

NOVUS SMART ACADEMY (K-8)

Public Charter School Application

Respectfully resubmitted to the Tennessee Public Charter School Commission
on behalf of the Founding Team of Novus SMART Academy (K-8) Charter School
by Lead Founder and Proposed Chief Executive Officer Dr. Jeremy Sager
on May 20, 2024, to successfully open and operate
during the 2025-2026 school year and beyond.

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Part 1 - General Information

Cover Sheet

Primary Point of Contact

Identify the primary point of contact for your application.

Barring any change, this will likely be the liaison identified in the Letter of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The primary contact is expected to ensure that any individuals involved in the sponsoring of this application receives all general communications promptly. As with all aspects of your application, the names of the primary contact will become public information.

Name of Proposed School	Novus SMART Academy (K-8)
Name of Sponsor / Sponsoring Entity	Novus SMART Academy (K-8)
Name of Proposed Authorizer	Rutherford County Schools

Primary Contact Name	Jeremy Sager
Primary Contact Role	Proposed CEO/Lead Founder
Primary Contact Mailing Address	7257 Santeelah Way, Antioch, Tennessee, 37013
Primary Contact Email Address	jsager@fellow.bes.org
Primary Contact Phone Number	901-210-4519
Primary Contact Alternate Number	615-663-9680

School Information

Name of Proposed School	Novus SMART Academy (K-8)
Projected Year of School Opening under Identified Authorizer	2025
Name of Sponsor / Sponsoring Entity	Novus SMART Academy (K-8)
Name of Proposed Authorizer	Rutherford County Schools
Model or focus of proposed school	Asset-based Learning, Inquiry-based Learning, Project-based Learning
City or geographic community for proposed school	La Vergne (37086), Smyrna (37167)

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Sponsor & School Design Team

Below, list the names, current employment, and roles of all people on the school design team, including school leader, adding lines as needed:

Full Name	Address	Current Job Title	Current Employer	Position with Proposed School
Please see additional sheet.				

Is the sponsor a not-for-profit organization with 501(c)(3) status?	☑ Yes ☐ No ☐ In Progress
If no or in progress, please explain:	

Does the proposed school intend to contract or partner with a charter management organization (CMO)?	☐ Yes ☑ No
If yes, identify the CMO or other partner organization:	

Additional Application Information

Does this sponsor have charter school applications currently under consideration by any other authorizer in the United States?	☐ Yes ☑ No

If yes, complete the table below, adding lines as needed

State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed Opening Year

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Application Category

Please select **ONE** box to indicate the category type for this application:

Category			Description
1	☑	New Start Applicant	Sponsor with no schools currently operating and/or authorized throughout the United States proposing the creation of a new school in Tennessee
2	☐	New Start Applicant Proposing Multiple Schools	Sponsor with no schools currently and/or previously operating and/or authorized in Tennessee or throughout the United States proposing the creation of two or more schools within the same application cycle.
3	☐	Out of State Sponsor	Sponsor with at least one school currently and/or previously operating outside of Tennessee and no schools currently authorized in Tennessee proposing to create a school in Tennessee.
	☐	Existing Tennessee Sponsor Proposing a New School with Change in Focus / Grade Structure	Sponsor with at least one school currently and/or previously authorized in Tennessee proposing to create a new school with a change in focus and/or grade structure from the existing school
4	☐	Existing Tennessee Sponsor Proposing to Replicate an Existing School	Sponsor with at least one school currently and/or previously operating in Tennessee proposing to start a new school with no material change in focus or grade structure from an existing school.

Required Filing Materials

Below are the required materials based on the selected category

Category		Required Materials
1	New Start Applicant	See Category 1 Completeness Checklist
2	New Start Applicant Proposing Multiple Schools	See Category 2 Completeness Checklist
3	Out of State Sponsor	See Category 3 Completeness Checklist
	Existing Tennessee Sponsor Proposing a New School with Change in Focus / Grade Structure	
4	Existing Tennessee Sponsor Proposing to Replicate an Existing School	See Category 4 Completeness Checklist

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Sponsor and School Design Team

Name	Address	Current Job Title	Current Employer	Position with Proposed School
Dominique Anderson	41 Peabody Street, Nashville, TN 37210	Real Estate & Community Development Consultant	Populace Community Strategy	Board Member
Brian Bradshaw	7594 Old Hickory Blvd, Whites Creek, TN 37189	Executive Director of External & Ministerial Development	Mount Zion Nashville	Board Member
Marisa Cannata	2104 18th Avenue South, Nashville, TN 37212	Professor of the Practice of Education Policy and School Reform	Vanderbilt University	Proposed Academics Committee Chair
Paula Collick	845 Glastonbury Court, Clarksville, TN 37043	Franchising Strategy Development Manager	McDonald's USA	Proposed Board Chair and Governance Committee Chair
Celest Davis	431 Dellwood Drive, Smyrna, TN 37167	Credentialing Coordinator	DaVita Healthcare	Proposed Board Secretary
Charles Frazier	5358 Murfreesboro Road, La Vergne, TN 37086	Tax & Estate Planning Attorney	Law Offices of Charles R. Frazier	Proposed Board Vice Chair
Dwight Gordon	1414 Christina Hayes Lane, La Vergne, TN 37086	Insurance Agent	Allstate Insurance Company	Board Treasurer and Finance Committee Chair
Jantrice Johnson	1200 Walnut Grove, Christiana, TN 37037	Realtor	Intero Real Estate Services	Proposed Development Committee Chair
Daniel Kadeba	5521 Dory Drive Antioch, TN 37013	Senior Consultant	Finance Transformation	Board Member; Finance Committee Member
Travonnie Mackey	950 Terraceside Circle, Clarksville, TN 37040	Co-Founder	Empact Work, LLC	Board Member
Jeremy Sager	7257 Santeelah Way, Antioch, TN 37013	BES Fellow & Proposed CEO/Lead Founder	Build. Excel. Sustain. (BES)	Proposed CEO/Lead Founder and Ex Officio, Non-voting Board Member
Regina Verdin	5002 Motlow College Blvd, Smyrna, TN 37167	Executive Vice President of Academic Affairs	Motlow State Community College	Board Member

Assurances

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for **Novus SMART Academy (K-8)** is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the authorizer and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to Tenn. Code Ann. § 49-13-111(p);
3. Will provide special education services for students as provided in Tenn. Code Ann. Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
    a. employing individuals to teach who hold a license to teach in a public school inTennessee;
    b. complying with Open Meetings and Open Records laws (Tenn. Code Ann. §§ 8-44-101 *et seq.*; 10- 7-503, 504) (guidance is available from the Office of Open Records Counsel);
    c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and Tenn. Code Ann. § 49- 6-3003;
    d. following state financial (budgeting and audit) procedures and reporting requirements according to Tenn. Code Ann. §§ 49-13-111, 120, and 127;
    e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by Tenn. Code Ann. § 8-19-101; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.

Jeremy Sager

Signature

Jeremy Sager

Printed Name of Authorized Representative

Proposed CEO/Lead Founder

Title of Authorized Representative

Executive Summary

Our Mission

Novus SMART Academy (K-8) will provide all scholars access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

Our Vision

Novus SMART Academy (K-8) inspires all scholars to unlock their full potential through extraordinary learning experiences that lead to successful college journeys and fulfilling careers, empowering them to make a positive impact on society and to achieve extraordinary success in all aspects of life.

Our Academic Focus & Plan

Novus SMART Academy (K-8) will ensure all scholars are successful through the delivery of high-quality academic instruction using extended time and blended learning specifically in English/Language Arts and math, with a strategic two-teacher model across all grades. Our rigorous curricula will prepare scholars with the skills needed to collaborate appropriately with their peers, to think critically and creatively across all content, and to solve real-world challenges through Asset-based Learning (ABL) in Arts/Electives and Character Education, Inquiry-based Learning (IBL) in Science and Research (i.e., Reading, Writing, and Social Studies), and Project-based Learning (PBL) in Science, Math and Technology. Specifically, our mission and vision are clearly aligned to the overall purpose of T.C.A. § 49-13-104: to implement an academic focus and academic plan that will improve learning in **S**cience, **M**ath, **A**rts/Electives, **R**esearch, and **T**echnology for all scholars, and to close the achievement gap between high-achieving and low-achieving scholars.[1] Our proposed CEO/Lead Founder will continuously conduct searches using platforms like EdReports.org to ensure our curricula are aligned to Tennessee Academic Standards, and will select research-based curricula that are culturally relevant to the scholars and families we will serve. As we monitor academic progress, our instructional leadership team will make needs-based adaptations to the curricula in response to data.

Our Targeted Geographic & Population of Scholars

Novus SMART Academy (K-8) will primarily recruit scholars and families in the cities of La Vergne and Smyrna; however, we will provide all scholars and families in Rutherford County, Tennessee with the option to choose our school. In Year 1, we will open our doors to 96 scholars and families in kindergarten, graduating class of 2038. At full capacity, we will support 1,080 scholars and families through high-quality academic instruction and holistic school experiences. We see this as an opportunity to partner with Rutherford County Schools to support in mitigating challenges with overcrowding in schools and to close the achievement gap between low-achieving and high-achieving scholars.

Need for Novus SMART Academy (K-8) to Support Existing Challenges

The Tennessee Department of Education Report Card data show that Rutherford County Schools is outperforming the state of Tennessee in math proficiency (38% versus 31% statewide)[2] and in English/Language Arts (ELA) proficiency (43% versus 37% statewide),[3] and the Graduation Rate is 95% versus the 89% statewide Rate.[4] However, on average, 61-66% of scholars in La Vergne and Smyrna are performing below the statewide average in math (to include all 3 high schools), and 64% of scholars performing below the statewide average in ELA (to include one high school). Novus SMART Academy (K-8) is aligned to Rutherford County Schools' strategic priority to provide early interventions that address scholars' academic needs and support the whole child.[5] We see an opportunity to provide high-quality academic instruction with extended time and blended learning in literacy and math using a strategic two-teacher model, responding to the gap between high-achieving and low-achieving scholars in this community beginning in kindergarten.

Additionally, WKRN reported that hundreds of scholars in Rutherford County will likely change schools over the next couple of years after the school board voted to approve the countywide rezoning plan.[6] Novus SMART Academy (K-8) sees an opportunity to partner with Rutherford County Schools to provide an additional school option for scholars and families that could keep families in their preferred communities with access to the conveniences they deserve, appreciate, and in several cases, need. Although Rutherford County Schools' rezoning plan may allow schools to transition most scholars from portables into brick-and-mortar school buildings with available seats, as stated by Director of Schools Dr. James Sullivan,[7] uprooting scholars and families from their current schools may not be equitable for all family dynamics. We also see an opportunity to proactively embed equity-centered practices into our school model that are culturally responsive, ensuring that all scholars and families feel known, loved and respected as contributors to our decision-making processes.

Our Community Outreach Efforts Completed & Planned

Novus SMART Academy (K-8) has attended local community events (e.g., RCS County-wide Rezoning Meeting, 19th Annual Heritage Festival, Pumpkin Spice Craft & Gift Fair, etc.), and will continue to attend community events to meet families, community members, and business owners/organizational leaders. It is our intent to partner with community stakeholders and attend events regularly to establish strong relationships and to showcase our commitment to this community. We will gather quantitative data through surveys that will be distributed at community events, host monthly tabling events in high traffic areas, and host smaller monthly events of our own. We hope to gather qualitative data by targeting focus groups, such as families, community members, and business owners/organizational leaders. We will target 5-8 individuals for each group to gather detailed insights. We will also host 1:1 connection calls with community members and with our existing networks to share the work we are doing, and to request their support and access to their networks to receive additional insights. Our proposed CEO/Lead Founder has also committed to volunteering at the Smyrna Boys and Girls Club to support academics after school.

Jeremy Sager, Proposed CEO/Lead Founder History of Success/Accomplishments in Education

- Bachelor of Science in Secondary English Education (Cum Laude), Crichton College
- Master of Education (with Honors), Union University
- Administrator Leadership Certification, University of Tennessee at Martin
- Doctor of Education in Administrator Leadership for Teaching and Learning (with Honors), Walden University
- Tennessee Educator Licensure & Certifications: Professional English 7-12 (407), Professional Administrator PreK-12 (443), and Superintendent (090)
- Successfully completed the Emerging Leaders Fellowship with the New Leaders for New Schools program during the 2014-2015 school year.
- Successfully completed the National Principals Academy Fellowship with the Relay Graduate School of Education during the 2017-2018 school year.
- Served as School Principal at Nashville Prep with RePublic Charter Schools and achieved TVAAS Level 5 Reward School Status during the 2021-22 school year.
- Named a 2022 Public Charter School Changemaker by the National Alliance for Public Charter Schools for school transformation in Academics, Culture, and Operations.[8]

Proposed Board of Directors to Successfully Open & Operate Novus SMART Academy (K-8)

Novus SMART Academy (K-8)'s proposed Board of Directors fully believes in the mission of our school. Alongside our proposed CEO/Lead Founder, we have ten (11) Founding Team members with high-quality talent and expertise in community service and outreach, business law and estate planning, public relations, PreK through college education, organizational management, parent and community involvement, finance, marketing, fundraising and grant writing, and personnel/human capital. We were strategically chosen through a rigorous vetting process with the support of our proposed CEO/Lead Founder's Build. Excel. Sustain (BES) Senior Director of Leadership Development and Governance Coach. Dr. Sager is a humble and brilliant trailblazer in educational leadership who understands the importance of building a high-functioning team of diverse individuals who will go above and beyond the call of duty to support the scholars and families that will enter our doors on August 4, 2025. We are just as humbled and excited to continue this journey of founding Novus SMART Academy (K-8) to provide holistic and high-quality school experiences for our scholars and families, teachers and school leaders, staff members, and community partners for years to come.

To ensure our success during the opening stages of Novus SMART Academy (K-8), we are actively vetting prospects with high-quality talent and expertise in finance (1) and marketing (1), with the expected outcome of thirteen (13) voting members on the proposed Board of Directors. Adding these additional members will increase the diversity, experience, and expertise of our team to ensure successful operation of our school in finance and development over time. We will also receive Follow-on Support from BES to sustain our effectiveness over time as the governing body who supports academics, development, finance, and governance. We also have four (4) proposed Advisory Council members with high-quality talent and expertise in PreK through college education (3) and in facilities and finance (1). See **Attachment G** for their letters of support. As you can see, we have a sophisticated Founding Team of diverse individuals who are committed to learning, growing, and actively doing the work to effectively start-up, open and operate Novus SMART Academy (K-8) in service to our community.

[1] https://codes.findlaw.com/tn/title-49-education/tn-code-sect-49-13-104.html
[2] https://tdepublicschools.ondemand.sas.com/district/00750/assessment
[3] https://tdepublicschools.ondemand.sas.com/district/00750/assessment
[4] https://tdepublicschools.ondemand.sas.com/district/00750/performance/gradRate
[5] https://4.files.edl.io/b422/01/09/23/212354-96618302-11a3-42e4-838a-9385e407f10a.pdf
[6] https://www.wkrn.com/news/local-news/murfreesboro/rutherford-county-schools-approve-rezoning-plan-with-caveat-hundreds-of-students-will-likely-need-to-change-schools/
[7] https://www.youtube.com/watch?v=C4hosPWvCPg
[8] https://publiccharters.org/awards-programs/2022-changemaker-awards/

Section I - Academic Plan and Design

1.1 - School Mission and Vision

1.1a – Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. The school's mission statement provides the foundation for the entire application.

