels than when first introduced. As the teacher gives more opportunity for scholars to practice the work, scholars are provided with the time and appropriate independence to work on problems autonomously. This approach leads to effective practice of skills, greater retention, sufficient mastery of concepts.

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[60] Examples of our lesson plan templates are included in Appendix C, specifically a Guided Reading lesson plan template and a math lesson plan.
[61] Fisher, Douglas, and Nancy Frey. (1998). "*Better Learning Through Structured Teacher: A Framework for the Gradual Release of Responsibility*", p.2, quoting Pearson and Gallagher.

Figure 2.14: Gradual Release Model

Adapted from Doug Fisher & Nancy Frey, 2008
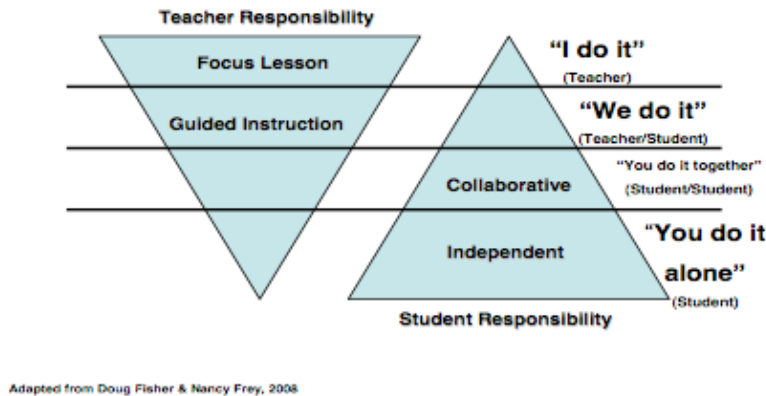
Reading and Writing Across the Curriculum

Our comprehensive focus on literacy demands an integration of literacy skills and concepts across all subjects. We give scholars multiple opportunities to read, comprehend, and write across all subjects within the school day. Scholars are taught to interpret and respond to texts across all content areas, and to develop stronger reading comprehension, access important material and evidence easily, and become familiar with a wide variety of texts. Emphasizing literacy across content areas provides additional time for scholars to develop strong reading comprehension skills, as well as access content regardless of subject matter. Scholars are familiar with fiction and non-fiction texts, and the particular structures that ideas and content are expressed in different genres.

Format Matters

Scholars starting in kindergarten are trained and then cued as needed to always ask and answer questions and address teachers in complete sentences, using proper grammar and strong, articulate voices. We adhere to high expectations for the way scholars speak at all times, which is reinforced through our Oral Language Program and best supports the development of scholars' oral literacy skills. Scholars are respectfully corrected on format if an answer or question is given using incomplete sentences and/or improper grammar.[62]

Common Blackboard Configuration

All teachers use the common Blackboard Configuration (BBC) endorsed by educational expert Dr. Lorraine Monroe. The BBC reinforces consistency of academic expectations by providing a means to hold teachers accountable for the content taught and methods used to teach it, and by providing scholars with clear communication about the expected outcomes for learning for each class.

Purposeful Homework – Lifework

All teachers are trained on using homework, which we call Lifework, to reinforce skills and standards learned in their classroom. We believe Lifework assignments are a valuable opportunity for scholars to receive additional "at bats" or independent practice attempts of taught skills and

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[62] Lemov, Doug. *Teach Like A Champion.* San Francisco, CA: Jossey-Bass. 2010.

objectives. To prepare scholars for high-performing secondary schools and college, scholars learn that Lifework completion is at the core of their responsibilities. Families are involved in this effort and are required to check and sign their child's Lifework assignments nightly. The school checks all Lifework daily, and scholars who do not complete their Lifework will lose RISE Rewards and are required to complete unfinished Lifework during lunch or during their choice time.

ORAL LANGUAGE PROGRAM

"To impact adequate verbal competence is the most important single goal of schooling in any nation. Verbal scores are reliable indexes to general competence, life chances, and civic participation. Good verbal scores diminish the notorious income gap. Decades of data show the earnings gap between racial and ethnic groups in the United States largely disappear when language competence in Standard English is factored in."[63]

Oral language is the foundation upon which reading and writing are built. We provide a unique and comprehensive focus on the development of oral language as the hallmark of our school. Our Oral Language Program provides several major benefits: (1) Oral language competence is strongly predictive of the ability to learn to read and write, preceding and forming the foundation for written language.[64] (2) Effective communication facilitates confidence in expressing one's ideas inside and outside of the classroom. (3) Oral language has an esteemed, rich tradition in African American culture. Given the population of families in North Nashville, we anticipate a majority African American population. This curriculum will honor their tradition of oral performance and memorization, and provide explicit strategies for scholars to develop fluency, make cross-curricular connections, and deliver information orally.

Our unique Oral Language Program coincides with the school's college preparatory mission, developing strong skills that enhance our scholar's achievement in literacy. Our Oral Language Program draws from the work of the Tennessee and Common Core Standards for Speaking and Listening and College Board's Oral Literacy Curriculum to engage scholars in the development of speaking, listening, and public presentation skills. State and national standards require students to develop a range of oral communication and interpersonal skills that facilitate various types of discussion and oral exchange.[65] Purpose Prep scholars develop strong oral language capacity through methods adopted from the College Board's SpringBoard Curriculum; these methods are outlined in **Figure 2.15**. Scholars are exposed to daily practice in speaking with teachers and classmates and for a variety of audiences. Scholars have multiple opportunities to practice voice projection, proper enunciation, appropriate expression and prosody to become effective speakers. As scholars become more fluent readers, the focus of reading classes shifts to discussions of comprehension and textual analysis. Comprehension is developed through the study of authentic literature, historical accounts, and current world news.

Oral Language Methods

"As long as we incorrectly view progress in reading as something separate from general progress in language and knowledge, we…will continue to fail to foster our children's progress in reading and general intellectual achievement. A good early start in verbal knowledge and world

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[63] Hirsch, E. D. (2010, January 14). "First, Do No Harm." *Education Week*, 29 (17), 30-31, 40.
[64] "Read Tennessee,"
<www.readtennessee.org/teachers/common_core_standards/concept_organizers/speakinglistening_comprehension_and_collaboration.aspx>.
[65] Ibid.

knowledge leads children to accrue still more knowledge each subsequent year, as in an interest-bearing bank account."[66] Our Oral Language Program is an innovative approach to captivate scholars in the development of literacy skills and enhance curriculum delivery across all content areas. We use effective oral language methods, outlined in **Figure 2.15,** to engage scholars in academic learning – and set them on a path to college. We infuse oral language methods throughout the curriculum in every subject, and we allocate specific times within the daily schedule[67] to focus particularly on these methods. K-2 scholars benefit from the Oral Language Program for 20 minutes on Mondays, Tuesday, Thursdays, and Fridays. For scholars in grades 3-4, the Oral Language Program occurs every Wednesday for 45 minutes. Oral Language units targeting a specific method are created and taught within this program. As part of the **creative dramatics** unit, scholars engage in reading and presenting a text through a kinesthetic approach. During a **debate** unit, scholars learn how to construct and thoroughly develop an argument through evidence around an issue of grade-appropriate interest. Scholars learn to articulate their stance on an issue, while anticipating and effectively responding to counterarguments during debate lessons.

Figure 2.15 - Oral Language Methods[68]

STRATEGY	DEFINITION	PURPOSE
Choral Reading	Reading aloud simultaneously as a group and/or individually lines from a text in order to present an interpretation.	Develops fluency; differentiates between reading of statements and questions; practices phrasing, pacing, and reading dialogue; shows how character's emotions are captured through stress and intonation.
Debate	Engaging in a formal argumentation of an issue.	Provides scholars with opportunity to collect and orally present evidence supporting affirmative and negative arguments of proposition.
Drama Games	Engaging in creative dramatics like pantomime, tableau, and role-playing.	Engages scholars in reading and presenting of text and creating meaning through kinesthetic approach.
Presentation	Presenting information in a variety of formats, including dramatizing text, debating a topic, sharing research.	Provides opportunities for scholars to deliver information orally and/or visually to an audience.
Oral Interpretation	Reading text orally and providing necessary inflection and emphasis that demonstrate understanding of meaning of text.	Shares with audience scholar's personal insight into text through voice, fluency, tone and purpose.
Oral Reading	Reading aloud their own and others' texts.	Provides opportunities for scholars to share their own work, build fluency, and increase confidence in presenting to group.

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[66] Hirsch, E. (2007). *The Knowledge Deficit: Closing the Shocking Education Gap for American Children.* Houghton Mifflin Harcourt.
[67] The Oral Language Program is a component of our literacy academic program, as its methods reinforce strong literacy development.
[68] "Spring Board Program," <http://springboardprogram.collegeboard.org/commoncore>.

Rehearsal	Engaging scholars in multiple practices of a piece of text prior to performance.	Provides scholars with opportunity to clarify text meaning prior to performance, as they work together to plan addition of dramatic conventions (i.e. gestures, vocal interpretations, facial expressions).
Role Playing	Assuming role of a character.	Develops voice, emotions, and mannerisms of character to facilitate improved comprehension of text.
Socratic Seminar	Engaging scholars and teachers in focused discussion in which students are directed questions on selected topic, for which they respond to each other.	Helps scholars arrive at new understanding in which students learn to formulate questions and address issues in lieu of just stating their opinions.

Classroom infusion of oral language methods targets grade-specific skills and strategies. In kindergarten literacy classes, scholars are chanting the 44 English phonemes in a rhythmic manner with focus placed on proper enunciation. Scholars in grade 2 are excited for their opportunity to debate the merits of pardoning the Big Bad Wolf for his treatment of the Little Pigs. A fourth grade teacher poses the following question – "Is discovery always a good thing?" to scholars during Socratic Seminar, after recently having studied cultural groups who inhabited North America in the 17th century during their social studies block. The selection of topics to which these strategies are applied are always explicitly related to the curriculum or connected to our RISE with Purpose values to deepen scholars' understanding of concepts in content areas or the school's core values. We explicitly teach scholars **habits of discussion**[69]**,** a practice frequently employed within top performing urban charter schools. **Habits of discussion** are techniques for effective dialogue that increase student ownership and comprehension of text. Students help one another expand their thinking, answer one another's questions, and build on each other's understanding, which when applied to discussion of literature, achieves a higher level of sophistication and understanding of the texts they read. Starting in kindergarten, explicit phrases and sentence starters are taught to scholars to effectively engage in discourse with peers. Scholars are taught, prompted and held accountable to use phrases, such as (1) "I understand what you are saying, but I have a different point of view," (2) "I respectfully disagree," (3) "I agree with [insert name] because" and (4) "What evidence can you give to support your opinion?" when engaging in dialogue. The developmentally appropriate process of developing habits of discussion is scholars is based on their reading and comprehension ability, and is outlined in **Appendix E**. Our effective oral language methods drive robust oral language development, which underpin strong reading and writing skills for all scholars.

CHARACTER DEVELOPMENT PROGRAM

Purpose Prep recognizes the importance of both academic and character education. We instill in scholars a strong academic and character foundation that firmly underpins school success and life success. We know that any child, regardless of their zip code, needs to be supported to behave well; therefore, we support the character development of children in North Nashville by providing the necessary structure and supports for scholars to exemplify actions that demonstrate scholarly,

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[69] "Habits of Discussion" is an effective oral practice for students replicated from North Star Academy, a high-performing, urban charter school, in Newark, NJ. Lead Founder attended a literacy workshop in March 2012, where she received thorough training on the school-wide implementation of Habits of Discussion.

positive character. Our **RISE with Purpose** Character Development Program is an essential component to realizing our mission of setting scholars on the road to college and teaching them to behave in a scholarly manner.

We hold scholars accountable for demonstrating excellent behavior, and we specifically teach them the character skills needed for their success. We strategically develop in scholars the school's **RISE with Purpose** values **– Purpose, Respect, Integrity, Self-Determination,** and **Excellence** – and the values are *lived* out through the daily actions of staff and scholars. Our focus on positive character development provides scholars with the tools to practice, internalize, and exemplify these core values consistently in their daily interactions, in grade level appropriate ways. Starting in kindergarten, scholars are taught that their effort directly correlates to their achievement, and they are recognized and celebrated for their hard work and academic success. In the first weeks of school, scholars are taught the Tier 2 word *malleable* because they learn from their teachers that their brains are *malleable* and that smart is what you do and not what you are. The RISE with Purpose framework outlines each value with tangible actions, giving teachers and scholars a common language. Teachers call attention to **RISE with Purpose** values to support scholars' understanding of the connection between **RISE with Purpose** values and their actions. During a kindergarten lesson when scholars transition with their supplies for instruction before the final bell chimes, the teacher exclaims, "Great job showing **purpose**, Vanderbilt!" A fourth grade scholar who has finally been able to accurately solve a long division problem with a double-digit divisor after multiple attempts might hear, "Excellent **self-determination**, Zhana!"

By reinforcing the RISE with Purpose values through (a) daily references on value-based actions and choices, (b) weekly lessons to develop good character, and (c) weekly RISE with Purpose Jubilees, scholars own their actions and exemplify RISE with Purpose. **Figure 2.16** outlines examples of specific actions that we hold scholars accountable for in accordance with **RISE with PURPOSE** principles.

Figure 2.16: How to "Rise with PURPOSE"

CORE PRINCIPLE	TANGIBLE STUDENT ACTIONS
Purpose	**"Stay focused on our goal - college."** • I am alert and engaged during class. • I read during all of my guided reading time. • I work hard on all my work all the time without taking breaks. • I keep my body still during learning so that my body shows Purpose. • I use my time well. I don't waste time or dawdle or go to the bathroom unless I really need to.
Respect	**"Be kind and supportive, to yourself and others."** • My body shows confidence. I hold myself up straight and tall. • I use learning tools carefully and considerately. • I use a nice voice and nice words with my teammates and all adults. • I say "good morning" and "good bye" to people. • I thank people when I am appreciative.
Integrity	**"Do what's right, even when no one is looking."** • I tell the truth immediately any time someone asks me a question, even if the truth is hard to tell. • I make good choices in the bathroom. I use it, flush, wash my hands with one squirt of soap/hand sanitizer, dry my hands with one paper towel, throw away the paper towel, and leave, and I do not talk in the bathroom.

	• I can walk silently in the hallway by myself, and I walk with purpose, like a scholar. • I am honest about what I know and what I don't know. • I judge people based on my experiences with them and not what others say.
Self-Determination	**"Hard work makes anything possible."** • I accept consequences without pouting or getting frustrated. • I show that I control my moods and am in a positive mood. • I do my life work every night without an adult having to remind me. • I make my own choices instead of following others. • I try my hardest on every assessment.
Excellence	**"Excellence is a habit, not a single act."** • I speak loudly and proudly. • I proofread all assignments before submission. • I give my all in everything that I do. • I produce neat work. • I follow procedures with absolute precision.

The tangible actions compose our character education standards that support the framework for the character development lessons and frame the understanding of these core principles for scholars, staff, and families.

Teaching Character to Students

Developing positive character is integral to our mission. Beyond the constant modeling and on-going teachable moments that take place, we structure 30-minutes weekly for all grades, in which scholars receive explicit character development and life skills lessons. The leadership team of Purpose Prep provides a resource of lesson plans and teaching ideas to teachers. Teachers then modify these lesson ideas to meet the specific needs of scholars in their classrooms. Lessons are aligned to our RISE with Purpose values, and teachers support students to understand each value through thematic book discussions, inquiry-based discussions, role-plays, writing assignments, and classroom games and activities in order to apply these learning to their lives. We also create songs and chants for each core value to reinforce key points. **Figure 2.17** outlines a sequence of five lesson ideas for kindergarten based on Integrity, one of our RISE with Purpose values.

Figure 2.17: Sample Integrity Lesson Sequence - Kindergarten

Integrity					
Flow of Lesson	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Value-based Shout outs/ compliments (2-3 minutes)	Example: Chase demonstrated integrity when he told the truth about misplacing his class reading book.				
Introduce/ Review the value (1-2 minutes)	This week we're learning about another **RISE with PURPOSE** value that when applied in our own lives through our actions can make our school and classroom better - and each other better. The value we're focusing on is integrity.				

	Integrity is telling the truth. It is being honest. People who have integrity tell the truth even when they may get in trouble. Your integrity helps you make good choices. If everyone in class acts with integrity, we'll be able to solve problems quickly and be better friends with each other.				
Activity that reinforces the meaning and importance of the value **(5-6 minutes)**	Read <u>Bernstein Bears and the Truth</u> Your focus question for the story is: How did the characters in this book demonstrate or not demonstrate integrity through their actions?	People do not always tell the truth and show integrity. Why do you think people sometimes don't tell the truth? Synthesize answers: Because they don't want to get in trouble, or for someone to get mad or disappointed with them. What happens when people find out we weren't showing integrity? They may be disappointed. We get in even more trouble. If we are dishonest, people may not trust us to tell the truth at another time. Why do we want people to trust us? So we can be good community members, build	Having integrity means following the rules and not cheating. Today we are going to play a game and we are all going to show integrity by following the rules and not cheating. Explain the rules of 7 Up, and then play the game.	There are consequences when you do not demonstrate integrity (i.e. you can hurt yourself or others, people may lose trust in your words) Read "The Boy Who Cried Wolf" Your focus question for the story is: What are the consequences that occurred in this story when the character did not demonstrate integrity?	Today we're going to do a fishbowl. That's where we watch some people doing something that might happen in our class. We think about whether or not the people we're watching are showing integrity or not. We know it's important to show integrity, so we're going to see if we can think of ways to help these people be more honest. Choose students to act out, then have students discuss, then repeat process. (Use scenarios relevant to classroom.)

Class discussion (5-10 minutes)	Questions: Did you notice anyone showing integrity in this book? How did brother bear and sister bear change their attitude to show integrity? Do you think they did the right thing in the beginning? In the end?	Draw a picture of a time when you did or did not show integrity. What happened? Would you have done anything differently? Explain.	How did we show integrity when we were playing this game? What would have happened if we did not show integrity while we were playing?	Was the boy showing integrity at the beginning of the story? At the end? What were the consequences of the boy's actions?	What happened? What was character 1 doing? What was character 2 doing? Did either person show integrity? Why or why not? What could they have done differently to show integrity?
Individual or partner activity to reinforce meaning and importance of value. (5-10 minutes)	Draw a picture to show what brother bear and sister bear should have done from the beginning to show integrity. Write a couple sentences explaining your answer.	Partner/class share	Think of another game you have played (i.e. Hide and Seek) where you have to demonstrate integrity to be good player (and friend). What do you do to show your integrity? Draw/Write your response.	What you would have done if you were the boy in the story? Draw a picture and write a couple sentences explaining your picture.	Re-enact the skits with students' suggestions and determine if the outcome showed the characters demonstrating integrity.

PROFESSIONAL DEVELOPMENT

Quality teacher development is the key to attracting and retaining talented individuals and the lever to raising student achievement levels. The children of North Nashville deserve the highest quality educators, and it is our responsibility to support our teachers to execute dramatic student results. We know that when classroom instruction improves, student achievement gains

The top row of the table (partial, continuing from previous page): trust, and do more things on our own.

increase.[70] Therefore, we prioritize on-going, varied opportunities for teachers to improve their instruction through (a) classroom observations and debriefs between colleagues and from the instructional leadership team, (b) data analysis and action planning meetings, (c) curriculum development and review, (d) lesson review and analysis, (e) professional learning communities, (f) classroom observation video debriefs, (g) instructional rounds, (h) leadership opportunities within the school for teachers, (i) excellent classroom and school visits, (j) professional development sessions led by instructional leadership team members, lead teachers, or consultants, and (k) individual check-ins. **Figure 2.18** provides a description of each professional development opportunity.

Figure 2.18: Professional Development Opportunities

PROFESSIONAL DEVELOPMENT OPPORTUNITIES	
Classroom Observation and Feedback Debriefs	The Head of School and/or Dean of Academics conduct regular classroom observations. Teachers receive feedback through written follow-ups and debrief conversations around strengths and areas for growth within observed lessons. Achievement data from the lesson's objective is discussed, and both teacher and scholar actions are correlated to the data to determine trends. Next steps are derived from these debrief conversations and follow-up observations are conducted to ensure a frequent observation-feedback loop. Observations range from 5 minutes to 30 minutes. The Head of School and/or Dean of Academics identify teachers demonstrating strong instructional practices in specific areas, and provide coverage for teachers to observe these practices in actions.
Data Analysis and Action Planning Meetings	During Data Achievement Days, teachers gather with the Head of School and/or Dean of Academics to analyze data and determine instructional adjustments. Teachers conduct item analyses, where they correlate each question to a standards-based objective, assess scholar mastery per the objectives, and determine specific misunderstandings that may exist with groups of scholars or individual scholars to guide re-teaching plans. Noting how scholars faired with specific objectives provide the platform for the action plans teachers create. Teachers break the mastery of objectives into groups, which correlate with the following circumstances: (1) objectives mastered by 100% of scholars and require additional challenge, which may involve increasing the rigor through word and logic problems or advancing vertically to the next grade level's objective within that same strand; (2) objectives mastered by 70% or more of scholars, which require small group intervention and support with the 30% of scholars failing to achieve mastery; (3) objectives mastered by less than 70% of scholars, which requires a re-teach of lesson to majority of the classroom. The proficiency of a teacher's lesson is based on scholar mastery of the objective, and action plans are based on which objectives need to be retaught, reviewed, or retaught in a way that addresses misunderstandings per the mistakes from groups of scholars. Action plans determine how much challenge should be applied to an objective when mastery is demonstrated.
Curriculum Development	Curriculum development is prioritized heavily throughout the summer and consists of standards alignment and the development of a scope and

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[70] Odden, A., and M. J. Wallace. (2003, August 6). "Leveraging Teacher Pay." *Education Week*, 22 (43), 64.

and Review	sequence, which prioritizes the order by which objectives should be taught throughout the year. Adjustments are made to these on an on-going basis throughout the year based on achievement data and scholar progress to ensure we are meeting the needs of every scholar.
Lesson Review and Analysis	The Head of School and/or Dean of Academics conducts a thorough review of lesson plan drafts and provides feedback to teachers before the submission of the final version. During Professional Learning Teams, teachers gather to discuss upcoming lesson plans and changes to be made based on current student achievement trends.
Demo Lessons	Teachers gather weekly to discuss next week's lessons. Teachers practice lesson sections to receive feedback from the instructional leadership team and fellow teachers. "Hot spots," or areas of the lesson where scholar confusion may be peaked, are identified, discussed, and sections are practiced to ensure optimum clarity for scholars.
Professional Learning Teams (PLCs)	PLCs provide the opportunity for teachers to problem-solve and action plan around ways to enhance instruction. The format may vary per the specific outcome needing to be achieved, but may involve teachers (a) gathering within and across grade levels to discuss, plan, and analyze lessons, (b) creating exemplars for writing instruction per student ability group, (c) collaboratively grading writing samples and other qualitative assignments, and (d) reviewing the progress of instructional action plans.
Classroom Observation Video Debriefs	A teacher has a lesson that is video recorded at least once every other week, and instructional leaders and teachers gather to watch the video and debrief the lesson by discussing areas of strength and areas for growth. We build a resource bank of instructional videos, which include videos from excellent teachers in other schools.
Instructional Rounds	The instructional leadership team regularly conducts a whole-school analysis of instruction by observing every classroom for a brief period of time. Following a discussion, notes are calibrated, trends are determined, and instructional gaps are prioritized in a subsequent professional development session with teachers.
Leadership Opportunities	There are structured opportunities available to teachers ready to take on more leadership responsibilities. These opportunities include mentoring a teacher, curriculum development, or planning a school-wide event, such as our University Nights.
Excellent Classroom and School Visits	We continue to improve and refine our practices by observing the practices of the highest performing schools. We take regular trips to high performing schools to study best practices. Additionally, during Y0, the Head of School and Operations Manager continue to refine their leadership by conducting extended residencies in high-performing schools as they prepare to open Purpose Prep with strong academic and operational integrity.
Professional Development Sessions	These sessions, or workshops - led by instructional leadership team members, lead teachers, or consultants - provide information to teachers about specific areas of focus. Sessions mainly focus on enhancing either teachers' classroom management strategies or instructional techniques.
Individual Check-Ins	The Head of School conducts weekly check-ins with each staff member. There are many purposes of these meetings: 1) get a pulse on how each staff member is feeling and approaching the work associated with their

	role; 2) outline and discuss professional growth goals and the progress made to date; 3) address specific questions and concerns; and 4) provide support, advice, or insight with any challenges.

Thirty-two full professional development days are scheduled throughout the annual calendar; seventeen of these professional development days occur prior to the first day of school to ensure a strong start. (Please see Annual School Calendar in **Attachment D** for more detail.) Teachers also benefit from 105 minutes of daily planning time every Monday, Tuesday, Thursday, and Friday, during which they collaborate with grade level colleagues and the Dean of Academics to develop, refine, and reflect upon lesson and unit plans. Every Wednesday, from 2:30pm to 5:00pm, teachers participate in collaborative grade level professional development, which encompass opportunities for teachers to critically reflect upon instruction and develop concrete strategies to improve student achievement. Our Wednesday professional development structure includes lesson plan feedback sessions, classroom observation video debriefs, collaborative grading of students writing assignments, and review/discussion of the progress of instructional action plans.

The Head of School is an instructional leader and is present in classrooms, observing teachers and the curriculum-in-action (examples of observation templates are included in **Appendix F**), providing feedback to teachers, analyzing trends across classrooms and any curricular gaps, and coordinating professional development for teachers that address the instructional or curricular gaps observed. Purpose Prep has also prioritized a Dean of Academics, hired in Y3, which will provide the school with a role solely dedicated to observing teachers and giving them feedback throughout the school year, as well as supporting our data analyses processes around student achievement. Our Dean of Academics will support teachers in unit and lesson planning, observe them daily in their classrooms, and be a resource for teachers for all instructional needs. With this support, we expect instructional delivery and classroom management at Purpose Prep to be top notch.

In order to maintain consistency to our educational philosophy and develop a common language for instruction amongst all instructional staff members, every professional development session aligns with our approach to education, specifically the instructional practices that we support teachers to effectively execute in their classrooms. **Appendix G** details a professional development resource based on Doug Lemov's Academic and Behavior Techniques for teachers that provides follow-up video clips with teachers' modeling these practice in real-time, suggestions for successful implementation of techniques, and additional resources. Throughout the school year, we add to our resource bank with videos of Purpose Prep teachers in real-time. Utilizing video of our teachers has many benefits, including the opportunity to highlight the exemplar teaching in our school building and to facilitate a learning community amongst our teachers enabling them to learn and grow their skillset from the support and expertise of their colleagues. Professional development targets four priority areas: (1) school and classroom culture of achievement, (2) effective instructional practices, (3) curriculum content and development, and (4) common school-wide routines, practices, and language. Our Professional Development Calendar for the first trimester of school is included as **Attachment B**.

School and Classroom Culture of Achievement

A strong culture of achievement establishes a platform for academic success. We promote a culture of achievement in every classroom and throughout the school by training teachers to utilize effective classroom management techniques and by implementing school-wide expectations for routines, rules, and specific standards of behavior. During extensive summer training, and reinforced through weekly professional development, teachers norm the

implementation of the school-wide and classroom discipline systems and become familiar with the Code of Conduct. We promote a high level of consistency amongst teachers regarding administering positive and negative consequences for behavior to ensure a fair implementation of consequences for scholars. When scholars know what to expect and what is expected of them, they are empowered to make positive choices. By fostering a structured, disciplined atmosphere, learning is able to take place without distractions. We reiterate the mission and vision of the school to all constituents to provide a basis for the importance of appropriate scholar behavior. Teachers and staff learn the school's pledge, **RISE with Purpose** songs, and college chants that promote the mission. Prior to the beginning of the year, professional development focuses on how to train scholars on school and classroom routines, expectations, and procedures, how to execute powerful instructional techniques that reinforce expectations, how to administer positive and negative consequences consistently, and how to establish strong initial communication with families.   Throughout the year, we provide teachers with on-going development and support to maintain a strong classroom culture and employ behavior management techniques that promote academic success.

Effective Instructional Practices

We train teachers on effective instructional strategies that have greatest positive effect on student achievement for all students, in all subject areas, at all grade levels - demonstrating appropriate wait time, asking high-level questions, scaffolding literacy cues, and reinforcing effort and providing recognition.[71] Professional development days ensure teachers know the criteria of effective instruction as detailed by the Purpose Prep Teacher Development Rubric included as **Attachment C**. To set teachers up successfully for the first weeks of instruction, teachers practice lessons in front of the instructional staff and are provided feedback and time to incorporate changes to be prepared to deliver lessons effectively when in front of students. Data-driven instruction is an essential component of high-quality instruction. We support teachers to constantly check for understanding throughout lessons informally and formally, analyze the data from those checks for understanding in real time, and use that data to customize instruction immediately**.** Delivery of academic content is closely supervised throughout the year. Instructional strategies and techniques are planned into lessons, and teachers are observed at least weekly and provided immediate written and verbal feedback by the Leadership Team to continuously increase their instructional effectiveness and maximize student achievement results.

Curriculum Content and Development

We understand that the expectations a school holds for its scholars can be directly correlated to the academic objectives they expect their students to achieve. We further understand that for our curriculum to be effective, it must comprehensively extend throughout our scholars' entire school day. Every day throughout every learning opportunity, regardless of whether those are classroom lessons or conversations with peers, we ensure that our scholars are accessing rigorous, grade appropriate curricula. Teachers are taught how Purpose Prep defines rigor for every grade, subject and skill, and we set the bar high because we know with the proper support, our scholars can master the skill and content we have planned for them. Teachers are provided quality end-of-year benchmark assessments that provide them with a vision of the outcomes needing to be achieved with students. The Dean of Academics (and Head of School in Y1 and Y2) works with teachers to

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[71] Marzano, R.J., D. J. Pickering, and J. E. Pollock. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

create a curriculum map prior to the school year. We train teachers on how to plan rigorous unit and lesson plans aligned to the curriculum map and that maintain the appropriate scaffolds, questions, and differentiation strategies to ensure all scholars achieve mastery of skills and concepts. Teachers are trained on how to support our curriculum-in-action, which maximizes opportunities to promote learning through our scholars' entire day, including conversations with Tier 2 vocabulary or maximizing teachable moments.

Common School-Wide Routines, Practices, and Language

Consistency is key; therefore, we continuously train all staff in Purpose Prep's school wide routines and practices that support our behavioral and academic expectations of scholars. We train teachers on the Purpose Prep way to speak to scholars, particularly when responding to the behavioral choices scholars make. RISE with Purpose values are made tangible for scholars, and consistent language is used amongst the adults. To ensure a seamless start to the school year, staff members practice our routines, systems, and language prior to scholars' arrival. Minute by minute routines and structures are outlined for a scholar's day from arrival to dismissal, and teachers practice and strictly adhere to these structures. Practicing these routines as a staff ensures teachers have a strong competency of these systems to support scholars' acquisition of them, thus, ensuring a strong start to the school year. We continuously monitor and make adjustments when necessary to our routines, practices, and language.

MISSION-DRIVEN CALENDAR AND SCHEDULE

Our school is specifically designed to address the needs of children within North Nashville and aligns with MNPS priorities to use unique strategies to close the academic achievement gap for all students. Given our mission and those priorities, we are characterized by the most successful programmatic structures and approaches of the highest performing urban schools nationally with similar student demographics. We are confidently armed with effective approaches that specifically address the academic gaps and needs of students in North Nashville, setting them on a measurable path to college starting in kindergarten.

One of our most mission-driven elements is time - and how we use it at Purpose Prep.

More Time is Critical

Like many high performing urban charter schools effectively and radically closing the academic gaps of incoming student populations, our scholars and teachers benefit from an extended school year and day. Purpose Prep provides 185 instructional days, five days more than the state requirement as mandated by **TN law: T.C.A. §49-6-3004**.

Staff reports to school on July 1, 2013 for a total of 17 days of Staff Orientation to ensure a strong start to the school year. Families attend a Family Orientation session offered on days from July 22 through July 25, 2013[72], ensuring all families have the opportunity to learn about Purpose Prep's mission, academic and behavioral support structures and expectations, and family partnership opportunities. The first day of school for scholars is July 29, 2013 and the last academic day is June 4, 2013. Our school calendar[73] is divided into three trimesters, and common breaks are

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[72] These days are for Y1 2013-2014; all future year dates will be comparable.
[73] The Tennessee Public Charter Schools Act of 2002 requires that charter schools meet, at a minimum, the state's requirement for instructional time in other public schools (TCA 49-13-105). Purpose Prep will submit a copy of our school calendar to the Division of

aligned with those provided under the district calendar. Since we prioritize staff development, we build in 15 additional professional days during the school year, which include opportunities for school visits, scholar data analysis/action planning, and workshops on instructional best practices. Our commitment to our college preparatory mission for all scholars also is emphasized through three University Nights, with one scheduled every trimester, to continue to expose families to college opportunities for their children and ways they can support our academic program, and thus, college preparation at home. For a full Annual School Calendar, please see **Figure 2.19** provided below as well as **Attachment D.**

Figure 2.19: Purpose Prep Academic Calendar

Purpose Preparatory Academy Charter School
Academic Calendar 2013-2014
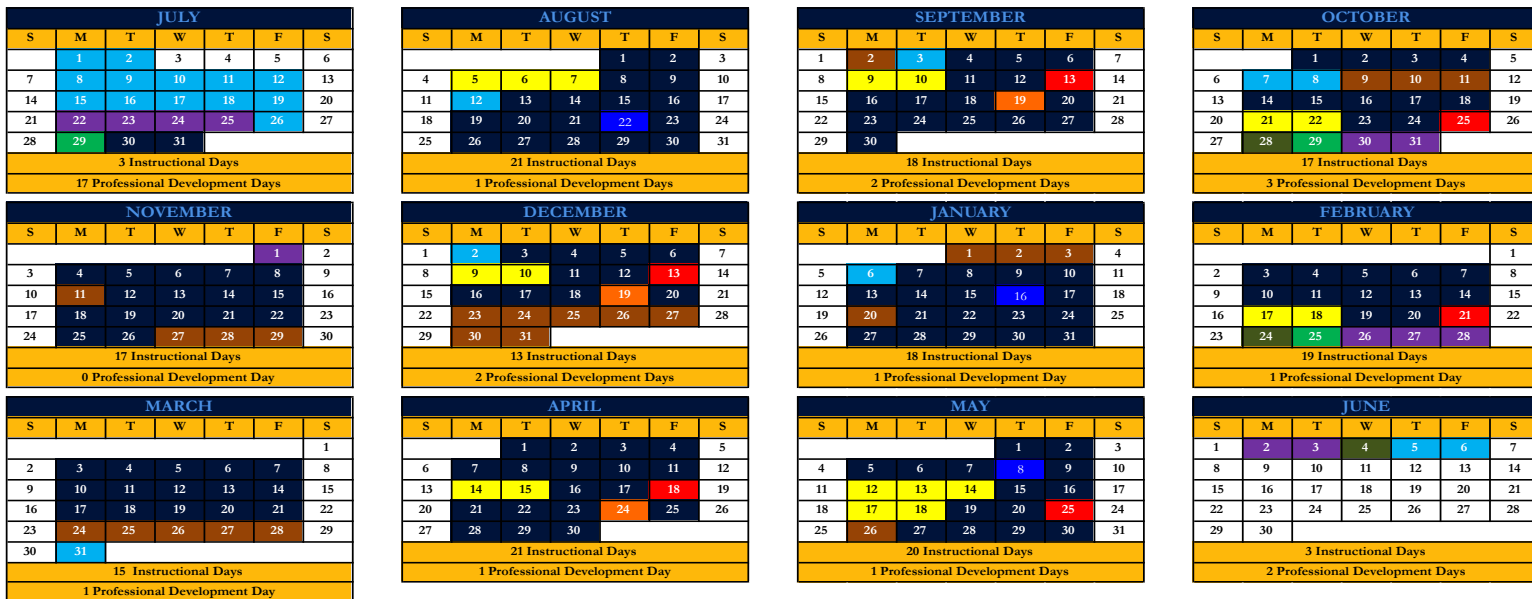
July 1 - First day of Professional Development
July 2, 8-26 - Professional Development
July 22-25 - Family orientation days
July 29 - First day of school/First trimester begins
August 5-7 - Nationally Normed Assessments
August 12 - Professional Development
August 22 - University Night #1
September 2 - Labor Day
September 3 - Professional Development
September 9-10 - Interim Assessments
September 13 - Achievement Data Analysis
September 19 - Mid-Progress Report for Trimester 1
October 7-8 - Professional Development
October 7-11 - Fall Break (students)
October 9-11 - Fall Break (staff)
October 21-22 - Interim Assessments
October 25 - Achievement Data Analysis
October 28 - First trimester ends
October 29 - Second trimester begins
October 30-November 1 - Achievement Family Conferences
   w/ Trimester 1 Report Card

November 11 - Veterans' Day
November 27-29 - Thanksgiving Break
December 2- Professional Development
December 9-10 - Interim Assessments
December 13 - Achievement Data Analysis
December 19 - Mid-Progress Report for Trimester 2
December 23-January 3 - Winter Break
January 6 - Professional Development
January 16 - University Night #2
January 20 - Martin Luther King, Jr. Day
January 30 - Interim Assessments
February 17-18 - Interim Assessments
February 21 - Achievement Data Analysis
February 24 - Second trimester ends
February 25 - Third trimester begins
February 26- w/ Trimester 2 Report Card

March 24-28 - Spring Break
March 31 - Professional Development
April 14-15 - Interim Assessments
April 18 - Achievement Data Analysis
April 24 - Mid-Progress Report for Trimester 3
May 8 - University Night #3
May 12-14 - Nationally Normed Assessments
May 17-18 - Interim Assessments
May 25 - Achievement Data Analysis
May 26 - Memorial Day
June 2-4 - Achievement Family Conferences
   w/ Trimester 3 Report Card
June 4 - Last day of school/Third trimester ends
June 5-6 - Professional Development

KEY

	School day
	Trimester begins
	Trimester ends
	Assessments
	Achievement Family Conferences
	University Nights
	Professional Development
	Achievement Data Analysis
	Mid-Progress Report for Trimester
	Holidays

185 Days of Instruction
32 Days of Professional Development/Achievement Data Analysis

Charter Schools by March 15, which will include the number of days and hours of instruction that will be provided to scholars, all holidays and non-instructional days, and professional development days for teachers.

Mission-Focused Schedule

Student and teacher schedules reflect commitment to our mission in length, organization, and content. We obsessively protect instructional time; therefore, our schedule minimizes transitions and maximizes time in the core content areas of literacy, mathematics, science, and social sciences.

Our school day begins at 7:50 am and ends at 4:00 pm, with the exception of every Wednesday, which operates from 7:50 am to 2:00 pm to provide teachers with on-going, targeted professional development.[74] The extended instructional day ensures that scholars benefit from 225 minutes of literacy instruction and 80 minutes of math instruction daily.

Daily, scholars rotate between 45 minutes of daily science or social studies depending on the unit of study. **Figure 2.20** outlines and describes the major components within the daily schedule. Weekly character development sessions, community meetings, and RISE with Purpose Jubilees are incorporated into the schedule as part of the extended day. Daily, teachers benefit from our extended day, as they receive 105 minutes of daily planning time every Monday, Tuesday, Thursday, and Friday, during which they collaborate with grade level colleagues and the Dean of Academics to develop, refine, and reflect upon their lesson and unit plans. Weekly, every Wednesday, from 2:30pm to 5:00pm, teachers participate in collaborative grade level meetings, which encompass opportunities for teachers to critically reflect upon their instruction and develop concrete strategies to improve scholar achievement. Wednesday grade level meetings include lesson plan feedback sessions, classroom observation video debriefs, calibration on writing assignments, and review and discussion of the progress of instructional action plans.

Figure 2.20: Components of Purpose Prep School Day

COMPONENTS OF SCHOOL DAY	DESCRIPTION
Morning Activity	The Head of School greets all scholars and families upon arrival to Purpose Prep. Teachers and staff members are strategically placed throughout the school to monitor scholars as they transition into the cafeteria for morning activities, which includes turning in **Lifework (HW)** folders, eating breakfast, and completing **Brainwork** in preparation for a great day.
Morning Motivation	The school day begins daily with morning motivation, an inspirational session designed to pump scholars up for a great day of learning. Scholars recite the Purpose Prep pledge, sing **RISE with Purpose** songs, and chant college cheers. Teachers also recognize scholars that model RISE with Purpose by providing personal shout outs.

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[74] We have been in discussion with community partners, including the YMCA and Boys and Girls Club – Andrew Jackson, about providing support to families who need additional care for their children between 2:00 and 4:00 pm on these days through after-school enrichment programming.

Community Meeting	**Community Meeting** occurs weekly and scheduled by grade level. This ritualized experience is led by the Head of School, which begins with designated scholars leading their class in their college cheer and **RISE with Purpose** chants. Our weekly orator starts the meeting with an inspirational speech, quote or poem. The Head of School then conducts a meeting with the scholars, which mirrors an academic quick-fire lesson. Scholars are expected to display competence of learned objectives throughout all academic subjects by answering questions and participating in discussions. The Head of School models effective instructional techniques (please refer to **Figure 2.13** for examples), which benefit both the scholars and the teachers. Often, the Head of School models instructional strategies that are the priority instructional foci for teachers at that time. When teachers are able to see instructional strategies implemented at a high level, they gain clarity around how to execute in a similar way. Upon the conclusion of community meeting, scholars proceed to their classrooms to organize themselves in preparation for the start of the literacy block.
Morning Meeting	Morning **Math Meeting** is 30 minutes. The literacy component of the morning **Math Meeting** lasts no more than 10 minutes and centers on a class message from the teachers that is read and discussed briefly at the start of the block. The math portion of the meeting engages scholars in routine review of math skills and math concepts. In K-2, scholars practice calendar skills, patterns, skip counting, and money concepts. In grades 3-4, scholars move towards routinely practicing more complex skills, including multiplication, division, and the manipulation of fraction drills, mental word problems, and algebraic patterns.
Literacy Instruction	Every scholar has 225 minutes of **Literacy Instruction**. Twenty-five minutes of daily instruction is dedicated to **Vocabulary Development**, enabling scholars to learn Tier 2 vocabulary words, such as arduous, lethargic, and benevolent, in an authentic, text-based way through the read aloud structure of research-proven programs such as **Scholastic Text Talk** that further allows scholars to develop fluent and expressive reading skill, reading comprehension strategies, and listening acuity. For K-2 scholars, there are three 45-minute rotating blocks, where scholars receive explicit reading lessons in groups of no more than 10 scholars. These blocks are labeled phonics instruction, guided reading, and essential literacy skills review. During **Phonics Instruction**, scholars are practicing the phonetic pronunciation of letters, committing the spellings of words to memory through repetitive chants, and engaging in fluent reading practice in a structured and explicit manner. This block is guided by curriculum, such as **Reading Mastery**. **Guided Reading** is an opportunity for scholars to practice using reading comprehension strategies in small, differentiated reading groups. The **Guided Reading** structure for instruction is drawn from the work of Fountas and Pinnell.[75] With appropriately leveled reading materials selected for each group, the teacher establishes a particular objective or purpose for the reading, which is informed by the Tennessee Adopted Common Core Standards

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[75] Fountas, I, and G. Pinnell. (2005). *Leveled Books, K-8: Matching Texts to Readers for Effective Teaching*. Portsmouth, NH: Heinemann.

	and teacher analysis of scholars' needs and data from the **STEP Assessments.**[76] Teachers explicitly instruct a mini-lesson around the objective, which could include making reasonable predictions about a text, connecting text meaning with background knowledge, summarizing the most important details, and drawing conclusions from clues by the author of the story, and then model the strategy aloud to scholars. Scholars independently practice the skill, while the teacher intervenes when appropriate to provide live coaching through prompts and questions. Scholars have multiple opportunities to apply the reading strategy to their leveled text. **Essential Literacy Skills Review** incorporates a variety of independent activities for scholars to practice fundamental literacy skills in a way that targets their immediate needs. Listening centers, independent reading and writing tasks, and R**iverdeep** computer-based practice of literacy skills are incorporated within this block to reinforce taught skills and build scholars' stamina around self-directed assignments. An explicit writing block, with handwriting, grammar, and composition lessons, takes place daily.
	Literacy Instruction comprises a total of 225 minutes of the school day in grades 3-4. In these upper elementary grades, our literacy program shifts from "learning to read" to "reading to learn." With a focus on **Vocabulary Development** during a 25-minute block, scholars expand their repertoire of robust words. Scholars then participate in a 20-minute **Word Work** block during which they analyze parts of words in context to their meanings, spelling patterns, and language constructions, including Greek and Latin roots, prefixes, and suffixes, continuing to solidify their spelling and fluency foundation. Two separate blocks develop strong **Reading Comprehension** skills for scholars. The **Novel and Nonfiction Studies** block involves direct instruction of reading standards through non-fiction and fiction grade level texts. Standards are sequentially aligned throughout the text. During the **Guided Reading** block, scholars are continuing to apply grade-level skills and reading strategies with texts at their independent reading levels. The **Guided Reading** block provides differentiated support and the appropriate challenge to all scholars, as they analyze and comprehend independently leveled texts. Each **Writing and Grammar** class of 45 minutes begins with a daily edit lesson on rules of grammar and writing conventions. The class then spends the bulk of time incorporating multiple writing methods, included modeling, guided writing, and interactive writing, based on the **Writing 6+1 Traits Model**, to ensure prowess with narrative, persuasive, and expository writing.
Oral Language Program	We provide a unique and comprehensive focus on the development of oral language, which includes instructional methods, such as choral reading, recitation, creative dramatics, and debate. K-2 scholars benefit from the **Oral Language Program** for 20 minutes four days per week. For scholars in Grades 3-4, the **Oral Language Program** occurs every Wednesday for 45 minutes.
Snack Bathroom	Structured opportunities throughout the day are scheduled for scholars to go to the bathroom. A snack is provided during this time, and scholars

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[76] More information about STEP Assessments can be found in **Appendix H.**

	are able to complete trivia assignments or converse at a quiet level with classmates. This block of the day is 20 minutes for K-2 scholars and 15 minutes for scholars in grades 3-4.
Lunch Bathroom	All scholars receive a 30-minutes lunch session, where they also have an additional bathroom opportunity. [77]
Science Social Studies	Science and social studies instruction takes place for 45 minutes daily. Teachers rotate between science and social studies units, which typically last four (4) weeks each.
Character Development	Developing positive character is integral to our mission. Beyond the constant modeling and on-going teachable moments that take place, we structure 30-minutes weekly for all grades, in which scholars receive explicit character development and life skills lessons. Our lessons align to our **RISE with Purpose** values and are structured through collaborative discussions, role-plays, writing assignments, and classroom activities.
Enrichment	Enrichment[78] provides scholars extracurricular opportunities, and allows for a variety of experiences, including music, theater, dance, art, and physical education.[79]
Choice Time	Choice time provides scholars the opportunity to interact collaboratively in centers-based activities. Centers-based activities are dependent on the grade level, and teachers strategically align games and activities to address any instructional gaps scholars may be challenged with. For kindergarteners, activities may include sorting games, construction of blocks, and dramatic play. For scholars in grades 1-2, activities may include puzzles, math manipulatives, or art activities. Scholars in grades 3-4 may spend choice time on academically focused computer websites, or trivia games like jeopardy.
RISE with Purpose Jubilee	**RISE with Purpose Jubilees** occur weekly and celebrate the academic and character achievement of scholars through individual recognitions and privileges.
Community Closing Dismissal	**Closing Circles** occur prior to dismissal and reinforce our strong classroom culture, as teachers come together with scholars to formally close out the day. Teachers use this time to ask scholars to summarize and reflect on their learning for the day or lead a whole-class activity.