Novus SMART Academy (K-8) will provide all scholars access to rigorous curricula and high-quality academic instruction that fosters a love for learning, encourages innovation and creativity, and nurtures personal growth so scholars will thrive in their chosen college and career paths and make a positive impact on society.

Novus SMART Academy (K-8) will accomplish this mission through the implementation of three key design elements: asset-based learning (ABL) in arts/electives and character education, inquiry-based learning (IBL) in science and research (i.e., reading, writing, and social studies), and project-based learning (PBL) in science, math, and technology. Specifically, our mission aligns with the overall purpose of T.C.A. § 49-13-104: to implement an academic focus and academic plan that will improve learning in **S**cience, **M**ath, **A**rts/Electives, **R**esearch, and **T**echnology for all scholars and to close the achievement gap between high-achieving and low-achieving scholars, regardless of their present level of academic performance, behaviors and mindsets, socioeconomic status, and/or cultural backgrounds and differences[1].

1.1b – Describe the vision of the proposed school and how the vision will help achieve the school's mission.

The vision of Novus SMART Academy (K-8) is to inspire all scholars to unlock their full potential through extraordinary learning experiences that lead to successful college journeys and fulfilling careers, empowering them to make a positive impact on society and to achieve success in all aspects of life. This vision will help us to achieve our mission by aligning our purpose and intentions to those established in Rutherford County Schools' 2023-2028 Strategic Plan.

Like other Rutherford County Schools, we believe early intervention and a high-quality, academically equitable education are critical for scholars to experience success in school and in every aspect of life[2]. Our vision further incorporates the idea, as expressed by the Organization for Economic Cooperation and Development, that "the highest performing education systems are those that combine equity with quality because they give all children opportunities for a good quality education"[3]. With Rutherford County Schools' priorities and strategic plan in mind, Novus SMART Academy (K-8) seeks to partner with Rutherford County Schools to provide scholars and families with an additional school option. Novus SMART Academy (K-8) will feature unique learning approaches that scholars cannot experience in any other Rutherford County School.

Novus SMART Academy (K-8) will ensure that opportunities for academic success begin in kindergarten, "one of the most formative periods for learning and development in a child's life", and continue through their senior year as patterns of inquiry, analysis, and contemplation persist throughout their academic careers[4]. Novus SMART Academy (K-8) understands that while opportunity and achievement are connected, goals and outcomes are individual. Not every scholar will desire to go to college, but all our scholars will be granted access and fair opportunities to prepare for college and career paths.

To afford all scholars these opportunities, Novus SMART Academy (K-8) will imbed scholars' learning experiences with early familiarity with college paths and career-centered development. Coursework will increase scholars' mental readiness and physical preparedness for college or career through individualized learning experiences that are appropriate across all grade levels. The desired outcome is that scholars enter our school community with curiosity and ambition and transition to their chosen college or career with the critical and creative knowledge, academic prowess, and character development they need to be innovators, exert a positive impact on society, and achieve success in life. As reflected in the priorities of Rutherford County Schools—to provide early interventions that address scholars' needs and support the whole child and to increase achievement for all scholars by providing a high quality and equitable education—the State of Tennessee plans to be a guiding light across the nation. Rooted in the priorities of equitable academics and scholarly readiness, skilled educators will devise targeted interventions and creative innovative programs while maintaining a safe, healthy learning environment for scholars[5]. Novus SMART Academy (K-8) believes scholars and families deserve access to a high-quality academic educational experience that fosters a relentless drive for academic success, innovation, and personal growth.

[1] https://codes.findlaw.com/tn/title-49-education/tn-code-sect-49-13-104.html
[2] https://4.files.edl.io/b422/01/09/23/212354-96618302-11a3-42e4-838a-9385e407f10a.pdf
[3] https://www.oecd.org/education/school/50293148.pdf
[4] https://edsource.org/2022/opportunity-begins-in-kindergarten/677929
[5] https://4.files.edl.io/b422/01/09/23/212354-96618302-11a3-42e4-838a-9385e407f10a.pdf

Through the implementation of rigorous curricula, our teachers, school leaders, and staff members will inspire and model a love for learning, critical thinking, and creativity. We are committed to creating a community of lifelong learners, citizens who strive for excellence in all aspects of life, regardless of their present academic performance, behavior, mindset, socioeconomic status, cultural backgrounds, and differences. All scholars deserve equitable access to high-quality educational experiences with services and resources that cater to their specific needs in preparation for their chosen college and career paths. We believe that every scholar holds the potential for a groundbreaking discovery, and every idea has the power to change the world.

Novus SMART Academy (K-8) will establish a strong college and career readiness foundation for all scholars beginning in kindergarten through providing rigorous curricula that are fully aligned to Tennessee Academic Standards across all grade levels and subjects. We will monitor scholars' success and growth intentionally by fostering rigorous learning experiences between our teachers and scholars as they question, discover, and pursue knowledge relentlessly with culturally relevant curricula. We will provide access to a school community that celebrates the joy of learning, where curiosity is not only encouraged but cherished through high-quality academic instruction. These approaches have the potential to improve learning for all scholars and close the achievement gap between our high-performing, mid-performing, and low-performing scholars. Through the integration of character-building exercises, we will provide our scholars, families, teachers, and staff members with transformational experiences that ignite their personal growth and character development. We will promote values such as self-awareness and the development of essential life skills, which lead to purposeful lives and positive impact on our communities for generations to come.

Novus SMART Academy (K-8) will open in August 2025 with 96 scholars in kindergarten and will achieve full enrollment in Grades K-8 by August 2033 with 984 scholars. We will be at full capacity in Grades K-8 with 1,080 scholars and families by August 2037 with 120 scholars per grade level. Our plan is to begin adding an additional 24 scholars and families in kindergarten in August 2029; this number will increase grade-level enrollment to 120 scholars each as scholars matriculate from year to year.

We will continually monitor and confirm our impact by upholding alignment to the priorities and goals established by Rutherford County Schools and the State of Tennessee. These goals include providing early interventions that address scholars' needs and support the whole child, increasing achievement for all scholars by providing a high-quality academic and equitable education, and strategically planning to be a guiding light across the state rooted in the priorities of academics, scholar readiness, and educators in a safe and healthy learning environment for all scholars[6].

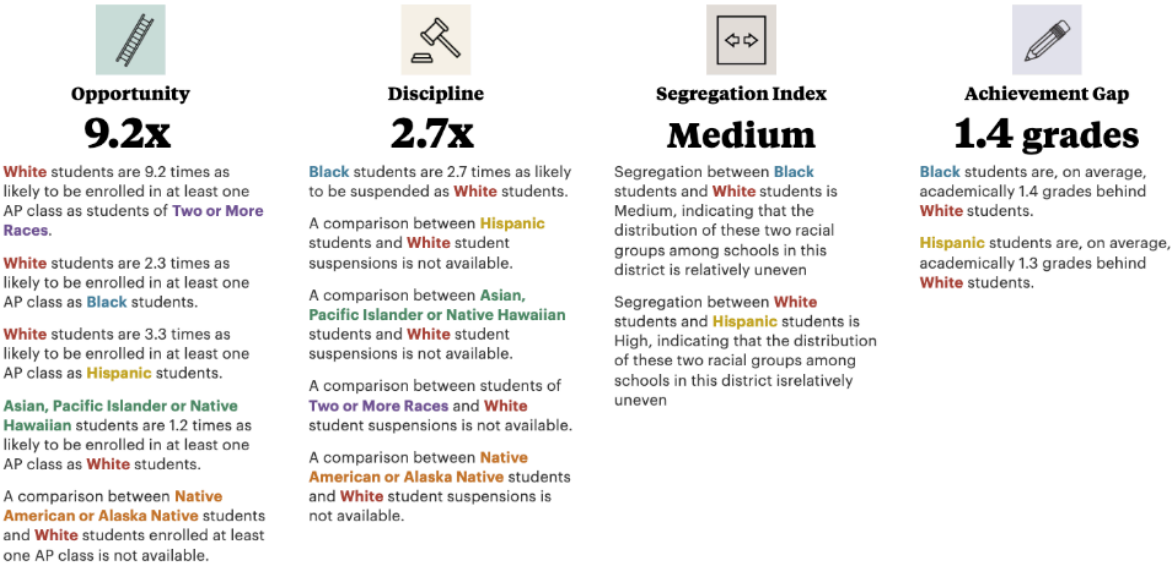
1.1c – Describe how mission and vision will meet the prescribed purposes for charter schools found in Tenn. Code Ann. § 49-13-102(a).

To determine how to meet Purpose 1 (improve learning for all scholars and close the achievement gap between high and low achieving scholars) and Purpose 2 (provide options for parents/guardians to meet the educational needs of scholars) of T.C.A. § 49-13-102(a), Novus SMART Academy (K-8) first assessed the current situation in Rutherford County. The Tennessee Department of Education Report Card data show that Rutherford County Schools outperform the state of Tennessee as a whole in math proficiency (38% versus 31% statewide) and in English/language arts (ELA) proficiency (43% versus 37% statewide), and the county graduation rate is 95% as compared to the 89% statewide rate[7]. However, further investigation revealed inequities within Rutherford County, occurring largely for scholars of color.

Focusing on the communities of La Vergne and Smyrna, data revealed that 61% to 66% of scholars perform below the statewide average in math (in all three high schools), and 64% of scholars perform below the statewide average in ELA (in one high school). Data implied this deficit derives from the disproportionality of school experience for scholars of color, as illustrated in Figure 1[8]. Generally, scholars of color in these communities have less opportunity to enroll in advanced placement classes, Black scholars face suspension more than twice as often as White scholars, the levels of segregation between White scholars and scholars of color are significant, and both Black and Hispanic scholars face achievement gaps when compared to White scholars. These conditions, along with school overcrowding resulting from a rapidly growing population, made these communities a prime location for our charter school.

[6] https://4.files.edl.io/b422/01/09/23/212354-96618302-11a3-42e4-838a-9385e407f10a.pdf
[7] https://tdepublicschools.ondemand.sas.com/district/00750/assessment
[8] https://projects.propublica.org/miseducation/district/4703690

Figure 1 - Disproportionality of Scholar Experience in Rutherford County Schools



To begin to address the achievement gap from the beginning of a scholar's career, Novus SMART Academy (K-8) will improve Tier I literacy instruction with an inquiry-based learning (ILB) approach and Tier I math instruction with a project-based learning (PBL) approach to whole-class learning, small group learning, and independent learning with a strategic two-teacher model. These instructional methods are flexible and adaptable to individual scholars, and we will also incorporate opportunities for scholars to productively struggle through collaborative and independent performance tasks that exercise their individual critical and creative thinking skills and increase their capacity to work effectively with their peers. Teachers will internalize curriculum resources and materials to anticipate misconceptions and plan responses for them with grade-level scaffolds that maintain the integrity of and access to grade-level content for all scholars.

Scholars will also receive instruction and support in academics (RTI2-Academics) that will provide them access to prescribed learning paths in intervention and/or enrichment using a blended-learning model of whole-class learning, small group learning, and independent learning for high-performing, mid-performing, and low-performing scholars. RTI2-Academics will solely focus on responding to scholars' needs in literacy and math with skills-based tasks that help to make progress towards closing the achievement gap.

The use of ABL, IBL, and PBL will also help Novus SMART Academy (K-8) meet Purpose 3, to use different and innovative teaching methods and provide greater decision-making authority to schools and teachers in exchange for greater responsibility for scholar performance. These learning approaches are research-based strategies, scientifically proven to create high-performing schools with innovative practices. Their innovative nature derives from their flexibility and adaptability. Because each scholar's strengths, curiosity, and interests shape their learning, each scholar's educational experience can be tailored individually. ABL with student population.

Novus SMART Academy (K-8) understands that teachers face many challenges in the classroom, especially related to supporting scholars at risk and scholars who receive special education services. Our instructional approach incorporates Asset-based learning (ABL) to support all learners regardless of their present academic performance, behavior, mindset, socioeconomic status, cultural backgrounds, and differences to ensure all learners thrive in a rigorous classroom setting with high-quality academic instruction. What makes ABL effective in the classroom setting is that teachers have the opportunity to identify scholars' strengths, build their capacity to advocate for themselves, and to contribute to learning experiences in a positive and rewarding way. Barbara Pape, Senior Director of the Learner Variability Project at Digital Promise, believes that scholars who receive special education services benefit the most from ABL because it makes learning more comfortable and gives them the opportunity to take academic risks[9]. To promote ABL approaches for all learners, teachers must see the value in scholars' differences and use them to identify their assets. ABL provides sustainable and equitable experience for scholars that are effective. A 2018 report entitled Asset-Based Teaching and Learning with Diverse Learners in Postsecondary

[9] https://home.edweb.net/asset-based-approach/

Settings outlined five key characteristics of an effective ABL framework[10]:

- Inclusive: implementing diverse teaching methods to better serve a diverse student body.
- Active/Interactive: creating engaging content and opportunities for students.
- Culturally Informed: acknowledging students' varied experiences and backgrounds to inform classroom practices.
- Linguistically Responsive: recognizing students' relationships with different languages.
- Reflective/Adaptive: committing to improvement over time.

Integrating ABL in the classroom is an effective approach to provide all scholars with equitable learning experiences[11]. While equity and access expose marginalized practices in underserved communities, ABL establishes that all school communities are valued, have strength, and potential. By focusing on the strengths and assets of scholars, ABL effectively cultivates and celebrates scholars' diversity in thought, culture, and traits. This means that both teachers and scholars are equally valued for the assets they bring to the classroom rather than being characterized by achievement gaps and deficiencies. ABL effectively unlocks scholars' potential by focusing on their talents. Aligned to our SMART-integrated model, we will cultivate scholars' talents in the Arts/Electives and through Character Education, which has proven to reduce the focus on academic deficiencies and social-emotional inadequacies[12]. Our Two-Teach Model in the classroom will give our educators the opportunity to activate ABL through their instructional planning and delivery to maximize instructional time in the classroom. Our Teachers-in-Residence will receive support and demonstrate efficacy, which includes instructional coaching that is centered on their strengths to build a foundation for gaining new skills, and reduces the damaging burdens put on new teachers to meet unrealistic growth expectations using antiquated strategies and punitive structures.

Why does an asset-based approach in education matter? With at least 9% of our scholars being identified as scholars with disabilities, at least 21% of our scholars being identified as economically disadvantaged, and at least 23% of scholars being identified as English language learners- and with a recent 11% increase of Middle Eastern families in our proposed school communities- Novus SMART Academy (K-8) anticipates being increasingly diverse as we grow and develop over time. With our growth and development over time, we understand the importance of representation, being culturally responsive to the needs of the scholars and families we will serve. Like New York University's Steinhardt Teacher Residency Program, ABL will help us to cultivate and implement an effective and high-quality academic institutional plan that will eliminate deficit thinking and harmful biases that hold scholars back, especially scholars at risk, scholars with disabilities, and English language learners; often majority scholars of color.

An effective approach to facilitating ABL in the classroom that educators in the New York University's Steinhardt Teacher Residency Program implement in their instructional practices is learning what scholars know first before trying to teach new content they do not know. Scholars who feel known, loved, and respected for who they are and what they know often have the motivation and confidence to see themselves as capable learners who can increase their competence through learning and rigorous tasks.

As it relates to Character Education, ABL also reinforces scholars' emotional constancy before addressing their challenging behaviors and deficits. As evidenced by Valor Collegiate Academies' Compass Circles, ABL through Character Education is proven to be most effective when scholars and educators focus on building trusting and lasting relationships, and take time to support their social-emotional wellness with research-based strategies[13]. Data show the results of scholars and staff who participate in the Compass Circles:

- 84% of scholars report that Circle helps them learn new ways they can help their friends.
- 80% of scholars report that Circle helps them feel less alone.
- 83% of scholars report that Circle helps them become better persons.
- 82% of faculty report that Circle has changed the way that they think about emotions.
- 80% of faculty report that Circle helps them become friends with people who they may not have gotten to know outside of Circle.
- 80% of faculty report that Circle helps them learn new ways they can help their colleagues.

When we take into account the impact that implicit bias has on our beliefs, attitudes, and behaviors, it becomes even more apparent that to create equitable learning opportunities we must develop an ABL mindset[14]. Otherwise, we risk stifling scholar potential through perceived negative biases that may have no bearing in reality. Shifting from a deficit mindset to an ABL mindset requires reflection, avoiding assumptions, and asking them questions. You avoid assumptions by

[10] https://scholarworks.utep.edu/cgi/viewcontent.cgi?article=2251&context=cs_techrep
[11] https://teachereducation.steinhardt.nyu.edu/an-asset-based-approach-to-education-what-it-is-and-why-it-matters/
[12] https://files.eric.ed.gov/fulltext/ED505369.pdf
[13] https://poweredbycompass.org/compass-circles/
[14] https://acue.org/wp-content/uploads/2021/08/MSWTA_Toolkit_Assets.pdf

mindset to an ABL mindset requires reflection, avoiding assumptions, and asking them questions. You avoid assumptions by discovering the assets that scholars bring to your classroom by asking questions as follows:

- What do my scholars know?
- What are they bringing into the classroom?
- Ask the following questions:
    - What do you think is your greatest talent?
    - Do you play any sports?
    - What is your favorite thing to do?
    - Do you sing or play any instruments?
    - What are the three favorite cities or countries that you have visited?
    - What are your three favorite dishes to cook, bake, grill, or eat?
    - What else should I know about you, your skills, and your interests?

Although recognizing scholars' backgrounds and individual circumstances is a great start to creating equitable learning experiences, effective implementation of ABL will require us to push our own mindsets even further in order to achieve an inclusive classroom environment with high-quality academic instruction.

Including Student Assets. After we have collected background information on your scholars, we will use this information to enrich the learning experience for every scholar in the classroom. Effective research-based strategies to use based on the background information collected includes, but is not limited to, the following:

- Create scholar groups for projects or assignments based on similar interests. For instance, we will group scholars with developed musical ability together to research the power of performance, and assign students who identify as avid readers to collaborate on the power of the written word.
- Create scholar groups for projects or assignments based on diverse skill sets. For instance, we will assign groups to debate a topic while bringing together scholars with different professional and leadership levels. We will also assign surveys or paragraph submissions at the end of the group assignment to ensure everyone participates.
- Without stereotyping scholar strengths and interests, encourage them to make use of their unique insights by asking them to share their thoughts and opinions.

Inquiry-based learning (IBL) is a scholar-centered approach to learning that begins each lesson with an essential question[15]. To answer the essential question, scholars investigate the topic and develop foundational language and knowledge skills throughout the lesson. Scholars play an active part in both their learning and the decision-making process using IBL, activating their curiosity and desire to discover deeply. There are several approaches to IBL in literacy development, however, research-based curricula that are aligned to Tennessee Academic Standards will give our scholars access to high-quality academic instructional materials that tap into their interests and skills. For example, in Grades K-5, we will use Amplify CKLA, the leading early literacy curriculum grounded in the Science of Reading. By combining knowledge-building and research-based foundational skills in literacy, the CKLA curriculum guides teachers in developing strong readers, writers, and thinkers.

Statistics show that one or more scholars in the classroom are neurodivergent. Some scholars have specific learning disabilities that cause certain types of academic tasks to be challenging, such as but not limited to limited attention spans, lack of organization, reduced working memory, time management challenges, sensory perception challenges, and speed of processing delays. All these learning disabilities affect how the learning process happens, which means that something adults might consider as a simple task, like copying a sentence from the board or reading a short text, can be challenging for some neurodivergent learners. Amplify CKLA effectively builds knowledge and explicit skills through high-quality academic instruction with an IBL approach. To support diverse learning styles, our scholars in Grades K-2 will complete one full lesson that builds foundational reading skills in the Skills Strand, as well as one full lesson that builds background knowledge in the Knowledge Strand. Through learning in each of these strands, scholars will develop the early literacy skills necessary to help them become confident readers and build the context to understand what they're reading. Our scholars in Grades 3–5, scholars will complete Knowledge and Skills lessons that are integrated in one set of instructional materials. These lessons begin to combine skills and knowledge with increasingly complex texts, close reading, and a greater writing emphasis, and our scholars will use their skills to go on their own independent reading adventures[16].

[15] https://www.cambridge.org/elt/blog/2023/01/08/inquiry-based-learning-make-your-classroom-more-inclusive/
[16] https://amplify.com/ckla-virtual-sampling/

Effective IBL is an active learning approach in which scholars have voice and choice. Our scholars will be motivated to learn, involved in the decision-making process, and encouraging them to take responsibility for their learning. Scholars learn key life skills through IBL that effectively promote the following:

- Social Interaction: Helps scholars with their attention span and to develop reasoning skills. Social interaction also encourages scholars to generate their own ideas and critique in group discussions. It also develops agency, ownership and engagement with learning.
- Exploration: Allows scholars to investigate, design, imagine and explore, therefore developing curiosity, resilience and optimism.
- Argumentation and Reasoning: Creates a safe and supportive environment for scholars to engage in discussion and debate. Promotes engagement in scientific discussion and improves learning of scientific concepts. It also encourages scholars to generate questions, formulate positions and make decisions.
- Positive Attitudes to Failure. The iterative and evaluative nature of many STEM problems means failure is an important part of the problem-solving process. Helps to develop a healthy attitude to failure that encourages reflection, resilience and continuous improvement[17].

The goal of IBL is to create learning opportunities that are rich, purposeful, and dynamic, while challenging scholars to think critically and creatively about their learning[18]. We will use IBL in an effective way to differentiate instruction using our Two-Teacher Model, meet the needs of all scholars- especially for scholars receiving special education services, and teach them how to persist, manage, listen, and think flexibly. Scholars will learn to gather and analyze data during the inquiry process, ask new questions, and communicate their learning; a skill set meant to develop lifelong learning habits. Through IBL, instruction and delivery of content will be modified to meet the needs of all learners, which leads to higher student engagement with equitable access to high-quality academic instruction.

A common feeling among scholars is fear of failure, which is why strong classroom routines are established so that they feel confident asking questions, seek other perspectives and help, and develop independence giving teachers more time to provide targeted support to all scholars. Developing successful problem solving and inquiry gives scholars choice in content and how they share their information, which creates authentic learning experiences that scholars feel confident participating in.

DeMink-Carthew and Netchoh (2019) wanted to know if scholars really enjoy making choices in their learning and a personalized learning experience. Seventy-two scholars in grades seven and eight participated in the study. In a social studies class, scholars engaged in inquiry learning about ancient civilizations. The inquiry unit was split into two phases. In phase one, scholars co-developed inquiry questions about ancient civilizations with the teacher. In phase two, scholars participated in co-planning, inquiry, presentation preparation, and sharing. In both phases, scholars were participating in guided inquiry, but were given the freedom to choose how they learned including visual journaling or typed notes, frequency of check-ins with the teacher, working at a desk, table, or floor, and the typic of media to explore including videos, websites, or books. After the two phases, scholars were asked the following: if they liked choice and experienced low stress, liked choice and experienced high stress, neither liked or disliked choice, disliked choice and experienced high stress, and disliked choice and experienced low stress. Of the 72 participants, 53 scholars reported liking choice and experiencing low stress, seven liked choice and experienced high stress, 10 were indifferent, two students disliked choice, and one experienced low stress while the other student experienced high stress. Overall, 74% of students enjoyed a more IBL experience.

The integration of IBL in the science classroom provides an alternative approach for scholars who receive special education services to learn scientific knowledge and skills[19]. This integration also contributes to building an inclusive classroom in which all scholars are valued, respected, and given the opportunity to fully participate in the lesson. For example, in Grades K-5, we will use the Inspire Science curriculum, which covers grade-level Tennessee Academic Standards within the 5E framework as follows: Engage, Explore, Explain, Elaborate, and Evaluate. In Grades 6-8, we will use the STEMscopes science curriculum, which covers grade-level Tennessee Academic Standards within the 5E + IA framework as follows: Engage, Explore, Explain, Elaborate, Evaluate, Intervention, and Acceleration. These curricula resources support research results that indicate the integration of IBL in the classroom benefits all scholars with strong academic outcomes.

Project-based learning (PBL) is a learning approach that encourages scholars to learn by actively investigating and responding to complex questions, problems, or challenges. PBL is not just about understanding content, but also about developing critical skills, such as problem-solving skills, collaboration skills, and communication skills. PBL is grounded in several key principles:

[17] https://www.education.gov.au/australian-curriculum/national-stem-education-resources-toolkit/i-want-know-about-stem-education/what-works-best-when-teaching-stem/inquiry-based-learning#:~:text=Inquiry%2Dbased%20learning%20prioritises%20problems,and%20arguments%2C%20and%20communicate%20findings.
[18] https://spark.bethel.edu/cgi/viewcontent.cgi?article=1759&context=etd
[19] https://stanfield.com/revolutionizing-special-education-with-project-based-learning/

- Real-world Connection: Projects are designed around real-world problems or challenges, making learning authentic and relevant.
- Sustained Inquiry: Scholars explore questions that interest them, fostering a desire to learn and investigate.
- Constructive Investigation: Scholars explore multiple resources and viewpoints, helping them construct their own understandings and meaning.
- Collaboration: Scholars engage in small-group work, promoting collaboration and teamwork.
- Reflection: Scholars reflect on their learning process and outcomes.

Using PBL will allow us to provide equitable access to high-quality academic instruction for scholars, regardless of their present level of academic performance. For example, in Grades K-8, we will use enVision Mathematics curriculum to teach Fluency and Procedural, Conceptual, and Application Math Skills that are aligned to the Tennessee Academic Standards for math. This curriculum resource supports research results that indicate the integration of PBL in the classroom benefits all scholars with strong academic outcomes.

The interactive and personal nature of PBL naturally boosts scholar engagement. When scholars find purpose in their work- whether it's designing a community garden, creating a multimedia presentation, or coding a mobile app- their motivation soars. This intrinsic motivation is particularly powerful with scholars who receive special education services, where they may have varied interests and learning needs or styles[20]. By engaging in projects requiring sustained investigation, scholars consistently hone crucial life skills, such as time management, organization, and self-direction. For scholars who receive special education services, who often face challenges in these areas, PBL can be transformative. Group projects in PBL will provide ample opportunities for all scholars, and specifically those who receive special education services, to collaborate with their peers and teachers. They also learn to articulate their ideas, listen to others, and work as part of a team, which are skills that are essential in both academic and professional settings. Effective strategies that we will use to support the successful integration of PBL in the classroom are as follows:

- Choosing the Right Project: Pick an appropriate grade-level task that will also spark scholars' interests, master curriculum goals, and respond to a real-world challenge.
- Planning for Differentiation: Making sure that every scholar has equitable access to the project is super important. Provide different levels of support and give every scholar a chance to shine, using universal design principles to make sure the project works for everyone in the classroom.
- Setting Up a Supportive Environment: Creating a classroom vibe that encourages scholars to take risks and ask questions. We understand that it is not just about the final result, but an opportunity to celebrate the whole learning process.
- Embedding Skill Instruction: Teaching important academic and life skills, linking them directly to the project, making them even more meaningful for scholars.
- Balancing Rigor and Support: Finding the balance between rigor and support is crucial in PBL implementation. Challenge scholars, but provide opportunities along the way for them to succeed.

While traditional learning works for some scholars, PBL is especially beneficial for underperforming scholars, disengaged scholars, and scholars who receive special education services[21]. By connecting scholars to their learning with hands-on activities and encouraging them to work on topics they choose for themselves, PBL engages scholars with different needs and helps them relate to the content[22]. The incorporation of teamwork and collaboration also facilitates the development of social skills and contributes to scholars' emotional development. PBL takes the whole scholar's well-being into account with a holistic approach to high-quality academic instruction to reduce disparities in the skills and abilities of scholars from diverse backgrounds.

The OECD Survey on Social and Emotional Skills aimed to identify the policies and practices that best encourage skill development in diverse student populations. OECD Research has shown that PBL has a positive impact on diverse learners and underperforming scholars. According to one study, English language learners did better on a language proficiency test if they were taught in a PBL classroom setting. Researchers from the University of Southern California demonstrated an improved performance for scholars from both low and high socio-economic families in urban school districts with higher proportions of scholars from low-income households. According to a study by researchers from the University of Michigan, Michigan State University, and the University of Wisconsin, PBL benefits scholars of all racial and ethnic backgrounds and household income levels.

At JSTEM Academy, a middle school in Converse, Texas, the Principal made it a primary goal to implement PBL throughout

[20] https://stanfield.com/nourish-grit-intrinsic-motivation-in-students/
[21] https://liftlearning.com/does-project-based-learning-help-underperforming-students/
[22] https://liftlearning.com/engage-with-students-through-project-based-learning/

the curriculum. The school has a student body composed of nearly 80% Hispanic and African American scholars with 18% identified as English learners and over 70% economically disadvantaged. To address the needs of these scholars, the approach taken focused on culturally responsive pedagogy allowing scholars to express their culture through their projects. By incorporating service-learning and civic engagement, allowing scholars to choose media to match their strengths, and teaching empathy, this program helped diverse scholars thrive and achieve academic outcomes[23]. We understand that diversity is a fact of life in every classroom. In a typical class, we will have scholars who are high achievers and scholars who struggle. Some will receive special education services and others will have suffered from trauma. The PBL approach will improve learning for all our scholars, regardless of their present levels of academic performance.

To support literacy development, scholars will read, annotate, and discuss grade-level texts in context across all subjects. These activities reinforce the foundational skills of literacy while strengthening the love of reading. To support numeracy development, scholars will complete grade-level math exercises and engage in science and technology challenges to provide the foundational skills they need in conceptual thinking and strengthen their love for numbers and expressions.