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[77] TN mandates a Duty Free Lunch Period for teachers. Purpose Prep teachers are provided their duty free lunch period during the same time scholars eat lunch. The Head of School and other support staff, including the Dean of Scholar Support, Dean of Academics (Y3), and enrichment teachers split lunch duty assignments, monitoring the cafeteria to ensure teachers have this duty free time.
[78] In initial years of operation, members of the leadership team, including the Head of School and Operations Manager, will lead enrichment sessions with scholars. We are also developing community partnerships to support in this area. Teachers will use enrichment time as an opportunity to collaboratively plan, and enrichment time combined with after school-planning time provides teachers with 105 minutes of planning time daily on Mondays, Tuesdays, Thursdays, and Fridays. On Wednesdays, the leadership team leads development opportunities for teachers for 2.5 hours. We hire our first enrichment teacher in Y4, and after Y6, we maintain two enrichment teachers.
[79] Enrichment ensures students receive the required ninety (90) minutes of physical activity per week, which is structured into the instructional school day for. Opportunities to engage in physical activity include walking, jumping rope, playing volleyball, or other forms of physical activities that promote fitness and well-being.

Figure 2.21 outlines a sample schedule for K-2 scholars. All times are provided, and cumulatively exceed all requirements for instructional time and exceed those provided within local public school opportunities. All literacy-based instruction is highlighted, as is all professional development time for teachers.

Figure 2.21: Sample Schedule Grades K-2

Monday, Tuesday, Thursday, Friday		Wednesday	
7:30 - 7:50	**Morning Activities** Breakfast, Brain Work, Life Work Collection	7:30 - 7:50	**Morning Activities** Breakfast, Brain Work, Life Work Collection
7:50 - 8:00	**SCHOOL DAY BEGINS** Morning Motivation	7:50 - 8:00	**SCHOOL DAY BEGINS** Morning Motivation
8:00 - 8:30	**Morning Math Meeting** Community Meeting	8:00 - 8:30	**Morning Math Meeting**
8:30 - 8:55	**Read Aloud Vocabulary Development**	8:30 - 8:55	**Read Aloud Vocabulary Development**
8:55 - 9:40	**Phonics Instruction**	8:55 - 9:40	**Phonics Instruction**
9:40 - 10:25	**Guided Reading**	9:40 - 10:25	**Guided Reading**
10:25 – 10:45	Snack/Bathroom	10:25 - 10:45	**Snack/Bathroom**
10:45 - 11:30	**Essential Literacy Skills Review**	10:45 - 11:30	**Essential Literacy Skills Review**
11:30 - 11:50	**Oral Language Program**	11:30 - 11:50	Lunch/Bathroom
11:50 - 12: 50	**Math**	11:50 -12: 50	**Math**
12:50 - 1:20	Lunch/Bathroom	12:50 - 1:20	**Character Education**
1:20 - 2:05	**Writing**	1:20 - 2:00	**RISE with Purpose Jubilee/Dismissal**
2:05 - 2:50	**Science/Social Studies**	2:00 - 2:30	**TEACHER PLANNING TIME**
2:50 - 3:35	**Enrichment**		**WHOLE STAFF PROFESSIONAL DEVELOPMENT**
3:30 - 3:50	**Choice Time**	2:30– 5:00	
3:50 - 4:00	**Community Closing/Dismissal**		
4:00 - 5:00	**TEACHER PLANNING TIME**		

Figure 2.22 outlines a sample schedule for scholars in grades 3-4. All times are provided, and cumulatively exceed all requirements for instructional time and exceed those provided within local public school opportunities. All literacy-based instruction is highlighted, as is all professional development time for teachers.

Figure 2.22: Sample Schedule Grades 3-4

Monday, Tuesday, Thursday, Friday		Wednesday	
7:30 - 7:50	**Morning Activities** Breakfast, Brain Work, Life Work Collection	7:30 - 7:50	**Morning Activities** Breakfast, Brain Work, Life Work Collection
7:50 - 8:00	**SCHOOL DAY BEGINS**	7:50 - 8:00	**SCHOOL DAY BEGINS**

	Morning Motivation		Morning Motivation
8:00 - 8:30	**Morning Math Meeting** Community Meeting	8:00 - 8:30	**Morning Math Meeting**
8:30 - 8:55	**Read Aloud: Vocabulary Development**	8:30 - 8:55	**Oral Language Program**
8:55 - 9:15	**Word Work**	8:55 - 9:15	
9:15 - 10:15	**Novel and Nonfiction Studies**	9:15 – 10:15	**Novel and Nonfiction Studies**
10:15 - 10:30	Snack/Bathroom	10:15 - 10:45	Lunch Bathroom
10:30 - 10:45	**Independent Reading**		
10:45 - 11:30	**Guided Reading**	10:45 - 11:30	**Guided Reading**
11:30 - 12:30	**Math**	11:30 - 12:30	**Math**
12:30 - 1:00	Lunch/Bathroom	12:30 - 1:00	**Character Education**
1:00 - 2:00	**Writing**	1:20 – 2:00	**RISE with Purpose Jubilee/Dismissal**
2:00-2:45	**Science/Social Studies**	2:00 - 2:30	**TEACHER PLANNING TIME**
2:45 - 3:30	**Enrichment**	2:30 - 5:00	**WHOLE STAFF PROFESSIONAL DEVELOPMENT**
3:30 - 3:50	**Choice Time**		
3:50 - 4:00	**Community Closing/Dismissal**		
4:00 - 5:00	**TEACHER PLANNING TIME**		

DAY IN THE LIFE OF A SCHOLAR

To illustrate how Purpose Prep scholars will spend their day, we have provided a look into a typical day at our school. The typical day is reflected for Trayvon, an incoming kindergartener on the path to college. Trayvon knows that every second of his day has been structured with college in mind, and he is working hard to make this future a reality.

A Typical Kindergarten Day at Purpose Prep

7:30 am   Trayvon runs up the pathway leading to Purpose Prep, slowing down to a walk after his mother calls, "Walk, Trayvon." Trayvon approaches the front entrance of the school and stands directly behind the couple of scholars that precede him. When it is his turn, he approaches the Head of School with his head up high, a smile on his face, and an outstretched hand.

"Good morning, Trayvon. Are you ready to learn today?" asks the Head of School shaking his hand and smiling at young Trayvon.

Trayvon, looking the school leader right in the eyes as he has been taught, smiles back and states, "Yes, Ms. Newman. I am ready to learn today."

The Head of School makes sure Trayvon's shirt is tucked in before he enters the school building, waves to his mom, and then proceeds to greet the scholars lined up behind him. Trayvon enters the building and is ushered through the hallway by a Purpose Prep teacher who is monitoring scholars to ensure speedy and safe transitions to the cafeteria. As Trayvon walks through the hallway, college pennants surround him. Trayvon knows about several of the colleges represented in the hallway. His favorite colleges include Harvard, Fisk, Tennessee State, Morehouse and Vanderbilt. Those are the colleges that his class has learned about thus far, and he is excited by the songs he has learned for each of the schools and their mascots,

too. Trayvon is excited to add more colleges to that list when he gets to first grade.

Trayvon enters the cafeteria, where he puts his brainwork folder in the crate at the end of the table designated to Fisk University. Every classroom is named after a college, and Trayvon is a Fisk Bulldog. Sitting in his assigned seat, Trayvon immediately begins eating his cereal which has been laid out for him and his classmates ahead of time. It makes Trayvon feel so good to know each morning, the arrival is the same, and his teachers, brainwork and cereal are always waiting for him. When he is finished, he pulls out his brainwork packet where he practices matching pictures to their corresponding initial letter sound. If you asked Trayvon why scholars must work on brainwork during breakfast, he would respond with a complete sentence: "I complete my brainwork every morning to enrich my brain in preparation for the intense learning that will take place today." Scholars are taught the 'why' behind the structures and systems in the school that prepare them for college, which strengthen their investment in school.

7:50 am	At exactly 7:50 am, music begins to play from the loudspeaker, which signals all scholars and teachers to clear off the cafeteria tables and join in the chant that begins morning motivation:

We will demonstrate PURPOSE today.
We focus on our learning every single day.
Our PURPOSE is so embedded in us
It's a part of our lives, causing us to RISE
The P is for Purpose
And the R is for Respect
I's for Integrity
We keep ourselves in check
Self-Determination, yes!
Always trying our best, rarely stopping to rest
E's for Excellence
We'll never be second best
With Purpose, we RISE
Cause it's a part of our lives.
With Purpose, we RISE
Cause it's a part of our lives.

Scholars have been taught that by the last refrain of the chant, which plays twice, their tables should be cleared, and they should be sitting in STAR and tracking the speaker. They practiced this every day during the first weeks of school, and Trayvon and his classmates have gotten very good at the rhythm and the quick clean-up, and it's fun! The Head of School greets scholars, telling them how excited she is to see them with their "learning faces" on. Then selected classes lead the school in various school chants and songs. The last few minutes of morning motivation focus on giving "shout-outs" to scholars who demonstrated one or more of the RISE with Purpose core values. Today, Jacqueline from Fisk University received a shout out for spelling all of the sight words correctly.

"Way to show Excellence, Jacqueline," all scholars shout joyfully while pointing to Jacqueline, who smiles brightly. Trayvon is particularly proud of Jacqueline because he knows how difficult it is to get all the sight words correct. He has mastered 70% of the sight words up to this point and is going to work hard and hope to get a shout out, too.

| 8:00 am | At exactly 7:59 am, the Head of School begins dismissing certain classes to their classrooms. Every Tuesday, Trayvon's class has community meeting, so his class rises and heads in a silent, single file line to the community meeting area. All scholars sit in their designated area on the carpet with "bottoms flat, backs straight, and hands folded in their lap." During community meeting, The Head of School leads an academic lesson with students, asking questions across all subject areas, cold calling on particular scholars, and providing adequate checks for understanding for all scholars. Scholar' brains are thinking at a rapid pace, as they determine whether or not Mrs. Martin's forty cents is enough money to purchase nine pencils costing five cents each, which continent is the most populated based on last week's Social Studies lesson, how many syllables are in the word 'education,' or which one of the five listed items would not be represented in the category of nonliving things learned in Science class. All scholars are alert, engaged, and eager to hear their name called. Trayvon is called on to spell one of the sight words he has been most challenged with – their. Before he responds, he asks, "Which one?" Trayvon knows that "their" is a homophone. |

The Head of School smiles and says, "Trayvon can't be tricked."

She replies, "Their house is located in the neighborhood adjacent to ours."

Trayon thinks for a second, while students wave their fingers as a sign of support, and then replies in a complete sentence, "Their is spelled T-H-E-I-R."

The Head of School calls, "And he's so smart" to which all scholars echo chorally, looking at Trayvon.

Trayvon, feeling proud and receiving a wink from his teacher, has little time to bask in his glory, as the Head of School is on to the next question. Trayvon prepares himself to be ready to respond to the next question. Teachers observe the community meeting, encouraging scholars and occasionally noting scholars that seem to be challenged with responding to questions to ensure proper follow-up.

| 8:15 am | Trayvon enters the classroom quietly and follows the pathway directly to his assigned desk. Upon the signal of the teacher, all scholars say the Pledge of Allegiance. Afterwards, the class begins the daily math meeting. Math meeting is abbreviated today because of community meeting, so for the remaining five minutes, scholars focus on the calendar, determining today's date and responding to a few calendar questions from the teacher. During full math meetings, scholars engage in various quick activities that reinforce previously learned math skills, including counting forwards and backwards, counting money, describing the weather and recording the result on a weather graph, naming shapes and colors, and working through word problems illustrated on the white board. |

| 8:30am | Scholars proceed directly to the carpet for a read aloud. Trayvon loves to hear stories read aloud to him, and his teacher reads every story with animated expression, which engages scholars and models fluent, expressive reading. Trayvon also enjoys learning college vocabulary words, and every week, scholars learn tier two words from the story. This week, they are reading the story called *A Pocket for Corduroy*, and his teacher, Ms. Ransom, pauses from reading to say, "In the story, Lisa was reluctant to leave the laundromat without Corduroy. Reluctant means you are not sure you want to do something. Say the word with me: reluctant." |

All scholars chorally repeat, "Reluctant."

Ms. Ransom explains, "Someone might be reluctant to eat food that they never had before, or someone might be reluctant to ride a roller coaster because it looks scary. Think about something you might be reluctant to do. Start your sentence with "I might be reluctant to _____.""

Trayvon thinks in his head. He is certain that he might be reluctant to fly in an airplane because he has never been that high in the air before. The teacher calls on a few scholars to respond before continuing with the story. When the read aloud ends, scholars rise and transition to their literacy area, dividing into three separate groups based on reading ability to ensure differentiated support with literacy skills and concepts.

8:55 am   Trayvon begins his first literacy block at 8:30 am. Ms. Ransom leads the class in a Reading Mastery lesson. The lesson begins with scholars calling out the sounds of different letters that they have learned upon Ms. Ransom's signal and reading and spelling words that rhyme with the –op sound and other high frequency words. The lesson is fast paced, with 20 minutes spent on correctly pronouncing learned sounds and

reading words quickly, 15 minutes spent on fluently reading a story that reinforces the sounds and spellings from the lesson and requires students to respond to comprehension questions, and 10 minutes of independent practice spent on writing the words neatly and correctly identifying words with the spelling pattern.

9:40 am   Ms. Ransom then pushes the play bottom on the CD player, and with the music as the cue, the children transition to one of three locations in the room. Scholars have been taught that when the transition music comes on, they must quickly and silently pack up their area and transition to their next learning area prepared to engage in learning. Transition time is 20 seconds, and scholars practice extensively at the beginning of the year to ensure perfection and no wasted learning time. Trayvon moves to the right corner of the room with his second teacher, Mr. Simpkins. Mr. Simpkins is working with students to compare and contrast objects, which is a foundational lesson aligned to reading standard RI.K.9, which states that with prompting and support, students must be able to identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Providing the foundation for scholars on what it means to compare and contrast, by defining words, such as *similarities* and *differences*, and discussing the characteristics that separate various objects builds prerequisite skills that will enable scholars to apply this background knowledge to texts that they are reading. Today, Mr. Simpkins is leading students to compare and contrast living things that can fly with living things that can swim. For their exit ticket, scholars must properly categorize nonliving things that can be found in the sky with nonliving things that can be found in the sea. They must write a sentence describing the main difference between the objects that they have classified into different sections. Tomorrow's lesson will lead students through a lesson comparing and contrasting two characters

in their leveled reader, and students will be responsible for using the learned vocabulary words, specifically similarities and differences, in the discussion.

10:25 am   At the conclusion of the second reading rotation, students transition to their seats to prepare for snack and a bathroom break. The teacher directs the class to divide into two lines for the bathroom. Students are taken in groups, by gender, to the bathroom by Ms. Ramson. Trayvon is placed in the beginning of the line because directly upon returning from the bathroom, he will spend 10 minutes of this break, along with three other scholars, snacking and working with Mr. Simpkins on high frequency words. Mr. Simpkins makes this time fun through his teacher-created sight word game where scholars gain points for spelling sight words correctly. Trayvon is excited for this additional practice, and he expects to win the sight word challenge. He has been working on these words diligently for the past couple of weeks, and he is determined to master his sight words test this Friday, maybe even receive a 'shout-out' during morning motivation, but most importantly, be one step farther on his path to college.

10:45 am   Upon hearing the transition music, Trayvon moves to the third reading block where he independently practices essential literacy skills on the computer through the program of Destination Reading. The program is tailored to meet scholars at their appropriate reading level, and Trayvon feels challenged and engaged as he practices identifying sounds in isolation, a core skill in the development of strong phonemic awareness. Today, he is clicking on various bubbles on the screen, and dragging the bubble that made the 'r' sound to the center. He loves to hear the chime of the computer through his headphones, signally a correct response, as he builds strong literacy skills.

11:30 am   Oral Literacy Program is one of Trayvon's favorite times of the day. He loves being able to orally express himself, often passionately embracing the mood of the poem he is reciting or the character he is embodying. His teachers always remind the class that Oral Literacy Program is the time to bring our their most "theatrical selves." This month, scholars have been studying speeches by African American leaders. Trayvon has been assigned excerpts of the "I Have a Dream" by Martin Luther King, Jr., which he will present during the upcoming University Night. He chose the words by Martin Luther King, Jr. because Dr. King went one of his favorite colleges, Morehouse College in Atlanta, Ga. Trayvon begins practicing, with his voice booming with confidence, just like Dr. King:

I say to you today, my friends, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American Dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident; that all men are created equal."

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.

Ms. Ransom smiles, compliments Trayvon on his 'loud and proud' voice, and reminds him to slow down at commas and stop at periods. Teachers always give very precise praise, so scholars know exactly what they are doing well and specifically what they need to improve. Trayvon spends the next 20 minutes practicing in small groups with other scholars and receiving feedback from Ms. Ransom and his peers around intonation of particular parts and voice projection.

11:50 am   Sharply at 11:50am, Trayvon hears the transition music come on as Mr. Simpkins directs the class to begin the math cheer. Scholars move through their math activity for the morning, counting to one hundred and beginning addition activities. The teacher models addition problems, explicitly detailing the steps necessary to solve them, and then transitions students into guided practice, where, with a partner, Trayvon works on five additional problems. As scholars move to complete the independent practice of the addition problems, Trayvon notices 10 scholars moving to the side table to work with Ms. Ransom. Trayvon knows that at Purpose Prep, students always get the extra help they need right away. He remains in his seat, and midway through, Mr. Simpkins places an additional sheet on his desk. Trayvon is proud because the sheet placed on his table is the "challenge work" given to scholars that are mastering the day's lesson with 90% or better proficiency. Trayvon moves to the challenge work, proud of himself, and completing addition problems for two-digit numbers.

12:50 pm   Students are dismissed for lunch. Trayvon lines up silently with his class, and his teacher walks him to the bathroom. Afterwards, the class walks into the lunchroom where each student is greeted by the Head of School and directed to his or her lunch seat. Just like with breakfast, lunch is already set out for each scholar. Scholars eat and when finished take out their brainwork to continue working and, as Ms. Newman tells them, "building their brain power."

1:20 pm   Scholars head directly from lunch to their classrooms to begin their writing lesson. Ms. Ransom provides a writing topic of the day, and the class helps brainstorm an illustration for it, which the teacher draws on a piece of chart paper. The children then help the teacher formulate a sentence to describe the picture. The students tell the teacher how to spell the words, and she writes them the way they tell her, including their mistakes. Afterward she edits the sentence explaining the correct spellings. She also makes sure that she is modeling the correct spacing and placement of all letters and words. While the class is engaged in this lesson, Mr. Simpkins has pulled out two scholars to work more intensively with them. The scholars then move to their desks and begin their own illustrations for the topic. Both teachers then circulate the room and engage the scholars in discussions about what they are drawing and writing. They make sure that letters are shaped correctly and use the lines on their paper to make the upper case and lower case letters look just right, and, using their index fingers, make sure that words are spaced just as the teacher has shown them.

2:05 pm   The class silently transitions into their Social Studies lesson. Scholars rotate between social studies and science units every month, and currently are involved in a Social Studies unit. Trayvon and his class have learned geography and map concepts, as well as information about the city of Nashville and the state of Tennessee. Trayvon is able to locate where he lives on a variety of different maps and can identify and name rivers, mountains, and oceans by picture. Today's lesson is about identifying

the differences between people, which connects well with the earlier lesson in English where scholars learned what it meant to compare and contrast things, using words such as similarities and differences. Mr. Ramson and Mr. Simpkins understand that creating cross curricular connections reinforce key learning points for scholars, and scholars have yet another opportunity to apply their knowledge of comparing and contrasting things, as they discuss the differences between various cultures and the diversity within their classroom. This particular lesson connects to Tennessee's Social Studies Standards K.1.01, in which students should identify differences among people.

2:50 pm   After Social Studies, scholars head outside for physical education which occurs during their daily enrichment block. They walk to the gymnasium and participate in basketball drills, including passing and dribbling the ball, which support scholars to develop strong hand-eye coordination.

3:35 pm   After enrichment, scholars proceed back to their classroom for choice time. Trayvon knows that this is the part of the day where he gets to practice literacy or math skills with a teacher, partner, or small group of classmates. He has been pairing up with Raphael all week practicing high frequency words. Each boy has a set of letter magnets, and on their white boards, they spell different words. After eight minutes of constructing words with letter magnets, the timer goes off, indicating that it is time for them to take out a sheet of paper and write the words neatly two times each.

3:50 pm   At the end of the choice time block, Trayvon's classmates are brought back together for closing circle. Closing circle is a cooperative way to end the day. The teachers provide highlights of particular concepts learned from the day and how this learning connects with their lifework assignments. Scholars have the opportunity to provide each other with shout-outs. Additionally, scholars are chosen to discuss particular learning insights from the day, which they are excited to tell their family members when they get home. Both teachers thank the class for a wonderful, productive day. The class then lines up for dismissal.

Trayvon takes the bus home. Boarding the bus, he is reminded by the Head of School that they are in silent zone on the entire bus ride home and to take out his independent reading book. Trayvon has had a long, productive day of learning and is glad to settle into his seat and begin rereading one of the books from his special book sack. Purpose Prep provides every kindergartener with a book sack of at least five leveled books, and teachers rotate these out on a biweekly basis for scholars to independently read on the bus, at home, and during any free time. Trayvon remembers that his reading goal is to stop at periods and pause slightly at commas like his teacher instructed him. As Trayvon heads home whisper reading, he is one step farther on his path to college. Every day at school fits within the vision of college, and each second of the school day has been thoughtfully planned out for Trayvon and every single Purpose Prep scholar. Tomorrow, with his completed lifework, Trayvon will begin another day at Purpose Prep.

TEACHER FELLOWS

Teacher Fellows[80] are critical to the success of our academic program for two primary reasons.

1. Teacher Fellows provide intervention support, primarily in a one-to-one or small group capacity, to third and fourth grade scholars.
2. Teacher Fellows build instructional capacity, maximizing our teacher pool.

Intervention Support to Upper Elementary Scholars

Given the intensive, differentiated, and rigorous instruction provided to scholars in every subject, we expect that by the end of second grade, they will be proficient and advanced with grade level academic skills. However, we instill provisions in our school model to ensure scholars continue to receive intensive supports to continue along their trajectory of academic success in third and fourth grades. Through the role of Teacher Fellows, scholars continue to receive differentiated support and challenge. Teacher Fellows provide support to third and fourth grade scholars, primarily in a one-on-one or small group capacity. Grade level teachers collaborate with Teacher Fellows around data analysis processes, instructional goals and methods, and curricular development to ensure the support provided is strategic. Grade level teachers and Teacher Fellows identify the needs of scholars who are struggling with skills or who need additional challenge, and Teacher Fellows are incorporated in the action plans to provide this necessary support. For example, a Teacher Fellow would pull a small group of scholars struggling with the math lesson's objective during independent practice to address misunderstandings, provide additional modeling opportunities, reteach the objective in a different way or with manipulatives, and guide and provide immediate feedback to scholars during independent practice. Another example involves a grade level teacher who has identified an objective that needs to be retaught to the majority of scholars per a data analysis session. In order to ensure that the scholars who have already mastered the lesson's objective are adequately challenged and do not receive additional instruction on an objective they have already mastered, a Teacher Fellow would then, during the time that lesson is being instructed, pull those scholars and instruct a different objective, perhaps one that aligns vertically into the next grade level. Teacher Fellows ensure that upper elementary scholars are always being supported and challenged to advance to their fullest academic potential.

Building Instructional Capacity and our Teacher Pool

Teacher quality is the most important school-based factor in boosting student achievement[81]; therefore, our school model employs effective teacher recruitment, development, and retention practices. Teacher Fellows are fundamental to our ability to build the capacity of our instructional staff. The role of Teacher Fellows enables us to train up staff to assume full teaching positions in subsequent years. We strategically develop their instructional expertise over the course of a year by providing professional development in topics, such as instructional and behavioral techniques, curriculum planning, data analysis and action planning, by observing their lessons and providing feedback, and by structuring mentorship and collaborative learning opportunities with grade level teachers. The experience that Teacher Fellows gain over the course of a year makes them ideal candidates to assume a lead teaching position the following year, significantly enhancing the

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[80] Teacher fellows are hired in Y4 when the first cohort transitions to third grade, and we maintain, at minimum, 2 teacher fellows every year thereafter.
[81] "Teacher Quality Most Important School-Based Factor in Boosting Student Achievement." Carnegie Corporation of New York Press Release 5/17/07.

talent and expertise of our lead teaching staff, which then ensures that the best talent is supplied to our scholars.

TEACHER EVALUATION

Purpose Prep embodies the core principles of the Tennessee Educator Acceleration Model[82]:

- Evaluations provide educators with a system of frequent and constructive feedback that support continuous improvement among our educators and students.
- Supporting teachers' individual strengths and development needs results in improved instruction and student learning.
- Recognizing and learning from our most effective educators improves instruction, recruitment, retention, and training across the state.
- Combining observation data with student data generates a complete view of a teacher's effectiveness in the classroom.

Given shared beliefs, our system for the annual evaluation of every certified teacher is largely informed by the evaluation system defined through Tennessee's First to the Top Act. While we have modified our system to ensure full alignment to our mission and school goals, like the Tennessee evaluation structure, we include multiple measures for looking at performance and provide a way to individualize both support and recognition for educators.[83] Purpose Prep teacher evaluations are made up of three components: 50% will be observation data; 25% will be a student growth score; 25% will be the student achievement data from assessments that align with the school's accountability goals.

Observation Data (50%)

In order for our educators to continuously increase their instructional effectiveness and maximize student achievement results, weekly observations based on the Purpose Prep Teacher Development Rubric, which align to professional development sessions, are conducted by the Head of School, Dean of Scholar Support, and Dean of Academics (starting in Y3). Teachers are provided with written or verbal feedback, which they are expected to implement into their instructional practices immediately with on-going support from the instructional team. The Purpose Prep Teacher Development Rubric, included as **Attachment C**, focuses on three areas, specifically Teaching and Learning, Disciplined Character, and Team Oriented Behaviors, and gives teachers a clear vision for what is expected of them in each respective area. Teacher development and evaluation tools utilized in high performing schools and the TAP rubric chosen by Tennessee inform our teacher evaluation rubric. Utilizing elements of the most effective and current tools across our nation for promoting teacher development, the Purpose Prep Teacher Development Rubric is customized to ensure alignment to our instructional strategies and practices and common language that all teachers are trained on through professional development sessions in the beginning of the year. The method outlined in our rubric is also aligned to other professional development resources, such as teaching videos that model specific instructional practices for which teachers are held accountable for, providing them with concrete examples for how to improve their practice. Weekly observations provide teachers with the feedback and support to continuously grow and improve their practice, and they are aware of their progress. We also structure opportunities to recognize teacher progress and celebrate their growth. Information from these frequent observations ultimately informs teachers' annual evaluations. While weekly

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[82] Tennessee Education Acceleration Model <http://team-tn.org/>.
[83] Educator's Overview: New Teacher and Principal Evaluation http://team-tn.org/

observations and feedback sessions inform the evaluation process, teachers and a member of the instructional leadership team, specifically the Head of School and/or the Dean of Academics meet formally once per trimester to review the progress of teachers per the rubric and outline next steps.

Student Growth Score (25%)

Our educators must add value for every scholar during a school year, regardless of where scholars are academically at the beginning of the year. In order to ensure the highest amount of achievement for every scholar and to hold teachers accountable for this achievement, a growth measure will be determined and used in the evaluation of our educators.

Student Achievement Measure (25%)

Student achievement measures will be based on the State Board of Education's approval of specific assessments, which for Purpose Prep include assessments such as TerraNova and TCAP.

The primary function of our evaluation system is to improve instruction and scholar achievement. Our evaluation system provides the leadership team with insight on how best to support teacher development, encourages teachers to reflect on their growth and development throughout the year, supports differentiation among teachers for professional development opportunities, and promotes collaboration and communication, which all work to benefit scholar learning and achievement. Evaluations are used as a factor in personnel decisions, including designation of leadership opportunities, advancement, and dismissal. Given our alignment with the vision of Tennessee for ensuring teachers receive constant feedback to improve their practice, we will look to their guidance as they continue to develop additional information around best and fair practices for the evaluation of teachers. We are committed to reflecting on our evaluation system, and we will make necessary modifications to support the needs of our teachers and scholars and meet the goals of our school.

LEADERSHIP EVALUATION

Head of School Evaluation

The Head of School will be evaluated by the Board of Directors prior to the end of each year's contract, based on criteria set forth by job responsibilities and all elements of the school's Accountability Plan. The evaluation form for the Head of School, which outlines specific measures around the following school leadership competencies: (1) instructional expertise and leadership; (2) people management and development; (3) school culture and character development; (4) communication; (5) strategic thinking and planning; (6) building teams and working organizationally; (7) self-management and organization; (8) professionalism and character; and (9) budget, enrollment, and compliance. The evaluation form for the Head of School is included in **Attachment E.**[84] Results will be in writing and included in the employee's personnel file. Decisions to renew the Head of School's contract will be based on the evaluation, which will incorporate the following:

- Mid-Year Self -Evaluation
- End-of-Year Self-Evaluation

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[84] We are appreciative to DC Preparatory Public Charter School, a high performing charter network in Washington, DC, for providing the framework for our evaluation system.

- Board Mid-Year Evaluation of Head of School
- Board End-of-Year Evaluation of Head of School, in alignment with School's Accountability Plan, specifically Head of School's ability to meet established academic and organizational goals[85]
- External School Audit[86]

Instructional Leadership Evaluation

Instructional leaders will be evaluated by the Head of School prior to the end of each year's contract, based on criteria set forth by job responsibilities. The evaluation form for the Dean of Scholar Supports and the Dean of Academics, which outlines specific measures around the following school leadership competencies: (1) instructional expertise and leadership; (2) people management and development; (3) school culture and character development; (4) communication; (5) strategic thinking and planning; (6) building teams and working organizationally; and (7) self-management and organization. The evaluation form for instructional leaders is included in **Attachment E.**[87] Results will be in writing and included in the employee's personnel file. Decisions to renew contracts will be based on the evaluation. At the beginning of the school year, the Head of School and each instructional staff member develop goals specific to the job responsibilities of the particular role. Throughout the year, the Head of School and instructional leader monitor progress toward these set goals. The evaluation includes the following:
- Mid-Year Self -Evaluation
- End-of-Year Self-Evaluation
- Head of School Mid-Year Evaluation of Dean of Scholars and Dean of Academics
- Head of School End-of-Year Evaluation of Dean of Scholars and Dean of Academics
- End-of-Year Review of Goals and Responsibilities, specifically leader's ability to meet established goals

Operational Leadership Evaluation

The Operations Manager will be evaluated by the Head of School prior to the end of each year's contract, based on criteria set forth by job responsibilities. Results will be in writing and included in the employee's personnel file. Decisions to renew contracts will be based on the evaluation, which will incorporate the following:
- Mid-Year Self -Evaluation
- End-of-Year Self-Evaluation
- Head of School Mid-Year Evaluation
- Head of School End-of-Year Evaluation
- End-of-Year Review of Goals and Responsibilities, specifically the ability to meet established goals

The Office Manager will be evaluated similarly with the input of the Operations Manager.

Purpose Prep evaluation documents are included in **Attachment E**. Evaluation criteria is aligned to the values of Purpose Prep, as well as the habits and actions demonstrated by effective leaders. By providing clear measures, staff members know what is expected of them, and the specificity of the performance measures ensure accurate self-assessment of leadership development.

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[85] The Board monitors the Head of School's progress with established outcomes and goals per academic and organizational progress reports displayed in a dashboard.
[86] Building Excellent Schools will provide on-going support to Purpose Prep, conducting a school and culture audit annually.
[87] We are appreciative to DC Preparatory Public Charter School, a high performing charter network in Washington, DC, for providing the framework for our evaluation system.

ASSESSMENT SYSTEM

Purpose Prep is committed to the continual pursuit of strong and measurable scholar learning. Therefore, we are constantly and systematically assessing scholars – both informally throughout a lesson and formally through our pre-scheduled benchmark assessments – to determine the leaning needs of scholars and improve our teaching practice. Both formative and summative assessments allow us to define clear goals for scholars, differentiate instruction based on need and scholar misunderstanding, and evaluate the effectiveness of our craft. We measure our progress by the academic success of our scholars and assessments provide data sets that are examined at the individual, cohort, and subgroup levels. We use data to improve our standards-driven scope and sequence, instructional strategies, curricular resources, student supports, professional development needs, and staffing decisions.

Assessments are purposefully chosen and deliberately administered to ensure the best information of scholar learning in a way that maximizes instructional time. To meet our instructional needs and rigorous academic targets, we have chosen the highest quality assessments that will give us the specific data we need to measure our progress. Every assessment is aligned to our curriculum and instruction and informs our teaching practice. Our selection of the Strategic Teaching and Learning Program (STEP), Discovery Education Assessment, Achievement Network (ANet), and TerraNova are designed to build capacity in the school for long-term, longitudinal use of data. By utilizing a variety of assessment tools, we ensure that scholars are developing the knowledge, skills, and character necessary for success in secondary school on their path to college. Our varied, comprehensive use of performance evaluation and assessments instruments include: national Norm-Referenced Tests – TerraNova; state Criterion-Referenced Assessments – TCAP, and internally developed Interim Assessments every 6-8 weeks for K-1 and externally produced Interim Assessments from the Discovery Education Assessment and Achievement Network in Grades 3-4; Reading Level Assessments – STEP, Fountas and Pinnell, and/or Reading A-Z; Subject-specific diagnostics; Weekly tests and quizzes; Daily exit tickets; and Lesson checks for understanding.

Checks for understanding are taught during staff professional development as well as monitored and supported through the frequent classroom observations of the Head of School and Dean of Academics. Checks produce clear data regarding what scholars know and are able to do, allowing teachers to determine whether scholars have reached a level of no learning, rote learning, or meaningful learning. Rote learning indicates that the scholar can recall, but not transfer information, whereas meaningful learning indicates that a scholar is able to transfer and apply content to new problems.

Norm-Referenced Tests

Purpose Prep uses the TerraNova test in English Language Arts and Mathematics to allow for a longitudinal, value-added analysis of student achievement. The TerraNova compares one test taker's performance against the performance of same-grade peers nationally. We administer the TerraNova to newly matriculating students (typically our kindergarten cohort) in the first weeks of the school year and at the end of each year we re-administer the TerraNova to measure the academic gains achieved during the year. The net increase between the two tests can be considered the value-add of the school. Our goal for every scholar is to reach the 75th

percentile[88], and thus, close the achievement gap for our scholars. Yearly goal setting for the school reflects awareness of the end goal of 75th percentile to be on track for college as scholars head to middle school, set on a path towards college.

Criterion-Referenced Assessments

Interim assessments are administered every 6-8 weeks and monitor student progress on mastery of standards and help teachers create lessons that prepare scholars for the rigor of end-of-year benchmarks. For grades K-1, the Head of School writes interim assessments for math and English aligned to the TN-adopted Common Core Standards, and aligned to the TCAP assessment, which is administered starting in grade 3. For grades 2-4, Purpose Prep intends to partner with Discovery Education Assessment and/or The Achievement Network to implement data-driven practices and administer standards-aligned interim assessments to identify and close gaps in student learning. By examining student data on assessments, teachers improve their teaching and students are identified for needing remediation and extra help on mastering standards or challenge and differentiated scaffolding to excel targets.

Reading Level Assessments

STEP is hands down the finest literacy assessments I have encountered anywhere in the country. More than any other assessment, the STEP passages require deep inference and critical thinking starting at the earliest reading levels. This avoids the common errors of many literacy assessments that assume we shouldn't assess critical thinking until later in a reader's development. – Paul Bambrick-Santoyo, Managing Director, North Star Academy

In K-3, scholars are assessed using what is arguably the most rigorous reading assessment at the elementary reading level, the STEP Assessment - a developmental literacy assessment given several times per year to monitor reading progress. Tightly aligned to developmental milestones, STEP provides assessments as well as training to teachers in how to improve reading progress. Scholars that have surpassed the STEP levels and scholars in grade 4 are assessed with the Fountas and Pinnell Reading Assessment. This assessment places scholars on an A-Z reading level and is given several times per year to monitor progress. With both assessment tools, teachers match students to leveled text and set goals for reading progress. The most effective reading instruction includes increasing the child's reading level as well as achieving mastery of standards.

A multitude of programs claim to raise reading levels, but the best practice in this area includes reading assessments administered in person while listening to scholars read aloud. Reading assessments must match scholars with text, so that teachers can select readable texts for scholars and so scholars may select their own independent reading texts. Both STEP and Fountas and Pinnell Assessments meet these criterions and are the foundation for our literacy program. In all grades, Guided Reading is used as a teaching strategy; therefore matching scholars to appropriate texts is necessary to receive the maximum benefit from the curriculum. Scholars progress more quickly through the reading levels when they are reading appropriate text, and STEP and Fountas and Pinnell allow us to determine that level at multiple times over the course of the year. All year, teachers adjust the text and instruction to meet each scholar's individual needs as a reader. The ongoing training provided by STEP is a key factor in our selection of this assessment program.

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[88] A score at the 50th percentile is the score for students who are performing classroom work at their grade level. A score at the 50th-74th percentile means the student is in the top 1⁄2 of students in that grade level and subject area across the United States. If a student has a score at the 75th percentile or higher, the student is ranked in the top 1⁄4 of students in that grade level and subject area across the nation. Our targets are at the 75th percentile to ensure our scholars are nationally competitive with the top performing students and performing in the upper quartile.

STEP aligns its levels to milestones scholars must meet as they develop early literacy skills. The training provides teachers with solid instructional strategies for every level and milestone, and ensures scholars progress even more quickly. STEP and Fountas and Pinnell Assessments support the other aspects of our literacy program. During novel study in grades 3-4, the teaching of reading strategies and TN-adopted Common Core standards supports the movement through the reading levels as categorized by STEP and Fountas and Pinnell. These two reading assessments also support our independent reading program by allowing us to label texts to match the reader.

Subject-Specific Diagnostics

Scholars may take diagnostic tests in each of the subject areas, so teachers can determine the basic skills that need to be retaught.

Weekly Tests and Quizzes

Teachers create standards-based tests and quizzes in their classroom, informed by rigorous assessment stems, TN-adopted Common Core Standards, and exemplars. Report cards are standards-based and provide scholars and families with concrete learning goals and objectives, and a clear vision of student progress towards college-preparatory mastery of standards.

Daily Exit Tickets and Checks for Understanding

We believe in the constant use of assessments to inform teaching, and we employ quick assessments to provide necessary scaffolding immediately throughout a lesson, to continue to push the rigor at the peak of a lesson, or to analyze the progress of individual objectives at the end of a lesson. Frequent checks for understanding give teachers immediate information to make necessary adjustment in real-time and objective-aligned exit tickets provide rich information around the degree to which scholars have mastered the material taught in class. Exit tickets also add girth to lesson observation feedback sessions, as we correlate the success of teacher practices to scholar actions within a lesson, which impact levels of mastery along rigorous objectives.

Beyond the formal assessment systems outlined above, assessing student learning on a regular basis is critical for ensuring student mastery. As outlined in **Figure 3.01**, we incorporate Marzano's Levels of Thinking to check for understanding and determine scholars' depth of mastery.   Checks for understanding gauge a variety of indicators, including: Attention, Engagement, Knowledge, Process and conceptual understanding, Lingering confusion or questions, and Mastery. Effective checks for understanding are deliberate and purposeful. Methods include: Direct questioning and paraphrasing; written responses; think-pair-share; white boards; small group quick discussions; use of signs or cues; and choral response.

Figure 3.01: Levels of Thinking – Understanding and Mastery[89]

LEVEL	THINKING PROCESSES	VERBS	QUESTION STEMS
Knowing	• Focusing on needed information • Defining the problem • Setting goals for solving problems • Obtaining information	• List • Name • Label • Recall • Identify • Match	• Who did ___? • When was ___? • What is ___? • Identify the ___ in the ___. • Describe

	through the senses • Formulating questions for inquiry • Storing information in long-term memory • Recalling information from long-term memory	• Choose	• Which ___ best defines ___? • Which ___ is characteristic of ___? • Which ___ is an example of ___?
Organizing	• Comparison – noting similarities and differences • classifying – grouping and labeling entities • Ordering – sequencing entities by a criterion • Representing – changing the form but not the substance of information	• Categorize • Group • Classify • Compare	• Categorize ___ according to ___. • Classify ___ according to ___. • How is ___ alike or different from ___? • What is most (or least) important about ___? • In your own words, tell ___.
Applying	• Using information for practical purposes • Demonstrating prior knowledge within a new situation • Bringing together appropriate information for problems • Using generalizations to solve problems	• Apply • Make • Show • Record • Construct • Demonstrate • Illustrate	• Give some instance which ___? • How is ___ related to ___? • How is ___ an example of ___? • How would you use this information? • What do you need to solve this problem? • What are possible solutions to ___?
Integrating	• Connecting and combining information • Summarizing – restructuring information efficiently • Restructuring – changing existing structures to incorporate new information	• Combine • Summarize • Design • Imagine • Generalize	• Devise a plan ___. • Summarize ___. • How many ways can you think of to ___? • Conclude what the result would be if ___. • What generalizations can you make?
Analyzing	• Clarifying information by studying parts and relationships • Identifying attributes and components • Determining the characteristics of an entity • Identifying relationships and patterns • Identify the main idea or central element • Establishing the hierarchy of key ideas • Identifying errors and logical fallacies	• Outline • Diagram • Differentiate • Analyze	• What are the attributes of ___? • Why did _ changes occur? • What evidence can you list for ___? • What are the components, parts or features of ___? • What patterns or relationships do you see in ___? • How was this similar to ___? • Outline, web, or

			diagram ___? • What are the main ideas ____? • What can be concluded about ___?
Generating	• Producing new information, meaning, or ideas • Inferring – going beyond available information • Predicting – anticipating next events or outcomes • Elaborating – explaining by adding details, examples, relevant information, etc.	• Conclude • Predict • Infer • Explain • Elaborate	• How many ways can you think of to ___? • What would happen if ___? • Predict what would be true if ___. • How can you explain ___? • Elaborate about ___? • What would you predict/infer from ___? • What solutions would you suggest for ___? • If you were ___, how would you have ___?
Evaluating	• Assessing the reasonableness and quality of ideas • Establishing criteria for judging • Verifying the accuracy of claims	• Judge • Evaluate • Rate • Verify • Assess • Define criteria	• What do you think about ___? Why? • Which ___ is most significant and why? • What are sources? • How do you know they are credible? • Did you detect any biases? • What criteria did you use? • What is your point of view about this? • Are there other points of view about this? • How effective was ___?

Within this framework, scholars are held accountable for their learning in a variety of ways. They also are able to learn through a variety of modalities, thereby supporting every type of learner. Teachers have an accurate account of what each scholar knows and is able to do, allowing them to adjust instructional techniques and plans to meet scholars' needs and ensure they reach our ambitious goals for achievement. Accountability for learning rests primarily in our overall assessment system. In **Figure 3.02** we outline the various types of assessments we use, the purposes behind them, and the varying formats.

Figure 3.02: Types of Assessments

TYPE	NORM-REFERENCED	CRITERION-REFERENCED	READING PROFICIENCY
Examples	TerraNova	Discovery Education Assessment, Achievement Network, Interims (internally created) assessments for K-2	STEP, Fountas and Pinnell
Definition	Compares one test taker's performance against the performance of same-grade peers nationally.	Periodic tests that are standards-based, measure mastery of standards, and use questions that mirror standardized test format, such as the TCAP.	Measures students' reading proficiency, assigns a particular reading level that corresponds with appropriate reading texts, and gives information about reading skills in the areas of fluency, accuracy, phonemic awareness, and reading comprehension.
Score Expression	Percentile Rank, Grade Level Equivalent, Normal Curve Equivalent	Mastery of Standards	Students test at a particular level (pre-12 or Aa-Z), which correlates with text level and grade equivalent.
Purpose	-Compare students to peers nationally. -Measure growth of a student, class, grade, school, or network over time (a school year or several years) or compare progress of one group to another group. -Measure effectiveness of teaching.	-Determine students' mastery of particular standards-based objectives to inform and tailor instruction and intervention supports accordingly. -Predict standardized test performance. - Determine Aid in student selection for extra assistance. -Prepare students for state testing. -Familiarize instructional team with level of rigor of state tests. -Measure effectiveness of instruction.	-Determine student proficiency and progress in reading fluency and comprehension. -Match students to appropriate texts for them to read at and instructional level. -Guide teachers on the selection of texts at students' instructional level. -Place students in guided reading group and determine placement in intervention. -Set goals for student growth and measure student progress. -Deepen teacher's understanding of reading instruction and each individual child's

			progress. -Measure effectiveness of instruction.
Format	Includes questions vastly more difficult than a typical student in that grade level can answer in order to rank students.	Questions mirror the criterion- referenced test, including multiple choice and extended response questions.	One-on-one assessment involves students reading aloud a variety of passages at different levels to determine their reading level.
Best Practice	-Administer test at student entry and end of each year. -Yearly school results should use a matched cohort analysis (students who took initial test at same time are included in same cohort). -Yearly Goal setting for the school should reflect awareness of the end goal of 75th percentile to be on track for college by the end of grade 4.	-Give every 6-8 weeks. -Should be administrator- generated (as opposed to teacher- generated) to ensure students are seeing test items that are standards- based and unfamiliar. -Link to teacher long- term plans so teachers know what standards will be assessed. -Follow with intensive teacher data meetings, determining which topics to re-teach and familiarizing teachers with similarly rigorous questions.	-Give at least four times a year. -Since students will progress through the levels quickly, only use this to place students in fluid (not fixed) groups. -Students should know their level and their goal for the year. Student levels posted in the classroom are motivating. -All teachers should be aware of reading levels of the students they teach. Supplemental materials in science and history must take student level into account.

DATA-DRIVEN APPROACH TO TEACHING AND LEARNING

Using data effectively is an important component of Purpose Prep and a key lever to developing strong literacy and mathematic skills in scholars strategically and urgently. On-doing data analysis takes place throughout the year. Exit tickets are graded daily and inform subsequent lessons. Interim assessments are analyzed during Achievement Data Days that are structured throughout the school year. Assessments are closely aligned to end-of-years benchmarks; mastery on these assessments allows the school instructional team of teachers and leaders to determine if standards and objectives taught in the classroom are being covered with the intensity and rigor necessary for success on standardized tests.

Achievement Data Days are facilitated by the Head of School and/or Dean of Academics, ensuring that proper training is provided to guide teachers in effective data analysis processes. Achievement Data Days increase teacher understanding of student performance, hone their ability to effectively analyze misunderstandings and instructional trends, ensure an effective action planning approach based on this analysis, and allow them to reflect on and improve their instructional delivery. During Achievement Data Days, teachers collaboratively gather with the Head of School and/or Dean of Academics to analyze student data and determine instructional adjustments (Data Analysis Documents are included in **Appendix D**). Teachers conduct item

analysis processes, where they correlate each question to a standards-based objective, assess scholar mastery per the objectives, and determine specific misunderstandings that may exist with groups of scholar or individual scholars to guide their re-teach plans. Here is a glimpse into this process: Second grade teachers are gathered around a table with the Dean of Academics. All of the teachers examine an item analysis spreadsheet of their classrooms' reading results on the first interim. Using the item analysis spreadsheet, teachers determine that the context clues objective must be retaught next week, since more than 70% of the class answered questions related to context clues incorrectly. With a more thorough analysis into the specific questions scholars missed, they recognize that scholars are struggling most particularly with multiple meaning words, a particular type of context clues requiring a specific strategy. Thus, they plan their next lesson with the specific misunderstandings of scholars in mind to increase the effectiveness of their lesson. Noting how scholars faired with specific objectives provide the platform for the action plans and lesson methods teachers create. Teachers break the mastery of objectives into groups, which largely correlate with the following circumstances:

- objectives that are mastered by 100% of scholars and require additional challenge, which may involve increasing the rigor through word and logic problems or advancing vertically to the next grade level's objective within that same strand
- objectives that are mastered by 70% or more, which require small group intervention and support with the 30% of scholars that are failing to achieve mastery
- objectives mastered by less than 70%, which require a re-teach of lesson to the majority of the classroom.

The proficiency of a teacher's lesson is based on scholar mastery of the objective, and action plans are based on which objectives need to be retaught, reviewed, or retaught in a way that addresses specific misunderstandings per the mistakes from groups of scholars. Action plans determine how much challenge should be given to an objective when mastery has been demonstrated.

Data-Driven Instruction

We are committed to the constant acquisition of information about student learning. Teachers use assessments to inform their planning and teaching. Before the school year begins, all scholars are assessed for their reading level using STEP assessments for K-2 and Fountas and Pinnell for grades 3-4. Scholars also take basic skills tests in math at the kindergarten level and pre-assessments aligned to the end-of year assessments for students in grades 1-4 to determine their particular level. All scholars take the TerraNova, a national norm-referenced test that allows us to track scholars' progress over time and in comparison to same-grade peers across the country. Scholars take the TerraNova in the beginning of the school year and then again at the end of the school year to measure scholar progress throughout the academic year. Data from these assessments guides our placement of scholars in reading instruction groups and intervention groups and allows us to target each scholar's deficits to ensure they are fully progressing along the expected mastery targets.

Teachers use a grading system organized around state standards. Each portion of a scholar's test is broken into standards; when grading, teachers enter the performance of the scholar as it pertains to the separate standards addressed within the assessment. In this way, teachers can see quickly who has mastered which standard and which scholars need additional work in which areas. When the grade per subject is linked to mastery of skills, we identify on which standards the scholar is academically excelling and what gaps need to be addressed. Communication with families and with the scholar around academic achievement is focused, clear, and specific.

Teachers plan curriculum with a backwards-planning approach, beginning with the end in mind. Teachers study end-of-year assessments to determine which skills and knowledge are assessed most frequently and what kind of rigor is necessary to master the standards tested. Rather than encouraging teachers to teach to the test, this practice enables teachers to prepare scholars appropriately so that at the end of the year the end-of-year assessment actually assesses the standards and skills rather than our scholars' familiarity with the test format and question stems. Teachers also look to the assessment in the grade higher to determine where rigor of instruction can be pushed and where students call be challenged.

Assessments are a regular part of each classroom teacher's planning each week, and are reviewed along with the lesson plans during the weekly lesson plan review sessions. Teachers use assessments to determine their own instructional progress as well as the progress of their scholars. Using anecdotal evidence, exit quizzes, skill quizzes, and unit tests in their classroom, teachers determine whether scholars are meeting achievement goals for the subject area and make adjustments as necessary.

Using formative assessments systematically, we determine the learning needs of our scholars on a daily basis. They also inform teachers of the effectiveness of their teaching. Interim assessments help determine scholar progress on mastery of standards and inform teachers in their future planning. Purpose Prep will elicit the support of the STEP program to build internal capacity around the use of data.[90] With interim assessments administered every 6-8 weeks, teachers are able to immediately identify the scholars that need extra help toward particular standards. In addition, teachers can easily identify what standards need to be re-taught or reviewed more rigorously.

Our belief is that no matter the curriculum used, the state standards should guide instruction and the level of rigor on the assessment should guide the types of problems and questions scholars see in their classrooms throughout the year. By utilizing assessments with clear learning goals, we are able to target specific objectives in instruction to ensure students progress academically. For example, STEP outlines the required skills and concepts, or "bottom lines," scholars need to achieve in order to advance to the next reading level (see **Figure 3.03**). Purpose Prep teachers are trained by STEP professionals to gain clarity around what specific skills and concepts need to be explicitly taught to properly target the needs of scholars and move them through their reading levels. This vital information informs teachers' lessons, the questions asked by teachers throughout lessons, the scaffolds provided to support scholars' understanding, and the independent work that scholars conduct to reinforce these concepts and skills.

By correlating levels very particularly with the immediate needs of scholars based on on-going data analysis, data drives our instruction, ensuring that we are always providing exactly what scholars require to advance to their fullest potential.

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[90] STEP provides training for all teachers on assessment creation, coaching for school leadership on leading data meetings, and support for the whole school use of data. The Tennessee Charter School Incubator supports us to finance this partnership.

Figure 3.03: STEP Overview: Bottom Lines for Achieving Proficiency

STEP OVERVIEW: BOTTOM LINES FOR ACHIEVING PROFICIENCY AT EACH LEVEL		
STEP Level	**Bottom Lines**	**Key Text Features**
STEP 1 (Pre-reading)	Concepts about Print	Increased amount of text/page (Pre-STEP 1)
STEP 2	Cross-checking: Using both pictures and letter sounds to solve unknown words	1 word changes in 20-25% unique words
STEP 3	Word-solving: What do I do when I get to a word I don't know?	2 + words change in 50-55% unique words
STEP 4	Self-reliance: What can I do to help myself?	No pattern 75-80% unique words
STEP 5	Endurance and interpretation	Increased text/page
STEP 6	Reading silently: What do I do when I read silently and how do I make sense from the words, not the pictures?	More storybook language. Pictures don't carry story.
STEP 7	Character motivation: How do I sustain my silent reading and understand why a character does what he/she does?	Focus on one character Extended dialogue
STEP 8	Character Change: How does the character change (or not) from the beginning to the end?	Multiple characters Richer vocabulary (ie. "demanded" for "said"
STEP 9	Reading Stamina: How do I hold all the characters and sub-plots together over time?	Multiple plots and subplots Lessons, morals, expanded themes
STEP 10	Overall Meaning: How do I connect the different parts of the book to understand the overall meaning?	Multiple settings and plots Secondary characters fully developed
STEP 11	Subtlety and flexibility	Multiple genres Figurative language
STEP 12	Attending to figurative language, genres, and text structures while self-monitoring comprehension	Multiple genres Figurative language

We understand that fundamental skills provide the framework for critical thinking skills. Thus, scholars have extensive exposure to and practice with procedural problems or explicit skills, and leveraging that foundation to critically approach word problems and inferential questions.

Results from our interim assessments are transformed into data to use in teacher conversations following each administration of the assessment. A full Data Achievement Day following the interims assessments is built into the school calendar so teachers have time to analyze the data, reflect on their teaching practice, and make a plan for re-teaching standards mastered at different

proficiency levels.[91] This process continually targets scholars' needs against real time targets and supports transparent progress towards rigorous, end-of-year benchmarks. Data action plans are focused on specific objectives; they outline (1) how differentiation will take place based on varying levels of proficiency with the objectives, (2) what modifications will be made to the lesson based on scholars' misunderstandings or lesson confusion, and (3) when over the course of the re-teach week these objectives will be addressed. A re-teaching week is built into the schedule after each Achievement Data Analysis Day, allowing teachers to plan for a review of standards not mastered. This cycle of teach, assess, and re-teach forms the foundation of our instructional program and ensures a proactive approach to ensuring prime, summative understanding of rigorous learning goals by all students.

We make strategic choices around how best to support scholars' acquisition of the skills after we have identified where they need the most growth. For literacy, teachers plan specific lessons outlining how they will scaffold the learning for students to achieve mastery of the skill. In order for students to comprehend literacy concepts, such as identifying characters traits, drawing conclusions from character's actions, or identifying instances of figurative language and analyzing its impact on the plot, teachers have to strategically choose book selections that best allow practice in this area. The instructional leadership team has outlined a book resource for teachers that support them to identify books that (1) provide the appropriate reading challenge to students and (2) enable students to sufficiently practice the skill or concept needing to be mastered for students to advance to the next reading level. **Figure 3.04** outlines an example of this resource for teachers, which includes the title of the book, the reading level assigned by grade, and concept(s) best addressed through these books. This structured support of book research allows teachers to focus more of how best to teach the skill and less on finding the books for the lesson. Additionally, teachers are able to competently and strategically address the particular skills that students need most.

Figure 3.04: Teacher Resources for Student Skill and Concept Development[92]

Titles	Grade	Concept
Brown Bear, Brown Bear, What Do You See?	K	Predicting
Polar Bear, Polar Bear, What Do You Hear?	K	Predicting
Caps for Sale	K	Plot
Eating the Alphabet: Fruits and Vegetables A to Z	K	Classify and Categorize
Flower Garden	K	Sequencing
From Head to Toe	K	Vocabulary in Context
Goodnight Moon	K	Predicting
Growing Vegetable Soup	K	Vocabulary in Context
Chrysanthemum	1	Main Idea
If You Give a Moose a Muffin	1	Cause and Effect
Five Little Monkeys Jumping on the Bed	1	Cause and Effect
If You Give a Mouse a Cookie	1	Cause and Effect
If You Give a Pig a Pancake	1	Cause and Effect
The Little Mouse, The Red Ripe Strawberry and	1	Predicting

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[91] This format for evaluating data is taken from the work of Paul Bambrick-Santoyo. His book, *Driven By Data*, (2010) is a reference book of best practices in using data to drive instruction in schools.
[92] We utilize different leveling systems to ensure reading materials align to the ability level of our scholars and the objectives of the lesson. One such support is from ReadWorks.org. The ReadWorks curriculum is based on the work of widely accepted research studies and lead experts in the field of reading instruction.

The Big Hungry Bear		
In the Small, Small Pond	1	Setting
Stellaluna	1	Explicit Information
The Doorbell Rang	2	Predicting
Great Kapok Tree: Tale of Amazon Rain Forest	2	Theme
The Napping House	2	Predicting
The Runaway Bunny	2	Cause and Effect
There Was an Old Lady Who Swallowed a Fly	2	Cause and Effect
Mufaro's Beautiful Daughters	2/3	Theme

We find that by quickly identifying and analyzing the academic needs of students and by strategically targeting those gaps, we are able to advance students along a continuum of rigorous learning quickly.

Data Management System

Utilizing a data management system to collect and support the work we do to identify and analyze trends in order to efficiently and effectively meet the academic needs of scholars is critical. We will utilize a system, such as Kickboard, that enables us to: (1) track and analyze various types of student data, including grades, assessments results, and disciplinary rewards, in alignment to our goals and mission; (2) provides clear reports aligned to our goals in order to disseminate to various stakeholders, such as progress reports for families; and (3) ensures safekeeping of data and regular back-up procedures. Additionally, we are utilizing STEP Assessments, which provides an online data management tool, which specifically provides school, grade level, classroom, and individual analyses, as well as historical data for every assessment period. Additionally, STEP consultants provide support with data interpretation and the creation of actionable plan for scholar improvement. More information about STEP can be found in **Appendix H**. We will use Discovery Education Assessments and/or ANet Assessments starting for scholars in 3rd grade. Both assessment networks provide analysis reports per interim assessments and provide professional development focused on analyzing and developing strategic re-teach plans per the assessment results.[93] **Figure 3:05** outlines a class progress report per literacy strands over the course of three interims from Discovery Assessment Education.

Figure 3:05: Discovery Assessment Network Class Summary Report

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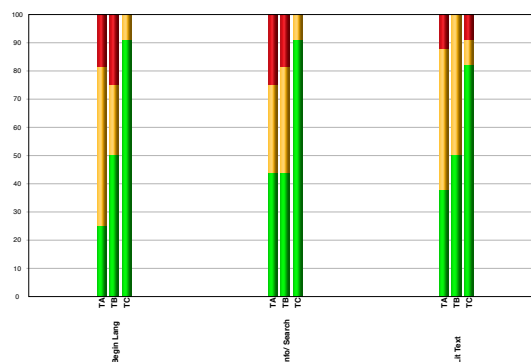
[93] Proposed Head of School Lagra Newman used Discovery Education Assessments to drive significant student achievement as a teacher and as an instructional coach in Washington, DC. She has provided support to teacher to understand and analyze reports and create action plans.

In terms of attendance data, we will comply with the defined attendance standards outlined by Tennessee[94]. Additionally, per MNPS requirements, we will utilize the same student management system as district schools in order to conform to the state reporting requirements. We will report actual student attendance data measured against our accountability goal for attendance.

Corrective Action

Our strategic approach towards data lends to our ability to proactively target students that need additional supports. Academic deficits around learning outcomes trigger prompt, targeted corrective action. Our frequent assessment cycle ensures teachers know each child's instructional level and that scholar grouping is flexible and most current instructional needs are being targeted. Instruction is tailored such that each child is appropriately challenged but not frustrated.

We have several checks in place to ensure that scholars who are not meeting academic expectations are receiving additional support. First, we hold professional development sessions every Wednesday, during which a portion of time is dedicated to the sharing of grade level data at the grade level and across the school as appropriate. Between interim assessments teachers are constantly collecting other data and expected to have data to evaluate at the end of each week during professional development sessions. Additionally, the Head of School or Dean of Academics observe every teacher's classroom weekly followed by an observation debrief sessions. Teachers bring class data to each of these meetings and the teacher and leader partner to determine the key instructional lever(s) that will push all scholars forward. We also use data from interim assessments allowing teachers to identify specific gaps in scholars' skill and content mastery and develop targeted instructional plans to address those gaps. Every five to seven weeks we have interim assessments. Our goal is to catch problems early so that scholars have the support that they need prior to interim assessment time. Our assessment schedule allows us frequent opportunities to formally analyze scholars' progress and determine instructional next steps and intervention supports.

Each Data Achievement Day following our interim assessments, we dedicate time to analyzing assessment data and planning appropriate action to address gaps in scholar achievement. During these sessions, all energies focus on analyzing assessment data (individual, sub-group and cohort) and developing instructional action plans to support deficits and push strengths. Action plans may include re-teaching a specific objective not met by the majority, altering plans in upcoming lessons to spiral skills that need more practice, or determining a group of scholars who need specific tutoring or remediation in one or more areas. Congruent to our intervention approach, the driving force is to decide what instructional interventions will best meet scholars' needs, monitor scholar progress, and readjust instruction based on data. All teachers have an approved action plan upon completion, at which time the teacher and leadership team are clear on next steps to produce academic results. The Head of School and Dean of Academics monitor implementation and hold staff accountable for the outlined goals, while diligently supporting them every step of the way to meet their instructional goals as concretely laid out in the plan and achieve the results necessary for our scholars' success.

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[94] Student Membership and Attendance Accountability Procedures Manual 2011-12 < http://www.tn.gov/education/schapproval/attendancemanual/doc/Attendance_Manual.pdf>

SCHOLAR INTERVENTIONS[95]

Our goal is to ensure that 100% of our scholars, regardless of deficiencies, are achieving at or above grade level. Scholars are considered to be achieving below grade level if ongoing assessment results indicate a lack of skills mastery and/or lack of proficiency in the core content. We implement an inclusive educational model that serves all scholars in a manner that maximizes academic potential and provides them with the foundational skills, knowledge and character for future success. We embrace the structure of the Response to Intervention (RTI)[96] model to ensure we are meeting all scholars' learning needs. Our program embeds RTI's approach to working with scholars who need additional supports by providing tiered support based on the intensity of scholars' needs. We will use structured intervention supports to ensure that all scholars have access to high-quality teaching that is differentiated to support and target their immediate needs, to monitor their progress and intervene when the rate of progress is too slow, and to serve scholars in smaller and more intensive settings with additional support staff as their needs become more intensive and our responses more specialized.

As part of our Professional Development prior to the start of the school year, all staff are trained in developing action plans that best meet the needs of all scholars moving forward following each interim/diagnostic assessment. We ensure the development of necessary knowledge and skills around effectively implementing intervention supports and overseeing the implementation, management and monitoring of IEPs within our building. With a schedule and appropriately certified staff that allows for push-in support daily and pull-out support as needed, scholars receive the interventions they need to reach success. If a scholar does not demonstrate improvement following interventions over an extended period of time, and this is believed to be due to an educational disability, we will refer that scholar for testing to determine special education eligibility. If it is determined that a scholar is eligible, an IEP will be developed.

Purpose Prep's teachers and leaders are constantly reviewing data to determine which scholars, if any, are not meeting expected academic outcomes. Specifically, each Wednesday teachers bring data to Professional Development sessions and a portion of the time is dedicated to analyzing and identifying scholars who need additional supports. The data that is reviewed in these meetings can include data from interim assessments and STEP data in earlier years and Discovery Education Assessment and/or Achievement Network or TCAP data in grades three and four or other data that the teacher has collected in the classroom. Scholars who are in need of additional support are provided some or all of the support systems described below.

Smaller Literacy Groups

Small group instruction (10:1 ratio) allows for targeted literacy instruction at the appropriate reading level. While all scholars at Purpose Prep are provided with small group literacy instruction, most intensively in kindergarten through grade two, our struggling scholars are placed in groups of no more than seven (7) scholars, and additional support is provided with the capacity of the leadership team, specifically the Head of School, Dean of Scholar Support, and Dean of

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[95] School-wide intensive interventions are effective with all scholars, including Special Education Scholars and English Language Learners. Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by providing incentives for whole-school approaches. < http://www.reading.org/Libraries/Resources/2010-January_UpdatedSummaryIDEA.sflb.ashx>.

[96] Lead Founder Lagra Newman was trained on the planning approaches, implementation, and refinement of RTI by Dr. Devin Kearns, one of the trainers from the National Center on Response to Intervention.
<http://www.rti4success.org/aboutus/centertrainers>.

Academics. This approach to intervention is in line with research that shows that struggling scholar readers should be given reading instruction in groups of no more than 5-7.[97]

Increased Reading and Mathematics Instruction

For scholars demonstrating academic deficiencies, we reserve non-core academic blocks, including our 20-minute snack, 45-minute enrichment, and 20-minute choice time for daily opportunities for tutoring support and remediation. We implement targeted intervention support during this time, such as a structured computer intervention called Destination Success for reading and literacy intervention[98]. Destination Success provides incremental reading and math intervention along with assessments geared towards state assessments and tracking.[99]

Push-in Support

The Dean of Scholar Support and enrichment teachers provide individualized instruction and small group learning environments as needed. Staff, teachers, and leaders operate with an "all hands on deck" mentality. When necessary, we rely on supports from our Head of School, Dean of Scholar Support, Dean of Academics (starting Y3), and/or Teaching Fellows (starting Y4) to provide more individualized and small group learning support in the classroom. In addition, our two teacher classrooms allow one teacher to focus on whole group instruction while the other teacher pulls a group of scholars during mathematics or other subject areas for more individualized attention.

Daily Communication with Parents

We maintain constant contact with families in the form of Lifework (HW) and behavior logs, progress reports, and University Nights workshops, which equip families with information and strategies they can use to support their children at home. In addition to more formal progress reports, teachers have bi-weekly check-ins with families to discuss their child's progress.

Progress Monitoring and Ongoing Cycle of Assessments

Our assessment calendar ensures teachers know each child's instructional level, and instruction is tailored such that each child is appropriately challenged but not frustrated. We have several checks in place to ensure that scholars who are struggling to meet academic expectations are receiving additional support. First, we hold professional development sessions every Wednesday for our staff. During these meetings a portion of time is dedicated to the sharing of grade level data at the grade level and across the school as appropriate. Between interim assessments, teachers are constantly collecting other data and expected to have data to evaluate at the end of each week during our professional development sessions. Additionally, the Head of School or the Dean of Academics will observe every teacher's classroom weekly followed by an observation debrief sessions. Teachers bring class data to each of these meetings and the teacher and leader partner in figuring out the key instructional lever(s) that will push all of their scholars forward. We also use data from interim assessments allowing teachers to identify specific gaps in scholars' skill and content mastery and develop targeted instructional plans to address those gaps. Every six

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[97] http://www.fcrr.org/assessment/pdf/smallgroupalternativelessonstructures.pdf.
[98] Staff at Purpose Prep is overly intentional to ensure that interventions taking place during non-core academic blocks is structured in an engaging manner, such as games and fun learning activities. For examples, scholars may receive additional time on the computer practicing phonics concepts, which engages them, but also addresses their deficiencies.
[99] Riverdeep: Destination Success
<http://web.riverdeep.net/portal/page?_pageid=818,1384914,818_1384938&_dad=portal&_schema=PORTAL>.

to eight weeks we have interim assessments. Our goal is to catch problems early so that scholars have the support that they need prior to interim assessment time. **Figure 3.06** outlines our assessment schedule, which allows us constant opportunities to formally analyze scholars' progress and determine instructional next steps and intervention supports.

Figure 3.06: Ongoing Cycle of Assessments

CONTENT	GRADE LEVELS	ASSESSMENTS	FREQUENCY
Reading	K-3	STEP	Every 6-8 weeks
	3-4	Fountas & Pinnell	Every 6-8 weeks
	3-4	Discovery Assessment ANet/Interim Assessments	Every 6-8 weeks
	3-4	TCAP	Once per year
	K-4	TerraNova	Twice per year – fall and spring
Language	K-4	6-Traits + 1 Writing Rubric-scored assessment	Every 6-8 weeks
	3-4	TCAP	Once per year
	K-4	TerraNova	Twice per year – fall and spring
Math	K-4	Discovery Network ANet/Interim Assessments	Every 6-8 weeks
	3-4	TCAP	Once per year
	K-4	TerraNova	Twice per year – fall and spring
Science	K-4	Interim Assessments	Every 6-8 weeks
	3-4	TCAP	Once per year
Social Studies	K-4	Interim Assessments	Every 6-8 weeks
	3-4	TCAP	Once per year

GOALS AND ACCOUNTABILITY PLAN

Charter schools are given greater autonomy for their hiring, budgeting, and programmatic decisions. In exchange for this increased autonomy, charter schools must also accept greater accountability by being held to high standards of achievement and financial management. We take seriously our legal and ethical obligation to educate students to the highest degree and to honor the public trust in using public funds prudently, and the goals and objectives of Purpose Prep's Accountability Plan support the state-mandated requirement that the school must meet or exceed the minimum state standards and improve student learning.

The Purpose Prep Founding Board, through our petition, commits to effectively providing a school that is safe, structured, and college preparatory. Our goals, objectives, programmatic structures, and resources correlate directly with our schools' mission. We know that children of North Nashville can perform at the highest level when provided with a quality education. We have equipped ourselves with the most successful approaches to ensure we realize our mission and transform the academic integrity and life opportunities for children and families of our community.

Given the absolute insistence of our mission becoming a reality for our children, we have established rigorous measures for each academic performance and organizational viability goal, as well as for each governance and leadership goal. All goals are outlined with quantifiable outcomes. Our progress towards these stated goals are reviewed at minimum on a monthly basis by the Head of School, a quarterly basis by the Board of Directors and its Academic Achievement Committee, and published annually in the school's Annual Report. The Board of Directors will submit the Annual Report to the chartering authority and the Commissioner of Education. The Report will contain the information of the progress of the school toward achieving each goal outlined in the Accountability Plan. To achieve our mission and ensure that we meet goals required by the Federal No Child Left Behind legislation to make adequate yearly progress, and to serve the prioritized goals of Metro Nashville Public Schools and the core of the Purpose Prep mission, Purpose Prep will adhere to the following accountability academic and organizational goals.

Academic Goals

GOAL 1: Students will meet or exceed the following master rigorous grade level standards in Reading Language Arts.

- **Measure 1.01 (Growth)**: Each subgroup makes AYP[100] in Reading/Language Arts as defined by NCLB and as measured by the TCAP.[101]
- **Measure 1.02 (Growth)**: School TVAAS composite Reading/Language Arts growth results are equal to or greater than the state growth target by up to one standard error.
- **Measure 1.03 (Absolute):** 90% of all students who have attended the school for two or more years score Proficient or Advanced in Reading/Language Arts on the TCAP.[102]
- **Measure 1.04 (Comparative):** All students who have attended the school for two or more years, on average, attain proficiency 15% higher than the surrounding district average as measured by TCAP.
- **Measure 1.05 (Growth)**: In cohort analysis of longitudinal growth, average annual increase of percentiles among students in Reading Comprehension on the TerraNova, or similar nationally norm-referenced test, averages a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.

GOAL 2: Students master rigorous grade level standards in Mathematics.

- **Measure 2.01 (Growth)**: Each subgroup makes AYP[103] in Math as defined by NCLB and as measured by the TCAP.[104]

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[100] In addition to AYP and according to MNPS, we adhere to *meeting* or *exceeding* 'meets standard' by ensuring school achieves more than 50% of the Annual Measureable Objectives (AMOs) set by the state.

[101] Additionally, we adhere to MNPS's Academic Performance Framework, which states, at minimum, the gap in proficiency rates between low-performing subgroup students in the school and highest performing majority groups statewide decreased by up to 6 percent, OR no gap exists since the previous years.

[102] Additionally, according to MNPS's Academic Performance Framework, at minimum, the school average proficiency rate meets or exceeds the previous year's: (1) state average performance of students; (2) average student performance of students in the home district; and (3) average student performance of students in similar schools in the same grades by up to 15 percentage points. School subgroup's average proficiency rate is less than the statewide average subgroup proficiency for schools serving the same grades by up to 15 percentage points.

[103] In addition to AYP and according to MNPS, we adhere to *meeting* or *exceeding* 'meets standard' by ensuring school achieves more than 50% of the Annual Measureable Objectives (AMOs) set by the state.

[104] Additionally, we adhere to MNPS's Academic Performance Framework, which states, at minimum, the gap in proficiency rates between low-performing subgroup students in the school and highest performing majority groups statewide decreased by up to 6 percent, OR no gap exists since the previous years.

- **Measure 2.02 (Growth)**: School TVAAS Math composite growth results are equal to or greater than the state growth target by up to one standard error.
- **Measure 2.03 (Absolute):** 90% of all students who have attended the school for two or more years score Proficient or Advanced in Math on the TCAP.[105]
- **Measure 2.04 (Comparative):** All students who have attended the school for two or more years, on average, attain proficiency 15% higher than the surrounding district average as measured by TCAP.
- **Measure 2.05 (Growth)**: In cohort analysis of longitudinal growth, average annual increase of percentiles among students in Math on the TerraNova, or similar nationally norm-referenced test, averages a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.

GOAL 3: Students master rigorous grade level standards in the Sciences.

- **Measure 3.01(Growth):** Each subgroup makes AYP[106] in Science as defined by NCLB and as measured by the TCAP.[107]
- **Measure 3.02: (Absolute):** 90% of all students who have attended the school for two or more years score Proficient or Advanced in Science on the TCAP.[108]
- **Measure 3.03 (Comparative):** All students who have attended the school for two or more years will, on average, attain a rate of proficiency in Science at least 15% higher than the surrounding district average as measured by TCAP.

GOAL 4: Students master rigorous grade level standards in Social Studies[109].

- **Measure 4.01 (Growth):** Each subgroup makes AYP in Social Studies as defined by NCLB.
- **Measure 4.02 (Absolute):** 90% of all students who have attended the school for two or more years score Proficient or Advanced in Social Studies on the TCAP.
- **Measure 4.03 (Comparative):** All students who have attended the school for two or more years will, on average, attain a rate of proficiency in Social Studies at least 15% higher than the surrounding district average as measure by TCAP.

Along with the school's academic success, the school's organizational viability will be measured and reported to ensure that fiscal and financial controls are effectively implemented and that the school remains a financially strong and healthy organization. We will specifically measure student enrollment and parent satisfaction with the organization.

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[105] Additionally, according to MNPS's Academic Performance Framework, at minimum, the school average proficiency rate meets or exceeds the previous year's: (1) state average performance of students; (2) average student performance of students in the home district; and (3) average student performance of students in similar schools in the same grades by up to 15 percentage points. School subgroup's average proficiency rate is less than the statewide average subgroup proficiency for schools serving the same grades by up to 15 percentage points.

[106] In addition to AYP and according to MNPS, we adhere to *meeting* or *exceeding* 'meets standard' by ensuring school achieves more than 50% of the Annual Measureable Objectives (AMOs) set by the state.

[107] Additionally, we adhere to MNPS's Academic Performance Framework, which states, at minimum, the gap in proficiency rates between low-performing subgroup students in the school and highest performing majority groups statewide decreased by up to 6 percent, OR no gap exists since the previous years.

[108] Additionally, according to MNPS's Academic Performance Framework, at minimum, the school average proficiency rate meets or exceeds the previous year's: (1) state average performance of students; (2) average student performance of students in the home district; and (3) average student performance of students in similar schools in the same grades by up to 15 percentage points. School subgroup's average proficiency rate is less than the statewide average subgroup proficiency for schools serving the same grades by up to 15 percentage points.

[109] MNPS did not state goals for Social Studies, but Purpose Prep will adhere to updated goals accordingly.

GOAL 5: Purpose Prep demonstrates fiduciary and financial responsibility.

- **Measure 5.01:** External, annual audit reports demonstrate that the school meets or exceeds professional accounting standards.
- **Measure 5.02:** Budgets for each academic year demonstrate effective allocation of financial resources to ensure effective execution of mission as measured by yearly balanced budgets required by Nashville Metropolitan Public Schools. Finance Committee reviews budget monthly.

GOAL 6: School is fully enrolled, with high levels of attendance[110] and reenrollment.

- **Measure 6.01:** Waiting list equals 50% of kindergarten enrollment each year.
- **Measure 6.02:** 85% of students completing the school year re-enroll the following year[111].
- **Measure 6.03:** School averages 95% (+) daily student attendance each school year.

GOAL 7: Parents are satisfied with school's academic program and communication.

- **Measure 7.01:** Parent satisfaction with clear, open communication by staff, as measured by annual survey at end of school year, on average exceeds 85%.
- **Measure 7.02:** Parent satisfaction with academic program, as measured by annual survey conducted at end of school year, on average exceeds 85%.

GOAL 8: Board of Directors provides effective school oversight.

- **Measure 8.01**: Board conducts formal annual review of school leader.
- **Measure 8.02**: Board conducts annual self-evaluation to assess strengths/weaknesses.
- **Measure 8.03**: Board conducts formal a review of Bylaws and policies annually.
- **Measure 8.04**: Board conducts formal annual review of school's strengths/weaknesses.

We are accountable to high academic and operational performance.

Every member of the school community is held accountable to the high expectations set for them.
- The **Board** utilizes detailed academic and organizational dashboards to oversee progress and provides an annual report to Metropolitan Nashville Public Schools outlining progress toward organizational goals and academic benchmarks aligned to the mission.
- The **School Leader** executes school-based management with tight alignment to the mission and vision and meets at least monthly with the Board to detail current academic and organizational progress. The leader communicates regularly with all stakeholders to provide updates around the academic and organizational progress of the school.
- **Governance and Management** enact a yearly Culture of Achievement Plan to determine clear priorities and checkpoints that drive the mission and vision of Purpose Prep.
- **Teachers** are supported daily with rigorous unit and lesson planning, delivering effective instructional techniques, and creating an achievement-oriented classroom culture. Rubrics

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[110] As mandated, Purpose Prep will utilize the same student management system as the other district schools in order to conform to the state reporting requirements. We will also report actual student attendance data measured against the school's goal for attendance outlined in our charter.

[111] Retention of families is critical for us to achieve our mission; however, due to a variety of factors, schools in North Nashville experience high mobility rates. Our ambitious goal for retaining families does not include situation beyond the school's control, such as relocation out of target location. We document the reasons families choose to opt out of Purpose Prep, report this information to the Board, and strategize ways to ensure families stay at Purpose Prep.

outlining teachers' specific priorities measure their progression, and weekly meetings are held between teachers and the leadership team to praise progress and outline next steps.

- **Scholars** receive daily academic and behavioral reports that ensure regular quantitative and qualitative communication between school and home. They receive daily academic and behavioral reports that ensure regular quantitative and qualitative communication between school and home. Academic progress is tracked visually throughout classrooms and the school, and regular feedback sessions between teachers and scholars outline the progress toward goals and generate next steps.

- **Families** are expected to attend the required Family Orientation Session prior to the start of the school year, one Achievement Family Conference per trimester, and at least two University Nights throughout the school year. They receive Purpose Prep Passports, which document their attendance and participation at events and any volunteer hours they commit to supporting our mission.

GRADING AND PROMOTION

Purpose Prep's grading policy is based on demonstration of mastery of foundational skills and the Common Core State Standards. Teachers are trained on the school's grading policy and methodology during summer professional development and work throughout the year with the Head of School to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with mastery of rigorous, college preparatory standards.

K-2 Promotion

To ensure that scholars are fluent readers and have foundational numeracy skills by the time they are in grade 3, promotion requirements in grades K-2 are based on literacy and math proficiency and attendance. Scholars must be reading at or above grade level to be promoted and must have mastered mathematics standards with at least 80% proficiency. Additionally, a scholar may be a candidate for retention if he or she misses more than 10% of days in a school year.[112] We track daily attendance closely and communicate promptly and directly with families to minimize the impact of absence on any child's academic progress. Scholars who have IEPs are promoted to the next grade based on successful completion of the goals of the IEP in alignment with the school's promotion policy. To determine whether or not a scholar is reading at grade level, we use a comprehensive literacy assessment such as STEP (Strategic Teaching and Evaluation of Progress) in grades K-3. **Figure 3.07** outlines proficiency levels as measured by the STEP assessment.

Figure 3.07: Correlation between STEP, Grade Levels, and Fountas and Pinnell Levels

STEP	Grade Level	Fountas and Pinnell Level
Pre	**Beginning K**	----
1	Mid K	A
2	End of K	B
3	End of K/ Beginning 1	C
4	Early/Mid 1	E
5	Mid/Late 1	G
6	End of 1/Beginning 2nd	I
7	Beginning 2nd	K

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[112] Medical issues will be addressed on a case-by-case basis, and all school responses to and policies for absence will fully align with all federal and state requirements for the provision of education during extended illness.

8	Mid 2nd	L
9	End of 2nd/Beginning 3rd	M
10	Beginning 3rd	N
11	Mid 3rd	O
12	End of 3/Beginning 4	P
	4th	Q/R/S
	5th	T/U/V
	6th	W/X/Y
	7th-8th	Z

Grades 3- 4 Promotion

To be promoted in grades 3-4, a scholar must earn: (1) a grade of at least 80% in every core class; (2) a score of Proficient or Advanced on Interim Assessments and Discovery Education Assessments and/or ANet in all subject areas; and (3) a minimum 90% attendance rate for the year. **Figure 3.08** indicates the letter grade, percentage, and rubric score used to indicate a scholar's level of mastery of Common Core State Standards.

Figure 3.08: Grading Policy

LETTER GRADE	PERCENTAGE	DEFINITION
A+	98-100%	Scholar earning A or 4 in class is consistently demonstrating advanced mastery of skills and content standards.
A	93-97%	
A-	90-92%	
B+	88-89%	Scholar earning B or 3 in class is consistently demonstrating proficiency with skills and content standards.
B	83-87%	
B-	80-82%	
C+	78-79%	Scholar earning C or a 2 in class is consistently demonstrating basic competency with skills and content standards.
C	73-77%	
C-	70-72%	
INC	Below 70%	Scholar earning less than 70% in class needs to demonstrate improvement and has not demonstrated basic level of mastery of skills and content standards. Mastery of standards needs to occur before credit is earned.

If a scholar needs to repeat a grade, the Head of School and Dean of Academics will meet with both the scholar and the scholar's family to discuss the action plan for the coming year. Interventions discussed at this time may include additional tutoring, increased in-class support, or mandatory tutoring time instead of full enrichment during the school day. Purpose Prep will work with families to determine the best course of action on an individual basis.

Measuring Nonacademic Performance

Nonacademic performance, such as scholars' progress toward mastery of our character development curriculum, is also carefully monitored for progress and performance. Scholar behavior is closely tracked and behavioral information is included on all scholar progress reports. Tracking this information allows staff, scholars and parents to see progress over time. This data is

analyzed at staff development to identify trends in behavior, and as with academic data analysis, if the staff recognizes gaps in understanding or progress, they will create an intervention plan to address those needs. **Figure 3.09** provides a sample rubric for assessing scholar mastery of our **RISE with PURPOSE** principles in K-4, our **RISE with Purpose** Report.

Figure 3.09: RISE with PURPOSE Rubric

KINDERGARTEN THROUGH GRADE 4			
I keep my body still during learning so that my body shows focus.	Purpose		o Strong o Satisfactory o Needs Growth
I come to school every day on time and ready to learn (unless I am sick).	Purpose		o Strong o Satisfactory o Needs Growth
I tell the truth immediately any time someone asks me a question, even if it is hard.	Integrity		o Strong o Satisfactory o Needs Growth
I make good choices in the bathroom. I use it, flush, wash my hands with one squirt of soap, dry my hands with one paper towel, throw away the paper towel, and leave, and I do not talk in the bathroom.	Integrity		o Strong o Satisfactory o Needs Growth
My body shows confidence. I hold myself up straight and tall.	Excellence		o Strong o Satisfactory o Needs Growth
I keep my papers, folders, coat, bag, and life work folder neat.	Respect		o Strong o Satisfactory o Needs Growth
I use learning tools carefully and considerately.	Respect		o Strong o Satisfactory o Needs Growth
I use a nice voice and nice words with my teammates and all adults.	Respect		o Strong o Satisfactory o Needs Growth
I do my life's work every night without an adult having to remind me.	Self - Determination		o Strong o Satisfactory o Needs Growth
I make my own choices instead of following others.	Self-Determination		o Strong o Satisfactory o Needs Growth
I throw away other trash that I see so that I can take care of my school.	Excellence		o Strong o Satisfactory o Needs Growth
I use a loud and proud voice so that everyone I am talking to can hear me. I use a quiet voice when I am supposed to be quieter.	Excellence		o Strong o Satisfactory o Needs Growth
I notice when my teammates do things well and I compliment them on it.	Integrity		o Strong o Satisfactory o Needs Growth

ACCOUNTABILTY TO HIGH ACADEMIC PERFORMANCE

A school design based on the most successful practices of high performing schools nationally and aligned to the particular needs of our school community sets Purpose Prep up for success. Continuously measuring our performance against these excellent schools and against a local, state and national cohort ensures that our scholars are able to successfully compete with the nation's top performing scholars. With ambitious, measurable outcomes compared against the highest

performing schools in the nation and across the state using nationally normed assessments and other standards-based tools, and through triangulating data on a school, state, and national level, we work aggressively and strategically to build high academic results for every scholar and share our longitudinal, comparative, and absolute goals and measures with the larger school community.

Purpose Prep is committed to frequent and detailed reporting of scholar performance to scholars, their families, the community, our Board of Directors, and Metro Nashville Public Schools. At the start of the year, scholars and families receive course descriptions that outline academic objectives as well as teachers' contact information. Purpose Prep families pick up Report Cards in person during Achievement Conferences three times per year at the end of each trimester. Achievement Conferences provide formal opportunities to conference about the scholars' academic and behavioral progress beyond the informal phone and in-person conversations that occur more regularly. Purpose Prep issues a detailed Performance Dashboard, which encompasses academic data along with scholar and staff attendance percentages, attrition, and discipline metrics to the Board of Directors monthly throughout the school year. The Board reviews the results of all school-wide assessments within these Dashboards and carefully monitors progress towards the agreed-upon achievement goals. The Board's Committee on Academic Accountability works closely with the Head of School to facilitate formal reviews and stay up to date on interim and other assessments as results become available.

Purpose Prep will publish a comprehensive Annual Report in the summer following every school year to inform families, community, private funders, and Metro Nashville Public Schools of the effectiveness of our educational program in driving high scholar achievement and college preparation for every scholar. The Annual Report will include a "scorecard" report of actual performance. The Annual Report will also include anecdotal, descriptive, and qualitative information regarding the programs and services of Purpose Prep to provide a comprehensive overview of the school experience. Moreover, we will utilize a diverse base of reporting mechanisms, including our website, mailings, and brochures to make up-to-date performance results and general information available to scholars' families and the community.

We have worked diligently to garner significant community support (for more detail, please see Parent and Community Involvement), and it is essential that we keep our promise to our stakeholders. We hold ourselves accountable to our vision and to our outcomes, and we will be transparent with our community about our progress by publicizing our Annual Report widely. We also host an annual Academic Banquet at the end of every school year where community leaders and members are invited. We report the annual progress of Purpose Prep, celebrate the achievements of our scholars, discuss the positive implications of quality education for our community, and advocate for ways to continue to enhance the community through quality education.