To meet Purpose 4 (measure performance of pupils and faculty and ensure that children have the opportunity to reach proficiency on state academic assessments), Novus SMART Academy (K-8) will implement fully aligned rigorous curricula and high-quality academic instruction. We will also administer formative and summative assessments that provide projects towards Met Expectations (Level 3) or Exceeded Expectations (Level 4) of Tennessee Academic Standards across all grade levels and subjects. More detail on our goals appears in Section 1.4 in this charter application.

Purpose 5, to create ongoing professional learning and development opportunities for teachers, will be accomplished by offering intentional professional learning opportunities and development for teachers, leaders, and staff members 15 days before the first day of school. Teachers, school leaders, and staff members will also receive ongoing professional learning and development and coaching support throughout the school year; these offerings will be driven by schoolwide data and prescribed learning needs. Teachers will also have opportunities to step into leadership roles, such as grade-level chairs or content specialists, where they may provide an additional layer of support to their colleagues. We will learn and grow together as a school community to ensure our scholars and families receive the most extraordinary learning experience in Rutherford County, Tennessee. More detail on our goals is provided in Section 2.5.

Finally, to address Purpose 6 (afford parents/guardians substantial and meaningful opportunities to participate in the education of their children) in T.C.A. § 49-13-102(a), Novus SMART Academy (K-8) is dedicated to empowering our scholars and families, teachers and school leaders, and staff members to break free from limiting beliefs by unlocking their true potential. We will foster a school community where all scholars thrive as changemakers, partnering to model transformational leadership and stewardship, reaching new heights of achievement, and making a positive impact on the world. Our families will have multiple opportunities to engage with our teachers, school leaders, and staff members throughout the school year at various school events such as but not limited to College & Career Nights, learning expeditions (i.e., field trips), and schoolwide events and celebrations (i.e., National Hispanic Heritage Month celebrations, Noble Fest on Fridays, awards ceremonies, etc.). All families will attend summer orientation meetings prior to the start of the school year and will attend scholar-led conferences to learn more about their scholars' present level of performance throughout the school year. More detail on our goals is provided in Section 1.12.

[23] https://thecommonwealthinstitute.org/research/unequal-opportunities-fewer-resources-worse-outcomes-for-students-in-schools-with-concentrated-poverty/

1.1d – Describe how the mission and vision of the proposed school address priorities set by the authorizer.

Rutherford County Schools identified five priorities in its Strategic Plan 2023-2028[24]. Novus SMART Academy (K-8) proposes a school design that will align and respond to these priorities, as illustrated in Figure 2.

Figure 2 - Priority Alignment

Rutherford County Schools Priorities	Novus SMART Academy (K-8) Measures to Achieve Alignment
Priority 1: Provide early interventions that address scholar needs and support the whole child.	We will use asset-based learning (ABL) in the arts/electives to support team building and collaboration. We will provide individualized academic support through our RTI2-Academics plan using prescribed learning paths in intervention and/or enrichment using a blended-learning model of whole-class learning, small group learning, and independent learning for high-performing, mid-performing, and low-performing scholars. RTI2-A will solely focus on responding to scholars' needs in literacy and math with skills-based tasks that help to make progress towards closing the achievement gap. We will provide individualized behavioral support through our RTI2-Behavior plan using social-emotional learning (SEL) and support as part of our character education and development plan that is tailored to scholars' specific behavior needs. We will also facilitate schoolwide SEL and support as part of our character education and development plan during morning advisory every day, using grade-level appropriate materials that are culturally appropriate. During morning meetings and announcements, we will individually and collectively celebrate our scholars, teachers, and school leaders as Novus Nobles for their positive contributions to our school community as *innovators* and *inspirators*. Innovators and inspirators are extraordinary scholars, teachers, school leaders, and staff members who go above and beyond to model our Noble Core Values. Teachers, school leaders, and scholars will also have opportunities to participate in Community Circles and Collaborative Problem-Solving (CPS) sessions to share their feelings and/or to restore trusting and lasting relationships to sustain a positive school culture.
Priority 2: Increase achievement for all scholars by providing a high quality and equitable education.	We will incorporate opportunities for scholars to productively struggle through collaborative and independent performance tasks that exercise their individual critical and creative thinking skills and their capacity to work collaboratively and effectively with their peers. We will use inquiry-based learning (IBL) in writing and research (i.e., English/language arts and social studies). To support literacy development, scholars will read, annotate, and discuss grade-level texts in context across all subjects. These activities will provide the foundational skills for literacy while strengthening the love of reading in Grades K-8. We will use project-based learning (PBL) in science, math, and technology. To support numeracy development, scholars will engage in grade-level math exercises and science and technology challenges that will provide the foundational skills of conceptual thinking while strengthening their love for numbers and expressions. Teachers will internalize curricula resources and materials to anticipate scholars' misconceptions, address gaps, and plan lessons using appropriate

	scaffolds that will maintain the integrity of and access to grade-level content for all scholars.
Priority 3: Recruit, retain, and support highly effective employees for our growing and diverse student population.	Novus SMART Academy (K-8) will recruit, retain, and support high-performing teachers, school leaders and staff members, first, known for its reputation in the community as an agency of change. We will lead among the top 5% of top-performing schools in Tennessee and will be known as the #1 school charter school option for scholars and families in Rutherford County. We will be known as one of the best charter schools to work across the nation, creating a safe, fun, and engaging learning environment for scholars and families, teachers and school leaders, and staff members. We will hire, invest in, and retain high-quality teachers, school leaders, and staff members who want to serve in an extraordinary school environment that strives to do what is best for all stakeholders. At full scale (if not sooner), we will provide teachers, school leaders, and staff members with on-campus social-emotional learning and support through community circles, emotional resilience training and development, collaborative problem-solving, and with access to a campus-based licensed therapist at full scale. We want to create a positive working environment with psychological safety for our entire school community, which will support in retaining our high-performing staff. Novus SMART Academy (K-8) proposes to adopt a robust Teacher Incentive Fund (TIF) that will compensate teachers beyond their annual salaries (i.e., planned stipends, tutoring pay, and performance-based bonuses). This TIF is aligned to our academic priorities, will attract high-quality teachers, and will be disbursed based on the following amounts and criteria: After School Tutoring (see **Attachment AA**): Fully licensed teachers will have the opportunity to earn up to $1,875 per school year by providing small group tutoring support for at least 5 scholars per session and will receive payment of $25 per hour at the end of each learning cycle. The SMART Tutoring Academy will be managed by the Academics Coordinator on Mondays, Tuesdays, and Thursdays for 1 hour after school beginning annually in Year 4 with grade 3 and beyond; starting in September and continuing up to state testing (up to 25 weeks; 16 fully licensed teachers in Year 4; 21 fully licensed teachers in Year 5). Grade-level Chairs (see **Attachment AA**): Fully licensed teachers serving as Grade-level Chairs will receive an additional $500 stipend at the end of each learning cycle, totaling $2,500 per school year. This compensation will begin in Year 3 with Grade 2, totaling $7,500 in Year 3; $10,000 in Year 4; and $12,500 in Year 5. This graduated expense is also included in our proposed school budget. Classroom Coverage Compensation (see **Attachment AA**): Instructional staff-based members covering for an absent instructional staff-based member during an assigned planning period will receive a $25 stipend per class period at the end of each learning cycle. The purpose of this compensation is to maintain the integrity of our Two-Teacher Model. We have initially budgeted up to $500 (20 days) for instructional staff-based roles (11 instructional staff in Year 1; 20 instructional staff in Year 2; 29 instructional staff in Year 3; 40 instructional staff in Year 4; 52 instructional staff in Year 5. Performance-based Bonuses (see **Attachment AA**) ● <up to $3,000> EOY Tennessee Comprehensive Assessment Program (TCAP)

	○ 95% Teacher Attendance Rate ○ TEAM Evaluation Cumulative Score: 3 (At Expectations) or above. ○ Beginning in Year 4 with grade 3. ○ Achievement: Meet/exceed the schoolwide goal percentage of scholars with Met Expectations or Exceeded Expectations performance levels in English/Language Arts (grades 3-8), Math (grades 3-8), Science (grades 3-8), and Social Studies (grades 6-8). ■ Fully Licensed Instructional Staff ● $600 per assessment in grades 3-5 (totaling up to $1,800). ● $1,800 in grades 6-8, respectively by grade level and subject taught. ■ Practitioner Licensed Staff and Non-licensed Instructional Staff ● $300 per assessment in grades 3-5 (totaling up to $900). ● $900 in grades 6-8, respectively by grade level and subject taught. ○ Growth: Meet/exceed the schoolwide goal percentage of scholars with Level 3 (evidence that the students made growth as expected), Level 4 (moderate evidence that the students made more growth than expected), and/or Level 5 (significant evidence that the students made more growth than expected) effectiveness levels in English/Language Arts (grades 3-8), Math (grades 3-8), Science (grades 3-8), and Social Studies (grades 6-8). ■ Fully Licensed Instructional Staff ● $400 per assessment in grades 3-5 (totaling up to $1,200). ● $1,200 in grades 6-8, respectively by grade level and subject taught. ■ Practitioner Licensed Staff and Non-licensed Instructional Staff ● $200 per assessment in grades 3-5 (totaling up to $600). ● $600 in grades 6-8, respectively by grade level and subject taught. ● <up to $3,000> English Language Proficiency Assessment for the 21st Century (ELPA21): ○ 95% Teacher Attendance Rate ○ TEAM Evaluation Cumulative Score: 3 (At Expectations) or above. ○ Beginning in Year 1 with Kindergarten. ○ Achievement: Meet/exceed the schoolwide goal percentage of scholars with a qualifying score for exit of 4 or above in the four language domains of reading, writing, speaking and listening; $1,800 for fully licensed ESL Teacher; $900 for Practitioner Licensed Staff. ○ Growth: Meet/exceed the schoolwide goal percentage of scholars with the following scores: only one 2 and/or two or more scores of 3 or above in the four language domains of reading, writing, speaking and listening; an overall proficiency level of Progressing; $1,200 for fully licensed ESL Teacher; $600 for Practitioner Licensed Staff. ● <up to $2,500> EOY NWEA MAP Assessments

	○ 95% Teacher Attendance Rate ○ TEAM Evaluation Cumulative Score: 3 (At Expectations) or above. ○ Beginning in Year 1 with Kindergarten. ○ Achievement (shows how scholars are performing compared to their current grade-level peers): Meet/exceed the schoolwide goal percentage of scholars who met/exceeded their Projected RIT Score as evidenced by the final (spring) assessment in Reading, Language, Math, and Science. ■ Fully Licensed Instructional Staff ● $375 per assessment in grades K-5 (totaling up to $1,500). ● $1,500 in grades 6-8, respectively by grade level and subject taught. ■ Practitioner Licensed Staff and Non-licensed Instructional Staff ● $187.50 per assessment in grades K-5 (totaling up to $750). ● $750 in grades 6-8, respectively by grade level and subject taught. ○ Growth (shows how much growth scholars have experienced since the previous assessments, regardless of whether they are performing at grade level or not): Meet/exceed the schoolwide goal percentage of scholars who met/exceeded their Projected Growth as evidenced by the final (spring) assessment in Reading, Language, Math, and Science. ■ Fully Licensed Instructional Staff ● $250 per assessment in grades K-5 (totaling up to $1,000). ● $1,000 in grades 6-8, respectively by grade level and subject taught. ■ Practitioner Licensed Staff and Non-licensed Instructional Staff ● $125 per assessment in grades K-5 (totaling up to $500). ● $500 in grades 6-8, respectively by grade level and subject taught. ● Year 6 Proposed Stipends (not included in the 5-year budget plan): ○ Sponsors of National Academic Organizations (i.e., National Honor Society, BETA Club, FBLA, etc.) will receive a $300 stipend at the end of each learning cycle, totaling $1,500 per school year. ○ This compensation will begin in Year 6 when we establish Grade 5, and scholars are eligible to begin joining these organizations. ● Year 7 Proposed Stipends (not included in the 5-year budget plan): ○ Sports (baseball, basketball, cheerleading, football, rugby, soccer, track, etc.) ○ Head coaches will receive a $1,500 stipend, and Assistant Coaches (as deemed necessary) $750 at the end of the season. ○ The Athletics Director (preferably the Physical Education teacher) will receive a $1,000 stipend at the end of each learning cycle, totaling $5,000 per school year. ○ This compensation will begin in Year 7 when we establish Grade 6, and scholars in Grades 6 through 8 will be eligible to play sports.

	○ Please Note: For scholars and families in Grades K-5 who want to participate in sports, we will leverage our future partnerships with the North Rutherford Family YMCA and the Smyrna Boys and Girls Clubs to access their sports programs at the grassroots of our development.
Priority 4: Create efficient operations that optimize the investment in our scholars. Priority 5: Ensure all facilities provide a safe and equitable space for our district to learn and grow.	We see Rutherford County Schools' county-wide rezoning plan as an opportunity to partner with the district to provide an additional school option that may keep scholars and families closer to their preferred school communities with the opportunity to receive a unique learning experience that they cannot receive in their current schools, nor in their potentially new-zoned school assignments. Our facilities will provide a safe and equitable space for scholars to learn and grow in classrooms that are not overcrowded and will ensure every scholar is known, loved, and respected as we employ a ratio of 1 teacher to 12 scholars across all grade levels.

Aligned to Priority 4 and Priority 5, Rutherford County is facing a crisis of school overcrowding. According to Dr. Jimmy Sullivan, the Rutherford County Schools' Director of Schools, more than 50,800 scholars are enrolled in Rutherford County Schools, which represents an increase of over 20,000 scholars in the past 18 years, an average of 1,000 additional scholars each year[25]. Rutherford County Schools has expressed that the County Commissioners and funding bodies of Rutherford County have fully supported and approved additions to existing school buildings and new school building projects in the past, but now the most prudent fiscal move would be to rezone schools and commit to a 5-year plan to increase revenue up to $750 million before beginning new school building projects.

Rutherford County Schools approved the county-wide rezoning plan and reassigned some scholars and families to available seats in different schools to ensure scholars can learn in brick-and-mortar school buildings and not in portable classrooms on school campuses. These changes may cause several families the inconvenience of driving further to newly assigned schools, and eliminating the use of portable classrooms may not be possible as Rutherford County continues to grow rapidly. To date, three charter schools have been approved to offer additional options to scholars and families beginning in August 2024. For more details, see information provided in Section 1.2.

Novus SMART Academy (K-8) proposes to partner with Rutherford County Schools to establish an additional high-quality option for all scholars and families in Grades K-8 in the communities of La Vergne and Smyrna. This additional option will support scholars' and families' needs with high-quality academic instruction and character development that will prepare them for college and career paths.

1.1e – Describe what the proposed school will look like when it is achieving its mission.

Achieving the mission at Novus SMART Academy (K-8) will mean all scholars in Grades K-8 receive access to high-quality academic instruction, regardless of their present level of academic performance, behavior, mindsets, socioeconomic status, cultural background, and differences, and all scholars are thriving. Our mission will provide all scholars in Grades K-8 with the knowledge, skills, and confidence needed to thrive in their chosen college and career paths and make a positive impact on society. We will support their knowledge, skills, and confidence through high-quality academic instruction using our SMART-integrated model in **S**cience, **M**ath, **A**rts/Electives, **R**esearch, and **T**echnology with our strategic two-teacher model.