SPECIAL STUDENT POPULATONS AND STUDENT SERVICES

Purpose Prep ensures all students receive adequate support structures within the school community for them to achieve high academic performance standards. In serving students who have been identified as having disabilities under the law or who we suspect may have such disabilities, we provide a Free and Appropriate Public Education (FAPE) and comply with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. We educate students with disabilities in the least restrictive environment (LRE) and with their non-disabled peers to the extent appropriate and allowed by each student's Individualized Education Plan (IEP). We do not discriminate in admission and enrollment practices against students having or suspected to have disabilities. To the greatest extent possible, Purpose Prep educates disabled students alongside their non-disabled peers in the regular education classroom and only removes them from the classroom if the severity of their disability requires. All of our scholars, including those identified as disabled under the Tennessee State Law and Federal IDEA Lead, will achieve the school's college preparatory mission, and our approach to ensuring students needing particular supports given disabilities is structured within the following principles.

Equal access to college preparatory curriculum

All scholars have access to a high quality, rigorous, college preparatory curriculum regardless of whether the scholar has an identified disability or not.

Integration in school community

To the greatest extent possible, scholars with disabilities are integrated in the regular education population and included in every part of the school's culture.

Preparation for independence

The goal of our special education program is to help special education scholars excel at the highest levels. We believe that this includes developing life-long strategies for success and achievement at the highest possible level. We equip scholars with strategies for independence and, to the extent possible, exit scholars from special education services when they no longer need the designation.

Inviting scholars of all learning profiles

We actively seek scholars of all learning profiles, including scholars with disabilities, to be a part of our robust and rigorous academic environment. We treat scholars' disabilities as a welcome challenge and these scholars as an integral part of our vision.

Strict adherence to procedure

Purpose Prep's special education program strictly adheres to all mandated special education

policies, as these policies and procedures insure that scholars and families are given due process in decisions regarding special education evaluations and services.

Stakeholder involvement

Beyond the extent required by law, Purpose Prep's special education staff includes families, classroom teachers, leaders and others in decisions involving a scholar's disability and/or accommodations.

STUDENTS WITH SPECIAL NEEDS

Identification and Avoiding Misidentification

Upon enrollment we conduct intake activities including Home Visits, during which we discuss whether or not the enrolling scholar has an existing Individualized Education Plan (IEP). Though we do not anticipate receiving many children with a SPED classification at such early grades of their schooling, we do want to identify any incoming scholars with an IEP. This practice applies to scholars enrolling in the school after the lottery or beyond kindergarten. To identify scholars with exceptionalities who do not have an existing IEP, school leaders train all teachers to carefully monitor individual scholar performance via daily and weekly classroom assessments, qualitative observation, and ongoing analysis of performance data. Our Dean of Scholar Support holds formal training for all staff at the beginning of each school year during staff orientation to review guidelines for the determination of scholar eligibility for special educational services, as outlined in the National Association of State Directors of Special Education Primer. The DSS has ongoing professional communication with staff on proper identification and avoidance of misidentification of all potential exceptionalities. Weekly grade teams and whole-school staff meet every Wednesday, allowing teachers, with guidance from the DSS, to monitor, discuss, and remain updated on the academic and social progress of each scholar. If a scholar is not meeting the appropriate expectations of academic or social progress, we will interpret this as an important indicator of a potential larger issue and move to address the potential issue as quickly as possible. Our frequent internal assessment program provides an efficient means to identify scholars struggling academically. Weekly, each teacher reviews the progress of his/her scholars based upon their performance on HW, class work, tests, quizzes and projects. The instructional leadership team monitors assessment data at regular intervals, allowing scholars who are struggling with the course material to be identified quickly.

Pre-referral Process

If a scholar is not making sufficient academic progress, the DSS, in consultation with the Head of School and/or Dean of Academics, develops a pre-referral strategy that may include tutoring and/or other supports. The effectiveness of the pre-referral strategy on the scholar's progress is carefully monitored for up to six weeks, and is a vital element of meeting scholar's needs within the regular education classroom as promptly as possible and avoiding unnecessary misidentification of scholars into special education.

Referral Process

If pre-referral strategies are unsuccessful, the scholar is not progressing academically, and classroom teachers or special education faculty believe a disability may exist, the scholar is referred, in writing, to the DSS for individual evaluation and determination of eligibility for

special education programs and services.   Such referrals include: (1) reasons for referral, test results, records/reports on which referral is based; (2) attempts to remediate performance prior to referral, including supplementary aids or support services; and (3) description of parental contact or involvement prior to the referral. A copy of the referral along with the procedural safeguards notice is sent to the scholar's guardian. The Dean of Scholar Support and Head of School or Dean of Academics convene a meeting with the scholar's guardian to discuss the option of psycho-educational testing to determine the child's special education eligibility and to secure written parental consent to conduct such testing. The school conducts such testing, either in-house or via the consultant services. Once tests have been conducted and results are received, an eligibility meeting is reconvened with the parents, the DSS, scholar's teacher, and other appropriate staff. At that time, a decision is made as to the scholar's eligibility for special education services. If the scholar is eligible for special education services, an IEP is developed. With parental consent and support, Purpose Prep seeks to re-evaluate scholars and consider revising an IEP if we do not believe that the current IEP allows the scholar free and appropriate public education in the least restrictive environment. Each IEP is reviewed at least once in each school year and each scholar is re-evaluated at least every three years. We remain vigilant about scholar growth so that we are ensuring that our support is appropriate to meet the required needs.

Section 504

Section 504 requires schools to provide scholars with disabilities appropriate educational services designed to meet the individual needs of such scholars to the same extent as the needs of scholars without disabilities are met. Section 504 prohibits discrimination on the basis of disability. We adhere to all obligations under IDEA (Individuals with Disabilities Education Act) and Section 504. We immediately evaluate and identify any scholars protected under Section 504. This includes any scholar determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment. The DSS serves as the Section 504 coordinator to ensure that scholars' legal rights are met and their special needs are effectively served.

Research-based Instructional Programs, Practices, and Strategies

Purpose Prep implements an inclusive, heterogeneous educational model that serves all scholars in a manner that maximizes their academic potential and establishes a solid academic foundation for success in middle school, high school, and college. Our approach and design emulate high performing urban schools serving similar scholars with disabilities, language proficiency barriers, and/or special circumstances that put them at risk for academic failure. Based upon the research of Special Education expert Thomas Hehir of Harvard University and others, we provide an educational program that maximizes accommodations and minimizes modifications.

Assessing and Monitoring Progress and Success

We look to assessments of scholars with disabilities receiving special education services, including improvements in performance on the TerraNova, STEP, Fountas & Pinnell grade level equivalencies, Interim Assessment, TCAP, and teacher-created assessments to determine our program's effectiveness in improving proficiency levels and ensuring that they are meeting or exceeding TN standards across the curriculum. We disaggregate assessment results between scholars with disabilities and scholars without disabilities and use that data for continuous improvement and to test the efficacy of our program.

Graduation of Students with Special Needs

As a K-4 school, we adhere to our grade promotion criteria. (Please see **Section 2 – Academic Program** for more detail.)

Qualified Staff

Purpose Prep's Dean of Scholar Support (DSS) is charged with coordinating and monitoring the school's special education programming and performance. Specifically, the DSS participates in the engagement of qualified and where appropriate, licensed personnel to compose that school's multidisciplinary teams. The DSS conducts special education assessments and evaluations; ensures all services are provided in direct accordance with each scholar's IEP in as efficient and effective manner possible as possible; ensures that any subsequent reevaluations are performed and all required special education and related services are provided and that all IEPs are appropriate; trains and supports instructional staff on issues relevant to special education; ensures all special education reporting requirements are met; retains, monitors, and secures all relevant data in a confidential manner in strict compliance with prevailing federal and state laws. Professional training and development of staff involved with the education of scholars with disabilities includes attention to the following: referral process to Dean of Scholar Support, development of a scholar's IEP, evaluation of a scholar's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents, and discipline of scholars with disabilities. Summer training includes specific focus on supporting our special education scholars, and ongoing weekly staff development allows for support of teachers providing accommodations and modifications in support of scholars' IEP goals. During our first year of operation, the Dean of Scholar Support is charged with overseeing learning interventions and supports for all scholars, including those with disabilities. S/he coordinates with any outside resources (speech therapists, counselors, etc.) as required by IEPs. For each scholar referred to as a child with a disability, we appoint an IEP team consisting of the school's Head of School, Dean of Academics (Y3), Dean of Scholar Support, teacher, and the child's guardian. Each year, this IEP team develops a special education plan that demonstrates appropriate staffing levels and an integrated comprehensive services approach to serving our scholars with special needs.

Purpose Prep employs at least one full-time special education certified professional to serve as our Dean of Scholar Supports Coordinator (DSS) starting in Y1. Purpose Prep will hire, as needed, any providers of speech language, occupational, physical, or other therapy to work with scholars to ensure their success at the school. **Figure 4.01** outlines our projected staffing needs.

Figure 4.01 – Projected SPED Staffing Needs[113]

Operational Year	Anticipated SPED Population 13% of Total Scholar Population	Projected Staffing Needs
2013-2014	16	1 Dean of Scholar Support, 1 Special Education Teacher
2014-2015	23	1 Dean of Scholar Support, 2 Special Education Teachers
2015-2016	31	1 Dean of Scholar Support, 2 Special Education Teachers

[113] We assume that 13 percent of our students will need Special Education Services. We hire a special education teacher or coordinator for every 10-12 students needing such services, enabling that we have strong staff capacity to meet the needs of our scholars with special needs.

2016-2017	39	1 Dean of Scholar Support, 3 Special Education Teachers
2017-2018	47	1 Dean of Scholar Support, 3 Special Education Teachers
2018-2019	39	1 Dean of Scholar Support, 3 Special Education Teachers

Communication with Families

Purpose Prep believes that frequent and consistent parental communication regarding special education scholars is absolutely critical to ensuring that scholars progress as expected and that parents are able to support the work of the school to the greatest extent possible. During the school's various intake activities, staff devotes special attention to ensuring that parents are made aware of the school's expectation around family involvement and understand the school's philosophy of special education. Beyond that, the Dean of Scholar Supports is responsible for making every effort to ensure that a family member is present at every IEP meeting of the child. Should family members be unable unwilling to attend an IEP meeting, the school moves forward with the meeting, but the DSS retains written records of the school's attempts to set an IEP meeting with the family present at a mutually agreeable time and place. Families of scholars with exceptionalities receive regular reports of scholar progress in the general education program and IEP objective through the school-wide monitoring and reporting process, including quarterly parent-teacher conferences and report cards. In addition, the DSS is responsible for making special phone calls home on a regular basis, no less than once per month, to update the family on a special education scholar's academic or behavioral performance, including updates of actual performance again benchmark goals set in the scholar's IEP, when applicable. Family involvement is an integral part of Purpose Prep's educational program for every child, and scholars with exceptionalities receive priority attention from all staff to go above and beyond the school's standard expectations and policies for involvement of every child's legal guardians.

ENGLISH LANGUAGE LEARNERS

Purpose Prep complies with all applicable federal laws related to the education of language minority scholars as stated under Title IV of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974. We follow the TN Board of Education ESL Program Policy (3.207), designed to set the minimum standards for TN school districts in providing services to non-English language background. English Language Learner (ELL) scholars are provided with equal access to and full participation in school activities. ELL scholars study the same content and are held to the same standards as other scholars. While all classes are taught in English, the level of English used for instruction, verbal and written, is modified as needed to facilitate ELL scholars' acquisition of English. Reading programs, including Open Court, Reading Mastery, and Destination Reading, that focus on and are grounded in phonics, are shown particularly effective for low income and ELL scholars. For scholars identified as English Language Learners (ELL), we use Structured English language immersion to accelerate academic progress. We eliminate or limit the separation of English Language Learners from the mainstream classroom, acknowledging the immersion method of language acquisition as the most expedited effective manner to educate ELL scholars.[114] If a scholar's English language proficiency is so severely

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[114] Arizona Department of Education (July 2004). "The Effects of Bilingual Education Programs and Structured English Immersion Programs on Student Achievement: A Large-Scale Comparison" located at
http://www.public.asu.edu/~macswan/ade/ade_document.pdf.

limited as to render the scholar incapable of following the activities in a regular classroom, the school provides instruction in English to speakers of other languages (ESOL) for a certain period of time every school day. Because the objective is for the scholar to transition to fully English classes, the ELL scholar is expected to participate in part of the regular classroom schedule, where all scholars have the opportunity to hear and use English.

Identification and Avoiding Misidentification

We use Home Language Surveys to screen all new enrollees for potential limited English proficiency. If the home language is other than English or the scholar's language is other than English, appropriate Purpose Prep staff or a hired interpreter conducts an informal review in the scholar's native language and English. If the scholar speaks a language other than English and/or the scholar speaks little or no English, we administer the Comprehensive English Language Learner Assessment (CELLA). Results from these assessments are used to provide identification of and avoid misidentification of ELL scholars, inform instruction, and ensure all scholars can access academic content and master performance and content standards. Teachers are responsible for observing each scholar throughout the class day with an eye toward detecting limited English proficiency. All teachers receive professional development training in techniques for detecting whether a scholar has English language deficiencies and in communicating with scholars designated as ELL scholars. Any scholar suspected of having limited English proficiency is tested to determine what level of services, if any, is necessary.

Research-based Instructional Programs, Practices, and Strategies

The *Doing What Works* web page established by the federal Department of Education[115] lists five strategies proven to be highly effective for supporting ELL scholars; we incorporate these strategies during language arts, math, science, and social studies instruction.

- **Screen and monitor progress.** An effective program for ELLs includes well-developed assessments for identifying scholar needs. This corresponds with Purpose Prep's data-driven instruction. We assess scholar progress frequently and use results to drive overall instruction as well as identify scholars in need of individual intervention. The Head of School and Dean of Academics oversee this process while working closely with teaching staff.
- **Provide reading intervention.** Recognizing that ELLs are often at risk for reading problems, the strongest programs respond quickly to the results of formative assessments by offering small group reading intervention for struggling readers that augments the reading program. As outlined previously, a key element of our educational program is the daily small-group tutoring for scholars struggling in reading. The DOE recommends that interventions utilize fast-paced, engaging instruction[116], aligning with an instructional approach infused with urgency.
- **Teach vocabulary.** One important component in language acquisition is vocabulary development. To read and understand grade-appropriate material, elementary scholars need to learn 3,000-4,000 new vocabulary words each year (~70 new words per week).[117] In high achieving schools, scholars are taught vocabulary through formal instruction and learn words through use in language rich settings in and out of the classroom. We provide formal vocabulary instruction using essential word lists and words in context. Our structured vocabulary program features child-friendly definitions and cumulative

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[115]Ed.gov, < http://dww.ed.gov/topic/topic_landing.cfm?PA_ID=6&T_ID=13&Tab=2.
[116] Ibid.
[117] Honig, Bill (2001). *Teaching Our Children to Read.* Thousand Oaks, CA: Corwin Press.

assessments to ensure regular review of all words learned.

- **Develop academic English.** For ELLs to have academic success, they must develop cognitive academic language proficiency (CALP), and not simply the basic interpersonal communication skills (BICS) of social language. CALP includes the content area vocabulary specific to academic subjects and the sophisticated use of language necessary to carry out higher-order academic tasks, including comparing and contrasting, synthesizing, and inferring processes. We integrate vocabulary development into instruction in all subject areas and include explicit scaffolding of higher-order academic tasks. Although language acquisition experts predict that it could take ELLs five years or longer to become truly proficient in CALP[118], we expect that our extended school day will dramatically accelerate this process.

- **Schedule peer learning.** Scholars improve mastery of language through use. The DOE recommends that a minimum of 90 minutes per week should be dedicated to activities that allow scholars to work together on practice and extension of language skills. We implement a "turn and chat" practice in which the class is given a question or prompt and instructed to discuss the topic with a partner. Although interactions are brief, lasting from 30 seconds to three minutes, when used frequently throughout the day, there is significant cumulative increase in authentic language practice.

Assessing and Monitoring Progress and Success

Scholars identified as ELL are assessed annually to determine improvement in English proficiency. Scholars scoring above the established cut-off point are designated as exited from the ELL program. Those scoring below the cutoff point continue to be classified as ELL. Evaluations are informed by performance on the Comprehensive English Language Learner Assessment (CELLA) and ongoing teacher observations with the consultation of the Dean of Academics and the Head of School. Performance is be assessed in the following ways: (1) ELL scholars are making strong academic progress as measured by instructor-developed assessments; (2) ELL scholars are proficient in English in three years or less; (3) ELL scholars are proficient in English/Language Arts as evidenced by proficiency on state and standardized exams; and (4) ELL scholars are advancing from grade level to grade level, evidencing mastery of core subjects on par with native speaking scholars.

All ELL scholars learn with all other scholars in the classroom for instructional time. Our direct-instruction program is geared to all literacy learners, including ELL scholars. Teachers utilize the Destination Reading program to support ELL scholars. Destination Reading targets our kindergarten through 2nd grade scholars in three levels with individually paced daily instruction. ELL scholars who require supplemental instruction in English to fortify their core English language skills receive sheltered instruction and tutoring as appropriate. If scholars are not making sufficient academic progress, we modify our ELL program as needed.

The proficiency of an identified ELL scholar receiving pull-out services is measured at least twice per year to determine whether continued services are warranted. All pull-out and services continue until a scholar attains fluency in English language proficiency as measured by the CELLA. We evaluate performance in academic content areas to measure scholar's progress in core subjects. If an ELL scholar continues to struggle, modifications to the instructional program are made. Any scholar classified and receiving educational services as an ELL scholar who subsequently tests high enough to exit the program is deemed to be no longer in need of ELL services. No scholar is exited from the ELL program unless they can read, write, and comprehend

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[118] Cummins, J. (1981). "Age on arrival and immigrant second language learning in Canada: A reassessment." *Applied Linguistics*, 2, l32-l49.

English well enough to participate fully in Purpose Prep's academic program.

To determine the need for programmatic modifications, Purpose Prep evaluates the progressive growth of its ELL scholars on standardized assessments and non-standardized assessments in comparison to that of non-ELL scholars. We track scholars longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of scholars who were once classified ELL and non-ELL scholars as measured by standardized assessments and non-standardized assessments. Purpose Prep tracks the number of scholars who are declassified as ELL and the number of instructional years it takes for this declassification to occur.

Qualified Staff

We place a priority on hiring teacher(s) that speak Spanish and English and who can provide strong instruction within a Structured English Immersion classroom. Teachers receive professional development during summer orientation and through the year as needed on appropriate support for scholars designated as ELLs. Outside experts are hired to provide this PD during our teacher summer training and throughout the year as appropriate.

STUDENTS BELOW GRADE LEVEL

Given our target population, we expect that scholars will arrive below grade level, particularly with extreme literacy gaps. Our school design, specifically our academic program is designed to target these academic gaps quickly and strategically through rigorous curriculum and high quality instruction, which provide differentiated, intensive support to all scholars. We also have an intervention approach, which specifically targets students that need additional supports in addition to what we provide through classroom instruction. Therefore, we implement an intervention approach, based on the Response to Intervention Framework, which serves as additional, targeted support for scholars performing below grade level. Please refer to Structured Intervention Approach in **Section 3: Assessments and Evaluation** where our intervention program is detailed specifically.

INTELLECTUALLY GIFTED STUDENTS

Research-based Instructional Programs, Practices, and Strategies

Research indicates that Intellectually Gifted scholars require challenge and support to further develop their interests and capacities, and that these should be provided in a systematical and targeted manner. Entering scholars who score in the upper quadrants of the TerraNova are placed on a list of scholars considered Intellectually Gifted. Scholars continue to be identified by scoring advanced on the TCAP and/or above-grade level proficiencies on the STEP assessment. Identified scholars receive an Advanced Learning Plan developed by the grade level team. The plan focuses on challenging the scholar in his/her core subjects. All teachers include advanced assignments and work creatively to identify strategies to differentiate lesson plans for more advanced scholars. Each lesson plan includes a section on acceleration strategies in daily enrichment activities. Enrichment activities may change regularly and allow for a variety of experiences - music, theater, dance, art, sports, etc. The flexible nature of enrichment allows for differentiation for Intellectually Gifted scholars as appropriate, which may include foreign language exploration, a Mock Trial Program, and chess club.

Qualified Staff

Teachers, highly qualified and experienced, are responsible for monitoring the growth and success of Intellectually Gifted scholars.

Assessing and Monitoring Progress and Success

Each teacher of the Gifted and Talented scholar is assigned to monitor the scholar's progress and recommend adaptations to the scholar's Advanced Learning Plan.

ANNUAL BUDGET

Purpose Preparatory Academy Charter School ("Purpose Prep") will demonstrate high scholar achievement and academic performance, and our budget model and financial plan ensure that our core educational program will be able to operate almost exclusively with public funds.[119] Conservative budgeting will allow us to maintain financial stability in our operating budget using our per-pupil allocation. This conservative budget model assumes student attrition, conservative revenue, and minimal fundraising,[120] yet allows us to balance our budget and focus resources in alignment to our mission. Please see **Attachment F** for our complete budget and cash flow. Below is a budget narrative for Purpose Prep that details revenues, expenditures and assumptions for the school from startup through year five. The budget and the accompanying narrative details not only emphasize how our fiscal priorities align to our mission, academic program, and priorities, but also how Purpose Prep demonstrates financial viability. We have also included contingency plans to ensure utmost financial conservation.

Revenues

The primary source of revenue for Purpose Prep will be funds received from Metro Nashville Public Schools (MNPS) for the Basic Education Program (BEP). Purpose Prep has budgeted $8,100 per student per guidance from MNPS. The annual revenue from the BEP is calculated as the per pupil funding amount ($8,100 per student) multiplied by the enrollment at the school in each fiscal year. The budget conservatively assumes a 1% annual increase in the BEP for the term of the charter.

In addition to BEP Funds, the school has budgeted to receive: $400 per student in Title I funds (based on historical amounts) for qualifying students; $1,997 per student in SPED funds (based on historical amounts) for special needs students; and reimbursement funding for the federal breakfast, lunch, and snack program. Each of these funding streams also has a 1% increase built into the annual projections. Purpose Prep understands that funding from Title I, SPED, and the federal breakfast, lunch, and snack program work on a reimbursement basis, and has structured its cash flow projections accordingly.

To supplement BEP and federal funds, Purpose Prep is eligible for Walton Family Foundation startup grants of $250,000. The Walton Family Foundation has a partnership with Building Excellent Schools (BES), in which each BES Fellow can access $250,000 in startup grants which is paid in two installments: $30,000 during the BES Fellowship year pre-charter submission and $220,000 upon approval of the charter application. To date, all BES applicants who have had their charter applications approved have received Walton Funding, and BES and Walton remain strong funding partners. In addition, Purpose Prep will receive $50,000 in startup support from the Tennessee Charter School Incubator, and the Purpose Prep Founding Board has committed to

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[119] We have created a core educational program that will operate solely under the allocated public funding. Notwithstanding the foregoing, we will raise funds and seek grants for those portions of our school programming outside of the core educational program, including enrichment activities and field trips. The term 'core educational program' refers to our daily academic offerings from 7:40am to 4:00pm.

[120] The Purpose Prep Founding Board, a 100% Giving Board, has committed $20,000 to Purpose Prep in it's founding year and every year thereafter. See **Appendix K**.

give $20,000 in the planning year and each year thereafter. Description of the BES Fellowship can be found in **Appendix I**, Letter of Commitment from the Charter School Incubator in **Appendix J**, and Letter of Financial Commitment from the Purpose Prep Board in **Appendix K**.

Though historically Tennessee charter schools have received startup grants from the Tennessee Department of Education's Planning and Implementation Grant Program, it is the school's understanding that those funds are no longer available to new charters and may not be available in the future. As such, Purpose Prep has not budgeted for any revenues from this grant program. Should that program become available in the next few years, the school will apply for these funds.

All funds received during the pre-operational year will be used to cover personnel expenses including expenses for the Head of School, as well as for recruitment of students and staff, office and instructional supplies, furniture, and facility acquisition costs prior to opening. Purpose Prep will engage in further fundraising efforts in the startup year and each year, thereafter, to help supplement public funding sources and funding provided by the Walton Family Foundation and the Tennessee Charter School Incubator.

Expenditures

The expenditures of Purpose Prep are divided into three main categories: personnel (administrative and teacher salaries and benefits), school operations, and facilities. All expenditures are driven by the school's mission of preparing all of its students for success in college and life.

Personnel

Personnel expenses comprise a significant portion of Purpose Prep's annual budget. The school views high-quality administrators and instructors as critical to the success of the school. As seen in **Figure 5.01**, the school will be staffed in the following manner from startup through year five.

Figure 5.01: Staffing Plan

POSITION	2013-2014 120 SCHOLARS	2014-2015 180 SCHOLARS	2015-2016 240 SCHOLARS	2016-2017 300 SCHOLARS	2017-2018 360 SCHOLARS	2018-2019 300 SCHOLARS
Head of School	1 total	1 total	1 total	1 total	1 total	1 total
Operations Manager	1 total	1 total	1 total	1 total	1 total	1 total
Dean of Academics	-	-	1 total	1 total	1 total	1 total
Dean of Scholar Support	1 total	1 total	1 total	1 total	1 total	1 total

Special Education[121] Teacher	1 total	2 total	2 total	3 total	3 total	3 total
K-4 general education teachers	7 total	10 total	14 total	13 total	15 total	13 total
Teacher Fellow	-	-	-	2 total	2 total	2 total
Enrichment Teachers (Art, Music, PE)	-	-	1 total	2 total	2 total	2 total
Office Manager	-	1 total	1 total	1 total	1 total	1 total
Director of Development	-	-	-	1 total	1 total	1 total
Total Staff	11 total	16 total	22 total	26 total	28 total	26 total

The Board of Directors of Purpose Prep will determine a competitive compensation package based on education, experience, and skill sets and will include an annual 2% cost-of-living adjustment (COLA).[122]

In accordance with the Tennessee charter statute T.C.A. § 49-113-119, teachers of Purpose Prep will participate in the group insurance plans of the LEA (Metro Nashville Public Schools). The school has properly accounted for all staffing costs in regard to Social Security and Medicare, health benefit plans, state retirement, and life insurance.

Purpose Prep has budgeted a modest fund for a bonus plan for staff, based on classroom and school-wide academic performance. The school's Board of Directors will determine bonus allocations and amounts.

School Operations

Purpose Prep has budgeted for expenditures related to the general operation of the school, including professional development, student and staff recruitment, instructional and assessment materials and supplies, printing and postage, field trips, transportation, athletics, food costs, and legal and audit fees.   For reference, State Budget Form account numbers are noted next to each item.

Professional Development

Quality professional development is essential to developing and maintaining a high caliber team of administrators, teachers, and staff. The school has allocated $1,500 per FTE per year, which

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[121] We assume that 13 percent of our students will need Special Education Services for the purposes of this model. We hire a special education teacher or coordinator for every 10-12 students needing such services, enabling us to have strong staff capacity to meet the needs of our scholars with special needs.
[122] For conservative budget projections, we provide a 2% salary increase. Current financial projections; however, indicate our ability to increase this COLA to 3%. For conservancy, we have built the current budget on a 2% rate of increase.

includes travel and professional fees**.** Purpose Prep administrators, teachers, and staff will have the opportunity to visit and study other high-performing urban charter schools as well as attend conferences and workshops on effective teaching and learning practices. (Account No. 72210 524)

Recruitment

- *Student Recruitment and Marketing* – Includes funds allocated for student recruitment and fundraising/marketing efforts, which are led by the Head of School. Approximately $5,000 has been allocated for the Head of School in the pre-operational year and each year thereafter, to engage in student recruitment and fundraising efforts. (Account No. 72810 599)

- *Staff Recruitment* – Due to the Purpose Prep's strong emphasis on ensuring high-quality administrators, teachers, and staff members, the school has budgeted $7,000 per year in recruitment costs, including the cost of marketing and interviews. (Account No. 72810 599)

Instructional and Assessment Materials and Supplies/Student Supplies and Materials

- *Classroom Supplies* – Includes supplies and classroom decorum purchased by staff for their classrooms and students and also includes school-wide decorum (i.e. college banners and inspirational quotes). This amount is based on historical costs at other local charter schools (approximately $2,500 per year for general building decorum, $300 per instructional FTE for classroom supplies, and $30 per student for student supplies). (Account Nos. 71100 429; 71200 429; 72620 499)

- *Instructional Materials* – These funds primarily include curricular materials such as textbooks, student workbooks, and teacher guides. The assumption is that the average cost of instructional materials per student is $250 per year. The school will plan to replace textbooks every four years (due to updated information and normal wear and tear). (Account Nos. 71100 449; 71200 449)

- *Guided Reading Books* – The school will spend approximately $12K in year one and $5K each year thereafter for guided reading books. (Account Nos. 71100 429; 71200 429)

- *Student Assessment Materials* – Purpose Prep will administer state-mandated tests, specifically the TerraNova, a nationally norm referenced test, the STEP reading assessment, and internal assessments. This line item is based on historical costs. (Account Nos. 71100 429; 71200 429)

- *Printing and Paper* – Includes all costs associated with printing and copying for instructional purposes, including paper. This line item is based on historical costs (approximately $30 per student per year). (Account Nos. 71100 429; 71200 429)

- *Publications/Library Expense* – Purpose Prep will build its library over a period of time. The school will seek in-kind donations as well as purchase books annually for its library. The school has budgeted $25 per student per year to cover expenses related to the purchase of books for the library. Depending on the availability of physical space to

establish a more expansive library and the availability of funding, the school will dedicate more resources to the library in future years. (Account No. 72210 432)

- *School Uniforms* – Purpose Prep has budgeted $30 per new student and $10 per returning student annually for school uniforms. (Account No. 71100 499)

- *Health Supplies* – Purpose Prep has allocated $6 per student per year for first aid and other basic medical supplies. This line item is based on historical costs of other local charter schools. (Account No. 72120 499)

- *Postage and Shipping* – Includes routine postage and shipping. This line item is based on historical costs of other local charter schools (approximately $10 per student per year). (Account No. 72410 348)

- *Student Furniture* – Purpose Pep has budgeted approximately $200 per student for student furniture, including desks, tables, and chairs. (Account No. 71100 722; 71200 725)

- *Gifts and Awards* – Purpose Prep believes strongly in rewarding students and faculty and staff for its accomplishments and hard work. As such, the school has budgeted for gifts and awards (approximately $15 per student per year and $200 per FTE per year). (Account No. 72210 499)

Office-Administration

The primary cost drivers are office supplies, furniture for faculty and staff, expenses associated with faculty and parent meetings, and insurance.

- *Office supplies* – Includes central office supplies. This line item is based on historical costs (approximately $500 per month). (Account No. 72410 435)

- *Furniture* – Purpose Prep has budgeted approximately $500 per FTE for furniture. (Account No. 71100 722; 71200 725)

- *Faculty and parent meetings and activities* – Includes costs for faculty working meetings as well as parent meetings. This line item is based on historical costs (assumes an annual expense of $1,500 – driven primarily by food costs). (Account No. 72410 599)

- *Insurance* - Includes insurance expense for general liability, umbrella, school board professional liability, building contents, employer's liability for workers compensation, surety bond, and physical/sexual abuse and molestation liability. The school has budgeted $12,616 in YR 1 for insurance as quoted by Arthur J. Gallagher, with a 3% inflation adjustment each year. (Account No. 72610 502).

Communications

- *Cell phones* – Purpose Prep will cover the cost of a cell phone device and a monthly service plan with a data package for school administrators. The school has budgeted $150 per device and $100 in monthly service charges. (Account No. 72410 307)

- *Telephones (School Facility) and Internet* – Purpose Prep has budgeted $10,000 for initial server and Internet set-up in the startup year, and $750 per month for telephone and Internet service at the school facility. (Account No. 72620 307)

Technology & Equipment

- *Computers* – Purpose Prep has budgeted to purchase 40 desktop computers in year one and 20 desktop computers each year thereafter (for $700 per computer). This ensures every classroom has ten computers, which is critical for our literacy model in grades K-2. The school assumes an average computer life of 4 years. The school may receive in-kind donations or computers at a significantly lower price, which would have a favorable impact on the budget. (Account No. 71100 722; 71200 725)

- *Administrator/Teacher/Staff Laptops* – Each Purpose Prep administrator, teacher, and staff member will be provided with a laptop at an average cost of $900 per computer, including software costs. The school assumes it will need to replace laptops every 4 years to keep pace with technological upgrades. The school may receive in-kind donations or computers at a significantly lower price, which would have a favorable impact on the budget. (Account No. 71100 722; 71200 725)

- *Software* – Purpose Prep has budgeted $25 per student per year for education software. (Account No. 71100 499)

- *Copiers* – Purpose Prep will lease one copier per 150 students and has budgeted $750 per month per lease and a usage fee of $30 per student. (Account No. 72410 701)

Field Trips

Purpose Prep believes it is essential for its students to have educational experiences outside the classroom (cultural, arts, college visits, etc.) Purpose Prep will likely schedule one local trip per grade per month and has budgeted $3,000 per grade level per year for these trips. These trips help students gain a broader perspective on their education and life goals. Students will earn the right to participate on trips by meeting academic and behavioral expectations. (Account No. 71100 599)

Food Costs

Purpose Prep anticipates having approximately 86% of its students qualifying for free and reduced lunch and expects this percentage to stay constant through the first five years of charter operations. The school will cover costs for those students not qualifying for free or reduced priced lunch. (Food costs that are reimbursable through federal funds, are reflected in Account 99100 590 – Transfers Out.)

Contracted Services

- *Accounting* – Purpose Prep has budgeted $10,000 per year for its annual audit to be conducted by a CPA firm. The Tennessee charter statute requires the annual audit. (Account No. 72510 399)

- *Legal* – Purpose Prep has budgeted $10,000 each year for legal assistance (when/if the need arises). (Account No. 72510 399)

- *Back Office Services* – Purpose Prep plans to contract with an outside firm to handle finance, accounting, budgeting, and cash flow management. The school has budgeted $50,000 per year for these services. (Account No. 72510 399)

- *Building Excellent Schools On-Going Support* – Purpose Prep has budgeted $15,000 each year for BES On-Going Support. (Account No. 71100 399)

- *Payroll Services* – Purpose Prep has budgeted $10 per FTE per payroll period for payroll services, or $20 per month. (Account No. 72510 317)

- *Transportation* – Purpose Prep will contract with a bus service provider for transportation. The school assumes 50% of its students will participate in transportation and assumes each bus will be able to transport 50 students and will cost approximately $50,000 annually. (Account No. 72710 314)

Facilities

Purpose Preparatory Academy is currently in discussions with the YMCA to place modulars on its Northwest site (3700 Ashland City Hwy, Nashville, TN 37218). The school believes partnering with the YMCA is a great opportunity, as it will provide students at the school with valuable programming that will enhance their educational experience. The YMCA has indicated that the Northwest facility has a youth focus and that Purpose Prep would add to the vitality of the site.

Purpose Prep is projecting that in year one, it will need a four classroom modular unit and a two classroom unit (which would provide the school with the necessary number of classrooms, administrative space, and restrooms). The school also anticipates that it would be able to access some space in the YMCA for recreation and community meetings. In years two and three, Purpose Prep would add a third and fourth unit to accommodate additional growth at the school. (Please see **Section 10: Facilities** for a detailed cost analysis).

Surplus/Deficits

Purpose Prep understands that during the first three years of operation, in which the school is continuing to grow grade levels, it may experience operating deficits. This is largely due to the high startup costs around staffing and facilities (with fewer students).

The school has accounted for these early deficits by maintaining a healthy cash balance during and at the end of each fiscal year. For example, although the school will have a $149K deficit in year one, the school will have $231K in startup funds left over from the planning year, leaving $82K on the balance sheet at the end of year one.

Over the first ten years, Purpose Prep intends to build up a cash reserve. Because the school may need to take on debt in the future for facilities, the school thinks it is critical to build up a cash reserve over time – for later use as equity and/or credit enhancements. In addition, the school

thinks it is financially responsible to have a healthy cash reserve to address unforeseen expenses and cash flow fluctuations.

Budget Summary

Figure 5.02 outlines the budget summary of revenue and expenditures including the startup year through year five.

Figure 5.02: Budget Summary

	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
Number of Students	0	120	180	240	292	340
Number of Employees	0	11	16	22	26	28
REVENUE						
Basic Education Program	$0	$972,000	$1,472,580	$1,983,074	$2,436,868	$2,865,823
Title I	$0	$48,000	$72,720	$97,930	$120,339	$141,522
Federal Breakfast Program	$0	$28,829	$43,243	$57,658	$70,150	$81,682
Federal Lunch Program	$0	$52,885	$79,327	$105,770	$128,686	$149,840
IDEA	$0	$31,153	$46,730	$62,306	$75,806	$88,267
Transportation	$0	$14,510	$21,765	$29,020	$35,307	$41,111
Charter start-up funds (Title Vb)	$0	$0	$0	$0	$0	$0
Walton start-up funds	$250,000	$0	$0	$0	$0	$0
Student fees	$0	$0	$0	$0	$0	$0
Investment Income	$0	$0	$0	$0	$0	$0
School level fundraising (board commitments)	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000
Private fundraising (foundations, corporate)	$50,000	$7,500	$0	$0	$0	$0
Private fundraising (individuals)	$0	$0	$0	$0	$0	$0
TOTAL REVENUE	**$320,000**	**$1,174,877**	**$1,756,365**	**$2,355,758**	**$2,887,157**	**$3,388,247**
EXPENSES						
Personnel	$66,667	$683,657	$977,231	$1,379,618	$1,669,617	$1,826,304
General Operating Expenses	$22,208	$316,158	$373,162	$487,886	$555,263	$645,528
Transportation	$0	$100,000	$100,000	$150,000	$150,000	$200,000
Athletic Program	$0	$0	$0	$0	$0	$0
Facilities		$119,075	$200,854	$257,644	$270,063	$270,477
Technology & Equipment	$0	$105,300	$72,900	$78,950	$88,510	$119,000
TOTAL EXPENSES	**$88,875**	**$1,324,191**	**$1,724,147**	**$2,354,097**	**$2,733,454**	**$3,061,309**
SURPLUS/(DEFICIT)	**$231,125**	**($149,314)**	**$32,218**	**$1,660**	**$153,704**	**$326,938**
Ending Fund Balance	$231,125	$81,811	$114,029	$115,690	$269,394	$596,332

Please See **Attachment F** for the Budget Summary and Planning Year and Year 1 Cash Flow.

The following narrative provides additional details on funding categories allocated in each account on the State Budget Form.

Revenue Categories

Account No. 44000 Other Local Revenues
- 44110 Investment Income – funds received from earned interest in the school's money market account.
- 44570 Contributions & Gifts – funds received from private donors (foundations, corporations); donations from individuals; proceeds from fundraising events and school fundraisers.

Account No. 46800 Other State Revenues

- 46980 Other State Grants – funds received from the Planning & Implementation Grant for Tennessee Public Charter Schools.

Account No. 47000 Federal Government

- 47143 Special Education Grants to the States: IDEA – funds received for the delivery of special education services.

Account No. 49800 Other Sources

- Transfers in – total of funds received from Metro Nashville Public Schools for the Basic Education Program (BEP); funds received from Metro Nashville Public Schools for Title I; and funds received from Metro Nashville Public Schools for the Federal School Breakfast, Lunch, and Snack program (students qualifying for free and reduced lunch). Purpose Prep will use Title I funds for expenses that can be reimbursed under the Title I program (employee salaries, professional development, supplies and educational materials, etc.).

Account No. 30000 Reserves and/or Fund Balance

- Undesignated Fund Balance – represents accumulated funds from budget surplus, which will be used to cover unanticipated expenses and future liabilities. Reserves are calculated in the first year from surplus funds carrying over from Pre-Opening Year added to the deficit or surplus in the following year. For example, Purpose Prep will have a surplus of approximately $231K after the pre-opening year. These funds will go into the undesignated fund balance for Year 1. The fund balance will increase if there is a surplus in the following year(s) or decrease if there is a deficit(s).

Expense Categories

Account No. 71000 Instruction: Regular Instruction Program (71000)

- 71100 116 Teachers – salaries for grade level teachers
- 71100 201 Social Security – includes the school's match for social security (7.65% of salary).
- 71100 204 State Retirement – includes school's match for State Retirement (15.416% for Support Employees and 8.88% for Certified Employees).

- 71100 206 Life Insurance – includes the school's match for Life Insurance ($3.00 per pay period)
- 71100 207 Medical Insurance – includes school's match for Health Benefits Plan. Employees can choose different options, including single coverage, employee/spouse, or family coverage. Based on insurance information provided by Metro Nashville Public Schools, Purpose Prep is assuming single employee plans will cost approximately $7,500 per year and family plans will costs approximately $15,000 per year. The school assumes at least 75% of its employees will choose the single plan and the school plans to pay 75% of each employee's annual premium. Not knowing with certainty which plan each employee will choose, the school has calculated a weighted average cost per employee based on the assumptions above. The weighted average cost per employee is calculated at approximately $9,375, of which the school will pay 75% or about $7,000.
- 71100 399 Other Contracted Services – includes salaries for part-time specials (Art/Music) teachers and On-Going Support from Building Excellent Schools.
- 71100 429 Instructional Supplies and Materials – includes costs for classroom instructional materials and supplies and materials for all faculty.
- 71100 449 Textbooks – includes costs for textbooks and other curriculum materials for all students.
- 71100 499 Other Supplies and Materials – includes costs for educational software and student uniforms
- 71100 599 Other Charges – includes costs for field trips of all students.
- 71100 722 Regular Instruction Equipment – includes costs for classroom computers, furniture for all students and all staff, including office staff, and teacher/staff laptops.

Account No. 71200 Instruction: Special Education Program (71200)

- 71200 116 Teachers – salaries for special education teachers.
- 71200 201 Social Security – includes the school's match for social security (7.65% of salary).
- 71200 204 State Retirement – includes school's match for State Retirement (15.416% for Support Employees and 8.88% for Certified Employees).
- 71200 206 Life Insurance – includes the school's match for Life Insurance ($3.00 per pay period).
- 71200 207 Medical Insurance – includes school's match for Health Benefits Plan. Employees can choose different options, including single coverage, employee/spouse, or family coverage. Based on insurance information provided by Metro Nashville Public Schools, Purpose Prep is assuming single employee plans will cost approximately $7,500 per year and family plans will costs approximately $15,000 per year. The school assumes at least 75% of its employees will choose the single plan and the school plans to pay 75% of each employee's annual premium. Not knowing with certainty which plan each employee will choose, the school has calculated a weighted average cost per employee based on the assumptions above. The weighted average cost per employee is calculated at $9,375, of which the school will pay 75% or about $7,000.
- 71200 429 Instructional Supplies & Materials – includes pro rata expenses for special education program supplies and materials.
- 71200 449 Textbooks – includes pro rata expenses for special education program.
- 71200 725 Special Education Equipment – includes pro rata expenses for instruction equipment for special education program.

Account No. 72000 Support Services: Health Services (72120)

- 72120 499 Other Supplies & Materials – includes basic medical supplies (at approximately $6 per student per year).

Account No. 72000 Support Services: Instructional Staff (72200): Regular Instruction Program (72210)

- 72210 189 Other Salaries & Wages – includes salary for full-time specialist teachers (art, music, PE).
- 72210 201 Social Security – includes the school's match for social security (7.65% of salary).
- 72210 204 State Retirement – includes school's match for State Retirement (15.416% for Support Employees and 8.88% for Certified Employees).
- 72210 206 Life Insurance – includes the school's match for Life Insurance ($3.00 per pay period).
- 72210 207 Medical Insurance – includes school's match for Health Benefits Plan. Employees can choose different options, including single coverage, employee/spouse, or family coverage. Based on insurance information provided by Metro Nashville Public Schools, Purpose Prep is assuming single employee plans will cost approximately $7,500 per year and family plans will costs approximately $15,000 per year. The school assumes at least 75% of its employees will choose the single plan and the school plans to pay 75% of each employee's annual premium. Not knowing with certainty which plan each employee will choose, the school has calculated a weighted average cost per employee based on the assumptions above. The weighted average cost per employee is calculated at $9,375 of which the school will pay 75% or about $7,000.
- 72210 432 Library Books/Media – includes cost of library books for school library.
- 72210 499 Other Supplies & Materials – includes cost of teacher and student gifts and awards.
- 72210 524 In Service/Staff Development – professional development for all teachers and staff ($1,500/FTE).