We will maximize the sacredness of instructional time by providing all scholars with an extended instructional learning day. For example, Grades K-5 will receive 510 minutes of instructional time on Mondays, Tuesdays, Thursdays, and Fridays, and 390 instructional minutes on Wednesdays (see **Attachment C** for more details). Grades 6-8 will also receive 510 instructional minutes on Mondays, Tuesdays, Thursdays, and Fridays, and 390 instructional minutes on Wednesdays (see **Attachment C** for more details). This focus on instructional time will ensure that scholars do not show signs of regression on their learning paths, and will afford our teachers, school leaders, and staff members opportunities to participate in extended professional learning and development on Wednesdays to support the holistic growth of our school community. We will also offer an extended school year (195 days) to provide scholars with intentional, research-based support, which has been scientifically proven to improve the quality of scholars' experience and academic outcomes in underserved school communities.

[24] https://4.files.edl.io/b422/01/09/23/212354-96618302-11a3-42e4-838a-9385e407f10a.pdf
[25] https://youtu.be/C4hosPWvCPg

As evidenced by Met Expectations (Level 3) or Exceeded Expectations (Level 4) performance levels of the Tennessee Academic Standards on TNReady state assessments, our scholars will demonstrate critical and creative thinking using our SMART-integrated model and two-teacher model. Our school design is based on the model of other high-performing charter schools across the nation that serve similar scholar populations, such as Achievement First Public Charter Schools in New York City, New York; Memphis Merit Academy in Memphis, Tennessee; Purpose Preparatory Academy in Nashville, Tennessee; and Yes Prep Public Schools in Houston, Texas, which all focus on high-quality academic instruction for scholars.

Novus SMART Academy (K-8) will celebrate several milestones on our journey to being fully enrolled by August 2033, confirming that all our scholars can and will achieve excellence at high levels when adults believe and provide access to high-quality academic instruction with the appropriate support systems in place to meet their needs. The following timeline summarizes our goals:

- After one year of enrollment, in the spring of 2027, at least 85% of our scholars will demonstrate at least two years of growth on the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment in reading, language, math, and science.
- In the spring of 2028, at least 50% of our returning scholars in Grades 1-2 will be on or above grade level in reading and math.
- In the spring of 2029, at least 50% of our returning scholars in Grade 3 will score in the performance category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady state assessments in English and math.
- In the spring of 2031, at least 60% of our returning scholars in Grade 5 will be on or above grade level in reading and math with scholars scoring in the performance category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on their TNReady states assessments in English and math.
- In August 2033, 75% of our returning scholars in Grade 8 will transition to our soon-to-be proposed early college and career high school (Novus SMART Collegiate), on or above grade level in reading and math with scholars scoring in the performance category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on their TNReady states assessments in English/language arts and math.

Novus SMART Academy (K-8) will provide this unique educational option to families in Rutherford County, Tennessee, strategically targeting underserved communities where families of color may experience low to moderate socioeconomic challenges, and who may be zoned to other schools in Rutherford County Schools throughout the district due to the overcrowding of schools. With this in mind, Rutherford County Schools shared its county-wide rezoning plan to transition scholars and families to schools in the district with available seats. Rutherford County Schools has spent more than a year studying all attendance zones and school capacities using assistance from a third-party consultant. Rutherford County Schools gathered input from parents/guardians before making final decisions during meetings that took place the week of September 18-22, 2023, at three school campuses: La Vergne High School on Monday, Stewarts Creek High School on Tuesday, and Siegel High School on Wednesday.

1.1f – Describe the innovative or unique features of the proposed school or education model.

Rutherford County Schools' former school board chair favored new charters with the belief it would alleviate overcrowding throughout the district. Novus SMART Academy (K-8) sees Rutherford County Schools' county-wide rezoning plan as an opportunity to partner with the district to provide an additional school option that may keep scholars and families closer to their preferred school communities. Establishing Novus SMART Academy (K-8) may also provide scholars and families the opportunity to receive a unique learning experience that they can receive neither in their current schools nor in their newly rezoned school assignments. The success of our school in this community will be evidenced by the following innovative features of high-quality academic instruction, which align with our mission and vision.

Rigorous Curricula. Novus SMART Academy (K-8) will provide all scholars with access to a high-quality academic educational experience that fosters a relentless drive for academic success, innovation, and personal growth. Through the implementation of rigorous curricula, our teachers, school leaders, and staff members inspire and model a love for learning, critical thinking, and creativity that is necessary to meet and/or exceed Tennessee Academic Standards across all grade levels and subjects. Our chosen curricula resources are on the Tennessee Department of Education's official lists of textbooks and instructional materials. We are committed to creating a community of lifelong learners on their chosen college and career paths, striving for excellence in all aspects of life.

> **Rigorous English/Language Arts Curriculum (IBL Integration).** There are several approaches to literacy development, however, research-based curricula that are aligned to Tennessee Academic Standards will give our scholars access to high-quality academic instructional materials that tap into their interests and skills. For example, in Grades K-5, we will use Amplify CKLA, the leading early literacy curriculum grounded in the Science of Reading. By combining knowledge-building and research-based foundational skills in literacy, the CKLA

curriculum guides teachers in developing strong readers, writers, and thinkers[26]. To support diverse learning styles, our scholars in Grades K-2 will complete one full lesson that builds foundational reading skills in the Skills Strand, as well as one full lesson that builds background knowledge in the Knowledge Strand. Through learning in each of these strands, scholars will develop the early literacy skills necessary to help them become confident readers and build the context to understand what they're reading[27]. Our scholars in Grades 3–5, scholars will complete Knowledge and Skills lessons that are integrated in one set of instructional materials. These lessons begin to combine skills and knowledge with increasingly complex texts, close reading, and a greater writing emphasis, and our scholars will use their skills to go on their own independent reading adventures [28]. Our scholars in Grade 6-8 will use myPerspectives curriculum to engage in reading workshops (inclusive of whole class learning, small group learning, and independent learning) writing workshops (inclusive of a mini lesson, independent writing, and a writing reflection). myPerspectives is a powerful, next generation literacy program that places scholars at the center of learning and gives teachers the right tools and resources, research-based guidance, and autonomy to do what they do best to support each unique learner as follows: engaging scholars with relevant and engaging content; getting scholars going with support and scaffolding for all learners; keeping scholars on track with built-in formative assessments and progress monitoring; and letting scholars explore, share, and grow with collaborative experiences that hone writing, speaking, and listening skills[29].

Rigorous Math Curriculum (PBL Integration). In Grades K-5, we will use enVision Mathematics, which is grounded in problem-based and visual learning to create fun and engaging environments that invite inquiry and discovery through the use of hands-on problem-based activities to promote deep understanding of concepts; easy, flexible differentiation to ensure scholars' learning needs are met; new dynamic presentations for an engaging online review of content; and digital content on the award-winning Savvas Realize LMS[30]. In Grades 6-8, we will use enVision Mathematics, which offers a unique combination of problem-based learning and visual learning to develop conceptual understanding. This instructional model has been consistently successful and effective for middle school scholars across the nation by motivating scholars through ownership of their learning with Let's Investigate!; harnessing storytelling for instruction with engaging 3-Act Math problems; leveraging scholar interests with Pick a Project and enVision STEM Project's varied contexts, modalities, and final products; and easy accessibility to meaningful digital content on the award-winning Savvas Realize LMS[31]. For scholars in Grade 8 who are eligible to take Integrated Math I, scholars' learning in integrated mathematics will make more learning progress when algebra, statistics, and geometry concepts are interwoven. enVision Integrated Mathematics scholars become independent and self-directed learners with problem-based learning using unique mathematical modeling in 3 Acts lessons; motivation with connections to real issues; classroom discourse that prepares scholars for future success; ensuring SAT/ACT readiness with remediation and practice; and providing accessibility support and easy navigation with the Savvas Realize LMS[32].

Rigorous Science Curriculum (IBL and PBL Integration). In Grades K-5, we will use the Inspire Science curriculum, which covers grade-level standards within the 5E framework as follows: Engage, Explore, Explain, Elaborate, and Evaluate. Inspire Science will help our scholars build innovative thinking skills by empowering them to explore and learn from our world's amazing natural phenomena in exciting, hands-on ways. By fostering scholars' innate curiosity, we will elevate their critical thinking; by facilitating hands-on investigation, we will deepen their understanding; and by encouraging creative problem-solving, we will inspire their innovation[33]. In Grades 6-8, we will use the STEMscopes science curriculum, which covers grade-level standards within the 5E + IA framework as follows: Engage, Explore, Explain, Elaborate, Evaluate, Intervention, and Acceleration. Scholars will learn through hands-on experiences with experiments, exploration of ideas, interpretation of what they observe, and their ability to relate scientific concepts to the real world. STEMscopes science curriculum creates a scholar-centric, STEM learning environment where scholars actually get to do science[34].

[26] https://amplify.com/programs/amplify-core-knowledge-language-arts/?state=TN
[27] https://amplify.com/programs/amplify-core-knowledge-language-arts/whats-included-k-2/
[28] https://amplify.com/programs/amplify-core-knowledge-language-arts/whats-included-3-5/
[29] https://www.savvas.com/solutions/literacy/core-programs/myperspectives-english-language-arts
[30] https://www.savvas.com/solutions/mathematics/core-programs/envision-mathematics-grades-k-5
[31] https://www.savvas.com/solutions/mathematics/core-programs/envision-mathematics-grades-6-8
[32] https://www.savvas.com/solutions/mathematics/core-programs/envision-integrated-math
[33] https://www.mheducation.com/prek-12/program/microsites/MKTSP-AIB05M0.html
[34] https://acceleratelearning.com/science/tn/

Rigorous Social Studies Curriculum (ILB Integration). In Grades K-8, we will use the Gallopade curriculum for Social Studies. The curriculum provides various resources in multiple formats, along with instructional strategies and implementation ideas, so that we can tailor lessons to the specific needs of our scholars in order to create a customized learning experience for scholars of all learning styles. The curriculum will equip our scholars and teachers with materials designed to meet the needs of every learner. Unit and Chapter Openers provide instructional strategies to activate scholars' existing knowledge and real-world experiences to spark curiosity and inquiry[35].

High-Quality Academic Instruction. Novus SMART Academy (K-8) will foster rigorous learning experiences between our teachers and scholars as they question, discover, and pursue knowledge relentlessly with culturally relevant curricula. We will create a global community that celebrates the joy of learning, an environment wherein curiosity is not only encouraged but also cherished through high-quality academic instruction. Our teaching techniques of IBL in writing and research and PBL in science, math, and technology delivered via a two-teacher model will support the achievement of those goals. These learning approaches are research-based strategies, scientifically proven to create high-performing schools with innovative practices. Using these strategies, teachers will be prepared to deliver high-quality academic instruction every day as a result of receiving coaching, support, and feedback on a weekly cadence.

Equity-Centered Support. Novus SMART Academy (K-8) is committed to promoting inclusiveness as champions for equity, advocating for practices that foster dialogue and understanding, and empowering marginalized communities to activate their voices. We will harness the power of diversity to inspire change and break down barriers so that our scholars and families, teachers and staff members, and members of the school community feel known, loved, and respected.

Character Development. Novus SMART Academy (K-8) will provide our scholars and families and teachers and staff members with transformational, culturally responsive experiences that ignite their personal growth through character education. We will promote values that encourage self-awareness through the development of essential life skills with the goal of living purposeful lives and exerting a positive impact on our communities for generations to come. We will use asset-based learning (ABL) in the arts/electives to support team building and collaboration. We will provide individualized behavioral support through our RTI2-Behavior plan using social-emotional learning (SEL) and support as part of our character education and development plan that is tailored to scholars' specific behavioral needs. We will also facilitate schoolwide SEL and support as part of our character education and development plan during morning advisory every day, using culturally responsive, grade-level appropriate materials.

During morning meetings and announcements, we will individually and collectively celebrate our scholars, teachers, and school leaders as Novus Nobles for their positive contributions to our school community as innovators and inspirators. Teachers, school leaders, and scholars will also have opportunities to participate in Community Circles and Collaborative Problem-Solving (CPS) sessions to share their feelings and/or to restore trusting and lasting relationships to sustain a positive school culture. We will foster a positive school culture of belonging, acceptance, and character development for our scholars and families, teachers and staff members, and members of our school community. We will empower each other to discover our inner happiness, embrace our unique talents, and make a positive impact in our world, full of endless possibilities.

1.1g - How do these unique features align with the mission and vision of the school?

Rigorous curricula, high-quality academic instruction, equity-centered support, and character development are the unique features that anchor our mission and vision at Novus SMART Academy (K-8). Our school design includes ABL in the arts/electives to support equity-centered support and character development; IBL in writing and research (i.e., reading, writing, and social studies) to support literacy; and PBL in science, math, and technology to support critical thinking and deduction. By incorporating all three learning approaches into the scholar-teacher learning experience, our community will foster a love for learning, embrace innovation and creativity, and encourage personal growth.

Furthermore, we will cultivate unique learning experiences that prepare our scholars for the challenges and opportunities of the future through equity-centered support that fosters character development, enabling our scholars to overcome barriers and reach their full potential. Through our unwavering commitment to excellence, we will equip our scholars with the knowledge, skills, and confidence needed to thrive in their chosen college or career paths, making a positive impact on society.

Novus SMART Academy (K-8) will provide culturally responsive experiences and promote the development of essential life skills, so scholars may lead purposeful lives and make a positive impact on our communities for generations to come. Specifically, we will provide individualized behavioral support and facilitate schoolwide SEL and support as part of our

[35] https://www.gallopadecurriculum.com/tennessee

character education and development plan. In these ways, we will empower each other to discover our inner happiness, embrace our unique talents, and make a positive impact in our world full of endless possibilities.

We know that these unique features align with our mission and vision, and we will know we are achieving our mission when after one year of enrollment, in the spring of 2027, at least 85% of our scholars will demonstrate at least two years of growth on the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment in reading and math. Further confirmation that we are achieving the mission will occur as we meet the milestones described in Section 1.1e of this document. Holistically, we will know we are achieving our missions when 100% of our scholars are entering our schools with curiosity and ambition and transitioning to college and career paths on grade level in English and math. Novus SMART Academy will maintain growth and achievement scores that outperform the state of Tennessee on all grade-levels and subjects, performing in the top 5% of schools on TNReady state testing, replicating the success of Valor Voyager Academy and Purpose Prep in Nashville, Tennessee.

As Novus SMART Academy (K-8) continues to increase enrollment after the founding year, more scholars and families will gain interest in our unique design and model and decide to choose our school as the best option for their families on a rolling basis. Our commitment to scholars and families begins in kindergarten; however, families who choose Novus SMART Academy (K-8) after kindergarten will receive the same level of support, love, and respect for their scholars regardless of their present level of academic performance, behavior, mindsets, socioeconomic status, cultural backgrounds, and differences. With intentional support and development, our scholars and families will assimilate quickly with prescribed onboarding and accountability plans to ensure we work together as a community to achieve success with our new scholars and families. Our scholars and families will experience success the first day they enter our school community.

Novus SMART Academy (K-8) will also measure academic progress by absolute performance and achievement and on nationally normed and state assessments to ensure we are fulfilling our mission. Our mission achieved will mean our Grade 8 graduates will transition to our soon-to-be proposed early college high school, Novus SMART Collegiate (9-12), on or above grade level in reading and math with scholars scoring in the performance category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on their TNReady states assessments in English and math. More specifically, our scholars will meet the following milestones:

- take the ACT at least one time with an average score of at least 19,
- score in the performance category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on the TNReady state assessments in Grade 8 Math or Integrated Math I as eligible,
- successfully complete at least one high school level science course, and
- perform in the 66th through 75th percentile in reading and the 70th through 84th percentile in math on the NWEA MAP, demonstrating Met Expectations (Level 3) or Exceeded Expectations (Level 4) for their chosen college paths.

Novus SMART Academy (K-8) takes pride in responding to the needs of scholars and families, striving to become the first high-quality public charter school in Rutherford County to perform in the top 5% of all Tennessee public schools, consecutively for years to come.

Novus SMART Academy (K-8) will also know we are achieving our mission when 100% of our scholars are receiving high-quality academic instruction and support from teachers who are licensed to teach in every subject on every grade level. Specifically, scholars with disabilities will receive additional instruction and support services as determined by their individualized education plans (IEP) by licensed special education teachers in partnership with licensed general education teachers. English language learners will receive additional instruction and support services as evidenced by their individualized learning plans (ILP) by English as second language teachers in partnership with licensed general education teachers. Scholars with 504 Plans will receive a strategic plan of support from the school counselor (named as DEI Coordinator) and provided with additional instruction and support services in partnership with licensed general education teachers.

All licensed teachers will provide additional support and services to scholars in response to scholars' needs in academics (i.e., reading and math) and behavior using MTSS structures as indicated by NWEA MAP testing scores and progress monitoring scores and observations in reading, math, and behavior. All of these supports will provide scholars with access to rigorous grade-level curricula integrated with high-quality academic instruction and scaffolded appropriately so that scholars still learn and productively struggle through tasks collaboratively and individually across all subjects and grade levels (aligned to our learning approaches: ABL, IBL, PBL).

1.1h – How will these unique features foster student achievement and success?

Rigorous Curricula and High-Quality Academic Instruction. Rigorous curricula and high-quality academic instruction foster achievement and success by preparing scholars for college-level coursework before they graduate from high school. The Washington Unified School District believes that rigorous curricula allow teachers to motivate and engage scholars by providing precise learning targets, meaningful and relevant lessons and activities, and multiple opportunities to succeed[36]. What scholars learn in school is crucial to their future, and every scholar deserves access to rich, well-rounded, rigorous curricula in order to be prepared for their chosen college and career paths[37]. Through asset-based learning, we will ensure that every scholar in our school community is valued as humans, first, and then unlock their full potential by fostering achievement and success through their talents in Arts/Electives and through Character Education. Through inquiry-based learning, we will ensure that scholars learn how to think critically and creatively, and how to ask their own questions. Inquiry-based learning uses diverse approaches to learning, such as small-group discussion and guided learning instead of rote memorization of facts and material so that scholars learn by doing[38]. Similar to our fellow educators at the Suny Charter School Institute at the State University of New York, we will foster achievement and success as scholars build knowledge through exploration, experience, and discussion, and our lessons will be designed so that scholars make connections to previous knowledge, bring their own questions to learning, investigate to satisfy their own questions, and develop ways to try out their creative ideas in Science and Research (i.e., Reading, Writing, and Social Studies)[39]. Through project-based learning, we will foster achievement and success by creating hands-on, scholar-centered learning tasks that immerse them into real-world challenges and projects that foster deeper learning through collaboration, communication, and critical thinking in science, math, and technology. This approach will dismantle traditional teacher-led instruction by encouraging scholars to explore their passions and interests while developing their essential skills for learning and life in general[40].

Equity-Centered Support and Character Development. Equity-centered support and character development foster student achievement and success by, first, developing a culturally-responsive school model and design that implements rigorous curricula that are culturally relevant. Equity-centered support fosters student achievement and success through teachers, school leaders, and staff members who receive ongoing professional learning and development that prepares them to deliver high-quality academic instruction with fidelity in service to all scholars, regardless of their present level of academic performance, behaviors and mindsets, socioeconomic status and zip codes, and/or cultural backgrounds and differences. Equity-centered practices are evidence-based through self-reflection, data-driven decision-making, interactions with scholars, and classroom practices and procedures[41]. We will ensure that our teachers, school leaders, and staff members model our Noble Core Values as champions for equity, creating a sense of belonging(ness) so that our scholars and families feel known, loved, and respected. Character development promotes core ethical and performance values to instill good character in scholars, to include their throughs, emotions, and actions[42]. What equity-centered support and character development look and feel like in motion is deliberately cultivating a supportive learning environment where scholars have equal access to learning, feel valued and supported in their learning as leaders and learners, and experience parity in achieving academic goals; and teachers, school leaders, and staff members share the responsibility of cultivating the inclusive engagement of all scholars and families in our school community[43].

[36] https://shorturl.at/uCDH8
[37] https://shorturl.at/juzA2
[38] https://shorturl.at/itGOT
[39] https://www.newyorkcharters.org/wp-content/uploads/Lamad-Full-App_Merged-Redacted.pdf
[40] https://newtechnetwork.org/resources/how-project-based-learning-is-effective-in-education/
[41] https://shorturl.at/cCJLO
[42] https://www.methodschools.org/blog/how-character-education-helps-kids-learn-and-develop
[43] https://shorturl.at/cCJLO

1.2 Enrollment Summary

1.2a – Describe the community, including specific zip codes, from which the proposed school intends to draw students, including the demographic profile and the school zones of the schools currently in operation within the proposed community.

Communities. Novus SMART Academy (K-8) will primarily recruit scholars and families in the cities of La Vergne (zip code 37086) and Smyrna (zip code 37167); however, all scholars and families in Rutherford County will have the option to choose our school. Our CEO/Lead Founder has been in collaboration with Jack Minor, the Vice President of Advocacy and Strategy at Tennesseans for Student Success. During this collaboration, Jack guided us on the process of gathering the contact information of scholars and families using the following descriptors: children between the ages of 3-7; residents living within a 5-mile radius of our proposed location (102 Ridley Street, Smyrna, Tennessee 37167); and 37167 and 37086 zip codes. This data allowed us to collect updated contact information for 1,951 residents who may become our founding scholars and families in Year 1.

Of the 22 Rutherford County Schools, five are in La Vergne and 17 in Smyrna, with an enrollment of over 21,000 and counting. Three charter schools are approved to open in Rutherford County in August 2024 as follows:

1. Empower Academy (K-8) in the La Vergne and Smyrna area. (Rutherford County Schools, Authorizer)
2. American Classical Academy Rutherford (K-12) in Smyrna. (Rutherford County Schools, Authorizer)
3. Rutherford Collegiate Prep (K-8) in Murfreesboro. (Tennessee Public Charter School Commission, Authorizer)

According to Jackie DelPilar, a News Reporter for Fox 17 News, families are leaving Davidson County, Tennessee and relocating to surrounding counties, such as Rutherford, within the metro area[44]. The rapid growth of the community has led to the overcrowding of schools. Rutherford County Schools' county-wide rezoning plan confirms DelPilar's assertion, as featured in the district's projections for the 2027-2028 school year (Figure 3).

Figure 3 - Rutherford County Schools Rezoning Plan Projections

Elementary Schools	Schools on the northwest side of the district are forecasted to grow at a higher rate over the next five years. The new elementary school boundary should focus on relieving Brown's Chapel, Rock Springs, Roy Waldron, and Stewarts Creek elementary schools.
Middle Schools	Schools on the northwest side of the district are forecasted to grow at a higher rate over the next five years. The new middle school boundary should focus on relieving Blackman, LaVergne, and Rock Springs middle schools.
High Schools	Schools on the northwest side of the district are forecasted to grow at a higher rate over the next five years. The building additions at Oakland, Riverdale, and Smyrna are receiving building additions that will not fully resolve capacity challenges at the High School level.
Key Takeaways	• Building capacity was thoroughly reviewed by the district and RSP to identify ideal learning space for students. Many current facilities are over-utilized and are not providing the ideal learning environment. • More facility space is needed beyond the new facilities and building additions. The plan presented is not a long-term solution, but a step along the path to achieving ideal programming for the district.

The mayor of Rutherford County, Joe Carr, has explained that the county does not have the tools to make sure growth pays for itself, and of all the Tennessee counties, Rutherford has the most new people moving to it annually[45]. According to the United States Census Bureau, 23% of residents living in La Vergne (11.1%) and Smyrna (11.9%) live in poverty[46]. In terms of economic well-being, 24.5% of the population in Rutherford County is under the age of 18, and 10.6% of children live in poverty[47]. In the county, 10.9% of families struggle with severe housing costs burdens, and 18.8% struggle with child-care costs.

[44] https://fox17.com/news/local/thousands-more-people-are-moving-out-of-nashville-than-moving-in-report-shows
[45] https://www.newschannel5.com/news/with-two-dozen-people-moving-to-rutherford-county-daily-could-impact-fees-keep-infrastructure-up
[46] https://www.census.gov/quickfacts/fact/table/lavergnecitytennessee,smyrnatowntennessee/PST045222
[47] https://www.tn.gov/content/dam/tn/tccy/documents/county-profiles/2023profiles/Rutherford2023.pdf

High School Landscape. According to *Public School Review* data from the 2023-2024 school year, 15 high schools serve 19,317 scholars in Rutherford County Schools[48]. The average high school math proficiency score is 25% (versus the statewide average of 31%), the average high school English/language arts proficiency score is 47% (versus the 37% statewide average), and the graduation rate is 95% (versus the 89% statewide average). The top-ranked public high schools in Rutherford County Schools are Central Magnet School (Grades 6-12; 78% White, 5% Black, 5% Hispanic); Eagleville School (PreK-12; 89% White, 2% Black, 6% Hispanic); and Stewarts Creek High School (Grades 9-12; 68% White, 14% Black, 11% Hispanic). The minority enrollment in Rutherford County Schools is 45% of the scholar body (majority Black and Hispanic), which is more than the Tennessee public high school average of 39% (majority Black). The cities of La Vergne and Smyrna have three high schools, and only one of them is top ranked for academic performance and high-quality school experience. Thus, only 32% of Black and Brown families receive access to a top-ranked public high school experience in the La Vergne and Smyrna communities.

Middle School Landscape. According to *Public School Review* data from the 2023-2024 school year, there are 17 middle schools serving 15,153 scholars in Rutherford County Schools[49]. The average math proficiency score is 45% (versus the statewide average of 31%), and the average English/language arts proficiency score is 40% (versus the 37% statewide average). The top-ranked public middle schools in Rutherford County are Central Magnet School (Grades 6-12; 78% White, 5% Black, 5% Hispanic), Thurman Francis Arts Academy Magnet School for the Arts (Grades K-8; 70% White, 17% Black, 7% Hispanic), and Stewarts Creek Middle School (Grades 6-8; 69% White, 15% Black, 12% Hispanic). The minority populations comprise 43% of the scholar body (majority Black and Hispanic), a higher percentage than the Tennessee public middle school average of 38% (majority Black). Specific to Rutherford County Schools located in La Vergne and Smyrna, there are five middle school options and only two of them are ranked for academic performance with a high-quality school experience. Therefore, only 31% of Black and Brown families in the La Vergne and Smyrna communities have access to a top-ranked public middle school experience.

Elementary School Landscape. According to *Public School Review* data from the 2023-2024 school year, 41 elementary schools serve 32,675 scholars in Rutherford County[50]. The average math proficiency score is 45% (versus the statewide average of 31%), and the average English/language arts proficiency score is 41% (versus the 37% statewide average). The top-ranked elementary schools in Rutherford County Schools are McFadden School of Excellence (Grades K-5; 82% White, 4% Black, 2% Hispanic), Stewarts Creek Elementary School (Grades PreK-5; 68% White, 14% Black, 11% Hispanic), and Thurman Francis Arts Academy Magnet School for the Arts (Grades K-8; 70% White, 17% Black, 7% Hispanic). Minority populations in Rutherford County Schools comprise 45% of the scholar body (majority Hispanic and Black), which is more than the Tennessee public elementary school average of 41% (majority Black). In Rutherford County, 11 elementary schools are located in La Vergne and Smyrna, and only two of them are highly ranked for academic performance and high-quality school experience. Thus, only 31% percent of Black and Brown families receive access to this elementary school experience in the La Vergne and Smyrna communities, respectively at Thurman Francis Arts Academy Magnet School for the Arts and Stewarts Creek Elementary School.

Preschool Landscape. According to *Public School Review* data from the 2023-2024 school year, 23 preschools serve 17,821 scholars in Rutherford County[51]. The average math proficiency score is 34% (versus the statewide average of 31%), and the average English/language arts proficiency score is 37% (versus the 37% statewide average). The top-ranked public preschools in Rutherford County Schools are Lascassas Elementary School (Grades PreK-5; 82% White, 4% Black, 8% Hispanic), Stewarts Creek Elementary School (Grades PreK-5; 68% White, 14% Black, 11% Hispanic), and Rock Springs Elementary School (Grades PreK-5; 45% White, 24% Black, 21% Hispanic). Minority populations comprise 46% of the scholar body (majority Hispanic), which is more than the Tennessee public preschool average of 39% (majority Black). In La Vergne and Smyrna, only two of the 11 preschool options are well ranked for academic performance and high-quality school experience. Only 44% percent of Black and Brown families have access to this preschool experience in the La Vergne and Smyrna communities**.**

Given the educational landscape in the county, Tammy Sharp, the Chairman Emeritus of Rutherford County school board, favors new charter schools in the belief they would alleviate overcrowding throughout the district. “We’ve got a great system, and everyone wants to move here,” Sharp said, but she also acknowledged that the school district is hampered by overwhelming growth with more than 2,000 new scholars this year and a $500 million long-term building program[52]. Scholars and families need immediate access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth across the district.

[48] https://www.publicschoolreview.com/tennessee/rutherford-county-school-district/4703690-school-district/high
[49] https://www.publicschoolreview.com/tennessee/rutherford-county-school-district/4703690-school-district/middle
[50] https://www.publicschoolreview.com/tennessee/rutherford-county-school-district/4703690-school-district/elementary
[51] https://www.publicschoolreview.com/tennessee/rutherford-county-school-district/4703690-school-district/pre)
[52] https://tennesseelookout.com/2022/09/15/sparks-fly-over-hillsdale-affiliated-charter-school-appeal-in-rutherford/

Novus SMART Academy (K-8) sees Rutherford County Schools' county-wide rezoning plan as an opportunity to partner with the district to provide an additional school option that may keep scholars and families closer to their preferred school communities and give them the opportunity to receive unique learning experiences that they cannot receive in their current schools or in their newly reassigned school. Fulfilling our mission will not only help to alleviate the overcrowding of schools but also provide an additional high-quality school option to all scholars across Grades K-8 who currently do not have access to top quality, innovative educational opportunities.