Account No. 72000 Support Services: School Administration (72400): Office of the Principal (72410)

- 72410 104 Principal – salary for the Head of School.
- 72410 139 Assistant Principal – salary for Dean of Academics (hired in year 3).
- 72410 161 Secretary – salary for Operations Manager
- 72410 201 Social Security – includes the school's match for social security and Medicare (7.65% of salary).
- 72410 204 State Retirement – includes school's match for State Retirement (15.416% for Support Employees and 8.88% for Certified Employees).
- 72410 206 Life Insurance – includes the school's match for Life Insurance ($3.00 per pay period).
- 72410 207 Medical Insurance – includes school's match for Health Benefits Plan. Employees can choose different options, including single coverage, employee/spouse, or family coverage. Based on insurance information provided by Metro Nashville Public Schools, Purpose Prep is assuming single employee plans will cost approximately $7,500 per year and family plans will costs approximately $15,000 per year. The school assumes at least 75% of its employees will choose the single plan and the school plans to pay 75% of each employee's annual premium. Not knowing with certainty which plan each employee will choose, the school has calculated a weighted average cost per employee based on the assumptions above. The weighted average cost per employee is calculated at $9,375 of which the school will pay 75% or about $7,000.
- 72410 307 Communication – includes expenses for cell phones and services for administrative team.
- 72410 348 Postal Charges – includes expenses for postage and shipping.
- 72410 435 Office Supplies – includes expenses for general office supplies.
- 72410 599 Other Charges – includes expenses for staff and parent meetings.

- 72410 701 Administration Equipment – includes expenses for copiers.

Account No. 72000 Support Services: Business Administration (72500): Fiscal Services (72510)

- 72510 317 Data Processing Services – includes payroll services.
- 72510 399 Other Contracted Services – includes expenses for annual financial audit from a CPA firm; legal services, and back office services for finance and accounting.
- 72510 599 Other Charges – includes expenses for bank fees.

Account No. 72000 Support Services: Operation and Maintenance of Plant (72600): Operation of the Plant (72610)

- 72610 328 Janitorial Services – includes expenses for custodial services.
- 72610 351 Rentals – includes expenses for lease (leasing costs and debt service for site and/or tenant improvements).
- 72610 415 Electricity – includes expenses for all utilities.
- 72610 502 Building and Content Insurance – includes insurance expense for general liability, umbrella, school board professional liability, building contents, employer's liability for worker's compensation, surety bond, and physical/sexual abuse and molestation liability.

Account No. 72000 Support Services: Operation and Maintenance of Plant (72600):
Maintenance of Plant (72620)

- 72620 307 Communication – includes expenses for telephone systems for the school building and Internet access for the school building.
- 72620 499 Other Supplies & Materials – includes cost for general building decorum, such as bulletin boards, college banners, etc.
- 72620 599 Other Charges – includes expenses for alarm system set-up and monthly monitoring.

Account No. 72000 Support Services: Other Support Services (72700): Student Transportation (72710)

- 72710 314 Contracts with Public Carriers – includes expenses for transportation. Purpose Prep will contract with a bus service provider to transport students to the school.

Account No. 72000 Support Services: Other Support Services (72800): Central and Other (72810)

- 72810 599 Other Charges – includes expenses for staff and student recruitment and marketing.

Account No. 73000 Operation of Non-Instructional Service: Food Service (73100)

- 73100 422 Food supplies – includes expenses for snacks.

Account No. 99900 Other Uses

Transfers (999100)

- 99100 590 Transfers Out – Breakfast and Lunch Payments. Purpose Prep has included all costs for meals served during the academic year. The school will be reimbursed for students qualifying for free and reduced lunch. The school has recorded these funds as revenue under Transfers In. (See 49800 Other Sources: Transfers In).

BUDGET CONTINGENCY APPROACH

Given our understanding of the pitfalls and challenges of charter schools that have come before us, both locally and nationally, we have strategically outlined contingency plans to mitigate the challenges of school start-up. We will be aggressive with circumventing challenges by over-planning and executing our work at a high level. Two factors could adversely impact the financial viability of the school: (1) public funding or entitlements that are delayed or lower than expected and (2) under-enrollment. To the extent that public funds are temporarily unavailable, we expect to cover expenses with bank lines of credit that will be paid down as soon as public per-pupil allocations become available. In addition, strategic development efforts will seek to create a reserve of funds that will be available for contingency working capital needs. We expect that this contingency fund will reflect up to 5% of expected revenues.

We will address the risk of under-enrollment by maintaining flexibility regarding the timing of long-term capital and staffing commitments. In particular, the senior administrative staff will have effective teaching experience, which would allow them to step into a number of roles that Purpose Prep expects to address with additional full time staff as the school grows, ensuring scholars always receive small group literacy instruction, and as needed, intensive remediation support. We would also consider delaying capital improvements and securing capital equipment in the case of severe under-enrollment. In addition, Purpose Prep would seek to contain costs by seeking pro bono services or reduced rate services (e.g., consultants, legal services).

FINANCIAL MANAGEMENT SYSTEM

"School officials are in a position of public trust and should be held accountable for that trust." - Tennessee Internal School Uniform Accounting Policy Manual

As stewards of the public trust, Purpose Prep will maintain sound fiscal responsibility. As a publically support entity, Purpose Prep is responsible for ensuring the public's confidence and integrity of school's activities. Therefore, we have outlined school processes and procedures that ensure accountability at every level of financial management.

Financial Management and Internal Controls/Procedures

The Board of Directors will bear responsibility for the financial oversight of the school and will hold management accountable for sound financial management and adherence to set policies. The Board will select a Treasurer with professional experience in finance or accounting and will convene a standing Finance Committee. The Treasurer and the Finance Committee will ensure that the Board monitors the school's finances closely and on a monthly basis. The Finance Committee will work with the Head of School to develop the annual budget and present it to the full Board for review and approval during the last month of the fiscal year. The Board will also ensure that quarterly financial reports with analyses of actual spending versus budgeted amounts are submitted to the Board and will work with the Head of School to ensure that an annual audit is completed.

While the Board is responsible for financial oversight, the Head of School is responsible for the day-to-day financial management of the school. The Head of School will contract with a high quality financial service provider, such as EdTec[123] to ensure proper financial management, coordination of payroll services and benefits packages, cash-flow management and accounts payable, and monitoring of the budget and development of initial budgets and cash flow systems. In **Figure 5.03,** we have included the expansive list of services EdTec provides, and depending on our needs as identified by the Finance

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[123] EdTec is a reputable, national provider that has delivered services to more than 250 charter schools supporting over 60,000 students across 50 districts in over 30 counties and seven states.

Committee of the Board and Head of School, we will determine an appropriate contract. The Head of School will work with the Operations Manager to ensure procurement of supplies, equipment, and services.

Figure 5.03: EdTec Services Overview

BUDGETING	ACCOUNTS PAYABLE AND RECEIVABLE	FINANCIAL STATEMENTS	GOVERNMENT FINANCIAL REPORTS
• Annual and Multi-Year Budgets w/ Cash Flow • Budget Revisions • Updated Monthly Budget Forecasts	• Revenue Verification • Revenue Collection • Accounts Payable Processing	• Monthly Year-To-Date Financial Statements • Cash Flow Projections – Monthly • Financial Statement Analysis – Monthly • Customized Financial Analysis • Support Resolving Financial Issues	• Preliminary and Final Budget • Audited Financial Reports
ACCOUNTING	**AUDIT SUPPORT**	**EDTEC SCHOOL PORTAL (ESP)**	**PAYROLL PROCESSING AND REPORTING**
• Annual and Multi-Year Budgets w/ Cash Flow • Budget Revisions • Updated Monthly Budget Forecasts	• Revenue Verification • Revenue Collection • Accounts Payable Processing	• Monthly Year-To-Date Financial Statements • Cash Flow Projections – Monthly • Financial Statement Analysis – Monthly • Customized Financial Analysis • Support Resolving Financial Issues	• Salaried and Hourly • Federal an State Agency Reporting • Payroll Tax Reporting and Tax Deposits • W-2 and 1099 Processing • IRS, SDI, WC Support • Retirement Plan Support/Reporting
COMPLIANCE AND ACCOUNTABILITY	**BOARD SUPPORT**	**EDTEC SCHOOL PORTAL (ESP)[124]**	**SCHOOL AND STUDENT PERFORMANCE SOLUTIONS**
• Annual and Multi-Year Budgets w/ Cash Flow • Budget Revisions • Updated Monthly Budget Forecasts	• Meeting Attendance • Present Financials • Present Analysis of School's Financial Condition	• Strategic Budget Development • Facilities Needs Assessments. Planning, Cost Modeling • Financial Support	• Formative assessment creation, grading, reporting • Standards-aligned item bank of test questions

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[124] **Appendix N** provides an overview of the functions of the EdTec School Portal, specifically relating to (1) performance management dashboard; (2) accounting, budgeting, fundraising/donor management; (3) charter school knowledge base; (4) financial reporting; (5) compliance management; (6) online file cabinet; (7) attendance and assessment; and (8) payroll and human resource information management.

We will contact with an independent certified public accountable (CPA) to provide Purpose Prep support in analyzing, reconciling, and adjusting accounting account balances, and to ensure the records are maintain in accordance with generally accepted accounting principles (GAAP)[125]. This accounting firm may also assist in developing Purpose Prep's Chart of Accounts and implementation of accounting software.

Purpose Prep takes additional measures to ensure integrity within our school's financial management processes.[126] The Board will develop and approve financial policies and the Head of School will implement these policies, using approved internal financial controls that are aligned with the requirements outlined in the Tennessee Internal School Uniform Accounting Policy Manual and that provide Purpose Prep with the foundation to properly safeguard its assess, implement management's internal policies, provide compliance with District and federal laws and regulations, and produce timely and accurate financial information. The Head of School will develop, with the assistance of a CPA, a Financial Policies and Procedures Manual, which will be reviewed by the Finance Committee and approved by the Board. The manual will cover the roles and responsibilities of all financial management duties, including content, frequency, and process of reporting and reconciling bank accounts and ledger books for all financial transactions of the school. The manual will also include: expenses and accounts payable; payroll and related liability; fixed assets; grants, donations, and in-kind services; debt; investments; and security of financial data.

Budget Process

The Head of School will work with the Board Treasurer to prepare and propose to the Finance Committee a detailed budget that shows line-item expenses and that includes an analysis of the budget's relation to the school's Accountability Plan. The budget will include a monthly cash-flow analysis to help manage cash flow and monitor progress towards outputs such as hiring, contracting of services, or procuring of equipment. The Finance Committee will present the proposed budget(s) to the Board for review and vote. The Head of School will present a variance report of spending in monthly meetings with the finance committee. These reports will be sent to the entire Board monthly.

Monthly Financial Reporting

The Head of School in coordination with our business-contracted agency, such as Ed Tech, will produce a set of reports relevant to the fiscal condition and performance of Purpose Prep. This set of reports will include, at minimum, the school's balance sheet as of the closing day of the month being reported, an analysis of the school's projected budget versus actual expenditures, a cash flow statement, and a cash flow projection to the end of the current fiscal year. Any major variances represented on the reports will be fully explained to the Board and corrective action, if necessary, will be taken. An operational dashboard emphasizing the organizational goals of Purpose Prep is reviewed monthly. **Figure 5.04** provides a snapshot of what our operational dashboard, at minimum, may entail.

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[125] TCA § 49-13-111(m), A public charter school shall maintain its accounts and records in accordance with generally accepted accounting principles and in conformance with the uniform chart of accounts and accounting requirements prescribed by the comptroller of the treasury.
[126] Purpose Prep will develop a manual outlining adequate internal control procedures to prevent and detect financial fraud. Policies will address petty cash, bank reconciliation, accounting procedure, revenue recognition, travel reimbursement, inventory, and payment procedures. All policies should be in accordance with generally accepted accounting principles and in conformance with the uniform chart of accounts and accounting requirements as prescribed by the Comptroller of the Treasury TCA 49-13-111 (n).

Figure 5.04: Purpose Prep Organizational Dashboard

PURPOSE Preparatory Academy	Operational Dashboard			
Below Target: Immediate Action Required	**Within Target: Watch Closely**	**Meeting or Exceeding Target**		
IS ENROLLMENT STABLE AND NEAR CAPACITY?				
INDICATOR	MEASURE	TARGET	CURRENT STATUS	CODE
Enrollment	Students currently enrolled	120		
	Wait list	60		
IS THE SCHOOL FINANCIALLY SOLVENT AND STABLE?				
INDICATOR	MEASURE	TARGET	CURRENT STATUS	CODE
Finance	Days of cash on hand			
	Net surplus or deficit compared to budget			
	Accounts payable	Within 30 days		
	Days after month-end for financial statement preparation	21 days		
HOW WELL ARE WE LEVERAGING RESOURCES FOR THE SCHOOL?				
INDICATOR	MEASURE	TARGET	CURRENT STATUS	CODE
Fund Development	New individual donors	100 this year		
	New foundations or corporations	10 this year		
	Total non-government revenue	$600,00 this year		
ARE PROFESSIONAL STAFF COMPETENT AND RESOURCEFUL?				
INDICATOR	MEASURE	TARGET	CURRENT STATUS	CODE
Human Resources	Performance evaluations	90%		
	Staff meeting or exceeding goals in core job functions	95%		
IS SCHOOL GOVERNANCE SOUND?				
INDICATOR	MEASURE	TARGET	CURRENT STATUS	CODE
Board of Directors	Attendance at board meetings			
	New board members joining			
	Head of School performance evaluation completed on time	Yes		
	Board self-evaluation completed on time	Yes		
IS THE SCHOOL WITHIN THE BOUNDS OF ESSENTIAL STATUTORY AND REGULATLORY REQUIREMENTS?				
INDICATOR	MEASURE	TARGET	CURRENT STATUS	CODE
Reports	Annual report completed by:			
	Annual audit completed by:			
	Financial report completed by:			

Payments and Incoming Funds

The Head of School will sign all checks and have the responsibility for approved purchases. Our back office support will prepare all checks for signature and the Finance Committee will monitor approved expenditures. Checks in excess of $5,000 will require the second signature of a Board member. Checks will be issued only when within the approved budget and with the approval of the Head of School. Voided checks will be retained to ensure proper maintenance of checking account records. Incoming receipts will be filed by the Operations Manager and entered by back office support, recording the name, date received, name(s) or donor, address (if available), amount, and type of receipt. All checks will be stamped "for deposit only" into Purpose Prep's account, prepared with a deposit slip and deposited into the appropriate school account. A copy of each check will be attached to a copy of the deposit slip and deposit receipt and will be filed and used for reconciliation of the bank statement by the Head of School.

The Head of School always having financial oversight and management is a critical role in his/her position of maintaining the organizational viability of the school. Back office support will receive the documentation related to the cash receipts deposit and record the activity to the accounting system. The Board of Directors will review all cash receipts monthly, including a comparison of amounts received to the budget.

Record Keeping

Purpose Prep will use a commercial accounting program such as Quick Books to keep its financial records. The Head of School, contracted back office support, and the Board Treasurer will have sole access to these records and will use a password system that is changed regularly. Per the discretion of the Head of School, the Operations Manager will be added to this secured list of those with access. Each week all financial records will be backed up and stored off-site. The Finance Committee will review software needs annually.

Cash Flow Management Plan

Purpose Prep's cash management plan includes processes and procedures that help signal a potential cash management problem and allow for immediate attention. The Head of School bears ultimate responsibility to ensure that all forms are completed and procedures are followed to ensure that all expected public and private dollars flow to the school without significant gaps in time. On a weekly basis, we conduct Operations Meetings where the contracted back office support will provide a cash flow update to the Head of School indicating any expected revenues to be received and budgeted expenses to be made. This ensures that the school maintains a positive cash flow and to the extent possible, a cash reserve each month. Over time, the Head of School with the Board Treasurer will produce budgets that include cash surpluses each year to help offset any potential shortfalls in revenue and to help meet any short term cash flow challenges. There will be financial management policies and procedures in place to help ensure that all purchases and other expenditures are approved and accounted for with an eye towards fiscal prudence and long-term value. These procedures for purchases and accounts payable will allow the Head of School to quickly curtail the rate of spending if necessary. The Head of School, with the Board's approval, will seek lines of credit with financial institutions to provide an extra layer of protection. In the event that revenues do not fully cover expenses, the Head of School and Board Treasurer will take necessary steps to protect payroll and facility's needs. Options would include how revenue through private donations and fundraising can be improved, how non-payroll and facilities expenses and purchases can be delayed, or seeing if the schedule for payments of contracts or services can be renegotiated.

Purchasing Procedures

Every purchase made by Purpose Prep must align with the mission of the school, and the Head of School is accountable for reporting to the Board this alignment, as necessary. Purpose Prep complies with all laws regarding contracts for goods and services in excess of five thousand dollars ($5,000)[127]. Specifically, The Head of School will oversee the bidding process of contract in excess of five thousand dollars, which will then be approved by the Governing Board. While the Operations Manager may participate in the details of soliciting bids, the Head of School will manage that process. All purchases and cash disbursements are approved by the Head of School. Every purchase must be approved, in writing by school leadership and allocated according to the program's budget. The Operations Manager works closely with the Head of School to ensure that all necessary instructional and administrative

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[127] TCA § 49-13-111(e), All contracts for goods and services in excess of five thousand dollars ($5,000) shall be bid and must be approved by the governing body of each public charter school.

purchases are made in a timely and cost-effective manner and, when applicable, in accordance with grant restrictions.

Instructional Purchases

The Head of School oversees all instructional and student related purchases. Teachers may request supplies and materials through the Head of School and/or Dean of Academics (starting in Y3). If a purchase is approved, it is submitted in writing to the Operations Manager for processing. The Operations Manager researches vendors, including the solicitation of multiple bids to ensure best value and avoid conflicts of interest.

Administrative Purchases

The Head of School approves and is responsible to oversee all administrative purchases. The Operations Manager requests approval for any supplies and materials. If a purchase is approved, it is submitted in writing to the Head of School for processing. The Operations Manager is responsible to research all vendors and solicit multiple bids to ensure best value and to avoid conflicts of interest.

Issuance and Monitoring of Purchase Orders

For all products that need to be ordered, a purchase order must be filled out. The Head of School must review it for programmatic purposes and the Operations Manager reviews it for budgetary/financial purposes. Only then can the order be placed online, via fax, email or phone

Financial Audit[128]

The Finance Committee of the Board of Directors will be responsible for selecting an auditor to certify the accuracy and reliability of the financial statements, accounting systems, and methods of financial control of Purpose Prep. The Board of Directors will ensure that both internal and external controls are in place to ensure sound fiscal management and prevent any fiscal mismanagement. It will also make sure that the auditor has access to all needed financial and, where required, non-financial records and documents maintained by the school. Preparation for the annual audit by the school will begin with the preparation, approval and adoption of the budget and continue throughout the year. The list of documents prepared, collected and provided to auditors to enhance the performance of the annual audit is subject to the request of the auditor. At the first Board meeting at the end of the academic year, the selected auditing firm will provide the Board with an overview of the audit process and the timetable for completion, and respond to any comments or questions. This approach ensures that everyone involved is aware of the auditor's needs and expectations, and also helps avoid miscommunication or unnecessary disruptions of the daily operations of the school.

We will submit audits to the Division of Charter Schools no later than September 1 (if the fiscal year ends on June 30), to which the Comptroller of the Treasury is responsible for ensuring the audits meet approved standards. We recognize that no audit may be accepted as meeting the requirements of this section of the law until the Comptroller of the Treasury has approved the audit. After the audit is complete, the Board's Finance Committee will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve the deficiencies. An audit finding will be considered major if it indicates a deliberate act of wrong doing, reckless conduct causes a loss of confidence in the abilities or integrity of the school, or jeopardizes the continued operation of the school. An audit finding will be considered minor if it indicates that problems can be addressed via existing mechanisms. When relevant, the Board will report a corrective plan to Metropolitan Nashville Public

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[128] TCA § 49-13-111(j), A public charter school is subject to state audit procedures and audit requirements.

Schools regarding how the exceptions and deficiencies have been or will be resolved. Upon completion, a copy of the annual audit, prepared by certified public accounts, will be provided to local board of education, the special joint oversight committee on education, the Commissioner of Education and the Comptroller of the Treasury.

Administrative and Program Audit

The Board of Directors will conduct an annual internal administrative audit, consisting of:

- Board of Directors self-evaluation;
- Board of Directors review of the Head of School
- Board of Directors review of the academic program and operations of the school
- External review of the academic program and operations of the school

This internal review will involve a performance review and an opportunity to discuss ways of improving administrative structure and policies.

Purpose Prep plans to hire Building Excellent Schools to provide administrative and program operation support and auditing services for the school. After chartering and during the initial operational years, Purpose Prep will receive support from Building Excellent Schools in the form of Follow-on Services focused on successful start-up and early operation. The Follow-on Services will include, but not be limited to: school culture, curriculum development, recruitment and hiring, and governance. **Appendix I** outlines a full list of services provided by Building Excellent Schools.

FUND DEVELOPMENT[129]

The Board of Directors will plan and initiate an aggressive fund development strategy to generate capital and to supplement per pupil allocation within the first couple of months into the planning year. Our strategy will begin with organizing the Resource Development Committee of the Board of Directors, and recruiting additional members to join this committee. This Committee involves highly regarded members of the community who are committed givers to Purpose Prep and believe strongly in our mission, demonstrate expertise in fundraising or the wiliness to lean the skills to effectively raise money for the school, and to the school and believers in the school's mission. Responsibilities of Resource Development Committee include:

- Establish development goals and organizational structures.
- Develop and get board approval for the annual fund development plan.
- Involve board members in fundraising activities that match their skills and interests.
- Identify and assist in recruiting fundraising volunteers.
- Assist in the identification of major donors.
- Make contact with major donors if a committee member is the right person to do so.
- Advise on the school's communications plan as it relates to fundraising.
- Monitor the progress of the annual campaign and keep the board informed.
- Establish a system of recognition for active board and other fundraising volunteers.

The chair of the Resource Development Committee, in conjunction with the Head of School, develops a strategic plan for fund development annually. The Chair of the Resource Development Committee should:

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[129] Our guidance with fund development is informed by a variety of sources, including (1) NYC Charter School Board; (2) Drew Sippel, Executive Director of Cornerstone Prep in Memphis, TN; and (3) Seth Andrews, Executive Director of Democracy Prep in New York City, NY.

- Provide leadership to plan, organize and build the volunteer fundraising campaign team.
- Solicit current board members given our goal of 100% board participation.
- Recruit fundraising volunteers.
- Develop and implement a program for orienting and soliciting funds from volunteers.
- Develop written plans, budgets and goals for fundraising programs, to be reviewed and ratified by the charter school's board. These plans should be for at least a three-year period and should be reviewed semi-annually.
- Develop and conduct annual personal solicitation programs with major donors, corporations and foundations who have been identified as potential school supporters.
- Organize and conduct special event fundraising programs.
- Assist in the development and maintenance of donor records and reporting procedures.
- Evaluate fundraising successes at least once a year and make appropriate recommendations to the board to maximize results.

The Fund Development Plan for Purpose Prep will include applying for grant opportunities, a list of donor prospects, preparation and mailing of fundraising letters, phone calls, cultivation strategies, and scheduled cultivation events. We will develop a strong individual donor base, as well as relationships with local and national foundations, which will be detailed in our Fund Development Plan that will be created, pending approval, within a month after the authorization of the school. We believe that the great work being done at Purpose Prep will be inspirational to our donors and supporters; therefore, at least once per trimester, we will incorporate formal school visitations, where a variety of individuals with interest in the work of Purpose Prep, including donors, community leaders, and business owners. The Founding Board has also discussed hosting an annual event, potentially in partnership with a service-oriented organization, to mobilize support for Purpose Prep. In considering the most strategic plan possible, the Resource Development Committee and the Head of School will conduct an initial SWOT analysis:

- **Strengths:** Strength of the board, reliable sources of revenue and fundraising efforts that have proven successful in the past.
- **Weaknesses:** Future large-scale expenditures (i.e. more facility space, computers), lack of community awareness, too few funding sources or the need for clearer lines of authority within the charter school.
- **Opportunities:** Possible new funding sources or new programs to serve students and families.
- **Threats:** Similar schools and other organizations serving children that are competing for the same funding sources.

The fund development plan combines all research to guide the charter school for several years and will:
- Include a brief overview of the students, families and community served, with relevant demographic data and anticipated changes from the school's needs assessment and marketing data.
- Establish fund development goals and set realistic objectives and timetables for meeting those goals, including dollar amounts expected to be raised to fund specific school programs and activities.
- Include a list of financial development challenges.
- Include realistic projections of total income and expenses for the next three-to-five years, which will coincide with the life of the charter contract for most charter schools.
- Include a concise statement that articulates the need for public support of the charter school.

6. OPERATIONS AND GOVERNANCE

CAPACITY OF FOUNDING BOARD

Exemplary governance oversight and management leadership are critical components of a high performing school. The Founding Board is comprised of Nashville's educational, civic, and business leaders capable of governing the school in alignment with the mission and vision and establishing policies that protect the school's academic and organizational success into the future. Deeply committed to the families of North Nashville, we demonstrate expertise in the areas of education, non-profit management, fundraising, marketing, finance, community organizing, law, and real estate, and we hold ourselves accountable to ensuring that the school implements a high quality educational program, operates in a fiscally responsible and sustainable manner, and executes effective governance to deliver on our mission of placing every student on a path to college - beginning in kindergarten.

The Governing Board of Directors will consist of at least seven and no more than fifteen members. Lagra Newman assembled the Founding Group starting in October 2011, and each member was selected based upon mission alignment, deep commitment to the Nashville community, specifically North Nashville, and a professional skill set that contributes to the successful founding and governance of a charter school. Statements of Commitment to the mission of Purpose Prep can be found in **Attachment H**. Members of the founding team, aside from lead petitioner Lagra Newman, the proposed Head of School, will transition to the Governing Board upon charter authorization. Members of the Founding Board are described below, all will serve on the school's governing board, and resumes of the lead petitioner and founding Board of Directors are included as **Attachment G**, respectively. Statements of Commitment emphasizing each founding member's dedication to our mission can be found in **Attachment H. Figure 6.01** provides the names and addresses of our proposed Board of Directors followed by a summary of the skills each brings to the Board.

Figure 6.01: Board of Directors' Names, Addresses, and Summary of Skills

NAME	BOARD TITLE	SKILLS
Harry Allen *Vice President, Commercial Banking* Avenue Bank 107 Stalbridge Court Gallatin, TN 37066	Chair	Finance Banking Board Experience Community Development
Perry Gooch *Vice President* Cassidy Turley 5250 Virginia Way Brentwood, TN 37027	Board Member	Real Estate Finance
Ryan McCostlin *Founder* Bernard Health 2118 Portland Avenue Nashville, TN 37212	Vice Chair	Finance Start-up Business
Cynthia McKenzie *Partner* McKenzie Jackson 201 4th Avenue North Nashville, TN 37219	Secretary	Law Start-up Business Marketing Board Experience

Rita Mitchell *Senior Vice President and Manager* First Tennessee Bank 511 Union Street Nashville, TN 37219	Treasurer	Finance Banking Start-up Business Board Experience Community Development
Rosevelt Noble *Director of Eligible Training Providers* TN Department of Labor 900 Aldwych Court Antioch, TN 37013	Board Member	Education Qualitative Data Research
Kathy Tompkins *President* Tompkins and Associates 4423 Manor Drive Nashville, TN 37205	Board Member	Fund Development Board Experience
Wanda Young Wilson *General Counsel/Vice President* TN Lottery Education Corporation 1411 Hemlock Avenue Nashville, TN 37216	Board Member	Law Real Estate Board Experience
Brian Winfrey *Trial Attorney* US Department of Labor 2020 Beech Avenue Nashville, TN 37204	Board Member	Law Community Development

Harry Allen is Vice President of Commercial Banking at Avenue Bank. Mr. Allen joined Avenue Bank in 2011 after serving as Vice President of Finance and Administration at Big Brothers Big Sisters of Middle Tennessee. In his role at Avenue, Mr. Allen is tasked with maintaining and growing a portfolio of middle market commercial clients and delivering a broad array of banking products and services. With more than nine years of commercial banking experience and particular expertise in not-for-profit finance, Mr. Allen received the Nashville Emerging Leader Award for the Financial Services category in 2008 sponsored by the Nashville Chamber of Commerce and Young Professionals Nashville. He is a board member and co-chair of the program resources committee of Fifty Forward and is president-elect of Belmont University's Alumni Board of Directors. A Nashville native, Mr. Allen earned a BBA and MBA from Belmont University. Mr. Allen will serve as the **Board Chair** of the Governing Board of Purpose Prep.

Perry Gooch is Vice President of Investment Services and Office Leasing at Cassidy Turley and has been with the firm since 2004. In 2009 and 2011, Mr. Gooch was recognized by The National Association of Industrial and Office Properties (NAIOP) for the office sale of the year. Since joining Cassidy Turley, Mr. Gooch has completed over $450 million in office sale and lease transactions throughout the southeastern United States. Prior to joining the firm, Mr. Gooch was President and Founder of Gooch Beasley Construction, a residential construction and development firm located in Monteagle, TN. He currently serves on the Habitat for Humanity Family Selection Committee and served as a past board member for Foundation for Educational Excellence in Winchester, TN and The Memphis City Beautiful Commission. Mr. Gooch earned a BFA from The University of the South and MBA from Vanderbilt's Owen Graduate School of Management and will serve on the Board of Directors of Purpose Prep.

Ryan McCostlin is a founding team member at Nashville-based Bernard Health, a 2011 Nashville NEXT Awards finalist for Healthcare Growth Company of the Year. Prior to joining Bernard Health, Mr. McCostlin worked for a healthcare consulting firm in Washington, DC focused on improving business operations for hospitals and brings experience working on ecommerce and social media initiatives with Sears Holdings in Chicago. McCostlin serves on the Young Professionals Board for the American Heart Association of the Tennessee Chapter. Mr. McCostlin earned a BS from Vanderbilt University and MBA from the Yale School of Management and will serve as the **Board Vice-Chair** of the Governing Board of Purpose Prep.

Cynthia McKenzie has practiced law in Nashville for over 11 years. Prior to founding McKenzie|Jackson, PLC, Ms. McKenzie enjoyed a thriving criminal and civil litigation practice at McKenzie|Hyde and Neal & Harwell, with her work focused on criminal defense and civil litigation. Ms. McKenzie is admitted to practice in Tennessee and is a member of the bar of the U.S. Court of Appeals for the Sixth Circuit and the U.S. District Courts for the Middle and Western Districts of Tennessee. Ms. McKenzie earned a BS from Delta State University and JD from Vanderbilt University School of Law and will serve as the **Secretary** of the Governing Board of Purpose Prep.

Rita Mitchell is Senior Vice President and Manager of Private Client Services of First Tennessee Bank where she manages Private Banking, Medical Private Banking, Executive Relocation, and Horizon Wealth Advisory for Middle Tennessee. Ms. Mitchell has 32 years of financial services experience and is licensed as an insurance representative in the areas of life, health, property and casualty. She holds the 6, 7, 24, 63 and 66 series licenses through the National Association of Securities Dealers and is a Certified Retirement Counselor through the International Foundation of Retirement Education. Ms. Mitchell has served as a leader in the Middle Tennessee non-profit community by serving on countless committees and boards and has been honored as the recipient of numerous awards on a local and national scale. She earned a BS from the University of Tennessee at Knoxville and is a graduate of the Advanced Business program of the Amos Tuck School at Dartmouth College. Ms. Mitchell will serve as the **Treasurer** of the Governing Board of Purpose Prep.

Lagra Newman, Lead Founder and proposed Head of School, has a proven track record of transformative academic outcomes for students in district and charter schools. A Teach For America corps member in Los Angeles, she also served as Recruitment Director for TFA's Atlanta Region. As a charter leader in Washington, DC, Ms. Newman is the recipient of the Transformer Award as the highest performing teacher in her charter network of over 400 teachers, which marked student academic gains of over two years and the highest percentage of students meeting and exceeding grade level benchmarks. After Ms. Newman served as Director of Instruction, her school was recognized for achieving the highest percentage of student achievement results within her charter network of 13 schools and for being within the top five charter schools in Washington, DC for academic growth on state assessments. Presently, Ms. Newman is a Fellow with the highly selective Building Excellent Schools. Ms. Newman earned a BA at Vanderbilt University and MA in Teaching at Loyola Marymount University, and is completing an MA in Public School Leadership from Teachers College of Columbia University. As Head of School, Ms. Newman will serve as an *ex officio,* non-voting member of the Governing Board of Purpose Prep.

Dr. Rosevelt Noble is Director of Eligible Training Providers with the Tennessee Department of Labor. He is also an adjunct professor in the Sociology Departments at Vanderbilt University and Trevecca Nazarene University. Dr. Noble previously served as the Director of the Workforce Investment Act with the Tennessee Higher Education Commission. Dr. Noble brings extensive background as a quantitative research consultant, having worked as research consultant on numerous projects in the public, private, government, and legal sectors. Dr. Noble earned a BA, MA and PhD at Vanderbilt University and will serve on the Board of Directors for Purpose Prep.

Kathy Tompkins established Tompkins and Associates Development Consulting Services as President and Senior Development Consultant following a distinguished career working with non-profit, religious, and educational institutions. As Director of Development for Second Harvest Food Bank, Ms. Tompkins managed annual fundraising and awareness campaigns, a capital campaign, and was responsible for board development focused on securing and establishing long-term community support. Ms. Tompkins is currently assisting Nashville Public Television with their first $15 million capital campaign and Second Harvest Food Bank of East TN in their first expansion efforts. Ms. Tompkins is a graduate of Vanderbilt University and an active community volunteer and will serve on the Board of Directors for Purpose Prep.

Wanda Young Wilson is an accomplished attorney with extensive marketing and business development experience. She began her legal career with a law firm that specialized in real estate and housing development law; the majority of her legal career has been spent in the role of in-house counsel. In 2003, Ms. Wilson accepted the position of Executive Vice President and General Counsel to the Tennessee Education Lottery Corporation, and under her leadership the Tennessee Lottery received high acclaim as one of the most successful U.S. lottery launches. Ms. Wilson has received several professional and civic awards and in 2004 was named one of the 50 most powerful African Americans in Tennessee. Ms. Wilson earned a BS from the University of Illinois and JD at the University of Minnesota, is licensed to practice law in Georgia, Minnesota, and Tennessee, and will serve on the Board of Directors for Purpose Prep.

Brian Winfrey is a Trial Attorney for the U.S. Department of Labor in Nashville. Mr. Winfrey previously served as associate for one of America's leading labor and employment law firms - Ogletree, Deakins, Nash, Smoak and Stewart. Mr. Winfrey served as a coordinator and precinct chair for the election of Nashville's current mayor, Karl Dean, and serves as Vice-Chair of Nashville's Transportation Licensing Commission. Mr. Winfrey is a member of the 2010 class of Nashville's Emerging Leaders, is an honors graduate of Middle Tennessee State University, earned his JD from Vanderbilt University Law School, and will serve on the Board of Directors for Purpose Prep.

The Founding Board has established standing monthly meetings since January 2011, and we have used meetings to review progress on the charter application, to plan community engagement and outreach initiatives, and to begin early exploration into facility options. We intend to use future meetings to proceed with the broader school start-up process and to ensure that each member of the founding team is focused on high-impact activities most central to successful start-up and governance of the school. During the 2012-2013 planning year, we anticipate a need to increase the frequency of our meetings to twice per month as the school prepares to open. Each founding member brings extensive expertise to the effort, and areas of focus are assigned based on each individual's particular area of expertise. All initial officers have been identified, and all members will serve on one or more standing committees upon authorization.

We have met with local business and community leaders, specifically within the Pearl-Cohn Cluster of North Nashville, to gather input for our school plan and develop community support. For more details, please see **Section 13: Parent and Community Involvement**. Community stakeholders are invested in the academic success of our scholars, and we continue to expand and cultivate our relationships with community members, leaders, and organizations.

IDENTIFYING AND RECRUITING ADDITIONAL BOARD MEMBERS

As we move from the founding to the governing stage as a board, we recognize the importance of having an effective board recruitment and nomination process in place from day one. We employ strategies for both short-term and long-term recruitment. Our short-term recruitment efforts focus on filling anticipated board vacancies for the current year. Long-term recruitment allows us to identify the right board members for the long-term viability of the school and for developing future board leadership. We utilize the

following best practices:

- **Make recruitment an on-going activity.** We view board recruitment as a year-round committee function. Our Governance Committee (please see additional details on the Governance Committee below) is charged with continuously monitoring the viability of the board, which includes prospecting, recruiting, orienting, training and evaluating board members. **Figure 6.02** outlines our Board Recruiting Timetable.

- **Link recruitment to the strategic plan.** We match board recruitment and development activities with the requirements of the school's strategic plan. The governance committee reviews the school's mission, vision, goals and strategies to determine new skills, knowledge, personal contacts and other attributes that future board members will need to advance the strategic plan.

- **Profile the current board.** We create a profile in www.boardnetusa.org of the current board, focusing on needed expertise, knowledge, skills, experience and relevant demographic factors. By reviewing the board's strengths and weaknesses, the gap between the skills and knowledge needed and what the current board members currently possess can be identified. Based on this analysis, the board development committee can set clear recruiting priorities for future board recruitment.

Figure 6.02: Board Recruiting Timetable[130]

Step One: Prepare for active board member recruitment
An effective board recruitment process begins with a review of the charter school's bylaws, contract, strategic plan and job description.
Charter school bylaws identify who is eligible to serve on the board and explain requirements to include a parent, community members and others.
Charter school contract explains the terms for governance and the specific roles and responsibilities of the charter school board.
Strategic plan can impact board recruitment; for example, charter school may want to the board to be more diverse or to strengthen its relationship with key segments of the outside community.
Job description (see example in **Attachment I**) that clearly details the responsibilities and expectations of board member performance.
Step Two: Develop a profile of the current board
Develop a profile of the current board using a matrix based on key criteria including age, race, ethnicity, specific skills, community contacts, parent of children enrolled in the school, etc. The board development committee then creates a set of priorities to guide recruitment efforts for review and approval by the school board.
Step Three: Determine strategies to build board diversity
Before selecting prospective board members to contact, develop an effective plan for achieving and maintaining board diversity, incorporating the following criteria: • Diversity factors (race, ethnicity, age, sex, occupation, etc.).

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[130] Board recruitment best practices are informed by the NYC Charter Schools Governance and Board Development Guidebook and the experience from other high performing charter schools in New York. Starting June 2012, the Governance Committee with develop a strategic plan for board recruitment based on an assessment of our needs. This timetable will be reviewed and dates will be outlined per action items at the Strategic Planning Meeting.

- Root causes of barriers to achieving diversity and strategies to overcome them.
- Strategies to recruit from key constituencies.
- Cultural diversity training and activities.
- Avoiding "tokenism" where one person represents the entire community.
- Measurable diversity targets and accountability for achieving them.
- Monitoring progress.

Step Four: Develop an initial list of prospective board members

Prepare and rank list of candidates who best fit established recruiting priorities. "Cast a wide net" and consider a number of potential board recruits greater than the number of projected vacancies. Candidates may be identified by board members, friends or through www.boardnetusa.org.

Step Five: Contact the top prospects

Initial contact sends printed materials to prospect, including personalized letter, job description, material about the charter school and a response form. This mailing is followed by personal calls from the board development committee to answer questions and determine the prospect's level of interest in the board.

Prospective board members also can be asked to visit the school to observe it in action, talk with the school leader and other staff, and attend a board meeting to see how it conducts business.

Step Six: Schedule and conduct orientation with interested board candidates

Board Chair and Head of School attend orientation sessions to show prospects the importance of the position they are being asked to consider. A sample orientation session includes:

- Overview of mission, vision and educational goals of the charter school
- Overview of roles and responsibilities of the board.
- Detailed job description/expectations of members (committees, attendance, fundraising)
- Opportunity for prospect to ask questions
- Declaration of willingness to serve by board prospect
- Other information required to continue in board recruitment process

Candidates wishing to continue process asked to complete questionnaire of personal background information.

Step Seven: Evaluation

Governance Committee reviews all candidates who participated in orientation. In evaluating prospects, committee checks recruiting priorities set earlier in process and asks these questions:

- Is prospect committed to mission and educational philosophy of Purpose Prep?
- Can prospect contribute time necessary to be an effective board member?
- Does prospect possess key skills/knowledge/other assets matching recruiting priorities?
- Can prospect place Purpose Prep's interest above their own when making board decisions?

Step Eight: Selection/Appointment Of New Board Members.

Final selection/appointment is determined by bylaws **(see Attachment K of Bylaws, Article III, Section 3)**, which give selection authority to entire board. Governance Committee prepares slate of candidates who match the recruiting priorities set at the beginning of the process. The slate will be presented to the entire Board of Directors, and a 2/3 vote, as outlined in the Bylaws, will elect the new member to the governing Board.

GOVERNANCE STRUCTURE AND RESPONSIBILITIES

A Board of Directors with appointed officers and a committee structure governs Purpose Prep. The Board will assume the ultimate authority and accountability for all matters of school governance and oversee critical elements of administration. The Founding Board of Purpose Prep will transition in full membership to the governing Board of Directors upon authorization and will officially elect the identified officers. We will develop policies and guidelines to ensure the viability and productivity of the school. The Purpose Prep Board of Directors will be governed by the Bylaws found in **Attachment K.** When the Founding Board transitions to the Governing Board immediately upon authorization, it will move forward to adopt proposed Bylaws under which it will operate. Upon approval of the charter and as required by Tennessee Code Annotated § 49-13-104 (3), a parent representative, whose child is enrolled at Purpose Prep, will be appointed to the Board of Directors within six months of our opening date. The Board will regularly seek feedback in a variety of ways, including surveys, monthly family forums, or meetings, from central constituents of the school, including parents and community members, in developing and implementing school policies. All board members will serve up to 2 terms of 3 years each, and the initial board will serve staggered terms to avoid turn-over of multiple members simultaneously. An odd number of members will be maintained for voting purposes.

## Transition from Founding to Governing to Sustaining Board

The members of Purpose Prep's Founding Board comprise the primary group from which the initial Board of Directors will be selected. Although the Board of Directors will delegate management of the school to the Head of School, the Board is ultimately responsible for ensuring that the school meets its mission. The Founding Board has taken the charge to oversee the development of the school's charter, application, and accountability plan. As the Founding Board transitions into the Governing Board, they accept the responsibility of overseeing the fulfillment of the school's accountability plan and for ensuring that Purpose Prep has the resources necessary to operate successfully. Therefore the primary qualifications for serving on the Board are:

1. Unwavering commitment to seeing our scholars demonstrate absolute achieve on rigorous grade level expectations through grade four, setting them on a path to college

2. Set of personal and professional skills which will further this effort, including
   - Commitment to improving access to quality education for all children regardless of race or socio-economic status;
   - Understanding of the Board's obligation to act as effective and vigilant stewards of public funds;
   - Ability to be a good judge of information regarding the Head of School's educational and fiscal management of the school and a willingness to replace the Head of School if results are less than satisfactory;
   - Willingness to focus on the academic achievement of children in the school, and not to divert the board's attention to matters that are peripheral to this mission;
   - Ability to fairly and accurately assess the needs of the community, and to represent the school to the community an others; and
   - Financial and/or legal, business, fundraising, management, governance, real estate development, and educational experience;

3. Willingness to accept and support decisions made in accordance with the by-laws;

4. Ability and willingness to give time and energy to the school; and

5. Willingness and ability to provide access to resources, both financial and other, in order to support and strengthen the school.

The Governing Board ensures that all provisions of the charter are fulfilled in a manner consistent with the spirit and letter of the law. The Board oversees financial management of the school, review of audit methods and findings, and compliance with sound fiscal management. The Board has the responsibility for hiring, setting compensation for, and evaluating the performance of the Head of School. The Board of Directors Bylaws outline of the policies and procedures for Board business, including a clear and transparent board election process and board membership terms. Bylaws can be found in **Attachment K**. The Head of School reports directly to the Board of Directors and directly supervises the Dean of Academics, Dean of Scholar Support, and all instructional and administrative staff. An organizational chart that demonstrates the reporting relationship between governance and management and within the management structure is provided below as **Figure 6.03.**

Figure 6.03: Board Organizational Chart
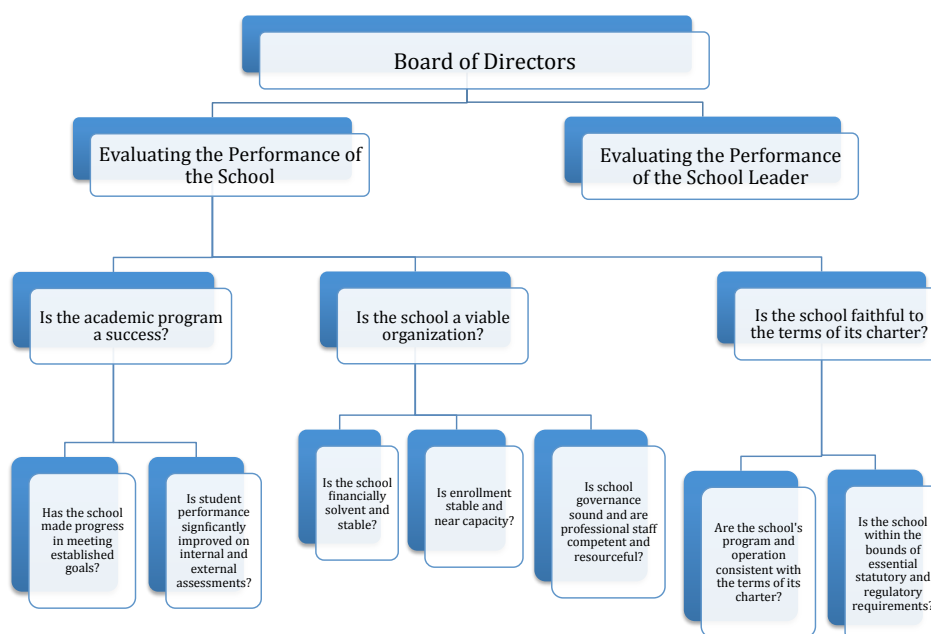
As Purpose Prep grows, fundraising will become a major role for the Board, as we must secure the funds needed for the school to continue operations. The Board works to attract new members with capacity or access to key funders and donors, perhaps considering then as patrons or advisory committees. We recognize that just as any charter school evolves from an idea to an approved operating entity, the roles and responsibilities of all stakeholders must evolve as well. We will, at minimum, clarify and firmly establish the roles, responsibilities, policies, and procedures of the Board annually, which will always be based on the current needs of Purpose Prep and aligned with achieving our mission.

Key Responsibilities of the Board

The Governing Board is one of the most critical elements in the success of Purpose Prep. While many decisions will be delegated to the school's management, the board reserves the final say in all financial and operational policy decisions and for setting the overall direction of the school. Committees make recommendations up to the Board, but all policy decisions and action items are voted on by the Board as a

whole. A 2/3 vote of the Board is required for all policy and action decisions of the Board, as outlined in our Bylaws provided in **Attachment K.** The primary responsibilities of the board include:

- **Provide oversight.** The board's ability to remain objective, and not be directly involved in operational activities, is critical to its effectiveness in guiding the charter school.
- **Promote the mission.** The board should be comprised of individuals who support and promote the charter school's mission and educational philosophy.
- **Lead planning and policymaking.** The board must initiate the strategic planning process and develop policies and procedures consistent with education laws of Tennessee.
- **Raise funds.** Board members are proactive in building private and business financial supporters who regularly donate to the school and provide other resources.
- **Achieve charter requirements.** The board is responsible for ensuring programs and operations comply with charter terms of its charter, and that the school (1) is financially solvent; (2) complies with statutory and regulatory requirements; (3) has competent professional staff; (4) and has a successful academic program, as measured by internal and external assessments.

Legal Requirements of the Board

We are aware that establishing and operating a charter school involves many legal details, such as the school's charter, not-for-profit and tax status, compliance with federal, state, and local laws, church-state and other legal issues. We hire a staff attorney to provide consultation before adopting any legally enforceable policies.

The Purpose Prep Board of Directors will fully comply with all provisions of the Tennessee Open Meetings Law[131] (**T.C.A. § 84-44-102**) and the Tennessee Public Records Act (**T.C.A. § 10-7-101 et seq**). In accordance with the Tennessee Open Meetings Law (**T.C.A. § 84-44-102**), the Board of Directors will meet monthly for at least one and a half hours at least 10 times per year in a public space where the outlined meetings will be pre-announced prior to the start of the school year and posted on our website. The Board will record minutes of all meetings and will make them publicly available, in addition to any other necessary documents, in accordance with the Tennessee Public Records Act (**T.C.A. § 10-7-101**). Each of these meetings will include a review of Purpose Prep operations; there will be reports and updates from Officers, Committees and the Head of School, and the Board will have the opportunity to consider and adopt policies. Pursuant to **T.C.A. § 49-13-111** the Board of Directors will conduct at least one (1) annual board-training course and will provide documentation of such training to the chartering authority. The Tennessee Charter Schools Association will certify the training course.

Board Officers

The Board of Directors is organized according to the Officer positions of Chair, Vice Chair Secretary, and Treasurer**.**

- **Chair:** The Chair presides at all meetings, guides the Board in enforcement of all policies and regulations relating to Purpose Prep, ensures Board addresses all due diligence functions throughout each fiscal year cycle, and performs all other duties normally incumbent upon such an officer. The Board Chair coauthors the board agendas with the Head of School and stays in contact with all of the school's major constituencies.

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[131] As stated in TCA 49-13-111(c) (2) (h), each charter school's governing board is required to comply with the state's *open meetings law*, as per TCA 8-44-1. We will submit the Board's approved *by-laws* and subsequent amended versions to The Division of Charter Schools. We will also submit a *calendar* of meetings and the *minutes* from each board meeting to the Division of Charter Schools.

- **Vice Chair:** The Vice Chair will fill the role of the Chair at any meetings at which the Chair is not present. In the event that the office of the Chair becomes vacant, the Vice Chair shall become Chair for the unexpired portion of the term.

- **Secretary:** The Secretary provides written agendas of the sessions of the full Board and meetings of the standing committees. The Secretary distributes to Board members appropriate background information on subjects to be discussed one week in advance of board meetings, prepares and provides written minutes to Board members, files approved minutes, and maintains official list of Board members in accordance with adopted procedures.

- **Treasurer:** The Treasurer has knowledge and understanding of financial accounting for nonprofit organizations. Responsibilities include serving as Chair of the Finance Committee. The Board Treasurer manages, with the Finance Committee, the Board's review of and action related to the Board's financial responsibilities. The Board Treasurer works with the Head of School to ensure that appropriate financial reports are made available to the Board on a timely basis and assists the Head of School in preparing the annual budget and presenting the budget to the board for approval. The Board Treasurer and members of the Finance Committee review the annual audit and answer Board members' questions about the audit.

Committees

The Board of Directors will have several standing committees dedicated to the performance and governance oversight of the school. Additional committees may be added as needed through the formal resolution process by the Board of Directors. The initial committees of the Board of Directors include:

Governance Committee. The purpose of the Governance Committee is to build and maintain an effective board for the charter school. Specifically, the Governance Committee: identifies, recruits, and nominates persons to serve as members and officers of the Board of Directors; orients and trains new and current Board members; oversees adoption and implementation of Board policies, Bylaws, and due diligence functions; and oversees annual evaluation processes of each Board member and the Board as a whole as measured against Board responsibilities and performance expectations. Identification of well-qualified Board candidates will result from a carefully planned process designed to obtain capable, knowledgeable, and representative leadership for the school. The primary steps in this process are:

- Determining what skills and attributes are needed to strengthen the Board
- Developing and vetting a list of prospective nominees
- Developing a tentative slate of nominees
- Recruiting and interviewing strong candidates
- Developing a final slate of nominees for Board approval
- Providing initial orientation and ongoing training to members

For a variety of reasons, at-large vacancies may occur on the Board during the period between elections. When these occur, it is the responsibility of the Governance Committee to recommend a suitable candidate for appointment by the Board to fill the vacancy. The Governance Committee reports to the full Board and maintains consistent communication with management.

Academic Performance Committee. The Academic Performance Committee maintains oversight of the school's performance against academic goals articulated and adopted in the accountability plan. While all board members will regularly review and discuss student achievement progress and metrics, the committee has several specific responsibilities:

- Define and continue to refine what academic achievement means for our charter school.
- Ensure Board members understand charter promises made to community and authorizer.
- Work with school leader to devise clear ways to measure progress towards goals.
- Work with leader to set annual achievement goals, to be presented to/approved by Board.
- Work with leader to share with Board annual successes, barriers to reaching academic achievement, and strategies to overcome these barriers.
- Arrange for Board training on issues related to academic oversight and achievement.
- Annually submit objectives as part of the planning and budgeting process.
- Annually evaluate its work as a committee and the objective and report to the Board.
- Report to Board at regular meetings of the board in a manner determined by the Board.

Finance Committee. The Finance Committee coordinates the Board's financial oversight responsibilities by recommending policy to the Board and monitoring its implementation. The committee also provides Board oversight of the organization's financial audit. The members of the Finance Committee will be the Treasurer of the Board who will serve as chair, the Board Chair who will serve as an *ex-officio* member, together with other directors appointed by the chair with the advice and consent of the Board in accordance with the Bylaws. The Finance Committee: monitors the organization's financial records; reviews and oversees the creation of accurate, timely, and meaningful financial statements to be presented to the Board; reviews the annual budget and recommends it to the full Board for approval; monitors budget implementation and financial procedures; monitors budget assets monitors compliance with federal, state, and other financial reporting requirements; and helps the full Board understand the organization's financial standing. In order to fulfill these responsibilities, the Finance Committee:

- Reviews adequacy of the organization's internal control structure.
- Reviews activities, organizational structure, and qualifications of internal audit.
- Reviews policies/procedures in effect for review of executive compensation/benefits.
- If necessary, institutes special investigations and, if appropriate, hires special counsel or experts to assist
- Performs other oversight functions as requested by the full Board

The Board Treasurer will chair this committee. Committee members should have a strong background in accounting, finance, or business. The Finance Committee reports to the full Board and maintains consistent communication with management.

Depending on the evolving needs of Purpose Prep, other committees may include: (1) the Resource Development Subcommittee, (drawn from membership of the Finance Committee) which plans and implements the school's fundraising programs[132]; (2) the Facilities Committee, which assesses the short and long term facilities needs and presents a long range facility plan to the board; and (3) a Strategic Planning Committee, which develops a 3-5 year blueprint for the school's future.[133]

Distinction Between Governance and Management

Although related, there is a clear distinction between the roles of governance and management. The Purpose Prep **Governing Board** deals with major policy-making decisions or setting the overall direction of the school. **School Management** deals with the allocation and deployment of the school's resources on a daily basis to achieve the school's goals.[134] We adhere to the following recommendations to ensure proper separation of roles:

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[132] More information about the responsibilities of the Resource Development Subcommittee is outlined in Fund Development Section on pages 121-122.
[133] SmartStart Guide Charter Schools Board Governance, First Edition. December 2003.
[134] Definitions for governance and management extracted from NYC Charter Schools Governance and Board Development Guidebook.

- **Time Management.** Boards must be structured to use their time well as key decisions often require a quick turnaround and board meeting time is a limited resource.
- **Procedures.** Boards have established procedures to focus on making major governance decisions (budget approval, performance reviews) and leave administration to the staff.
- **Micro-Management.** The board does not micro-manage or meddle in daily administrative decision-making per the educational programs and support services.
- **Delegation.** The board delegates responsibility to its committees or the school leader, creating space and autonomy for school leader, staff, board committees and volunteers to better plan and implement actions in their respective areas of responsibility.

Figure 6.04 outlines the specific division of roles and responsibilities between that of the Board, governance, and that of the Head of School, management.

Figure 6.04: Division of Governance and Management Roles[135]

Responsibility	Board of Directors	School Leader
Legal	Exercises fiduciary role to ensure school is properly managed. Maintains legal status; ensures paperwork is submitted to governmental agencies Reviews financial/business dealings; exercises judgment to avoid conflict of interest	Provides information to board demonstrating school is well managed. Compiles information for annual filing requirements Alerts board if conflict of interest situation is likely to occur
Finance and Accounting	Approves annual budget Reviews periodic financial reports (balance sheet, income statement) Ensures proper internal controls in place	Prepares annual budget Oversees preparation of periodic financial statements Implements proper financial controls
Planning	Establishes mission and program direction; approves goals/ objectives to meet those ends Reviews strategic plan/progress Assesses compliance/progress in achieving educational outcomes Assesses program evaluation plan	Participates in establishing mission and program direction. Assists board in keeping focus and momentum Develops program goals/ objectives based on board's specific mission Develops/oversees progress reports
Policy	Develops/adopts written policies Responsible for reviewing policies periodically	Identifies need for new policies Assures implementation of policies and assists in analyzing policy options
Personnel	Sets and reviews personnel policies Hires school leader and evaluates their performance	Implements personnel policies Recommends changes to personnel policies Hires staff/evaluates performance
Resource Development	Assures long-range commitment of	Conducts research and maintains

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[135] Massachusetts Charter Schools Trustees Guide by Marci Cornell-Feist

	resources	database
	Establishes/implements fund development plan	Assists in fund development
	Reviews/approves all major grant proposals	Develops grants and other funding applications, plans fundraising events
Board Accountability	Establishes and communicates expectations of board membership	Facilitates training and info exchange in preparation for board selection
	Assures effective board participation	Facilitates effective communication among board
Decision-Making	Defines/communicates board's role	Makes action decisions within parameters set by the board
	Assures appropriate board involvement in decision-making	
Community Relations	Promotes school to parents/ public	Interprets charter school mission to community via direct involvement, PR, personal contact, working with media, etc.
	Serves as emissary to broader community	
	Promotes activities with other charter schools, such as coalitions, shared programs, etc.	Works closely with the board for an effective division of labor
Contracts	Approves contracts	Manages contracts

Figure 6.05 outlines an organizational chart of the Board of Directors, its Committees, and the Head of School.

Figure 6.05: Organizational Structure – Board of Directors, Committees, and Head of School

Expectations and Written Job Description

The Board Chair leads the process to define expectations of board members on such issues as attendance at meetings and school events, personal contributions, fundraising activities and communications with staff and among board members. Once the expectations are discussed, a written job description is drafted and agreement signed by each board member. A sample Board Member Job Description is included in **Attachment I.** All members review and sign Conflict of Interest Statements. Such statements for all founding Board members can be found in **Attachment M**.

BOARD POLICIES

The Founding Board of Purpose Prep will develop policies and guidelines to ensure the viability and productivity of the school. The Purpose Prep Board of Directors will be governed by the Bylaws found in **Attachment K.** When the Founding Board transitions to the Governing Board, it will move forward to adopt the proposed Bylaws under which it will operate. From there, the Governing Board will maintain a minimum of seven members with no more than fifteen members, and maintain an odd number for voting purposes. The Head of School will report and be directly accountable to the Board. As outlined in the Bylaws, a majority vote of those present at a Board meeting will constitute action by the Board and the Board may not act unless a quorum of the Directors is present.

The Board has identified a number of policies to be drafted[136], approved, and implemented including Board specific, ethics related, financial, personnel, and student specific policies. **Figure 6.06** outlines policies we have identified for drafting and approval upon authorization.

Figure 6.06: Sample Board Policies

BOARD SPECIFIC	ETHICS	FINANCIAL	PERSONNEL AND STUDENTS	STUDENT-SPECIFIC
Attendance Board Giving Chief Executive Compensation Expense Reimbursement Fundraising	Confidentiality Conflict of Interest General Ethics Nepotism	Acceptance of Gifts Borrowing Money Capital Expenditures Check Signing Endowment Funds Investments Risk Management	Grievances Internet Acceptable Use Nondiscrimination Sexual Harassment	Attendance Discipline Dress Code Enrollment Expulsion Promotion Suspension

In drafting and approving school policies, the Board of Directors will adhere to the following decision-making process[137]:

- **Recognition of need for new policy**: We will identify the need for a new role of institutional policy from a number of sources, including but not limited to, board committees, the board chair, Head of School, other staff, parents, students, and community members. We may consider adopting a new policy when: issues are arising which are not adequately/acceptably addressed by current board policies; changes in operating practice have accumulated over time so that current policies do

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[136] Many of these policies have already been drafted and reviewed by the Founding Board and will be reviewed and approved upon authorization.
[137] Adapted from: Andringa, Robert C. and Engstrom, Ted W., *The Nonprofit Board Answer Book*, National Center for Nonprofit Boards, 1997.

not reflect reality; recent federal or state laws have created the need for adjustments in policy, e.g., wage and hour laws, equal employment, safety, provisions of applicable state charter school legislation; current policy does not adequately reduce ambiguity and insure uniformity of decisions across the school.

- **Delegation to committee**: During this phase, a team is chosen to draft the new policy. Where appropriate specific policies will be delegated to a specific committee; for example the policy for check signing would be assigned to the Finance Committee. In other instances where a particular policy does not fall under a particular committee, the Board may choose to create an ad hoc committee or to assign the task to particular individuals.

- **Legal Counsel**: Once a draft is complete, the Board will consider whether it is appropriate to ask legal counsel to review the draft.

- **Full Board Presentation**: Once a draft has been completed and reviewed by legal counsel when necessary, it is presented to the full Board for review.

- **Modifications**: Once the Board has reviewed the policy it is revised if necessary, pursuant to changes discussed by the full Board.

- **Adoption**: The Board adopts the policy.

- **Review and Revise**: Board policies are reviewed and revised if necessary on an annual basis, or more frequently if necessary.

Conflict of Interest Policy

In ensuring the public trust, we will adopt a Conflict of Interest Policy to ensure protect Purpose Prep's interest when entering into transactions. We have included our Conflict of Interest Policy, including signed Conflict of Interest Statements from every Founding Board Member, in **Attachment L** and **Attachment M** respectively.

Grievance Policy

Satisfaction of Purpose Prep to our stakeholders, specifically employees, families, and community members are important to us. In fact, one measure of our accountability plan includes the satisfaction of our families as determine by an annual survey. The Board and Management take strategic strides to ensure productive communication and processes for our stakeholders to voice their concerns and receive the necessary follow-up. We have developed a complaint process for resolution of concerns raised by our stakeholders in our grievance policy, which is included in **Attachment N.**

BOARD DEVELOPMENT AND EVALUATION

Professional Development

Board development is a critical part of creating and sustaining a high performing school. The Board of Directors of Purpose Prep will invest the necessary resources and time to build an effective governing body. Our development will include an annual retreat to review in depth the school's and Board's performance and to generate annual strategic plans. In addition, the Board will participate yearly in a self-evaluation that will help the Board better understand its strengths and weaknesses and serve as a useful tool for improvement. Board professional development will be comprised of contracted services focused on effective governance practices and maintaining organizational accountability and in-person study of

high-achieving urban charter schools. The Tennessee Incubator has contracted the board development expertise of High Bar, and they will provide on-going professional development to ensure the board develops in response to the growth and developing needs of Purpose Prep. Additionally, as part of its On-Going Support, Building Excellent Schools will facilitate full day training of the board for strategic planning and goal setting immediately upon charter authorization and will provide continued support to the Board as needed. We will participate in, at minimum, one board training per year as certified by the Tennessee Charter Schools Association, and we will submit proof of the training to the Division of Charter Schools.[138]

Board Self-Evaluation

The success of Purpose Prep depends greatly on the Board's effectiveness to carry out essential roles and responsibilities. Therefore, board self-evaluation is vital in determining how well the board is performing, and the steps that can be taken for continual improvement. The self-evaluation refers to a set of practices used to examine and evaluate performance against a set of defined standards and will:

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

Given our accountability to results, the Board evaluates itself against specific performance measures annually. **Attachment J** provides an example of a board governance assessment tool that will inform our evaluation process.

HEAD OF SCHOOL QUALIFICATION AND EVALUATION

The Head of School is critical to the success of Purpose Prep; therefore, the Board takes the appropriate measures to ensure the candidate hired in the position of Head of School is aligned to the mission of the school, qualified per hiring criteria, and able to execute on the details that will ensure the realization of the mission and vision of the school. **Figure 6.07** outlines the qualifications of the Head of School.

Figure 6.07: Qualifications of the Head of School

POSITION	QUALIFICATIONS
Head of School	• Strong commitment to, belief in, and alignment with school's mission and vision. • Experience in leadership and management of both adults and scholars. • Minimum of Master's or Advanced Degree preferred, with all accompanying verification provided as part of the personnel file. • Ability to assess data, analyze trends, and use information to make strategic decisions. • Knowledge of or experience in education, school finance, governance, management, or law. • Experience in budgetary planning, accounting, and effective allocation of school resources. • Exceptional verbal and written communication skills.

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[138] This provision is mandated by TCA 49-13-111.

	• Strong organizational skills and ability to multi-task. • Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.

Founding Head of School

Lagra Newman, Proposed Head of School, has a proven track record for creating transformative academic outcomes for students in public schools, both district and charter. Ms. Newman began achieving gap-closing results as a Teach For America corps member at 109th Street Elementary in Los Angeles, CA. The Los Angeles Times produced a groundbreaking analysis of how effective Los Angeles Unified School District teachers had been at improving their students' performance on standardized tests. Given the academic performance of her students on the California Standards Assessment, Ms. Newman was rated as a "most effective" teacher in reading and mathematics, the highest possible rating by The Times. In 2007, Ms. Newman recruited for Teach For America's Atlanta region to enlist more individuals in the work to ensure quality education for all children. Ms. Newman has also driven student achievement as a teacher and instructional leader at a charter school in Washington, D.C. She was the recipient of the "Transformer Award" for being the highest performing teacher in her entire charter network of more than 400 teachers, which marked student academic gains of more than two years and the highest percentage of students meeting or exceeding grade-level benchmarks. After serving as Director of Instruction, her school was recognized for achieving the highest percentage of student achievement results within a charter network of 13 schools and for being among the top charter schools in Washington, DC for academic growth and proficiency levels on the DC-CAS, the state assessment that has earned an A from the Fordham Foundation for its rigor.

Ms. Newman's commitment to educational equity for all children led her to the Building Excellent Schools Fellowship. Through the BES Fellowship, she has studied over 30 of the highest performing urban charter schools to inform the model of Purpose Prep. Ms. Newman is an honor graduate of Vanderbilt University where she double majored in Communication Studies and Spanish. She earned a master's degree in elementary education from Loyola Marymount University, and she is completing a MEd in public school leadership from Teachers College of Columbia University. Ms. Newman's resume can be found in **Attachment G**.

Training and Development of Head of School

Lead Founder, Lagra Newman, is nearing completion of a yearlong Fellowship with Building Excellent Schools (BES). The BES Fellowship is a full-time training program geared towards designing a high-performing charter school. Over the course of a rigorous 12-month period, Building Excellent Schools trains, mentors, and supports Fellows to build excellent public charter schools in territories around the country. The Fellowship roots participants in best practices around: organizational development, instructional design, charter applications, and leadership. Through a residency in a high-quality[139] urban charter school, ongoing evaluation and consultation, as well as training sessions specifically focused on school leadership, fellows are prepared to begin the work of running successful schools.

Building Excellent Schools operates with core values rooted in the importance of effective, excellent, urban charter schools. Building Excellent Schools believes that the academic performance of students is the only acceptable way of measuring the success of a school and that all decisions should be made with this outcome in mind. School safety is critical; parent satisfaction is important; sports are exciting; yet

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[139] High-quality defined by high-performing. The schools where fellows are placed in a residency, on average, reflect student proficiency numbers above 80%.

none of these are the hallmarks of an excellent education. Building Excellent Schools believes that student performance is the most important component of a school and, as a result, works with individuals, groups, and communities who share those same core values and beliefs. These beliefs reflect the commitment to building high-performing public charter schools that set high expectations for student achievement, and who are prepared to do whatever is necessary in order to ensure that these measurable outcomes are achieved. **Figure 6.08** is a representation of critical topics addressed during the course of the Fellowship.

Figure 6.08: Fellowship Topics of Discussion

Educational Purpose Mission Teaching Learning Theory Child Development Purpose of Education	**Fiscal Management** Banking Fundraising Grant Writing Establishing a Non-Profit Budgeting/Financial Planning Internal Financial Controls	**Human Resources** Retention Recruitment Compensation Personnel Policies Hiring and Promotion Performance Evaluations
Outreach and Public Relations Parent Involvement Community Involvement Recruitment and Enrollment	**Assessment** Assessment Accountability Performance Standards	**Data and Technology** Data Collection and Analysis Technology in Schools Management and Technology
Charter School History Needs Assessment No Child Left Behind History of Charter Schools Community Asset Mapping History of Education Reform	**Infrastructure and Facility** Transportation Facility Financing Food and Nutrition/Health Communication Systems	**Curriculum** Curriculum Special Education English Language Learners Below Grade Level At-Risk
School Culture Supervision School Culture School Growth Use of Time Professional Development Org. Development Student Discipline Code of Conduct	**Planning and Renewal** Action Planning Charter Renewal Strategic Planning Accountability Plan	**Ongoing Training** Residency School Visits Board of Directors Writing Workshops Computer Technology Community Development Professional Learning Community Leadership

Building Excellent Schools will provide on-going support to Purpose Prep, which is reflected in our budget. They provide school and culture audits, which inform the Board on the progress of the school, and consequently, the effectiveness of the Head of School.

Head of School Evaluation

The Head of School will be evaluated by the Board of Directors prior to the end of each year's contract, based on criteria set forth by job responsibilities and all elements of the school's Accountability Plan. Results will be in writing and included in the employee's personnel file. Decisions to renew the Head of School's contract will be based on the evaluation, which will incorporate the following:

- Mid-Year Self -Evaluation

- End-of-Year Self-Evaluation
- Mid-Year Board Evaluation of Head of School
- End-of Year Board Evaluation of Head of School, with focus on Purpose Prep's Accountability Plan, specifically Head of School's ability to meet established academic and organizational goals[140]
- External School Audit[141]

Instructional Leadership Evaluation

The Dean of Scholar Supports and Dean of Academics will be evaluated by the Head of School prior to the end of each year's contract, based on criteria set forth by job responsibilities. Results will be in writing and included in the employee's personnel file. Decisions to renew contracts will be based on the evaluation. At the beginning of the school year, the Head of School and each instructional staff member develop goals specific to the job responsibilities of the particular role. Throughout the year, the Head of School and instructional leader monitor progress toward these set goals. The evaluation includes the following:

- Mid-Year Self -Evaluation
- End of Year Self-Evaluation
- Head of School Mid-Year Evaluation
- Head of School End of Year Evaluation
- End of Year Review of Goals and Responsibilities, specifically leader's ability to meet established goals[142]

Operational Leadership Evaluation

The Operations Manager will be evaluated by the Head of School prior to the end of each year's contract, based on criteria set forth by job responsibilities. Results will be in writing and included in the employee's personnel file. Decisions to renew contracts will be based on the evaluation, which will incorporate the following:

- Mid-Year Self -Evaluation
- End of Year Self-Evaluation
- Head of School Mid-Year Evaluation
- Head of School End of Year Evaluation
- End of Year Review of Goals and Responsibilities, specifically leader's ability to meet established goals[143]

LEGAL STATUS

Purpose Prep is fully incorporated in the state of Tennessee, and we are now moving forward with gaining an EIN number, as another step in the process of ultimately receiving 501(c)(3) status as a non-profit, non-member corporation. Articles of Incorporation are included in **Attachment N.**

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[140] The Board monitors the Head of School's progress with established outcomes and goals per academic and organizational progress reports displayed in a dashboard.
[141] Building Excellent Schools will provide on-going support to Purpose Prep, conducting a school and culture audit annually.
[142] Regular meetings discuss progress toward goals and strategize next steps.
[143] Regular meetings discuss progress toward goals and strategize next steps.

STUDENT DISCIPLINE

To ensure we achieve our college preparatory mission, Purpose Prep is unwaveringly committed to providing a safe and orderly environment where scholars maximize each and every learning opportunity offered within the school, and thus are able to academically excel. Scholars and families have the right to attend and choose a safe and orderly school. With a clearly defined, firm, and consistent discipline policy, Purpose Prep is able to realize the rigorous accountability measures for student achievement and parent satisfaction for which we exist. We believe in teaching scholars that good choices warrant positive consequences and that bad choices warrant negative consequences – just like in the real world. We hold scholars accountable for the decisions that they choose to make. Our approach to a disciplined school is rooted in the actions the follow.

Teachers Are Trained on How To Execute Our Disciplinary Approach

A strong culture of achievement establishes a platform for academic success. We promote a culture of achievement in every classroom and throughout the school by first training teachers to utilize effective classroom management techniques and by implementing school-wide expectations for routines, rules, and specific standards of behavior. Teachers norm the implementation of the school-wide and classroom discipline systems and become familiar with the Code of Conduct in the weeks leading up to the first day of school for scholars. We promote a high level of consistency amongst our teachers administering positive and negative consequences for behavior to ensure a fair schooling experience for students. When scholars know what to expect and what is expected of them, they are empowered to make positive choices. By fostering a structured, disciplined atmosphere, learning is able to take place without distractions. We reiterate the mission and vision of the school to all constituents to provide a basis for the importance of appropriate student behavior. Teachers and staff learn the school's pledge, RISE with Purpose songs, and college chants that promote the mission of the school. Prior to the beginning of the year, professional development focuses extensively on how to effectively train scholars on school and classroom routines, expectations, and procedures, how to execute powerful instructional techniques that reinforce these expectations, how to administer positive and negative consequences consistently and with emotional constancy, and how to establish strong initial communication with families. Throughout the school year, teachers are provided with on-going development and support with maintaining a strong classroom culture and employing behavior management techniques that promote academic success.

We Institute a Culture of Achievement

Starting on day one, we establish a culture of achievement - a culture in which scholars are invested in the purpose of school and the importance of acquiring knowledge. Children yearn to learn, to achieve, and to be academically successful. We take advantage of their natural desire for learning, and we set ambitious goals and make it clear that in order to achieve these goals, they must learn in a disciplined environment. Scholars are taught that disciplined classrooms directly correlate to achievement. Thereby, we engrain in scholars the significance of a disciplined environment. Scholars understand that: (1) Misbehavior is not tolerated because it detracts from learning time - and college preparedness. (2) Procedures are seamlessly adhered to in order to maximize learning time - and college preparedness. (3) Scholars maintain upright posture and employ acute listening skills throughout the lesson in order to acquire the lesson's objective - and college preparedness. Scholars understand that every learning moment maximized lends to the acquisition of knowledge, bringing them one step closer to achieving and exceeding rigorous academic benchmarks, and thus, setting them on the path towards college. Indeed, a disciplined school is vital to our mission of college. Through a culture of achievement, staff and scholars work in classrooms that are

conducive to learning and the achievement of academic goals, and the entire school community understands that a disciplined culture is integral to children's success in school and the route to college.

We Set Clearly Defined Rules with Consistently Applied Consequences

Every action and the subsequent consequences are clearly defined, so Purpose Prep scholars understand and even anticipate the result of their actions. Established consequences are given to scholars whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior, as no scholar will be permitted to disrupt the education of others. We recognize positive actions through a variety of positive motivators; negative consequences are applied to scholars who choose to make bad choices. At Purpose Prep, there are positive motivators for when a scholar chooses to follow a rule, expectations, or procedure and negative consequences for when a scholar chooses to break a rule, expectation, or procedure. Scholars quickly learn that every positive contribution results in a positive motivator and conversely every negative infraction results in a negative consequence. Our positive motivators are intrinsic and extrinsic. Scholars who choose to follow the rules choose academic success, opportunity, positive recognition, and individual merits. Scholars that adhere to Purpose Prep expectations earn recognition, privileges, and rewards. For negative consequences, we follow the outlined school offenses outlined extensively below.

We Build Strong, Transformative Relationships with Students

We respect each and every scholar, and we prioritize building positive, encouraging, and honest relationships. We hold students to high expectations, while providing the support, structure, motivation, and encouragement necessary for them to excel. Teachers institute a culture of achievement where scholars feel safe, respected, successful, and a contributing community member within the classroom. Scholars yearn for orderly environments, and they are appreciative of the productive learning environment and culture of achievement instituted by teachers.

We Sweat the Small Stuff

Every action matters at Purpose Prep and either contributes to or detracts from our culture of achievement. Given our obsessive protection of our instructional time, we address even the smallest infractions to ensure that our learning environment is optimally advancing achievement. In fact, we handle the smallest offenses with such urgency that bigger offenses are less likely to flare up. By immediately responding to and correcting inappropriate behavior, even minor infractions, we are able to ward off more serious offenses.

We Maintain Frequent Communication between School and Home

Families are our partners. Scholars know we communicate frequently with families, reporting their successes and missteps. The school staff enlists families to help in modifying scholar behavior and to provide support structures in the home that reinforce success in school. Families and scholars are accountable for continued poor behavior. Daily reports detailing scholars' behavior progress are sent home and must be returned with a signature from a parent or guardian. We actively work with families, sharing all school consequences, and we discuss how reinforcements addressing positive or negative behavior can be implemented in the home.

We Employ a Proactive Approach to a Disciplined School

We take a positive, developmentally appropriate approach to ensure a disciplined school by proactively planning to avoid misbehavior. We instill a culture of achievement where scholars are excited about excelling academically and are proactive about creating an environment where learning takes place and distractions are nonexistent. We build a strong sense of community, and scholars take accountability for their contribution to their learning environment. Scholars know exactly what to expect at all times, and they know exactly how to act throughout the various components of their day. These clear procedures explicitly outlined by teachers for every activity reduce confusion, make students feel comfortable and protected, and maximize efficiency. Lessons are well planned, structured, and engaging. Teachers employ effective classroom management strategies. Communication between home and school is frequent.

We Hold Students Accountable to Their Community

We invest scholars in the value of being a community member of Purpose Prep and teach them to own their community through personal accountability and demonstrating actions aligned to our core principles. Scholars are taught that their actions impact their classmates, teachers, families, and thus, their community. Scholars understand that even the smallest grievance, such as a redirection of a student who lost focus in a lesson, consumed one second of learning time that is forever lost for the classroom community. Scholars embrace the reality that being able to achieve our mission of college requires working together and supporting each other in the learning process. Scholars can do this by staying focused in a lesson and ensuring the optimum environment for learning. When scholars understand that their actions have the potential to jeopardize their community, they develop personal ownership of contributing to the desired culture of achievement.

We Explicitly Teach and Model How to RISE with Purpose

Our **RISE with Purpose** Character Development Program is an essential component to realizing our mission of setting scholars on the road to college. We hold scholars accountable for demonstrating excellent behavior, and we specifically teach them the character skills needed for their success. We strategically develop in scholars the school's **RISE with Purpose** values – Purpose, Respect, Integrity, Self-Determination, and Excellence – and the values are *lived* out through the daily actions of staff and students. Our focus on positive character development provides scholars with the tools to practice, internalize, and exemplify these core values consistently in their daily interactions, in grade level appropriate ways. Starting in kindergarten, scholars are taught that their effort directly correlates to their achievement, and they are recognized and celebrated for their hard work and academic success. In the first weeks of school, scholars are taught the Tier 2 word *malleable* because they learn from their teachers that their brains are *malleable* and that smart is what you do and not what you are. The **RISE with Purpose** framework (please refer to **Figure 7.01**) outlines each value with tangible actions, giving teachers and scholars a common language. Teachers call attention to **RISE with Purpose** values to support scholars' understanding of the connection between **RISE with Purpose** values and actions. During a kindergarten lesson when scholars transition with their supplies for instruction before the final bell, the teacher exclaims, "Great job showing **purpose**, Vanderbilt!" A fourth-grade scholar finally able to accurately solve a long division problem with a double-digit divisor after multiple attempts might hear, "Excellent **dedication**, Zhana!" By reinforcing the RISE with Purpose values through (a) daily references on value-based actions and choices, (b) weekly lessons to develop good character, and (c) weekly RISE with Purpose Jubilees, scholars own their actions and exemplify RISE with Purpose.

Figure 7.01 - How to "Rise with PURPOSE"

CORE PRINCIPLE	TANGIBLE STUDENT ACTIONS
Purpose	**"Stay focused on the goal - college."** • I am alert and engaged during class. • I read during all of my guided reading time. • I work hard on all my work all the time without taking breaks. • I keep my body still during learning so that my body shows Purpose. • I use my time well. I don't waste time or dawdle or go to the bathroom unless I really need to.
Respect	**"Be kind and supportive, to yourself and others."** • My body shows confidence. I hold myself up straight and tall. • I use learning tools carefully and considerately. • I use a nice voice and nice words with my teammates and all adults. • I say "good morning" and "good bye" to people. • I thank people when I am appreciative.
Integrity	**"Do what's right, even when no one is looking."** • I tell the truth immediately any time someone asks me a question, even if the truth is hard to tell. • I make good choices in the bathroom. I use it, flush, wash my hands with one squirt of soap/hand sanitizer, dry my hands with one paper towel, throw away the paper towel, and leave, and I do not talk in the bathroom. • I can walk silently in the hallway by myself, and I walk with purpose, like a scholar. • I am honest about what I know and what I don't know. • I judge people based on my experiences with them and not what others say.
Self-Determination	**"Hard work makes anything possible."** • I accept consequences without pouting or getting frustrated. • I show that I control my moods and am in a positive mood. • I do my life work every night without an adult having to remind me. • I make my own choices instead of following others. • I try my hardest on every assessment.
Excellence	**"Excellence is a habit, not a single act."** • I make an effort to spell words correctly. • I proofread all assignments before submission. • I double-check my work. • I produce neat work. • I follow procedures with absolute precision.

The tangible actions compose our **RISE with Purpose** framework and form the base of our character development lessons, while framing a common understanding of these core principles for students, staff, and families.

We Reinforce and Celebrate Good Behavior

Morning Motivation sessions and RISE Jubilees are opportunities for scholars to be recognized and celebrated for contributing meaningfully to our culture of achievement. Daily morning motivation sessions provide the opportunity for teachers in every classroom to recognize the accomplishments of scholars. During our Morning Motivation, scholars await in anticipation as teachers recognize scholars demonstrating **RISE with Purpose** values: "Vanderbilt University would like to give a shout-out to Blessing for showing **Excellence** in writing block yesterday. She wrote a neat and perfect paragraph with correct indentation, spelling, and punctuation," to which the entire school responds by chorally shouting,

"Way to show **Excellence**, Blessing!" We expect scholars to **RISE with Purpose** because we explicitly teach scholars in a lesson-based format how to represent these core values through their actions. Collectively, our celebrations applaud excellent behavior and academic achievements. Celebrations, including morning motivation sessions each day, community meetings twice per week, RISE with Purpose Jubilees weekly, and Achievement Assemblies every trimester, provide the forum for scholars to receive public praise and recognition for working hard, mastering academic skills and content, and representing the core values in their daily actions. Other opportunities to reinforce positive behavior include opportunities to earn rewards, stickers, or notes for demonstrating excellent behavior, academic growth, and good citizenship.

We Ensure Scholars Demonstrate STAR to Maximize Instructional Time

To help scholars learn professional habits and maximize instructional time, Purpose Prep institutes the STAR code during instruction[144]:

S **Stand/Sit up straight**: Scholars are expected to demonstrate good posture at all times, which support them to maintain full focus, or **purpose**, on the lesson's objective. During instructional lesson, scholars are to sit up with backs straight, bottoms on the chair, and feet on floor. When standing, scholars must have equal weight on both feet and their hands by their sides. When sitting on the rug, scholars must sit in a "Criss-Cross Applesauce" style and have their hands folded and in their laps.

T **Track the speaker with your eyes**: Scholars are expected to track the speaker at all times. When the teacher is talking, scholars need to track the teacher with their eyes. Scholars should also track any student who has been given permission to speak by the teacher. Tracking the speaker helps all scholars to stay on task and concentrate on instruction. It also demonstrates our core principle, **respect**.

A **Always do your work and be on task**: Purpose Prep scholars are expected to demonstrate **purpose** during every instructional minute and be on task 100% of instructional time with very few reminders by teachers. Scholars ask and answer questions by raising their hand and waiting for the teacher to call on them.

R **Respect at all times**: We expect scholars to demonstrate **respect** at all times; there are no excuses for disrespectful behavior at Purpose Prep. A scholar who has a disagreement with another scholar is expected to follow one of three actions to address the problem depending on its severity: (1) ignore the offending student, (2) ask the offending student to stop, and (3) tell the teacher. Scholars who have been corrected by a teacher may not respond to that correction in a way other than following directions given by the teacher. If a scholar feels that a consequence has been unfairly applied, the scholars may speak to the teacher after the lesson has ended. The teacher has the right to disagree with the scholar. The decisions made by the teacher will be final.

We Ensure Individual Accountability

We implement a behavior system, called RISE, in order to track scholar behavior and instill a sense of individual accountability in our students. The goal of our RISE Behavior System is to encourage and increase positive behavior and discourage and decrease misbehavior. The reward system language embeds our **Rise with Purpose** principles. Scholars with on-time arrival and full uniform compliance start the day with 10 RISE Rewards. Throughout the day, scholars may earn additional RISE Rewards by

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[144] STAR is developed based on a similar approach from North Star Academy in Newark, NJ. Our Code of Conduct encompasses our "Rise with Purpose" principles and STAR behaviors.

demonstrating actions that go above and beyond what is ordinarily expected, such as showing leadership, following new directions or procedures with precision, or supporting a peer to be successful.

Conversely, scholars may earn a deduction of RISE Rewards for demonstrating actions counter to our high behavioral expectations. Not maintaining STAR, losing focus within a lesson, and incorrectly following a classroom or school procedure are examples of ways that students lose RISE Rewards. Scholars may gain and lose RISE Rewards throughout the day. RISE Reports go home daily, and families sign off of where students end each day with regards to the amount of RISE Rewards they possess. Their behavior each day directly correlates to the amount of RISE Rewards they have, which gives families a clear vision of student daily behavior. Additionally, RISE reports detail specifically why scholars earned an increase or decrease in RISE Rewards. **Figure 7.02** outlines the categories scholars may fall in.

Scholars earn the above-mentioned rewards based on the number of RISE Rewards received during a five-day period beginning on Thursday and ending the following Wednesday. Scholars earn deductions in RISE Rewards for misconduct or deficiency; they earn RISE Rewards for an action that deserves or justifies a reward or commendation; a commendable quality or act. Teachers and other Purpose Prep staff members can give or deduct RISE Rewards at any time throughout the day. RISE Reward Trackers are maintained on a large wall chart to ensure tracking and scholar awareness of their status. At the end the day, the final tally is recorded and inform reports that are sent home. RISE Rewards are tracked over the week, and students quality for weekly incentives. RISE Rewards are tracked throughout the trimester, and scholars receive planned and surprised incentives, which are outlined in **Figure 7.03**, based on the amount of RISE Rewards they have. Incentives for various RISE rewards accumulations are outlined below.

Figure 7.02 - RISE Rewards and Possible Consequences

DAILY		WEEKLY	
RISE Rewards	**Possible Consequences**	RISE Rewards	**Possible Consequences**
More than 10	Scholars with 10 or more RISE Rewards have surpassed the behavioral expectations, and may warrant choosing from the class treasure box, morning motivation shout outs and positive praise, positive phone call or note home, choice of center activity during choice time.	50 or more	Scholars with 10 or more RISE Rewards have surpassed the behavioral expectations, and they have earned participation in RISE Jubilee. They will also earn a core value award, the opportunity to receive a prize from the Purpose Prep store, and earning towards receiving the very prestigious **Rise with Purpose** pin, which contributes to additional privileges throughout the semester.
8-10	Scholars with 8-10 RISE Rewards had a great day, and may warrant morning motivation shout outs and positive praise, positive phone call or note home, choice of center activity during choice time.	40-49	Scholars with 40-49 RISE Rewards had a great week, and may warrant participation in RISE Jubilee and a character shout out or award.
6-7	Scholars with 6-7 RISE Rewards	30-39	Scholars with 30-39 RISE

	had an average day.		Rewards only participate in half of RISE Jubilee. The first part of the block will be spent reflecting on how to improve their actions moving into the next week.
4-5	Scholars with 4-5 RISE Rewards had a poor day. Consequences may involve a phone call home, or loss of privilege.	20-29	Scholars with 20-29 RISE Rewards have received consequences daily, resulting in the loss of privileges. Students will reflect during snack, choice times, and RISE Jubilee on how to improve their actions for the subsequent week.
3 or below	Scholars with 3 or less RISE Rewards had an unacceptable day. Consequences may involve a phone call home or loss of privilege.	19 or less	Scholars with 19 or less RISE Rewards have received consequences daily, resulting in the loss of privileges. Students will reflect during snack, choice times, and RISE Jubilee on how to improve their actions for the subsequent week.

Figure 7.03 - RISE Incentives

REWARDS	DESCRIPTION
Positive Praise	We recognize scholars daily for demonstrating actions that align with great character. Students have the opportunity to receive school-wide shout outs during our morning motivation, as well as during community closing in classrooms.
RISE Jubilee	RISE Jubilee is a weekly celebration, which include positive shout outs, academic quizzes, and student acknowledgements. A scholar who earns the right to RISE Jubilee gets to participate in 20-minutes of celebration with teachers and other scholars. This time includes shout outs for academic and character accomplishments during the week, as well as fun and games. Scholars may also receive rewards and certificates during this time.
Core Value Awards	Core value awards are rewarded during celebrations. Families are invited to attend, so they can honor their child's positive character.
Core Value Eagle Pins	Core Value Eagle Pins are the most prestigious awards granted to students. This pin distinguishes students who demonstrate exemplary character and enable them to participate in additional leadership opportunities, such are leading community meeting routines or activities or leading a school tour for a community member or leader. They also enable students to participate in special privileges, such as lunch with a favorite teacher, an extra snack, a field trip opportunity.

CODE OF CONDUCT

The Purpose Prep Code of Conduct outlines our tiers for infractions that violate our behavioral expectations and the corresponding consequences that result. We also employ a behavior incentive system, which ensures high behavioral expectations for every scholar and includes structured opportunities to reinforce desirable behavior and motivate scholars to continue to exemplify our **Rise with Purpose** values through their actions. Teachers are taught to deliver consequences with minimal disruption to the class. A redirection or consequence should not be insulting or embarrassing. At Purpose Prep our teachers use redirections as a pause, an acknowledgment of digression, a redirection and a starting point for positive choices.