1.2b – Provide a rationale for determining enrollment projections and selecting the community where the proposed school will be located.

The Tennessee Department of Education Report Card data show that Rutherford County Schools outperform all schools in Tennessee in math proficiency (38% versus 31% statewide) and in English/language arts (ELA) proficiency (43% versus 37% statewide), and the graduation rate is 95% versus the 89% statewide rate. However, on average, 61% to 66% of scholars in La Vergne and Smyrna perform below the statewide average in math (in all three high schools), and 64% of scholars perform below the statewide average in ELA (in one high school). According to the Public School Review, county-wide, the five top-ranked schools in Rutherford County Schools are McFadden Magnet School of Excellence (Grades K-5; 82% White, 4% Black, 2% Hispanic), Central Magnet School (Grades 6-12; 78% White, 5% Black, 5% Hispanic), Thurman Francis Arts Academy Magnet School for the Arts (Grades K-8; 70% White, 17% Black, 7% Hispanic), Homer Pittard (Grades K-5; 82% White, 8% Black, 3% Hispanic), and Lascassas Elementary School (Grades PreK-5; 82% White, 4% Black, 8% Hispanic). However, Stewarts Creek Elementary School (Grades PreK-5; 68% White, 14% Black, 11% Hispanic) ranks sixth in the top ten schools in Rutherford County.

Novus SMART Academy (K-8) considered four factors during the process of choosing the La Vergne and Smyrna communities as locations for the school: high poverty, county-wide rezoning plan, tiered instruction and intervention in English/language arts and math, and disproportionality of scholar access, as summarized in Figure 4.

Figure 4 - Rationale for Determining Enrollment Projections and Selecting the La Vergne and Smyrna Communities

Consideration	Aligned to the La Vergne and Smyrna Communities
High Poverty	According to the United States Census Bureau, 23% of residents in La Vergne (11.1%) and Smyrna (11.9%) live in poverty. In terms of economic well-being, 24.5% of the population in Rutherford County, Tennessee is under the age of 18, and 10.6% of children live in poverty. Also, 10.9% of families struggle with severe housing costs burdens, and 18.8% struggle with childcare costs.
County-Wide Rezoning Plan	Schools on the northwest side of the district are forecasted to grow at a higher rate over the next five years. The new elementary school boundary should focus on relieving Brown's Chapel, Rock Springs, Roy Waldron, and Stewarts Creek elementary schools. The new middle school boundary should focus on relieving Blackman, LaVergne, and Rock Springs middle schools. The building additions at Oakland, Riverdale, and Smyrna are receiving building additions that will not fully resolve capacity challenges at the high school level. A review of building capacity revealed that many current facilities are over-utilized and are not providing ideal learning environments. More facility space is needed in addition to the new facilities and building additions. Short-term plans are not long-term solutions, but steps along the path to achieving ideal programming for the district.
Tiered Instruction and Intervention in English/Language Arts & Math	These communities need sufficient schools for all scholars. We aim to provide rigorous curricula and incorporate inquiry-based learning in English/language arts and project-based learning in math using a strategic two-teacher model. We will also provide individualized learning pathways to address scholars' skills deficits and close gaps through productive struggle.
Disproportionality of Scholar Access	Provide scholars of color more opportunities to experience a high-quality academic experience regardless of their zip codes; embed equity-centered practices that are

	culturally responsive; make space for scholars of color to feel a sense of belonging just as much as their White counterparts; close achievement gaps through personalized learning that is culturally relevant and prescribed to meet scholars' needs; and support scholars through their chosen college and career paths for success after high school in all aspects of life.

All scholars and families deserve a high-quality academic learning option that fits their needs. Rutherford County Schools will offer an innovation incubator called Ion Schools Initiative beginning in the 2024-2025 academic year in the La Vergne and Smyrna communities, but these options will meet few of the needs of scholars and families in this community, leaving thousands of other scholars and families without the option of exploring nonacademic interests and talents built on the successes, values, and priorities of their communities[53]. Furthermore, Rutherford County Schools support the development of more quality options for scholars and families through the General Choice Transfer.

1.2c - Discuss the academic performance and enrollment trends of existing schools in that community.

Public School Review data from the 2023-2024 school year reveal the graduation rate in Rutherford County Schools is 95% (the statewide average is 89%). All three of the high schools in La Vergne and Smyrna exceeded the graduation rate for the state of Tennessee; however, one of the high schools fell below the graduation rate for the district (95%), which also includes scholars and families enrolled in the virtual school option. Even with high graduation rates, a low percentage of graduating scholars are leaving high school below grade-level in math and reading. Figures 5, 6, 7, and 8 display comparisons of the math and reading proficiency scores of the state of Tennessee as a whole and of Rutherford County Schools in La Vergne and Smyrna. The figures also include a summary of demographic characteristics, including ethnicity, economic disadvantage, scholars with disabilities, and English language learners.

Figure 5 - La Vergne and Smyrna School-Based Data Points: Elementary Schools

Rutherford County Schools Elementary Schools in La Vergne & Smyrna								
Name of School No. of Scholars	Scholars' Demographic Characteristics					Proficiency		
	Economically Disadvantaged Students with Disability English Language Learners	Ethnicity						
		White	Black	Hispanic	Other	Math (State: 31%)	Reading (State: 37%)	Science (State: 40%)
Cedar Grove 766	25% 11% 34%	36%	19%	40%	5%	49%	38%	42%
David Youree 740	37% 9% 26%	30%	33%	31%	6%	19%	21%	20%
John Colemon 503	24% 12% 32%	33%	22%	38%	7%	41%	30%	35%
La Vergne Lake	19% 11% 32%	28%	32%	37%	3%	27%	23%	23%

861								
Rock Springs **1125**	16% 8% 25%	45%	24%	21%	10%	36%	40%	39%
Rocky Fork **925**	20% 7% 27%	50%	22%	16%	12%	33%	33%	39%
Roy L. Waldron **1209**	28% 8% 37%	24%	30%	44%	2%	23%	25%	28%
Smyrna **673**	24% 11% 43%	26%	12%	58%	4%	29%	20%	25%
Smyrna Primary **559**	26% 8% 28%	38%	21%	25%	16%	20%	30%	25%
Stewarts - boro **662**	23% 11% 18%	59%	15%	23%	3%	50%	40%	47%
Stewarts Creek **1183**	11% 10% 18%	68%	14%	11%	7%	63%	53%	55%

Figure 6 - La Vergne and Smyrna School-Based Data Points: Middle Schools

Rutherford County Schools Middle Schools in La Vergne & Smyrna								
Name of School **No. of Scholars**	**Scholars' Demographic Characteristics**					**Proficiency**		
	Economically Disadvantaged **Students with Disability** **English Language Learners**	**Ethnicity**						
		White	**Black**	**Hispanic**	**Other**	**Math (State: 31%)**	**Reading (State: 37%)**	**Science (State: 40%)** **Social Studies (State: 43%)**
La Vergne **1121**	27% 9% 29%	22%	36%	39%	3%	27%	21%	24% 36%

Rock Springs **1010**	21% 9% 25%	39%	25%	28%	8%	37%	30%	35% 48%
Rocky Fork **752**	28% 10% 19%	44%	24%	24%	8%	44%	32%	38% 48%
Smyrna **883**	27% 10% 32%	33%	18%	41%	8%	29%	23%	28% 37%
Stewarts Creek **1022**	10% 6% 15%	69%	15%	12%	4%	46%	52%	52% 64%
La Vergne **1121**	27% 9% 29%	22%	36%	39%	3%	27%	21%	24% 36%

Figure 7 - La Vergne and Smyrna School-Based Data Points: High Schools

Rutherford County Schools High Schools in La Vergne & Smyrna								
Name of School **No. of Scholars** **Graduation Rate**	**Scholars' Demographic Characteristics**					**Proficiency**		
	Economically Disadvantaged **Students with Disability** **English Language Learners**	**Ethnicity**						
		White	**Black**	**Hispanic**	**Other**	**Math (State: 31%)**	**Reading (State: 37%)**	**Science (State: 40%)** **Social Studies (State: 43%)**
La Vergne **2054** **92%**	23% 9% 17%	21%	33%	42%	4%	13%	30%	33% 29%
Smyrna **2133** **96%**	22% 6% 15%	40%	20%	32%	8%	16%	38%	34% 31%
Stewarts Creek	10% 6%	63%	18%	13%	6%	26%	54%	50% 52%

2263 **97%**	9%							

Figure 8 - La Vergne and Smyrna School-Based Data Points: Specialty Schools

Rutherford County Schools Specialty Schools in La Vergne & Smyrna								
Name of School **No. of Scholars** **Graduation Rate**	**Scholars' Demographic Characteristics**					**Proficiency**		
	Economically Disadvantaged **Students with Disability** **English Language Learners**	**Ethnicity**						
		White	**Black**	**Hispanic**	**Other**	**Math (State: 31%)**	**Reading (State: 37%)**	**Science (State: 40%)** **Social Studies (State: 43%)**
Smyrna West Alternative **78**	24% 12% 18%	41%	24%	31%	4%	< 5%	11%	< 5% 13%
Thurman Francis Magnet Arts Academy **654**	<5% <5% <5%	70%	17%	7%	6%	94%	93%	93% >95%
Virtual School **461**	17% 6% <5%	56%	30%	10%	4%	21%	52%	49% 47%

Rutherford County Schools meet or exceed state averages; nevertheless, inequities and deficits exist within the county. Novus SMART Academy (K-8) will adopt the strategic priority to provide early interventions that address scholars' academic needs and support the whole child. We see an opportunity to provide high-quality academic instruction with extended time and blended learning in literacy and math using a strategic two-teacher model, responding to the gap between high-achieving and low-achieving scholars in this community beginning in kindergarten.

[53] https://www.rcschools.net/apps/news/article/1736747#:~:text=Ion%20is%20an%20innovation%20incubator,superintendent%20for%20Curriculum%20and%20Instruction

1.2d – Describe the specific population of students the proposed school intends to serve.

Novus SMART Academy (K-8) will primarily recruit scholars and families in the cities of La Vergne (zip code 37086) and Smyrna (zip code 37167); however, all scholars and families in Rutherford County will have the option to choose our school. Our CEO/Lead Founder has been in collaboration with Jack Minor, the Vice President of Advocacy and Strategy at Tennesseans for Student Success. During this collaboration, Jack guided us on the process of gathering the contact information of families using the following descriptors: children between the ages of 3-7; residents living within a 5-mile radius of our proposed location (102 Ridley Street, Smyrna, Tennessee 37167); and 37167 and 37086 zip codes. This data allowed us to collect updated contact information for 1,951 residents who may become our founding scholars and families in Year 1. 61% to 66% of scholars in La Vergne and Smyrna perform below the statewide average in math, and 64% of scholars perform below the statewide average in ELA. Our goal is to assist in alleviating this achievement gap within the county. We are committed to partnering with Rutherford County Schools to provide an additional school option with high-quality academic instruction for scholars in Grades K-8 to prepare them for high school, college and career paths, and beyond.

1.2e – Describe what the proposed school would do more effectively than the schools that are now serving the targeted population.

Our founding story begins with our own experiences in schools, as children and parents/guardians, and our convictions to birth a fresh and extraordinary school experience for scholars and families. *Novus* is the Latin word for *innovate*, meaning to renew. *Innovare* is the Latin version of the English word *innovation*, meaning new. Scholars and families deserve something fresh, new, and extraordinary in Rutherford County, specifically in our targeted communities of La Vergne and Smyrna. All scholars deserve access to high-quality academic instruction, regardless of their academic performance, behavior, mindset, socioeconomic status, and/or cultural backgrounds.

What sets Novus SMART Academy (K-8) apart is that our rigorous curricula will prepare scholars to collaborate appropriately with their peers, to think critically and creatively across all content, and to solve real-world challenges through ABL in the arts/electives. We will provide equity-centered support and character development, IBL in writing and research (i.e., reading, writing, and social studies), and PBL in science, math, and technology. Faced with research that shows the underachievement in this community, we accept the call to action to establish a strong literacy and numeracy foundation with extended time, blended learning, and a strategic two-teacher model that prepares scholars for their chosen college and career paths. We will strive for academic success that exceeds current academic outcomes in this school community to establish a standard for high-quality academic instruction because a strong foundation for college and career begins in kindergarten.

Novus SMART Academy (K-8) will ensure our scholars meet and exceed academic outcomes currently set in the surrounding school community. Through strategic research and planning and visiting schools with similar school demographics, we will implement research-based practices proven to improve scholar performance and outcomes. As a pillar in the Rutherford County community, Novus SMART Academy (K-8) will respond to the needs of underserved scholars and families by changing the trajectories by establishing a strong high-quality academic foundation in kindergarten that will ultimately sustain them all the way through to high school. Our foundational literacy model derives from the examples of high-performing BES schools Memphis Merit Academy, Purpose Preparatory Academy, and Valor Collegiate Academies. Both Purpose Preparatory Academy and Valor Collegiate Academies are among Tennessee's most distinguished schools for scholar growth, designated as Reward Progress Schools. Purpose Preparatory Academy reached the top 5% of schools on the Tennessee Academic Standards. As adapted from the mission and vision of our fellow educators at Las Vegas Collegiate Academies, our structure, support, and approach to literacy will place our scholars at an advantage and allow us to build success for scholars within a high-risk, high-need community[54].

1.2f - What different educational options will the proposed school offer?

Novus SMART Academy (K-8) has designed our school model in a way that we can offer different educational options to scholars and families. Our rigorous curricula provide all scholars with access to high-quality academic instruction, and incorporation of ABL in the arts/electives, IBL in writing and research, and PBL in science, math, and technology allows each scholar to find the individual educational option that best suits their learning style, current level, and personal background. Also, our teachers, school leaders, and staff members inspire and model a love for learning, critical thinking, and creativity that is necessary to meet and/or exceed Tennessee Academic Standards across all grade levels and subjects. We will also offer equity-centered support and character education as a vehicle to harness the power of diversity and inspire change in our school community so that our scholars and families, teachers and staff members, and members of the school community feel known, loved, and respected as contributing members.

[54] https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/190816-LV-Collegiate-Charter-Application.pdf

Our equity-centered approach supports team building and collaboration. A focus on equity also underpins how we develop individualized academic and behavioral supports (RTI2-A/B). The school's schedule includes daily grade-level appropriate advisory lessons, daily morning meetings to highlight school community innovations and inspirations, weekly Community Circles and Collaborative Problem-Solving (CPS) sessions, and weekly celebrations of extraordinary scholars, teachers, and staff members who model our core values. These frequent and consistent activities are another way individual scholars receive an educational experience tailored to their needs. Character education is interwoven throughout the entire school model so that scholars understand that their individual contribution impacts everything we do as a collective team. Our use of culturally sensitive materials is one way we celebrate diversity and respond to each scholar as an individual.