When students break the code of conduct or violate our behavior code, they face a clear series of consequences, and an appropriately laddered step of school responses. Our disciplinary approach, policies, and procedures will be outlined clearly and given to families and discussed extensively with scholars, as well as reported to the Division of Charter Schools. We have four tiers for infractions that students may commit in violation of our behavior system:

- Tier 0 – Behavior Addressed Through Teacher Management Strategies (Minor Infractions)
- Tier 1 – Core Value Violations (Moderate Infractions)
- Tier 2 – Suspension (Severe Infractions)
- Tier 3 – Zero Tolerance

Figure 7.04 outlines these school-related disciplinary offenses for which a student may be subject to consequences, including in-school suspension, out-of-school suspension, or expulsion. A school-related disciplinary offense refers to the violation of our code occurring: while the student is on school grounds; during a school-sponsored activity; on the school bus; or during events sufficiently linked to school.

Figure 7.04 - Tiers of Infractions and Corresponding Consequences

Tier 0 – Behavior Addressed through Teacher Management Strategies (Minor Infractions)	
Infractions	**Consequences**
Not tracking speaker Unprepared for class Missing Life Work (Homework) Late to school/class Loss of focus during lesson Not actively participating in class	For infractions of our classroom expectations, teachers enforce consistent classroom consequences and management techniques. These consequences are explained to families during Family Orientation Sessions, and include verbal or written warnings, a time out, a seat change within the classroom, loss of RISE Rewards, written notice home, or loss of privileges, including, but not limited to scholars sitting silently or away from their peers during class or during snack time or lunch; performing extra service for the school, either during, or outside of school hours; and missing school events, trips, or activities.
Tier 1 – Core Value Violations (Moderate Infractions)	
Infractions	**Consequences**
Disrespect of an adult, including rolling eyes, sucking teeth, or other such body language, defiance, or rudeness; Disrespect of a fellow student, such as name-calling, insulting, or excluding;	If a student commits a moderate infraction of our expectations and core values, a student will receive an immediate Core Value Violation. The process of Core Value Violations, which have escalating consequences, is outlined in the section labeled "Disciplinary

Disrespect of the school, such as drawing on a table or book, taking school supplies without permission; Unsafe behaviors, such as hitting, kicking, biting, or throwing tantrums; Leaving class without permission; Use of inappropriate language; and disruption of class.	Consequences and Procedures".

Tier 2 – Severe Disciplinary Action (Severe Infractions)	
Infractions	**Consequences**
Gross disrespect of a fellow student, staff member, or school property Using or possessing over-the-counter medication inappropriately Using or possessing tobacco products Damaging, destroying, or stealing personal or school property or attempting to do so Committing sexual, racial, or any form of harassment or intimidation Skipping school or class Using abusive, vulgar, or profane language or treatment Making verbal or physical threats, empty or otherwise Fighting, pushing, shoving, or unwanted physical contact Setting off false alarms or calling in groundless threats Gambling Departing, without permission, from class, floor, building, or school-sponsored activity Unauthorized use of the building elevator Forgery of any sort, including parental signatures Cheating or plagiarism, or copying of anyone else's work Repeated and fundamental disregard of school policies and procedures	If a student commits one of the infractions listed to the left, the student may receive an out-of-school suspension. Before the student is returned to class, the student, his or her guardian, and Head of School will meet in order to address the student's behavior and plan for improvement. Furthermore, students will not be allowed to return to class after a suspension without a signature from a parent or guardian on the suspension letter.

Tier 3– Zero Tolerance (Zero Tolerance)	
Infractions	**Consequences**
Assault against an administrator, teacher, fellow student, or member of the school community Repeated or excessive out-of-school suspensions Repeated and fundamental disregard of school policies and procedures Possession, use, or transfer of drugs and alcohol Destruction or attempted destruction of school property including arson	We have zero tolerance for behavior that constitutes danger to the physical well-being of students and/or the staff. Under the following circumstances, students may be subject to suspension and/or expulsion by the Head of School as detailed more specifically in the sections that follow.

DISICPLINARY CONSEQUENCES AND PROCEDURES

Core Value Violations

Tier 2 behaviors, or serious infractions to our core values, result in an immediate core value violation, which have escalating consequences throughout the trimester. The consequences increase as follows for scholars in grades K-2:

- The first core value violation of the day will be accompanied by a phone call home at the end of

the day. The teacher may also request a conference with a guardian.

- At a second core value violation in a day (a Double Core Value Violation) or the 4th core value violation of a trimester, a guardian will be required to attend a mandatory conference with the teacher and the student.
- If a student earns a third Core Value Violation in a day (a Triple Core Value Violation) or the 6th Core Value Violation of a trimester, the guardian will be contacted immediately and be required to attend a mandatory conference with the Head of School, Dean of Academics, teacher, and student before the student is allowed to return back in class.
- If a student receives a Triple Core Value Violation for a second time in a trimester or the 7th Core Value Violation of a trimester, the guardian will be contacted immediately and be required to attend a mandatory conference with the Head of School, Dean of Academics, teacher, and student before the student is allowed to return back in class, and will be notified that if a third Triple Core Value Violation occurs that the child will be suspended for one day.
- If a student receives a Triple Core Value Violation for a third time in a trimester or the 8th Core Value Violation of a trimester, the child will be suspended for at least one day for this and each subsequent core value violation.

Additionally, students will receive lunch detentions for each core value violation they receive. Lunch detentions can last for one to five school days.

Upper elementary students in grades 3-4 who receive a core value violation will lose community privileges for each core value violation that they receive. Community privileges include sitting with classmates during class time, snack, breakfast, and lunch. Additionally, students who have received a core value violation in a week will not be able to participate in RISE Jubilee that week. These consequences are printed on each upper elementary core value violation form. Fourth grade students will also earn a 90-minute after-school detention for each core value violation. If a student is unable to stay for detention that day or the next day, the student will instead be suspended for one day.

The consequences for Core Value Violations increase as follows for scholars in grades 3-4:

- Students who receive 3 core value violations in one day will earn a day of suspension.
- Any fourth grade student who receives six core value violations in a week will earn a day of suspension.

When a scholar receives a core value violation, families will be informed by phone. The classroom teacher, the staff member who issued the violation, or the Head of School will make this phone call. Additionally, families will receive written notification in the form of a Core Value Violation sheet that will be sent home in the Life Work folder. A parent is required to sign the Core Value Violation Form that night and return it to school the next day. Students in fourth grade who receive a Core Value Violation must serve after-school detention that day. Failure to return a signed core value violation form may result in an additional core value violation or a request for a meeting. Signed core value violation forms are recorded in the Head of School's office.

Detention

Depending on the severity of the infraction, infractions may lead to after-school detention. Students will be notified of their detention after receiving a Core Value Violation or after committing a single, detention-worthy offense. When a detention is issued, it is the responsibility of the student's parent or guardian to make alternative transportation arrangements, since the regular school bus will leave by 4:15 PM. Students will be expected to serve detentions on the day on which their family has been notified,

provided that the family receives notification by 3:00 P.M. Students who receive a second detention for a given day must serve the second detention the following afternoon. Any time a student fails to attend a detention within this allowed timeframe, he or she may face suspension.

Suspension

To create and maintain a safe, supportive, fair and consistent school community and culture, Purpose Prep will suspend students from school when there are serious breaches in the discipline code. A student may be suspended by decision of the Head of School. The board will be notified of all suspensions longer than three days. In all cases, parents or guardians will be informed of a suspension and will be required to attend a conference to address it.

Expulsion

We reserve expulsions for students whose conduct is of such character as to constitute a continuing danger to the physical well being of other students and/ or the staff. There will be zero tolerance for bringing a gun or deadly weapon to school or for any assault on school employees or students. A student may also be liable for expulsion for possession, use of, or selling of alcohol or controlled dangerous substances while on school property. Expulsion might also be used when a student is so repeatedly disruptive that a teacher and classroom cannot function. Or it might apply to a student who ends up being suspended constantly and shows no evidence of desiring to change the problem behaviors such as continued willful disobedience and/or open defiance of authority. In each case, the student up for expulsion would have to be one who has not responded to other forms of discipline and support, such as behavior modification plans, detention, suspension, advisor support, parental involvement, and counseling. For a student to be expelled, the process must be initiated by the Head of School and must include discussion with the entire faculty and a hearing with the student's parents where the Head of School is present. The decision must be finalized with Board of Directors' approval, but students—with their families—may appeal the decision to the board.

A student who is expelled is subject to due process under Tennessee state law. At Purpose Prep, the due process is as follows (subject to legal review and Board approval):

- The Head of School follows standard disciplinary policies and procedures for investigating the facts, obtaining witness statements, and ensuring adherence to due process procedures.
- If the Head of School believes it is warranted, the student is expelled.
- The Head of School reports to the Metro Nashville Police Department any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons outlined in TCA 39-17-1309.

Following the Head of School's decision to expel, there is an appeal process:

- The Head of School gives written or actual notice of the expulsion to the parent/guardian within 24 hours, including giving notice that the parent/guardian or student has five (5) days to file an appeal.
- All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice of expulsion.
- The parent/guardian, student or a teacher requested by the student can appeal the decision.
- Absent a timely request for appeal, the decision of the Head of School is final. The appeal will be filed with the Governing Board of Directors. The hearing will be held no later than 10 days after the beginning of the expulsion. Notice of the time and place of the hearing will be provided to the parent/guardian, the student, the Head of School and a teacher who chooses to file an appeal.

- The Governing Board of Directors may affirm the decision of the Head of School, order removal of the expulsion unconditionally or upon such terms and conditions as it deems reasonable. The action of the Governing Board of Directors is final.

Purpose Prep will include in each application to the Tennessee Department of Education for assistance under the Elementary and Secondary Act the following report of expulsions imposed in accordance with this policy as it applies to the Gun Free Schools Act:

1. the name of the school concerned,
2. the number of students expelled from the school, and
3. the types of weapons concerned.

Purpose Prep policies and administrative rules and regulations pertaining to student conduct will be filed with the Commissioner of Education.

Discipline Procedures for Special Education Students

Purpose Prep recognizes that disciplinary procedures are different for special education students. Disciplinary action will be taken according to federal, state, and District policies on special education students. The IEP team and the school leader or designated administrator will be responsible for managing continued violations of school policies.

In the case of a special education student, or a student who receives 504 accommodations, the charter will ensure that it makes the necessary adjustments to comply with the mandates of State and Federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the Head of School will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

Discipline Data Collection and Monitoring

The leadership team will use a decision-making process utilizing a data-management system, such as Kickboard, that will permit regular and efficient monitoring and evaluation of the effectiveness of the implementation of a school-wide system of discipline. School data collection shall include, but not be limited to, average disciplinary referrals (1) per month, (2) by specific behavior, (3) by location, (4) by time, (5) by student or by staff, (6) individual student report by month and by year, (7) across sub-groups, and (8) by grade level. By identifying trends in our discipline approach, we will be able to identify gaps and problem solve solutions to ensure instructional time is being maximized every second of the day by every scholar.

Management and Administration Responsibilities

The Board delegates all management and administrative responsibilities to the Head of School. Each member of the administrative and instructional team understands and is driven by our mission. A brief description of the administration of the school, including the roles and responsibilities of the school leader and additional key personnel are listed below.

The **Head of School** is responsible for maintaining the integrity of Purpose Prep's mission by ensuring that all resources –financial, temporal, and curricular – are devoted to realize that goal. The Head of School is accountable for the success of the academic program and the operations of the school. S/he oversees the academic program, including curriculum development, instructional integrity, and the professional development of instructional staff. S/he ensures business and operational procedures and processes are sound by maintaining the school budget, accounting systems, and ensuring compliance with all federal, state and local requirements. S/he serves as the external face of the organization and is the liaison between the Board and the school's administrative and instructional staff. S/he hires, supervises, and evaluates all employees of the school and may delegate these duties to other administrative staff, which include, but are not limited to the Operations Manager, Dean of Academics (added in Y3) or the Dean of Scholar Support. The Head of School also works with any contracted agencies providing back-office support. In particular, we have plans to contract with Ed Tech, a national organization for financial support and guidance. The Head of School reports directly to the Board on the state of the school and is charged with executing all school operations and programs to ensure adequate progress towards the goals set forth in the school's Culture of Achievement Plan.

The **Dean of Scholar Support** focuses on the entire special education program. During the first year of operation, the Dean of Scholar Support will provide .5 time on administrative duties associated with student IEPs and .5 time on special education instructional duties for students within classrooms with the regular education teacher during inclusion.

The **Dean of Academics** compliments the Head of School as an instructional leader in the school. S/he supports the academic program, including developing curriculum, ensuring instructional integrity, and providing professional development to instructional staff. The Dean of Academics reports directly to the Head of School, and is primarily responsible for developing and administering the assessment system, analyzing its results, and guiding instructional and individualized supports in response to the results.

The **Operations Manager** is responsible for the facility and operational needs of the school. In addition, the Operations Manager manages facility and human resource needs, and ensures that the school's daily operations and attendance system run smoothly. S/He maintains student records and ensures that student attendance, Life Work (HW) completion, and RISE Rewards data are accurately recorded. S/he is the first contact for parents and ensures that appropriate notification is given to parents regarding student health, absences, or other pressing matters pertaining to their children. S/he reports directly to the Head of School.[145]

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[145] The operations manager will delegate some of these tasks to the office manager in Y2.

ORGANIZATIONAL STRUCTURE

The organizational structure of the school will develop and expand as the school reaches its enrollment capacity. Additional teachers and support staff will be added to support enrollment demands and student needs. The organizational model represents fiscal conservatism, and decisions around the allocation of resources are based solely on the school's mission. We provide the founding staff of Purpose Prep with the opportunity to build a strong structure on which to fulfill the mission of the school. Growth or retraction in funding will adjust the organizational structure of the school as needed, which is always approved by the Board of Directors. **Figure 8.01** outlines our staffing plan through full K-4 enrollment. **Figure 8.02** provides an organizational chart that outlines reporting structures. With each progressing level of organization, the school has adjusted staff responsibilities in order to maintain alignment to the mission, which includes continuing to provide intensive instructional support to students and preserving a strong school culture.

During operational year one, the Board of Directors and Head of School will ensure all necessary components are in place for opening the school. The Board of Directors will hire the Head of School following charter approval. The Head of School will hire leadership and instructional and staff for the school opening. **Figure 8.01** provides the type and number of teachers to be hired in the first six years of operation.

Figure 8.01: Organizational Structure Years 1-6

POSITION	2013-2014 120 SCHOLARS	2014-2015 180 SCHOLARS	2015-2016 240 SCHOLARS	2016-2017 300 SCHOLARS	2017-2018 360 SCHOLARS	2018-2019 300 SCHOLARS
Head of School	1 total	1 total	1 total	1 total	1 total	1 total
Operations Manager	1 total	1 total	1 total	1 total	1 total	1 total
Dean of Academics	-	-	1 total	1 total	1 total	1 total
Dean of Scholar Support	1 total	1 total	1 total	1 total	1 total	1 total
Special Education[146] Teacher	1 total	2 total	2 total	3 total	3 total	3 total
K-4 general education teachers	7 total	10 total	14 total	13 total	15 total	13 total
Teacher Fellow	-	-	-	2 total	2 total	2 total
Enrichment Teachers (Art, Music, PE)	-	-	1 total	2 total	2 total	2 total

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[146] We assume that 13 percent of our students will need Special Education Services for the purposes of this model. We hire a special education teacher or coordinator for every 10-12 students needing such services, enabling us to have strong staff capacity to meet the needs of our scholars with special needs.

Office Manager	-	1 total	1 total	1 total	1 total	1 total
Director of Development	-	-	-	1 total	1 total	1 total
Total Staff	11 total	16 total	22 total	26 total	28 total	26 total

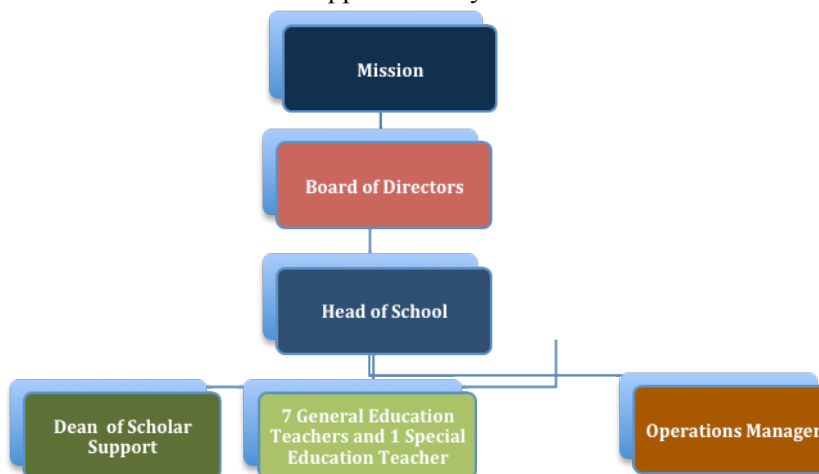**Figure 8.02: Organizational Chart**

Planning Year (Year 0)

Y0 will have 1 Head of School.

Operational Year 1

Y1 will have 1 Head of School, 1 Operations Manager, 1 Dean of Scholar Support, 8 FTE teachers (including 1 special education teacher). This staff will accommodate 120 scholars, resulting in a student-teacher ratio of 15:1 and a student-staff ratio of approximately 11:1.
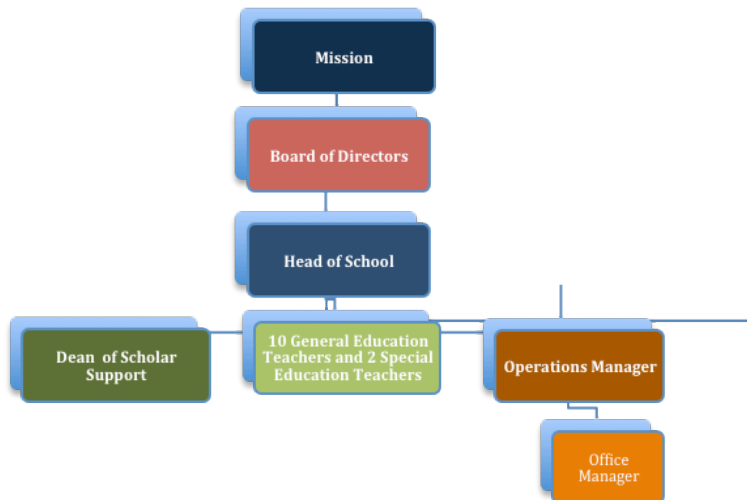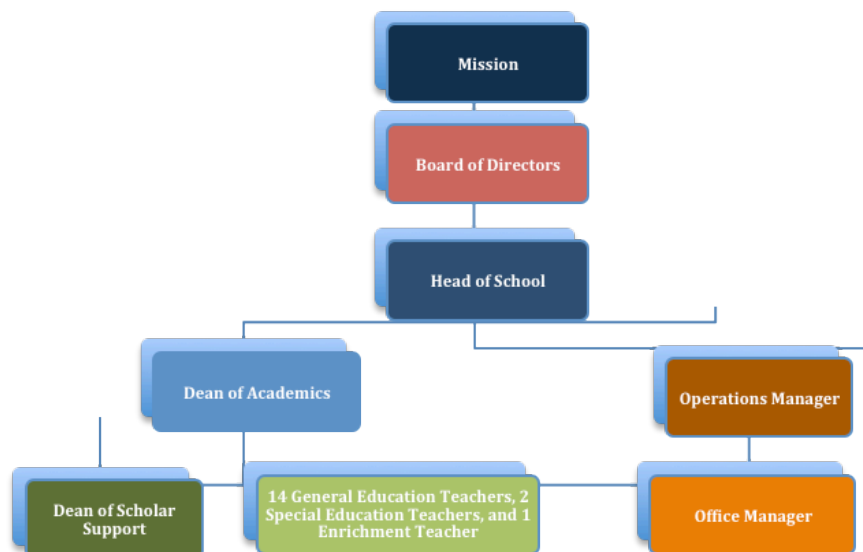

Operational Year 2

Y2 will have 1 Head of School, 1 Operations Manager, 1 Dean of Scholar Support, 12 FTE teachers (including 2 Special Education Teachers), and 1 Office Manager. This staff will accommodate 180 scholars, resulting in a student-teacher ratio of 15:1 and a student-staff ratio of approximately 11:1.

Operational Year 3

Y3 will have 1 Head of School, 1 Operations Manager, 1 Dean of Academics, 1 Dean of Scholar Support, 17 FTE teachers (including 2 special education teachers and 1 enrichment teacher). This staff will accommodate 240 students, resulting in a student-teacher ratio of 14:1 and a student-staff ratio of approximately 11:1.

Operational Year 4

Y4 will have 1 Head of School, 1 Operations Manager, 1 Dean of Academics, 1 Dean of Scholar Support, 20 FTE teachers (including 3 special education teachers, 2 teacher fellows, and 2 enrichment teachers), 1 Office Manager, and 1 Director of Development. This staff will accommodate 300 students, resulting in a student-teacher ratio of 15:1 and a student-staff ratio of approximately 12:1.
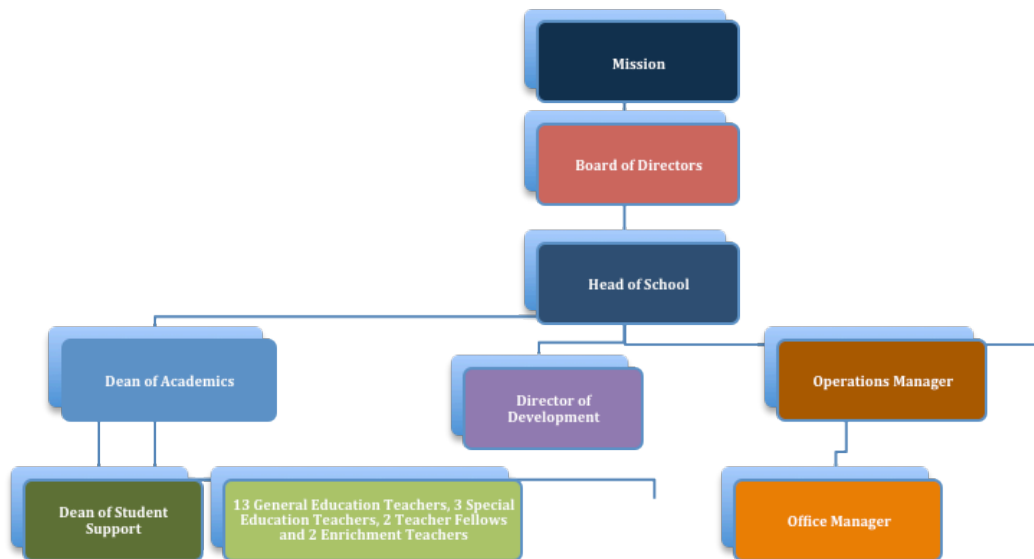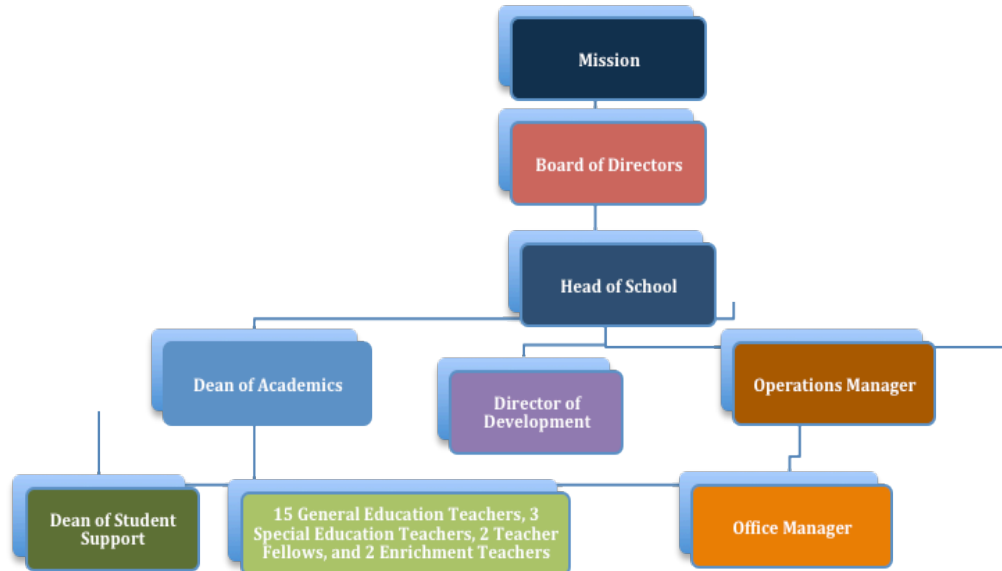
Operational Year 5

Y5 will have 1 Head of School, 1 Operations Manager, 1 Dean of Academics, 1 Dean of Scholar Support, 22 FTE teachers (including 3 special education teachers, 2 teacher fellows, and 2 enrichment teachers), 1 Office Manager, and 1 Director of Development. This staff will accommodate 330 students, resulting in a student-teacher ratio of 16:1 and a student-staff ratio of approximately 13:1.

Operational Year 6 and beyond

Y6 will have 1 Head of School, 1 Operations Manager, 1 Dean of Academics, 1 Dean of Scholar Support, 20 FTE teachers (including 3 special education teachers, 2 teacher fellows, and 2 enrichment teachers), 1 Office Manager, and 1 Director of Development. This staff will accommodate 300 students, resulting in a student-teacher ratio of 14:1 and a student-staff ratio of approximately 12:1.
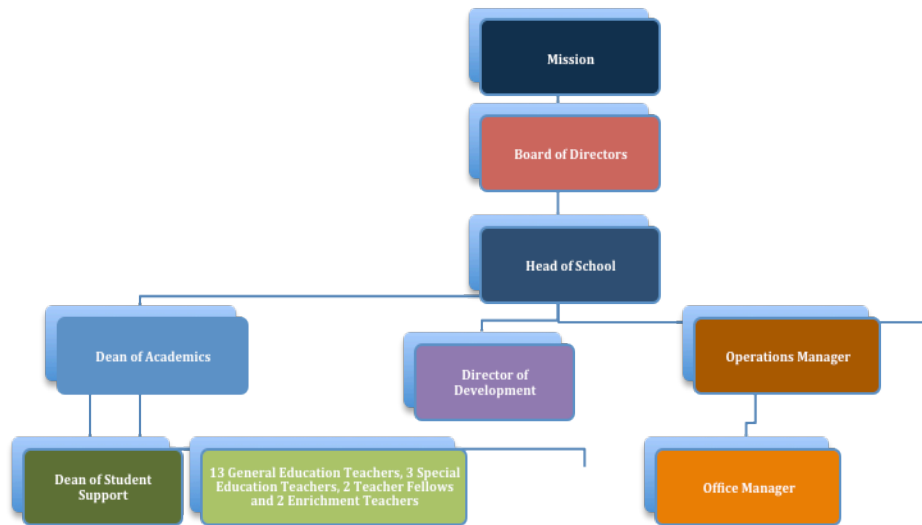
STAFFING OVERVIEW

Purpose Prep will employ a staff of professionals committed to upholding the highest academic and behavioral expectations and providing all students with a rigorous, college preparatory educational program. All staff members will demonstrate alignment with the mission and vision of Purpose Prep and will work relentlessly to ensure they are realized.

Teaching Licenses

Purpose Prep will comply with all provisions of No Child Left Behind (NCLB) and applicable Tennessee law as they apply to certification of our employees. Purpose Prep will maintain current copies of all teacher credentials and ensure that they are readily available for inspection.

Purpose Prep will not discriminate against any employee on the basis of race, religious belief, color, sex, pregnancy, sexual orientation, age, national origin, ancestry, physical or mental disability, medical condition, marital status, or any other protected classification, in accordance with applicable law.

Leadership Qualifications

The leaders of Purpose Prep, including the Head of School, Operations Manager, and Dean of Academics, must have the commitment and ability to execute on the comprehensive educational vision and mission of the school. They must manage and make decisions with scholar academic achievement as the determining factor. School leaders must be skilled in hiring and managing teachers to meet ambitious performance standards and capable of aggressively developing teachers to improve their practice. We have identified Lagra Newman as our Founding Head of School; her resume can be found in **Attachment G**. **Figure 8.02** outlines the qualifications of instructional leadership and operational staff. Job descriptions for each of the positions listed below can be found in **Attachment P.**

Figure 8.03: Leadership Qualifications Summary

POSITION	QUALIFICATIONS
Head of School	• Strong commitment to, belief in, and alignment with school's mission and vision. • Experience in leadership and management of both adults and scholars.

	• Minimum of Master's or Advanced Degree preferred, with all accompanying verification provided as part of the personnel file. • Ability to assess data, find trends, and use information to make strategic decisions. • Knowledge of or experience in education, school finance, governance, management, or law. • Experience in budgetary planning, accounting, and effective allocation of school resources. • Exceptional verbal and written communication skills. • Strong organizational skills and ability to multi-task. • Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.
Dean of Scholar Support	• Strong commitment to, belief in, and alignment with mission and vision of the school. • Tennessee state teacher credential or certification eligibility, with all accompanying verification provided as part of the personnel file. • Minimum of a Bachelor's degree, with all accompanying verification provided as part of the personnel file. • State certification in special education. • Highly qualified as determined by NCLB, with all accompanying verification provided as part of the personnel file. • Minimum of one year working in urban education with a history of significant gains in scholar performance and/or growth. • Experience in writing excellent Individual Education Plans (IEPs) and communicating the contents in an accessible way to multiple audiences. • Experience compiling and managing special education reporting data. • Excellent verbal and written skills. • Experience or familiarity analyzing data and using data to inform decisions and/or instruction. • Strong organizational skills. • Openness to feedback, desire to continue development as professional, and willingness to take responsibility for scholar outcomes and achievement.
Dean of Academics	• Strong commitment to, belief in, and alignment with mission and vision of school. • Minimum of three years working in urban education with history of significant gains in scholar performance and/or growth. • Bachelor's Degree Required, Master's Degree preferred, with all accompanying verification provided as part of the personnel file. • Highly qualified as determined by NCLB, with all accompanying verification provided as part of the personnel file. • Experience in leadership and management of both adults and scholars. • Ability to assess data, find trends, and use information to make strategic decisions. • Strong knowledge of Common Core State Standards and Tennessee State Content Standards in all relevant grades and subjects. • Knowledge of national content standards. • Exceptional verbal and written communication skills.

	• Strong organizational skills and ability to multi-task. • Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.
Operations Manager	• Strong commitment to, belief in, and alignment with mission and vision of school. • Possession of, at minimum, a Bachelor's degree, with all accompanying verification provided as part of the personnel file. • Minimum of three years of experience in operations and finance preferred. • Proficiency or advanced knowledge in Microsoft Excel and Access, Quick Books and other financial management and human resources software (required). • Knowledge of school finance, budgetary planning, and accounting principles (preferred) • Experience in school finance, governance and fundraising (preferred). • Excellent technical writing and organizational skills required. • Excellent data management and reporting abilities. • Demonstrated ability to multitask effectively and prioritize strategically. • Prior leadership roles with demonstrated strong results. • Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.
Office Manager	• College degree preferred but may be substituted for relevant experience. • Three or more years of customer service or administrative experience. • Strong organizational abilities. • Detail oriented. • Experience in clear, respectful communication with both adults and children. • Preferred experience working in urban settings. • Knowledge of office equipment and services including computers, printers, copiers, fax machines, phones, and software. • Familiarity with Microsoft Office, especially Word, Excel, and PowerPoint. • Open to feedback, willingness to take personal responsibility.
Director of Development	• Strong commitment to, belief in, and alignment with mission and vision of school. • Possession of, at minimum, Bachelor's degree. • Experience in development, fundraising, and strategic planning. • Strong oral and written communication skills. • Detail-oriented, strong organization skills, and clear adherence to time sensitive deadlines. • Strong influencing and motivating skills and ability to engage diverse audiences. • Proficiency in Excel, website maintenance and desktop publishing. • Open to feedback, and willingness to take responsibility for raising funds, even in challenging economic contexts.

Teacher Qualifications

Our teachers are driven by their belief that all of our scholars of capable of achieving at the highest level and that it is our responsibility to guide this process. Purpose Prep teachers use data both anecdotal and empirical over time to inform their instruction and find out how to best move our scholars to measurable academic success. Purpose Prep teachers hold a strong degree of personal accountability, recognizing the degree to which teacher effectiveness, and in turn they are, responsible for scholar achievement. **Figure 8.04** outlines the qualifications of teaching staff.

Figure 8.04: Teacher Qualifications Summary

POSITION	QUALIFICATIONS
General Education Teacher[147] **(including Enrichment)**	• Strong commitment to, belief in, and alignment with mission and vision of school. • Tennessee state teacher credential or certification eligibility. • Minimum of a Bachelor's degree. • Highly qualified as defined by NCLB. • Minimum of one year working in urban education with a history of significant gains in scholar performance and/or growth (preferred). • Excellent verbal and written skills. • Experience or familiarity analyzing data and using data to inform decisions and/or instruction. • Strong organizational skills. • Openness to feedback, desire to continue development as professional, and willingness to take responsibility for scholar outcomes and achievement.
Special Education Teacher	• Strong commitment to, belief in, and alignment with mission and vision of the school. • Tennessee state teacher credential or certification eligibility. • Minimum of a Bachelor's degree. • State certification in special education. • Highly qualified as determined by NCLB. • Minimum of one year working in urban education with a history of significant gains in scholar performance and/or growth. • Experience in writing excellent Individual Education Plans (IEPs) and communicating the contents in an accessible way to multiple audiences. • Experience compiling and managing special education reporting data. • Excellent verbal and written skills. • Experience or familiarity analyzing data and using data to inform decisions and/or instruction. • Strong organizational skills. • Openness to feedback, desire to continue development as professional, and willingness to take responsibility for scholar outcomes and achievement.

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[147] In accordance with TCA 49-13-111, all teachers must have a current, valid Tennessee teaching license or meet the minimum requirements for licensure as defined by the state board of education. Additionally, MNPS policy requires all teachers to be highly qualified as defined by No Child Left Behind. We will provide a list of employee certifications twice per year in accordance with federal and state regulations.

STAFF Recruitment AND Hiring

We recognize the importance of a talented, driven, and high capacity teaching staff, and we employ proactive and effective recruitment practices to ensure we reach the best and brightest teachers. We are fortunate to operate within a state that has prioritized the quality of its teacher preparation institutions and created new high-quality alternative licensure paths to attract more talented individuals to teach.[148] We will strategically target institutions, such as Teach For America[149], and teacher training programs, such as Belmont University and Vanderbilt University[150], that have proven to effectively develop teachers to produce significant achievement results for students, as well as individuals across the nation with proven track records of success. We appreciate the research from the state of Tennessee regarding effective teacher preparation program[151], and will primarily recruit from institutions regarded as having achieved statistically significant positive rating for driving student academic outcomes. We will recruit and hire staff who possess the qualifications to work successfully with the target scholar population, deliver the education program effectively, and support and sustain the school's college-going culture. To ensure selection of the highest quality staff, we will implement the following selection process:

- Posting of job openings (career and education websites, newspapers, Schools of Education, referrals, and email)
- Request of a resume, cover letter, and short essay responses
- Brief screening interview (in-person or by phone)
- Sample teaching lesson followed by debrief with Head of School (for instructional positions)
- Extensive in-person interview with members of the school's current staff
- Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks
- The Head of School will make offers of employment to the strongest candidate

PROFESSIONAL DEVELOPMENT

The Head of School and/or Dean of Academics ensure professional development is aligned with the evaluation standards of teachers, the educational philosophy of the school, and the required measures necessary to elevate scholar achievement. **Figure 8.05** outlines topics of staff development prior to the start of school and through August. A professional development calendar for the first trimester of school is included in **Attachment B.** Professional Development at Purpose Prep is detailed extensively in Section 2: Academic Program.

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[148] http://www.tn.gov/firsttothetop/programs.html
[149] In 2009 and 2010, Louisiana, North Carolina, and Tennessee studied the effectiveness of teachers from different teacher-preparation programs. Each state's research found that Teach For America corps members have a greater impact on student achievement than other new teachers. Additionally, Teach For America won the largest grant out of nearly 1,700 applications to the U.S. Department of Education's prestigious Investing in Innovation (i3) grant competition in 2010. The i3 grants required applicants to provide demonstrated evidence of success through objective methodologically sound studies of student achievement. <http://www.teachforamerica.org/our-organization/research>.
[150] Belmont University and Vanderbilt University both demonstrated a statistically significant positive rating according to the 2010 Report Card on the Effectiveness of Teacher Training Programs. < http://www.tn.gov/thec/Divisions/fttt/report_card_teacher_train/Report%20Summary.pdf>.
[151] 2010 Report Card on the Effectiveness of Teacher Training Programs
<http://www.tn.gov/thec/Divisions/fttt/report_card_teacher_train/2010%20Report%20Card%20on%20the%20Effectiveness%20of%20Teacher%20Training%20Programs.pdf>.

Figure 8.05: Professional Development Topics during Staff Orientation

> **July (Prior to Day 1) and August (1st month of School)**
> **Instructional Practices**
> - Marzano
> - Purpose Prep Teacher Development Rubric (Taxonomies)
>
> **Curricular Planning and Development**
> - Literacy Instruction: Guided Reading, Read Aloud, Reading Comprehension Lessons
> - Math Instruction: Unit planning
> - Science Instruction: Overview of STEM, Unit Planning
> - Social Studies: Unit Planning
> - Oral Language Program
> - Character Development
>
> **Assessments**
> - STEP Training - Kindergarten
>
> **School Culture Development Series – Introduction**
> - o The 5 principals of classroom culture
> - o RISE with Purpose – character habits, specific actions
> - o Behavioral taxonomies overview and practice
>
> **School Routines and Structures**
> - Walk through and discussion of school-wide routines
> - o Practice, practice, practice
>
> **School Culture Development Series – Intro (follow up)**
> - o Sweating the small stuff: Refine for class and school
> - o Joy factor
> - o Culture of achievement

PERFORMANCE EVALUATION

The Board of Directors will evaluate the Head of School annually. This evaluation will be based on the degree to which the school has reached the academic and organizational goals established in the adopted accountability plan. If the Head of School fails to reach acceptable academic and organizational outcomes, the Board of Directors may terminate the Head of School and seek a qualified replacement. More information about the evaluation of the Head of School is included in **Section 2: Academic Program.**

The Head of School will evaluate the management team, including operational, administrative, and instructional leadership staff. The management staff will be provided with the tool on which they will be evaluated at the beginning of the year. Evaluations will also reflect their responsibility and ability to meet established measures. Staff will be trained on the evaluation process and supported to reach these outcomes throughout the year by the Head of School. Weekly meetings will ensure frequent discussion of current performance, progress towards annual goals, and any additional supports that are needed.

We have included a copy of our evaluation tools in **Attachment E**. Please see **Section 2: Academic Program** for more detail about our approach to staff evaluations.

9. TRANSPORTATION PLAN

TRANSPORTATION PLAN

In connecting with families throughout North Nashville, several raised the need for free transportation to and from school for their children. Given this need, Purpose Prep intends to provide free transportation to scholars, and we have made the necessary financial provisions to ensure that families who enroll their child in Purpose Prep will be afforded this opportunity. Without knowing the exact location of our school building, we are not able to produce precise estimates around routes, costs and bus times. In year one, we have budgeted to spend $100,000 for transportation. This figure includes the lease of two busses at minimum, certified-driver salary, maintenance, gas and appropriate insurance. We assume that 50% of families will need transportation; however, in Y1 we would be able to supply transportation to approximately 80% of scholars. We will modify our adjustments in Y2 and beyond based on the specific circumstances of Purpose Prep families. The current estimated financial model is based on the input from other successful local charter schools, such as Nashville Prep (who run similar bus routes), as well as information from Greyline Mid South Transportation and the Tennessee Charter School Incubator.

Purpose Prep will contract with an established school transportation company in the Nashville area to provide bussing services to the school. We will solicit competitive bids for the contract with local companies in compliance with the purchasing requirements outlined in **Section 5: Budget and Finance.**

of this application. We will do our due diligence when selecting a transportation provider, which examining the experiences of other schools, particularly charter schools, with various transportation providers and determining the qualifications of drivers. Once our selection is confirmed, we will submit the necessary information to Metropolitan Nashville Public Schools for inspection and approval prior to implementation.

We have made provisions for transportation during every weekday between our families homes and the school location per the appropriate distance to ensure transportation needs are addressed. We do not anticipate offering after school activities or Saturday school. Families will also have the option to drive or walk their children each day. We have begun conversations with different community partners, including the YMCA and Boys and Girls Club, to provide students with after school enrichment opportunities, and we will continue those discussions pending approval to best meet the needs of our families.

Special transportation will be provided when necessary for students with disabilities. As per state and federal laws and regulations, all personnel directly involved in providing transportation of students with disabilities will have training regarding the needs of students with disabilities.

Should Purpose Prep determine the need to purchase or lease vehicles, all vehicles will be covered by auto liability insurance of the following minimum amounts:

- $1,000,000 per person
- $5,000,000 each accident
- $50,000 property damage
- $5,000 medical/death payment

Authorized service personnel will inspect our vehicles monthly, and our vehicles undergo annual inspection by the TN Department of Safety.

FOOD SERVICE PLAN

Purpose Prep offers every scholar the opportunity to participate in the School Breakfast and National School Lunch Program. We will contract out this service, requesting local food service providers to submit bids. In all bids, the price per meal will include: a reimbursable meal including milk, condiments applicable to the menu, serving utensils if applicable, packaging and containers needed to transport food in a sanitary manner, and transportation to and from the school. Any vendor must submit milk in a variety of fat contents as defined by current regulations of the National School Lunch Program.

Sample contract provisions and expectations include:

- Maintaining Tennessee Health Department Bi-Annual Inspection with a Passing Score
- Having a HACCP program in place and be able to provide proof of such
- Maintaining Daily Individual Meal Food Production Records
- Maintaining Daily Individual Meal Component Documentation
- Maintaining a "Buy American" Provision
- Maintaining 21-day Monthly Cycle Menus
- Making accommodations for Food Allergies
- Insuring hot meals maintained at 140 degrees or above and cold meals at 40 degrees or below prior to and during transport and delivery
- Providing meals that are individually packaged and sealed.
- All meals will be priced as a unit, which meet USDA requirements
- Any provider shall implement the "Traditional Menu Planning Approach"
- All meals and menus will be appropriate to the age of Purpose Prep scholars
- The provider substitute food components for a student with disabilities (7 C.F.R. Section 15b) if their disability restricts their diet.

Revenue from the School Breakfast or School Lunch Program is spent on our food program and submitted as a reimbursement. Managing this process will be the responsibility of the Operations Manager.

10. FACILITIES

Purpose Preparatory Academy Charter School ("Purpose Prep") is currently in discussions with the YMCA to place modulars on its Northwest site (3700 Ashland City Hwy, Nashville, TN 37218). The school believes partnering with the YMCA is a great opportunity, as it provides (1) a location central to serving the needs of our target community and the prioritized needs of the students within North Nashville, (2) has ample space to allow for the space needs of the school in its first years of operation, (3) provides the use of modular that can allow us to successfully address the early growth needs of our enrollment plan, and (4) through partnership with the YMCA will provide Purpose Prep students with valuable, extended programming and facility access that will enhance their educational experience. The YMCA has indicated that the Northwest facility has a youth focus and that Purpose Prep would add to the vitality of the site.

In Y1, Purpose Prep will need a four classroom modular unit and a two classroom unit (which would provide the school with the necessary number of classrooms, administrative space, and restrooms). The school also anticipates that it would be able to access some space in the YMCA for recreation and community meetings. In Y2 and Y3, Purpose Prep would add a third and fourth unit to accommodate additional growth at the school. **Figure 10.1** provides some preliminary cost estimates for placing modulars on the YMCA site.

Figure 10.1: Modular Cost Assumptions

Site Preparation Costs	Y1: $200,000 (land grading; plumbing and utilities; ramps and sidewalks). Assumes costs would be financed and amortized over a six year period. The Tennessee Charter School Incubator would secure financing on behalf of Purpose Prep and potentially place another charter school on the site after year three to help amortize the debt.
Modular Delivery Costs	$50,000 per modular unit. In Y2 and Y3, the Tennessee Charter School Incubator would fund 50% of the modular delivery costs.
Modular leasing costs	In Y1, the school would have a four classroom unit (that includes four classrooms, restrooms, administrative space) and a smaller two class room unit (for additional classrooms, multipurpose activities, teacher work space). The leasing costs for a four classroom unit would be approximately $3,500 per month and the leasing costs for a two classroom unit would be approximately $1,500 per month (according to estimates received by several modular companies including William Scotsman and Innovative Modulars).
Financing Assumptions	The $200,000 for site prep costs and the first $50,000 of modular delivery costs would be financed and amortized over a six year period. The Tennessee Charter School Incubator would contribute 50%, with the school financing the other $125K. Financing assumptions include a six year amortized loan at a 6% interest rate.

Figure 10.02 outlines the annual costs of this facility plan.

Figure 10.02: Annual Costs

	Year 1	Year 2	Year 3
Enrollment	120	180	240
Number of modular units	2	3	4
Debt Service (site preparation costs including modular delivery costs of $50K for year 1)	$24,859	$24,859	$24,859
Modular delivery costs (school's portion)		$25,000	$25,000
Modular leasing costs	$60,000	$102,000	$144,000
Operating costs ($4 per square foot)	$21,600	$36,000	$50,400
Insurance costs	$15,000	$20,000	$20,000
Total facilities costs	$121,459	$207,859	$264,259
Per student cost	*$1,012*	*$1,155*	*$1,101*

Purpose Prep will also consider other sites for modular buildings in its first three years of operation, should the YMCA site become too costly.

In 2015, Purpose Prep will begin analyzing longer-term facilities options. While Purpose Prep will look for opportunities to lease public space (if available) or space from a private owner (i.e. former private school buildings or community buildings), the school thinks it is likely that it will have to pursue commercial space.

Facilities Options after Year Three

In seeking a long-term facility option for Purpose Prep, the school and TCSI recognize that there are a number of challenges in securing an affordable and functional facility:

- Public space is not consistently available for lease by charter schools.
- Charter schools typically locate in low-income areas where the quality of potential buildings is often poor (requiring extensive renovations to meet the needs of the school as well as to meet code requirements).
- Few lenders are willing to loan to new and early-stage charter schools without outside support (i.e. credit enhancements, loan guarantees).
- Charters do not receive public funding for capital expenditures (acquisition and/or improvement of facilities).

To address these challenges, TCSI is establishing a Facilities Fund ("Fund") that would help new and existing Nashville charter schools, including Purpose Prep, access affordable facilities financing to secure space. The Fund would be used to back loans for charter schools to purchase, build, and/or renovate properties – public or commercial. More specifically, the Fund would serve as equity, credit enhancements, and/or loan loss reserves for facilities financing transactions. This type of risk mitigation is critical in enticing lenders to work with relatively new charter schools like Purpose Prep that have a limited track record. TCSI has been in active discussions with national and local foundations to provide resources for the Fund as well as national and local lenders who are interested in working with Nashville charter schools.

In evaluating each facility opportunity, the school will work with the Tennessee Charter School Incubator and real estate and architectural partners to assess whether the facility can meet the space requirements of the school (i.e. number of classrooms, common areas, teacher work rooms, recreational space). **Figure 10.03** outlines specific space requirements that Purpose Prep will have years four through eight.

Figure 10.03: Space Requirements

Year 4	Year 5	Year 6	Year 7	Year 8
Admin Space	Admin Space	Admin Space	Admin Space	Admin Space
Teacher work room	Teacher work room	Teacher work room	Teacher work room	Teacher work room
9 classrooms	11 classrooms	11 classrooms	11 classrooms	11 classrooms
1-2 rooms for pull-out, tutoring, testing	1-2 rooms for pull-out, tutoring, testing	1-2 rooms for pull-out, tutoring, testing	1-2 rooms for pull-out, tutoring, testing	1-2 rooms for pull-out, tutoring, testing
Food prep area	Food prep area	Food prep area	Food prep area	Food prep area
Restrooms (number of restrooms dependent on code)	Restrooms (number of restrooms dependent on code)	Restrooms (number of restrooms dependent on code)	Restrooms (number of restrooms dependent on code)	Restrooms (number of restrooms dependent on code)
Multi-purpose room	Multi-purpose room	Multi-purpose room	Multi-purpose room	Multi-purpose room

For budgeting purposes, Purpose Prep has projected annual costs for several facilities options.

Leasing option

In a leasing scenario, Purpose Prep is budgeting to lease space (an example would be leasing a district building or a school building that is privately owned). This might also include a commercial space which is renovated by a private developer and leased back to Purpose Prep. In developing assumptions, the school considered industry standards on space requirements, and comparable costs in the local market for lease rates and operating expenses, as outlined in **Figure 10.04**.

Figure 10.04: Annual Costs for Leasing Option

	Year 4	Year 5	Year 6	Year 7	Year 8
Enrollment	292	340	288	288	288
Square feet per student (1) (2)	86	74	87	87	87
Required space	25,000	25,000	25,000	25,000	25,000
Lease rate ($7 per square foot)	$175,000	$175,000	$175,000	$175,000	$175,000
Operating costs ($4 per square foot)	$100,000	$100,000	$100,000	$100,000	$100,000
Insurance costs	$20,000	$20,000	$20,000	$20,000	$20,000
Total facilities costs	$295,000	$295,000	$295,000	$295,000	$295,000
Per student cost	*$1,010*	*$868*	*$1,024*	*$1,024*	*$1,024*

(1) According to Self-Help, a national charter school lender, schools should plan for at least 75 square feet per student (though 100 square feet per student is ideal).
(2) The school will most likely not have a gymnasium or auditorium due to the costs of developing this type of space. Purpose Prep will look for opportunities to partner with community organizations such as the YMCA for recreational space.

Purchasing Option

Purpose Prep will consider purchasing and renovating commercially-owned space (an example would be former big box retail space, office space, or fitness centers) that can be renovated to accommodate the needs of the school. In developing assumptions, the school considered industry standards on space requirements, comparable costs for purchasing and renovating commercial space for school use (using data from other cities and the local market), and comparable charter school facilities costs from similar transactions. An example transaction with assumptions is provided in **Figures 10.05** and **10.06**.

Figure 10.05: Transaction Assumptions

Facility size	25,000	
Purchase Price (per square foot)	$30	
Renovation costs (per square foot)	$50	Building would be renovated in stages based on space requirements of school.
Interest rate	6.0%	
Amortization (years)	20	
Equity	20%	Provided through the Tennessee Charter School Incubator Facilities Fund

Figure 10.06: Annual Costs For Purchase Option

	Year 4	Year 5	Year 6	Year 7	Year 8
Enrollment	292	340	288	288	288
Square feet per student	86	74	87	87	87
Required space	25,000	25,000	25,000	25,000	25,000
Debt service	$137,555	$137,555	$137,555	$137,555	$137,555
Operating costs ($4 per square foot)	$100,000	$100,000	$100,000	$100,000	$100,000
Insurance costs	$20,000	$20,000	$20,000	$20,000	$20,000
Total facilities costs	$257,555	$257,555	$257,555	$257,555	$257,555
Per student cost	*$882*	*$758*	*$894*	*$894*	*$894*

To be conservative in its budget estimates, Purpose Prep has created a summary table below to average the costs of the leasing and purchasing options. The school believes these numbers are on the high side when compared to the facilities costs current Tennessee charter schools incur. (In a report to be released by the Tennessee Charter Schools Association in partnership with the Colorado League of Charters and the Tennessee Charter School Incubator, survey date indicated that the state's charter schools are paying, on average, $805 per student). A summary table of two options is included in **Figure 10.07**.

Figure 10.07: Summary Table

	Year 4	Year 5	Year 6	Year 7	Year 8
Facilities Costs					
Lease	$295,000	$295,000	$295,000	$295,000	$295,000
Purchase	$257,555	$257,555	$257,555	$257,555	$257,555
Average	$276,277	$276,277	$276,277	$276,277	$276,277
Median	$276,277	$276,277	$276,277	$276,277	$276,277
Per Student Facilities Costs					
Lease	$1,010	$868	$1,024	$1,024	$1,024
Purchase	$882	$758	$894	$894	$894
Average	$946	$813	$959	$959	$959
Median	$946	$813	$959	$959	$959

Timeline

Purpose Prep is currently in discussions with the YMCA and will begin doing further due diligence on the site upon approval of the charter application. Beginning in 2015, the school will begin analyzing long-term facilities options (lease and purchasing options).

Waiver Request List: (State Laws and State Board of Education Rules and Regulations)
School Name: Purpose Preparatory Academy Charter School
Address: North Nashville (exact address TBD)
Prepared By: Lagra Newman
Preparer's Telephone: 615-669-2396
Preparer's Email: lnewman@buildingexcellentschools.org

Purpose Preparatory Academy ("Purpose Prep") shall operate in compliance with all Metropolitan Nashville Public School policies and regulations and all applicable federal, state, and local laws, rules and regulations, unless specifically waived. In order for Purpose Prep to ensure its scholars meet or exceed local state and national academic standards, it must provide students with a greater amount of time on task. Purpose Prep's governance and leadership need flexibility in its initials structure to overcome potential barriers in fulfilling its mission and goals.

We formally request a waiver from the laws, rules, and regulations listed below. The request includes all laws, rules, and regulations that come into force following the date of submission of this charter proposal. In addition to the specific waiver requests listed below, we request waivers of any additional rules and regulations that are waived for existing or future charter schools authorized by the District. We also reserve the right to supplement this request or make additional waiver requests in the future.

1. **PERSONNEL WAIVERS**

   A. **COMPENSATION**

      AREA: Licensed Personnel Salaries
      TN EDUCATION STATUTE: 49-3-306(a)
      STATE BOARD RULE: 0520-1-2-.02
      RATIONALE FOR WAIVER: While we ensure that public monies will be used properly and that all personnel will be paid adequately and timely, it is critical to our program that Purpose Prep payroll system reflects our individual school's purpose and philosophy. Teachers may be given incentive pay that will compensate them for achieving student academic targets.

      AREA: Longevity Pay
      TN EDUCATION STATUTE: 8-23-206(a)
      STATE BOARD RULE:
      RATIONALE FOR WAIVER: While we ensure that public monies will be used properly to ensure personnel will be paid adequately, it is critical to our program that Purpose Prep payroll system reflects our individual school's purpose and philosophy. Teachers may be given incentive pay that will compensate them for years of consistent student performance, not just years of service.

   B. **HOURS AND BENEFITS**

      AREA: Teacher Assignment
      TN EDUCATION STATUTE: 49-5-401
      STATE BOARD RULE:

RATIONALE FOR WAIVER: Purpose Prep will utilize an extended schedule, including increased instructional time, as well as professional development hours.

AREA: School Term Vacations and Other Non-Instructional Days
TN EDUCATION STATUTE: 49-6-304A (2)-D
STATE BOARD RULE: 0520-1-3-.03(4)
RATIONALE FOR WAIVER: Purpose Prep school operates with an extended school year of up to 185 days and an extended school day from 7:50 a.m. – 4:00 p.m.

C. PROMOTION AND EVALUATION

AREA: Career Ladder
TN EDUCATION STATUTE: 49-5-5002-5010, 49-5-5206-5209, 49-5-5301, 49-5-5304-5306, 49-5-5401, 49-5-5405, 49-5-5406, 49-5-5501, 49-5-5504-5506
STATE BOARD RULE: 0520-2-2
RATIONALE FOR WAIVER: No need or funding is currently available for career ladder initiatives.

AREA: General Requirements for Evaluation
TN EDUCATION STATUTE: 49-5-5205
STATE BOARD RULE: 0520-02-01-.01
RATIONALE FOR WAIVER: The ability to effectively professionally develop and evaluate staff is critical. In order to ensure effectiveness, our evaluation system must align to our mission, goals, instructional practices, and professional development. While our philosophy and purpose for staff evaluations are aligned with Tennessee, we have made adjustments on the school level that are critical to our academic program, specifically our evaluation rubric which aligns to our professional development.

AREA: Evaluation of Third-Year Apprentice Educators
TN EDUCATION STATUTE: 49-5-5205
STATE BOARD RULE: 0520-2-1-.03
RATIONALE FOR WAIVER: The key to our success is being able to attract and retain a staff that is committed to our vision and to provide them with the motivation necessary to get the job done. It is essential that we be able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goals. The guidelines and performance expectations are outlined specifically in the yearly contracts that are developed for Purpose Prep personnel.

AREA: Evaluation of Principals, Assistant Principals and Supervisors
TN EDUCATION STATUTE: 49-5-5302, 49-5-5402, 49-5-5408, 49-5-5502
STATE BOARD RULE: 0520-2-2-2(2)
RATIONALE FOR WAIVER: The key to our success is being able to attract and retain a staff that is committed to our vision and to provide them with the motivation necessary to get the job done. It is essential that we be able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goals. The guidelines and performance expectations are outlined specifically in the yearly contracts that are developed for Purpose Prep personnel.

D. TENURE

    AREA: Evaluation Contracts and Termination of Contracts
    TN EDUCATION STATUTE: 49-5-408-409
    STATE BOARD RULE: 0520-2-2(2)
    RATIONALE FOR WAIVER: The key to our success is being able to attract and retain a staff that is committed to our vision and to provide them with the motivation necessary to get the job done. Toward that end, it is essential that we be able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goal. Teachers will be assessed based on their performance. Teachers, who attain the required levels of performance, as outlined in their previous year contracts, will be offered another contract.

    AREA: Tenure
    TN EDUCATION STATUTE: 49-5-501-513
    STATE BOARD RULE:
    RATIONALE FOR WAIVER: As a charter school, Purpose Prep will be results-driven. Therefore, all employees of Purpose Prep will be "at-will."

E. STAFFING REQUIREMENTS

    AREA: Licensed Principals
    TN EDUCATION STATUTE: 49-5-101(a)
    STATE BOARD RULE: 0520-1-2-.03(6)
    RATIONALE FOR WAIVER: Purpose Prep would like to be able to recruit the most qualified school leaders around the country to fulfill its mission.

    AREA: Library Information Center Personnel
    TN EDUCATION STATUTE:
    STATE BOARD RULE: 0520-1-3-.07(2)
    RATIONALE FOR WAIVER: A substantial library will be available to students at the nearest public library. This facility will be augmented by classroom libraries.

2. SCHOOL MANAGEMENT/OPERATIONAL WAIVERS

    AREA: School Year Commencement
    TN EDUCATION STATUTE: 49-6-3004
    STATE BOARD RULE:
    RATIONALE FOR WAIVER: Purpose Prep will utilize an expanded school year calendar. For this reason, the school will start before Labor Day.

    AREA: Local Fiscal Accounting
    TN EDUCATION STATUTE: 49-3-316
    STATE BOARD RULE:
    RATIONALE FOR WAIVER: While we ensure that public monies will be used properly, that all non-waived regulations will be met and that all of our operations will stand up to a financial audit, it is critical to our program that our management systems reflect our individual school's purpose and philosophy.

    AREA: Formulation and Administration of Behavior and Discipline Codes
    TN EDUCATION STATUTE: 49-6-4012(b)
    STATE BOARD RULE:

RATIONALE FOR WAIVER: While parents and students will undergo due process, it is important that the discipline practices of Purpose Prep provide a safe and effective learning environment for all students.

3. **EDUCATIONAL WAIVERS**

A. **CURRICULUM**

AREA: Health, Physical and Wellness Education Curriculum
TN EDUCATION STATUTE:
STATE BOARD RULE: 0520-1-3-.05
RATIONALE FOR WAIVER: Students will be involved in physical education activities each week. The Dean of Academics will oversee these classes and work to ensure that the PE curriculum meets state content standards, despite the use of non-certified instructional personnel.

AREA: Fine Arts Curriculum
TN EDUCATION STATUTE:
STATE BOARD RULE: 0520-1-3-.05
RATIONALE FOR WAIVER: Students will be involved in fine arts activities each week. Fine arts classes may be taught by volunteers. The Head of School and/or Dean of Academics will oversee these classrooms, ensuring that the curriculum meets the state content standards, despite the use of non-certified instructional personnel.

AREA: Use of Unapproved Textbooks
TN EDUCATION STATUTE: 49-6-2206
STATE BOARD RULE:
RATIONALE FOR WAIVER: To meet the potential of our school, it is essential that we tie our curriculum and instructional approaches to our individual school's mission and goals. Purpose Prep will use both state-approved textbooks and other unapproved instructional materials.

AREA: Capital Outlay
TN EDUCATION STATUTE: 49-3-311
STATE BOARD RULE:
RATIONALE FOR WAIVER: Preparing a charter school facility will be one of our greater challenges. Because we finance our own buildings and do not have the power to raise taxes to fund capital outlay, it is critical that we gain freedom from non-health and safety standards for the school site and have control of the facility vested in our board, rather than the city board of education. Having this freedom will allow us to use our school site resources most effectively and align our building choices with our mission and goals.

INSURANCE COVERAGE

Pursuant to Metro Nashville Public Schools Policy[152], Purpose Prep will obtain and sustain the following insurance and amounts:

- General Liability/Automobile Liability Policy: Must be equal to or greater than $5,000,000. This insurance shall be primary insurance. Any insurance or self-insurance programs covering the Metropolitan Government, its officials, employees, and volunteers shall be in excess of this insurance and shall not contribute to it. The first $1,000,000 must be with a company licensed to do business in the state of Tennessee. The remaining $4,000,000 can be covered under an excess liability policy (also known as an "umbrella" policy). These policies must name the Metropolitan Nashville Public Schools as an additional insured. The policy must cover contractual liability. Automobile coverage shall cover vehicles owned, hired, and non-owned.
- Professional Liability Policies: Directors and Officers Policy equal to or greater than $5,000,000. Teachers Professional Liability Policy equal to or greater than $1,000,000.
- Workers Compensation and Employers Liability Policy: The amount of coverage required for Workers Compensation is determined by statute. Sponsor must comply with state statutes. Employers Liability must be a minimum of $100,000.
- Property and Boiler Insurance Policy: If sponsor purchases the property that will be used by the charter school, it shall purchase "all risks" property and boiler insurance. Insurance shall be for the full replacement cost of the property and contents with no coinsurance penalty provision.
- Sports coverage: If a school offers either intramural or inter-district sports teams, additional liability coverage is warranted.
- Sexual Abuse Insurance Policy: Must be equal to or more than $1,000,000.

Purpose Prep will maintain insurance coverage pursuant to all applicable laws and MNPS policy including: Workers' Compensation, General Liability, School Bond/ Professional Liability, Umbrella Liability, Commercial Excess Liability, Student Accident, Directors' Errors and Omissions, Directors and Officers, and Non-owned Auto.

The Head of School and/or Operations Manager is responsible for procuring annual renewals with the School's insurance broker. We will procure insurance quotes at least two months prior to a policy's expiration. The Head of School will review and approve the insurance policy. The Chairperson of the Finance Committee of the Board participates in this review. We will submit proof of instruction to MNPS at the time the official charter contract is signed.

Purpose Prep will maintain original copies of all insurance policies at the school and filed in the Insurance binder by the close of each fiscal year. When possible, Purpose Prep will maintain copies of all current insurance saved electronically on the server. The attached Budget and Budget Narrative reflect all insurance costs. An insurance quote from Arthur J. Gallagher Risk Management Services, Inc. follows.

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[152] Insurance requirements by MNPS is outlined in the Charter School Accountability Framework – Updated August 2011.
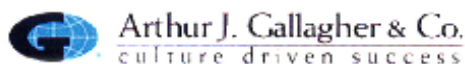
March 20, 2012

To Whom It May Concern:

RE: Insurance Coverage for Purpose Prep
Broker of Record – Arthur J. Gallagher Risk Management Services, Inc.

We are pleased to provide insurance services for Purpose Prep. Our division specializes in Charter schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of Tennessee as required by law. Our program utilizes the following carriers which are admitted in the State of TN: Philadelphia Insurance Company, The Hartford, Arch, and Chartis.

On behalf of Purpose Prep, the following coverages will be secured to meet all requirements by authorizing agencies and/or additional insureds as appropriate.

Coverage	Limit
General Liability	$1,000,000 occurrence $2,000,000 aggregate
Workers Compensation	Statutory Limits pursuant to TN laws
Employee Benefits Liability	$1,000,000
Automobile/Bus Liability including underinsured and uninsured as needed	$1,000,000
Umbrella / Excess Liability above primary program	$5,000,000
Employment Practices Liability	$1,000,000
Educators Legal Liability	$1,000,000
School Board Errors & Omissions (Directors & Officers)	$1,000,000
Sexual Misconduct Liability	$1,000,000 $2,000,000 aggregate
Crime / Fidelity Coverage (Bonds)	$100,000
Property/Lease and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical loss basis
Student Accident Coverage	Primary $25,000 limits and CAT option at $5,000,000

As requested, all required additional insureds and loss payees can be added to these policies upon review. We will only place this school with at least an "A" rated insurance carrier as determined by AM Best rating guidelines.

Estimated Premiums:
The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions.

Coverage	Annual Premium Indication	
General Liability/Abuse/Crime/Auto/Employee Benefits	$	3,250.00
Directors & Officers / Employment Practices	$	2,000.00
Property (Assuming leasing only $200k contents)	$	1,200.00
Excess $5 million Limits	$	800.00
Workers Compensation	$	3,400.00
Student Accident	$	1,166.00
total	$	12,616.00

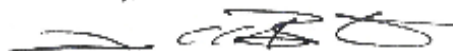Exposures: Based on 120 students, 11 employees, payroll of $657,000

Tentative Timeline for Insurance Coverages
As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

Coverage	Timeline
School Board Legal/Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

Please let me know if you have any questions. (615) 377.5168

Sincerely,

Todd A. Batson, CIC CRM
Area Vice President
Arthur J. Gallagher Risk Management Services, Inc.
o)   615.377.5168
m)   615.708.1868
todd_batson@ajg.com

PARENT INVOLVEMENT AT PURPOSE PREP

The community we seek to serve in North Nashville has a majority of families currently without a choice for a high performing elementary school, with over 1/3 of families living in poverty, and approximately 75% of elementary students currently at risk of academic failure. Our partnership with families is fundamental to the mission of Purpose Prep. We know that it is our responsibility to engage our families, and we work closely with them to change the academic and life trajectory for their children.

Given our accountability to and partnership with MNPS, we adhere to the policies that have been set forth by our district to operationalize the importance and value we hold for a partnership between the family and the school. The MNPS parental involvement policy includes input from parents, community members, and school personnel in compliance with all pertinent mandates of state and federal regulatory standards as the following[153]:

> All parents have access to many types and levels of involvement, with no person excluded based on race, religion, creed, gender, socio-economic status, physical impairment or age.
>
> All parents acknowledge the importance of the protection of their child's or children's privacy and all stakeholders involved in the working with MNPS students should work to ensure every student's confidentiality.
>
> All parents acknowledge the importance of Federal and State funds received by MNPS and this policy statement should conform to the requirements of sections 1118(a)(s) of the Elementary and Secondary Act (ESEA) as well as any other Federal and State programs or policies.

At Purpose Prep, families are involved on an individual level and through organized parent groups. We are proactive and strategic in reaching out to families in first making them aware of the choice of the school and then involving them within the life of the school. Our goal is to remain in constant, proactive communication with families, ensuring that families understand and support our common work of preparing every K-4 scholar with the strong elementary foundation needed for success in middle and high school and on the road to college. We further recognize our responsibility to ensure the full participation of all families, including families with limited English proficiency, parents with disabilities, and parents of migratory children, and we have the necessary provisions in place to ensure that outreach efforts and information is clear and understandable for everyone. We recognize that an effective partnership between school and home sets each scholar up for success by garnering family support of our school and reinforcement in the home for the school's activities and expectations.

Our commitment to involving families in our school begins (1) during with annual Home Visits and Family Orientations, (2) trimester University Night workshops, (4) weekly formal communication on students' academic and behavioral progress and performance, and further includes (5) opportunities to inform school growth and improvement through family surveys conducted each trimester, (6) a seat on the governing board, (7) ritualized and public recognition of family involvement, and (8) opportunities to volunteer.[154]

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[153] For the purpose of this document, the words Parents/Family represent individuals within the extended family of the student or persons with a legitimate interest in the student who are the student's legal guardians

[154] Along with the outlined ways to involved families listed here, we adhere to the MNPS policy for involving families as outlined in the District Title I Parent Involvement Policy.

- **Families participate in Home Visits and Orientation Sessions.** Annually, post-enrollment and prior to the start of the school year during the months of April and May, we conduct individual Home Visits with every newly enrolled family and for all new and returning families we hold grade level Family Orientation Sessions. Home Visits serve as an initial opportunity to build strong relationships with new families, as we learn about the interests of our scholars, as well as the hopes and dreams their families have for them. Families are provided with the daily schedule, annual calendar, the Purpose Prep Pact[155], which outlines the school's accountability to families and their accountability to the school, ensuring the realization of our mission for scholars. Additionally, diagnostic testing[156] is conducted during these visits, which informs teachers around the academic needs of scholars and equips teachers to develop academic plans starting on day one. Family Orientation Sessions amplify the information provided at the Home Visit, and further introduces families to what they should expect from the coming school year at that grade level. For example, families enrolling their child in kindergarten would learn about our instructional model involving two high capacity teachers per classroom, the first unit of study for scholars, and our discipline policy and behavior incentive system. We also outline logistical needs for families, such as transportation routes with our school busses, food options for breakfast and lunch, and before and after care programs. During Orientation Sessions, the family, including the newly enrolled scholar, and the school administration will discuss the school's academic and behavioral expectations together and sign the Purpose Prep Pact. Making multiple connections with families prior to the school year alleviates anxiety from our families about our school design and structure, capacity of teacher and leadership team, ensures consistent messaging to our families about what they can expect from us and our expectations of them, establishes trust and gives families an opportunity to ask any questions they have about the school before the year starts.

- **Families engage in University Night workshops focused on supporting their child at home.** We provide school-wide events, specifically three University Nights throughout the school year[157], which are focused on ways for families to support the academic program at home. Kindergarten families are trained on how to help scholars with literacy and mathematics Lifework (HW) at an age when family help with Lifework is essential. University Nights are informative, fun, and engaging. They entail teacher-led sessions in literacy and mathematics, as well as games and activities that demand participation from families, scholars, and teachers and can be replicated by families in their homes.

- **Families receive constant communication around scholar's academic and behavioral performance and progress.** Scholar achievement data is communicated with families throughout the school year. Families receive reports[158] following each 6-8 week interim assessment that outline: (1) their child's academic proficiency regarding literacy development and prioritized standards in every subject, (2) the targeted intervention from the action plan that the school will provide in the coming weeks to maximize academic progress, and (3) tangible supports to be provided by the family at home. Purpose Prep communicates scholar progress as compared to state standards to keep parents apprised of the scholars' individual, collective (whole class) and comparative (ranking within classroom) achievement. Bi-weekly phone calls are scheduled by teachers with every family to ensure on-going personal communication, and every family has their teacher's professional contact information, including work phone and work email. Weekly, we

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[155] The Purpose Prep Pact is included in **Appendix N.** The Purpose Prep Pact is discussed and reviewed by families during Home Visits and formally signed at Orientation.
[156] We administer reading diagnostic assessments, such as the STEP, to our scholars during Home Visits to pinpoint their literacy needs and develop an action plan for each scholar prior to day one of school. We also discuss with families the purpose of assessments and the goals we have for students.
[157] The annual school calendar is included in **Attachment D.**
[158] We use a Student Information Systems, such as Kickboard, to generate progress reports and report cards to share with families.

provide a Lifework (HW) log and classroom syllabus with objectives and assessments for that week. Families receive a blue folder with all announcements, permission slips, monthly calendar, and a Purpose Prep Paycheck detailing RISE Rewards that shows how well their child(ren) behaved throughout the week[159]. These folders are signed and sent back to school as evidence that the parent or guardian has received and read the information. Daily, we provide communication to families regarding their child's attendance, school behavior, class participation, lifework completion, and academic performance through the use of daily logs. These daily logs are linked to daily and weekly rewards at school that will motivate scholars to do their best, and will have information about how scholars met behavioral and academic goals. In some cases, the reports will be customized for individual scholar goals. All teachers are required to answer phone calls from scholars and parents up until 8:00pm each night in order to answer questions about lifework and scholar progress. Families are responsible for signing scholars' Lifework (HW) on a daily basis to show they are aware of the scholar's work.

- **Families' input is important and frequently sought after by the school.** As a group, families are formally invited to visit the school monthly and speak personally with the Head of School. These meetings are called **Families For Purpose** and provide the opportunity for us to organize families around issues and efforts that promote our mission, update them around our progress, and solicit their feedback and suggestions, as well as address any concerns they may have. Providing a forum for families' voices to be heard will be beneficial in our work and ensure a strong partnership between home and school. Additionally, families complete a school-wide survey every trimester during Family Achievement Conferences.

- **Families are a part of the governance of the school.**[160] Every board meeting is open to the public, and a forum for public comment is structured to solicit feedback from families. A parent is elected to the board annually and participates fully in all governance matters.

- **Families are appreciated.** Comprehensively, families receive Purpose Prep Passports, which ritualizes and document their attendance and participation at events and any volunteer hours that they have dedicated in support of our mission. We use these Purpose Prep Passports to track the various levels of engagement of our families, as well as publicly recognize families at their different tiers of participation. It is important that we demonstrate appreciation of all of our families for entrusting us to educate their children to the highest quality, and we honor families that go above and beyond the required efforts to enhance their scholar's achievement and our mission. We will invite families and allow them to celebrate their child's achievement during Rise with PUROPOSE Jubilees. We will also recognize families during school-wide events, particularly University Nights. Annual, during our Annual Achievement Banquet, we recognize families with the highest levels of school engagement according to the Purpose Prep Passport.

- **Families volunteer at Purpose Prep.** There are continuous opportunities for families to volunteer at Purpose Prep. Families are asked to host and give tours to school visitors, assist classroom teachers with various needs, serve as chaperones for school fieldtrips, and participate in planning sessions for school activities that support the school's mission.

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[159] Operation Manager (Y1) and Office Manager (Y2 and beyond) compiles these paychecks daily through behavior software, such as Kickboard.
[160] As stated in TCA 49-13-111(c) (2) (h), each charter school's governing board is required to comply with the state's *open meetings law*, as per TCA 8-44-1. We will submit the Board's approved *by-laws* and subsequent amended versions to The Division of Charter Schools. We will also submit a *calendar* of meetings and the *minutes* from each board meeting to the Division of Charter Schools.

COMMUNITY SUPPORT OF PURPOSE PREP

Garnering support from the local community through outreach has been a central focus of our work, and we will continue to prioritize opportunities to introduce neighborhood families, community organizations and local leaders to the work of Purpose Prep. Members of the Nashville community, particularly those within North Nashville where we seek to be located, have enthusiastically embraced Purpose Prep. We have been invited to speak with key leaders and organizations, and have presented Purpose Prep at well-attended events, including the Martin Luther King, Jr. Day (the second largest in our nation), multiple church services with prominent ministers, several neighborhood associations, and various community events.

We recognize that many of our families are at risk of not being able to fully participate in school choice, given their inability to speak or read English well[161], their economically impoverished circumstances, and the general lack of awareness around options. For this reason, we have strategized multiple and varied approaches to family outreach beyond our connections with churches, business, and early child care centers. We hosted canvassing events on Saturday, February 25, 2012 and Saturday, March 24, 2012 enlisting over 30 volunteers in the opportunity to **Get Out the PURPOSE** and speak with over 500 families that may not have been within our immediate sphere of influence to inform them about our work. Collectively, we knocked on over 550 doors in economically disadvantaged neighborhoods, including Andrew Jackson Homes, Preston Taylor Homes, Hope Gardens, and neighborhoods throughout Bordeaux. To date, 464 community members have signed the Purpose Prep Petition[162]. Of those families that have signed to emphasize the urgent need for Purpose Prep in their community, 192 children are represented between the ages of 2-4 year olds, the age of students eligible to enroll in Purpose Prep throughout its initial years of operation.[163]

We attribute our strong community reception to Purpose Prep's distinguishing factors:

- We propose to bring a high performing, college preparatory K-4 school with proven approaches that work with similar populations of scholars. There are currently no high performing elementary schools in the North Nashville area. All six elementary schools in the Pearl-Cohn Cluster: (a) earned failing grades on TCAP in Reading and Math; (b) were unsuccessful in achieving Adequate Yearly Progress (AYP) targets for academic performance; and (c) are currently failing to educate children with the elementary foundation necessary to thrive within a college-preparatory level course of study in the upper grades. North Nashville families are in desperate need of an elementary school that will set scholars on the path to college - starting in kindergarten.

- Community members are excited about a high capacity school leader who has demonstrated and been recognized for outstanding student achievement results. Lead Founder and Proposed Head of School Lagra Newman has connected well and continuously with multiple stakeholders throughout Nashville, and she serves as a role model for the children Purpose Prep as they begin their elementary journey towards a college preparatory education.

- The diversity of the Purpose Prep Founding Board has been recognized. The founding members of Purpose Prep mirror the diversity of Nashville and the community we will serve, and they

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[161] As necessary, materials will be available in Spanish and in the home language of other families as needed.
[162] The Purpose Prep Petition received 464 signatures by families emphasizing the urgent need for Purpose Prep in their community. This documentation in included in **Attachment R.**
[163] In accordance with TCA 49-6-201(8)(d), children entering kindergarten shall be five (5) years of age on or before September 30 of the current kindergarten term.

bring the strong and necessary professional skill sets, proven expertise, and deep commitment to the school's mission which will significantly and positively impact our community.

Community stakeholders' belief in the leadership driving Purpose Prep, as well as belief in our mission, vision, and academic model, continue to fuel deepened partnerships across our city. Their belief in our ability to reach rigorous academic targets compels them to provide support in a variety of priority areas, including recruiting families, developing business and community partnerships, securing a school site, and mobilizing resources and funding. Upon authorization, we will continue to expand and cultivate our relationships with community members, leaders, and organizations on behalf of the successful execution of our mission and the recognized needs of elementary students within this community.

The following organizations have been in conversation with us around how best to support Purpose Prep, including providing a school facility, recruiting families, and coordinating programs: C. E. McGruder Family Resource Center; Interdenominational Ministers' Fellowship; Nations Ministry Center; Girls on the Run; Habitat for Humanity, YWCA, and Boys and Girls Club – Andrew Jackson.

We have established partnerships with early child care centers, including 18th Avenue Enrichment Center, United Child Care Learning Center, Inc., Schrader Lane Child Care Center, Bethlehem Centers, and 15th Avenue Child Care Center, and each has offered to (1) allow us to inform their families of our work, (2) notify us of scheduled events to present Purpose Prep to families, and (3) market our school through flyers posted in their centers. If granted a charter, these organizations we will use these community partnerships to continue to spread the word about Purpose Prep, and most particularly to families who might otherwise have limited or no options or access, and to recruit scholars from their centers.

North Nashville has a strong and proud church-going culture. Religious leaders are valuable supporters to securing broader buy-in from community members and their influence continues to secure initiative and programs benefitting their community. We have been endorsed by religious leaders throughout North Nashville and have secured their support for a strong school model designed to significantly impact the academic achievement levels of the children of North Nashville, who overwhelmingly come from families unaware of other options due to financial circumstances. Support has included opportunities to present Purpose Prep to church congregations during church services, and thus broadening our volunteer base. Churches of North Nashville that have provided their support include New Covenant Christian Church, Spruce Street Baptist Church, Jefferson Street Baptist Street, St. Paul A.M.E. Church, and St. Luke AME.

Comprehensively, the following supporters stand ready to meaningfully contribute to the work of Purpose Prep and have written Letters of Support found in **Attachment M**. **Figure 13.01** outlines our major supporters across multiple sectors.

Figure 13.01: Purpose Prep Supporters

Community Letters of Support for Purpose Prep		
POLITICAL AND COMMUNITY LEADERS		
Name	**Title**	**Organization**
Mr. Brandon Boyd	Music Director	15th Avenue Baptist Church
Dr. Judy Cummings	Pastor	New Covenant Christian Church
Ms. Brenda Gilmore	Tennessee Representative	Tennessee General Assembly
Ms. Thelma Harper	Tennessee Senator	Tennessee General Assembly
Mr. Janiro Hawkins	Moderator	Greater Richland Creek

		Missionary Baptist Association
Ms. Sharon Hurt	Chief Executive Officer	Jefferson United Merchants Partnership
Mr. Lonnell Matthews	Representative, District 1 Education Committee Chair	Metropolitan Council

EDUCATION SECTOR

Name	Title	Organization
Dr. Lewis Baldwin	Professor of Religious Studies	Vanderbilt University
Ms. Jamie Campbell	Director	15th Avenue Baptist Church Child Learning Center
Dr. Frank Dobson, Jr.	Director	Bishop Joseph Johnson Black Cultural Center, Vanderbilt University
Ms. Shani Jackson Dowell	Executive Director	Teach For America – Nashville
Ms. Shantrelle Edmondson	Executive Director	18th Avenue Family Enrichment Center
Ms. Betsy Fenske	Faculty Advisor	Columbia University
Mr. Robert Fisher	President	Belmont University
Ms. Madison Gardiner	Vice President	Students for Education Reform at Vanderbilt University
Mr. Ravi Gupta	Executive Director	Nashville Preparatory Charter School
Ms. Shirlee McCleskey	Director	Schrader Lane Childcare Center
Ms. Candice McQueen	Dean	Lipscomb University College of Education
Ms. Annie Paraison	Executive Director	18th Avenue Family Enrichment Center
Ms. Lisa Settle	Principal	Cornerstone Preparatory School
Mr. Drew Sippel	Executive Director	Cornerstone Preparatory School
Mr. Greg Thompson	Executive Director	Tennessee Charter School Incubator

NONPROFIT SECTOR

Name	Title	Organization
Mr. DeWayne Holman	Executive Director	Nashville Prevention Partnership
Ms. Susan Huggins	Executive Director	CABLE
Ms. Crystal Jones	Executive Director	Teach For America – Jacksonville
Mr. Kwame Lillard	CEO	African American Cultural Alliance
Ms. Norledia Moody	Director of Alumni Affairs	Teach For America – Metro Atlanta
Ms. Monique Moore	Managing Director	Teach For America – National
Mr. Lowell Perry	Chief Executive Officer	Big Brother Big Sisters of Mid TN
Ms. Patricia Shea	President and CEO	YWCA
Mr. Henry Smith	Executive Director	YMCA

CORPORATE SECTOR

Name	Title	Organization

Mr. Jay Davis	Managing Partner	Nashton Partners
Ms. Rebecca Hargrove	President and CEO	Tennessee Education Lottery Corporation
Mr. Thad Huguley	Founder	Huguley Consulting Group

Our community is invested in the academic successes of our children, and the college preparatory achievements of Purpose Prep scholars will resound proudly throughout the broader community. The opportunity to mobilize a community around high quality educational options has been powerful; we look forward to continuing to draw the community's input for and support of Purpose Prep.

ACCOUNTABILITY TO OUR STAKEHOLDERS

We have worked diligently to garner significant community support, and it is essential that we keep our promise to our stakeholders. We must educate all Purpose Prep scholars to ensure a college preparatory academic and character foundation at the elementary level. We hold ourselves accountable to our vision and outcomes, and we will be transparent about our progress by:

- Publishing an annual report of our academic progress and present this to community stakeholders.

- Inviting community leaders, business leaders, donors, and other stakeholders interested to tour the school and have a conversation with the Head of School at least once per trimester. A Board member of Purpose Prep leads these tours. The opportunity for members throughout Nashville to view our work ensures more individuals witness our program in action, provide feedback, and stay updated on our progress.

- Hosting an annual academic banquet at the end of every school year to which community leaders, community members, and families are invited. We report the annual progress of Purpose Prep, celebrate the achievements of our children, discuss the positive implications of quality education for our community, and advocate for ways to continue to enhance the community through quality education.

SCHOLAR RECRUITMENT PLAN

Purpose Prep has designed a comprehensive recruitment plan to attract a sufficient pool of applicants to meet our enrollment projections. Given our school design based on the needs of children from North Nashville, we will target families throughout the Pearl-Cohn and Whites Creek Cluster, regardless of race, disability, ethnicity, or gender. We are deeply aware of the challenges some charter schools have faced in reaching their initial enrollment targets and therefore we have put into place a plan to reach and exceed our enrollment targets and thus provide a waiting list for all available seats. We benefit greatly from strong community relationships, support from child care centers, churches, and neighborhood associations, founding board membership with deep and longstanding roots within the community, and multiple networks into the local family community.

We have conducted and will continue to conduct multiple direct and small group meetings with members of our target community, including direct outreach to the Boys and Girls Club – Andrew Jackson, JUMP, Preston Taylor Homes, J Henry Hale Homes, and Nashville Preparatory Charter School to inform them about the mission and important work of Purpose Prep, and use access to their networks to recruit families with limited or no access to educational options. A copy of a family marketing document is attached as **Appendix M**.

Moving forward, outreach services within the community include:

- Public open houses and community information meetings at a variety of locations, including "Spring Fling" at the J. Henry Hale Homes.
- Major events central to the targeted community, such as Nashville's Annual African Street festival hosted by the African American Cultural Alliance[164] and Martin Luther King, Jr. events on Jefferson Street
- Distribution of promotional materials through Get Out The PURPOSE, or canvassing events throughout neighborhoods in North Nashville
- Press releases and advertising in local publications, such as Tennessee Tribune[165], a news publication focused on and read by African Americans throughout Nashville, which is our target population
- Mailing to all preschool scholars in the North Nashville area and visits and information sessions at local preschools, such as 18th Avenue Enrichment Center, Bethlehem Centers, Schrader Lane, and United Child Care Center
- Visits to community churches, such as St. Luke A.M.E., New Covenant Christian Church, Spruce Street, and Jefferson Street Baptist
- Visits to scholars and parents in their homes to explain how Purpose Prep's mission and school design will have a positive impact on their child's future.

The purpose of our visits and sessions with families is to provide them with general information regarding the mission, vision and educational philosophy of Purpose Prep. Approval pending, we will continue to conduct Family Information Sessions, canvassing events, school visits and group meetings with increasing frequency from June 2012 through February 2013. In addition, we will establish a website at www.purposeprep.org where families and supporters can gather more information on our academic program and access Intent To Enroll forms and applications when they become available. Purpose Prep is proposed to open its doors in August 2012 to an inaugural class of 120 kindergarteners.

Assurances. In full compliance with all state and federal laws regarding nondiscrimination, Purpose Prep will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or academic achievement in admitting scholars. Purpose Prep will not discriminate in scholar recruitment or enrollment practices against scholars who have or who may appear to have disabilities. Purpose Prep will not set any admissions criteria that are intended to discriminate or have the effect of discriminating on any of these bases.

ENROLLMENT

Purpose Prep adheres to the processes that families must follow to exercise choice as outlined by MNPS,[166] including the lottery school application process.[167] Additionally, if Purpose Prep is oversubscribed, we will conduct the lottery in accordance to the specific preferences outlined in **T.C.A. § 49-13-113**. Purpose Prep intends to begin operation in August 2013 with 120 kindergarten[168] scholars. Each year thereafter, we will enroll a new class of 60 kindergarten scholars. We start with a larger inaugural cohort of four (4) classes to provide for financial stability within start-up, and we move to a smaller enrolled cohort each year thereafter to control for overall small school size which has been shown

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[164] Kwame Lillard, Chief Executive Officer, of African American Cultural Alliance is a supporter of Purpose Prep, has written a letter of support on our behalf, and he will allow us to recruit families during the Annual African Street festival.

[165] <http://www.wsmv.com/story/16673909/bulgers-beat-founder-visionary-still-leads-black-community-paper>.

[166] http://www.policy.mnps.org/AssetFactory.aspx?did=54411.

[167] http://www.policy.mnps.org/AssetFactory.aspx?did=48752.

[168] In accordance with TCA 49-6-201(8)(d), children entering kindergarten shall be five (5) years of age on or before September 30 of the current kindergarten term.

to have significant positive impact for our student population. Purpose Prep will replace scholars who do not remain enrolled through second grade. We do not anticipate enrolling students directly into third or fourth grades.[169] Starting with Kindergarten and growing one grade level at a time allows us to best address the needs of scholars and families, ensuring our mission of educating every child with the foundation needed for success in middle school and high school and on the road to college, and allows us to control for an overall small school size. As outlined in **Figure 13.02**, upon reaching K–4 capacity, the maximum school-wide enrollment will be 360 scholars for one year due to the initial and one-time cohort size of 120, and 300 scholars every year thereafter. The figure also provides percentages of student eligible for Free and Reduced Lunch and Special Education services each year.

Figure 13.02: Enrollment Without Attrition

Year	K	1	2	3	4	Total # Scholars	% FRL	#FRL	% SPED	# SPED
2013-14	120					120	86%	103	13%	16
2014-15	60	120				180	86%	155	13%	23
2015-16	60	60	120			240	86%	206	13%	31
2016-17	60	60	60	120		300	86%	258	13%	39
2017-18	60	60	60	60	120	360	86%	310	13%	47
2018-19	60	60	60	60	60	300	86%	258	13%	39

To remain fiscally conservative, and based on the experience of similar schools serving a similar population, our budget is based on an annual 7% attrition rate for scholars, with K-2 scholars being replaced. The budget also anticipates our growing enrollment, allocating funding accordingly. With attrition fully factored into the total enrollment, and using a slow growth model that grows one grade per year, Purpose Preparatory Academy will be at maximum capacity in grades kindergarten through grade four, with 314 scholars in the 2017-2018 school year as outlined in **Figure 13.03**. The figure also provides percentages of student eligible for Free and Reduced Lunch and Special Education services each year. Each year we will increase our total staff to ensure that we have a sufficient number of professionals to complete the work required to educate scholars at an excellent level.   All budgetary projections, particularly regarding anticipated revenue streams, are based upon these more conservative estimates with attrition.

Figure 13.03: Enrollment With Attrition

Year	K	1	2	3	4	Total # Scholars	% FRL	#FRL	% SPED	# SPED
2013-14	120					**120**	86%	103	13%	16
2014-15	60	120				**180**	86%	155	13%	23
2015-16	60	60	120			**240**	86%	206	13%	31
2016-17	60	60	60	112		**292**	86%	251	13%	38
2017-18	60	60	60	56	104	**340**	86%	292	13%	40
2018-19	60	60	60	56	52	**288**	86%	248	13%	37

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[169] If financial need requires or community need suggests, we will revisit this enrollment and student replacement plan accordingly.

14. FINAL EVALUATION RUBRIC