1.2g - Enrollment Summary

Novus SMART Academy (K-8) will enroll all scholars and families within the Rutherford County Schools district based on the projections in Table 1. Novus SMART Academy (K-8) will open in August 2025 with 96 scholars in kindergarten and will be fully enrolled in Grades K-8 by August 2033 with 984 scholars. We will be at full capacity in Grades K-8 with 1080 scholars and families by August 2037 with 120 scholars per grade level. Our strategic plan is to begin adding an additional 24 scholars and families in August 2029 in kindergarten, which will increase grade-level enrollment to 120 scholars as scholars matriculate from year to year.

Table 1 - Enrollment Summary: Scholar Growth Over Years of Operation

Year of Operation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Full Capacity
School Year	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	
K	96	96	96	96	120	120	120	120	120	96
1		96	96	96	96	120	120	120	120	192
2			96	96	96	96	120	120	120	288
3				96	96	96	96	120	120	384
4					96	96	96	96	120	504
5						96	96	96	96	624
6							96	96	96	744
7								96	96	864
8									96	984

Novus SMART Academy (K-8) will implement a slow-growth model, starting with 96 founding scholars and families in kindergarten in 2025. We will add one grade level each year until we reach full scale. Eventually, our scholars will be split into two school levels: Lower School for Grades K-5 with 624 scholars and Upper School for Grades 6-8 with 456 scholars. We will seek to maintain a smaller environment in Upper School so that teachers and scholars can engage in ABL, IBL, and PBL in ways that are intentional and meaningful to scholars and families.

Novus SMART Academy (K-8) will backfill all available seats in our school and commit to the academic progress and success of all scholars who transition into our school community. We will implement a compelling and ongoing recruitment strategy that will attract scholars and families and sustain enrollment for scholars and families as we grow from year to year. Our school operations team will maintain monthly interactions with our waiting list scholars and families to sustain their interest in our school. With a bilingual operations team, we will ensure all scholars and families have access and comfortability to fully express the needs of their children in our school and to support the enrollment process.

During Years 1 through 4 of operation, we will divide scholars into four self-contained classes of 24 scholars, using our two-teacher strategic model to provide small-group instruction during literacy and math rotations. In Year 5, we will add an

additional cohort of 24 scholars and families, which will increase our kindergarten enrollment to 120, and we will add an additional cohort to each grade level starting with kindergarten in Year 5 as scholars matriculate from kindergarten to Grade 8. Scholars in Grades 6 through 8 will be departmentalized, using our two-teacher strategic model in English/language arts and math classes to provide small-group instruction during literacy and math rotations.

With our focus on ABL, IBL, and PBL in the classroom, we will intentionally provide scholars with high-quality academic instruction using rigorous curricula that respond to their needs and monitor their progress closely. Our school community, with 990 scholars, will ensure that our scholars and families, teachers and school leaders, and staff members are known, loved and respected, first, and then work towards meeting our academic goals.

Novus SMART Academy (K-8) recognizes the diversity of scholars and families who attend Rutherford County Schools in La Vergne and Smyrna, and we will implement plans to support our scholars and families with an additional option that caters to their unique needs as they matriculate through their K-8 public school experiences. Table 2 displays the demographics we anticipate in our school community based on the current demographics of Rutherford County Schools in La Vergne and Smyrna. The figure displays the percentages of scholars who are economically disadvantaged, identified as students with disabilities, and/or identified as English language learners.

Table 2 - Anticipated Demographics in Rutherford County Schools vs. La Vergne and Smyrna

Scholars' Demographic Characteristics	Rutherford County Schools	Schools in La Vergne and Smyrna
Economically Disadvantaged	16%	21%
Students With Disability	9%	9%
English Language Learners	13%	23%

1.3 Academic Focus and Plan

1.3a – Describe the academic focus of the proposed school.

The academic focus of Novus SMART Academy (K-8) will ensure that scholars are set up for success through the delivery of high-quality academic instruction with an intentional focus on literacy and math. Our rigorous curricula and instructional focus will prepare our scholars with the unique skills they need to collaborate appropriately with their peers, to think critically and creatively, and to solve real-world challenges. Our purpose is clearly aligned with that of T.C.A. § 49-13-104, to improve learning for all scholars and close the achievement gap between high-achieving and low-achieving scholars. Also, our school has a plan for remediation with extended time in literacy and math and daily support in RTI2- academics, which is more clearly outlined in Section 1.4 of this charter application.

We will use research-based teaching strategies, methods, and curricula from proven school models such as those implemented at Valor Collegiate Academies and Purpose Preparatory Academy, which are in the top 5% of Tennessee schools. Novus SMART Academy (K-8) will prioritize foundational literacy and numeracy skills in Grades K-5 to ensure our scholars matriculate from year to year at or above grade-level proficiency in literacy and numeracy. Our scholars will enter school with curiosity and ambition, receiving high-quality academic instruction in literacy and numeracy that will close existing achievement gaps between our scholars and those in other schools and districts.

1.3b – Outline the academic plan of the proposed school, including specific academic benchmarks.

Novus SMART Academy (K-8) is a college and career readiness school with priorities that are mission-aligned to the priorities of Rutherford County Schools. Our rigorous curricula will be selected and developed to align with the Tennessee Academic Standards and TNReady Assessments, and all instruction will challenge and support scholars to measurable grade-level proficiency and Met Expectations (Level 3) or Exceeded Expectations (Level 4) of grade-level standards. The first step was to select appropriate curricular materials for the school.

Curricula Materials. Our grade-level curricula will be strategically sequenced to include all state standards and allow time for our instructional team to spiral content so that our scholars reach Met Expectations (Level 3) or Exceeded Expectations (Level 4) all standards and sustain proficiency throughout the school year. We consulted EdReports, a nonprofit organization

designed to increase the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest-quality instructional materials, as an extra step of due diligence to ensure our curricula are aligned to Tennessee Academic Standards.

Curricula that advance learning and support inclusive and affirming classroom environments are available but may be under-used in U.S. classrooms. According to EdReports, the following factors may contribute to changing this reality: increased awareness of the importance and characteristics of high-quality instructional materials, state policies and practices that prioritize and/or facilitate the adoption of high-quality instructional materials, district selection processes that dedicate the time and investigation necessary to identify materials that reflect local needs and fully invest all stakeholders in decision-making, and implementation plans that include clear indicators of success to monitor progress. EdReports works directly with school systems, regional service providers, and state departments of education in each of these key areas. Thus informed, we selected research-based curricula that are culturally relevant to the scholars and families we will serve[55].

The CEO/Lead Founder will also ensure that the curricula are aligned to Tennessee Academic Standards, always selecting curriculum according to the following priorities: alignment or the capacity to become aligned to Tennessee Academic Standards, accessibility of curriculum materials, and the adjustability of curriculum to align with our school design and learning approaches in ABL, IBL and PBL. To ensure our scholars succeed in all their learning, our instructional model in literacy and math includes a two-teacher model for Grades K-8 to accommodate direct instruction, small-group instruction, independent work time, and blended learning. Grades K-5 will be sorted into cohorts in self-contained classrooms with teacher teams delivering core instruction in either reading and social studies or math and science. Scholars in Grades 6-8 will be fully departmentalized with teacher teams delivering core instruction in literacy and math.

To deliver high-quality academic instruction that is culturally relevant, Novus SMART Academy (K-8) will integrate purchased curricula for all subjects, as outlined in Figure 9. All curricula are or will be fully aligned to Tennessee Academic Standards.

Figure 9 - Proposed Curricula Choices

Grades	Literacy	Math	Science	Social Studies
K-2	**CKLA Amplify** **Skills Strand Lessons:** All Skills lessons include some or all of the following segments: ● Foundational Skills ● Language ● Reading ● Writing ● Speaking and Listening (integrated into other segments) **Knowledge Strand Lessons:** All Knowledge lessons follow the same structure as follows: ● Core Connections (lesson 1 only) ● Introducing the Read Aloud	**enVision Mathematics** ● Fluency ● Procedural, Conceptual, and Application Math Skills **Blended Learning Program:** IXL Math and/or Imagine MyPath for ELL scholars only.	**Inspire Science Curriculum** **Coverage of grade-level science standards within the 5E framework as follows:** ● Engage ● Explore ● Explain ● Elaborate ● Evaluate **Blended Learning Program:** IXL Science	**Gallopade Curriculum** **Blended Learning Program:** IXL Social Studies

	• Presenting the Read Aloud • Application **Blended Learning Program:** IXL Language Arts and/or Imagine MyPath for ELL scholars only.			
3-5	**CKLA Amplify** **Skills and Knowledge Strands Integration:** Each unit is organized around a central anchor text. All grades 3-5 lessons include some or all of the following segments: • Core Connections (lesson 1 only) • Reading • Writing • Language • Speaking and Listening (grades 4-5 only) **Blended Learning Program:** IXL Language Arts and/or Imagine MyPath for ELL scholars only.	**enVision Mathematics** • Fluency • Procedural, Conceptual, and Application Math Skills **Blended Learning Program:** IXL Math and/or Imagine MyPath for ELL scholars only.	**Inspire Science Curriculum** **Coverage of grade-level science standards within the 5E framework as follows:** • Engage • Explore • Explain • Elaborate • Evaluate **Blended Learning Program:** IXL Science	**Gallopade Curriculum** **Blended Learning Program:** IXL Social Studies
6-7	***myPerspectives* Reading Workshop** • Whole Class Learning • Small Group Learning • Independent Learning ***MyPerspectives* Writing Workshop** • Mini Lesson • Independent Writing • Writing Reflection **Blended Learning Program:** IXL Language Arts and/or Imagine MyPath for	**enVision Mathematics** • Fluency • Procedural, Conceptual, and Application Math Skills **Blended Learning Program:** IXL Math and/or Imagine MyPath for ELL scholars only.	**STEMscopes Science Curriculum** **Coverage of grade-level science standards within the 5E + IA framework as follows:** • Engage • Explore • Explain • Elaborate • Evaluate • Intervention • Acceleration **Blended Learning Program:** IXL Science	**Gallopade Curriculum** **Blended Learning Program:** IXL Social Studies

	ELL scholars only.			
8	***myPerspectives* Reading Workshop** ● Whole Class Learning ● Small Group Learning ● Independent Learning ***MyPerspectives* Writing Workshop** ● Mini Lesson ● Independent Writing ● Writing Reflection **Blended Learning Program:** IXL Language Arts and/or Imagine MyPath for ELL scholars only.	**enVision Integrated Mathematics (eligible scholars only)** ● Fluency ● Procedural, Conceptual, and Application Math Skills **Blended Learning Program:** IXL Math and/or Imagine MyPath for ELL scholars only.	**STEMscopes Science Curriculum** **Coverage of grade-level science standards within the 5E + IA framework as follows:** ● Engage ● Explore ● Explain ● Elaborate ● Evaluate ● Intervention ● Acceleration **Blended Learning Program:** IXL Science	**Gallopade Curriculum** **Blended Learning Program:** IXL Social Studies

Curricula Development. Novus SMART Academy (K-8) will provide high-quality academic instruction through the use of rigorous curricula that is fully aligned to Tennessee Academic Standards. To help our scholars to meet or exceed academic goals, our teachers will receive ongoing professional learning and development as evidenced by our schoolwide rigor and management cycles of support, and individualized professional learning and development that caters to their immediate needs. Teachers will also have 15 days of support provided by the CEO/Lead Founder and Academics Coordinator during summer professional learning and development before they enter the classroom with scholars to ensure they are fully prepared to teach and build strong relationships on Day 1 of instruction. In the event a teacher begins after the start of the school year, curricula support begins during the onboarding process with opportunities to review the curriculum scope and sequence, observe teachers who implement the curriculum with fidelity, internalize the curriculum and co-plan with their grade-level teams instructional coaches, and practice parts of the lesson prior to engaging with scholars. Teachers' early exposure to our curriculum resources and materials will help them to see the connections to everything our scholars should know and be able to do as a result of high-quality academic instruction in the classroom on a daily basis.

In addition to the review of the curriculum scope and sequence, teachers will review unit plans, mid-unit assessments, end-of unit assessments, materials used during each lesson, and the types of questions to expect on interim assessments that align to what scholars will see on TNReady state assessments. Teachers will also review TNReady sample test items and NWEA MAP sample test items so that they understand what our scholars must know and be able to do with grade-level content to ensure they have Met Expectations (Level 3) or Exceeded Expectations (Level 4) standards goals. Our school leaders will be instructional champions who understand the importance of high-quality academic instruction. Leaders will also be supported in their professional learning and development to ensure our teachers are receiving the support they need to be successful in the classroom. Our school leaders will adopt research-based strategies for supporting teachers in all subjects such as the Get Better Faster management and rigor trajectories, Teach Like a Champion strategies, and the Relay Graduate School of Education Principal Instructional Leadership Quick Reference Guide. These resources provide practical instructional support that help teachers make significant growth in their instructional delivery through bite-sized feedback, practice, and implementation. Curricula will be reviewed annually to ensure it continues to fully align to Tennessee Academic Standards. Our CEO/Lead Founder has established relationships with Memphis Merit Academy's CEO/Lead Founder and will commit to additional professional learning and development beyond the scheduled residency during the BES Fellowship. Novus SMART Academy (K-8) will adopt the Generation Genius curriculum for Science and the Gallopade curriculum for Social Studies, which is aligned to what Memphis Merit Academy currently uses, and both are aligned to Tennessee Academic Standards. Novus SMART Academy will commit to vetting rigorous curricula on an ongoing basis to ensure that our scholars are provided with high-quality academic instruction.

[55] https://www.edreports.org/

Special Populations. Novus SMART Academy (K-8) will also provide our scholars with special needs with high-quality academic instruction through the use of rigorous curricula that is fully aligned to Tennessee Academic Standards. During literacy instruction, we will provide the rigorous curricula resources and materials needed to ensure our scholars with special needs practice regularly with complex texts and academic language; ground their reading, writing, and speaking in evidence from literary and informational texts; and build knowledge through content-rich nonfiction. During literacy math, we will provide the rigorous curricula resources and materials needed to ensure our scholars with special needs focus strongly on mastery of the major work of the grade-level standards; think coherently across grades and link to major work of the grade level; and pursue rigor through conceptual understanding, procedural skill and fluency, and application with equal intensity in major work of the grade.

Our Scholar Access Coordinator (Year 5 and beyond; Academics Coordinator in Year 1-4) will be fully licensed in special education, English as second language, and/or gifted services. Our CEO/Lead Founder will collaborate with school-based leaders to modify and adjust curricula appropriately to align with the modifications and accommodations outlined in the IEP of each scholar, respectively. Our Scholar Access Coordinator will facilitate professional learning and development for all teachers to ensure that scholars with special needs continue to receive access to grade-level rigorous curricula that have been modified and adjusted appropriately to maintain the integrity of high-quality academic instruction across all subjects for scholars with special needs in their least restrictive learning environments.

Considerations for modifying and adjusting selected curricula include ensuring that scholars with special needs proficiency levels and progress are monitored in comparison to the general scholar population. Also, the goals outlined in the IEP must align to state-level and local district requirements. Differentiated strategies will be research-based, and access to high-quality academic instruction that does not supplant rigorous curricula will be maintained. Finally, fully licensed special education teachers who provide push-in and pull-out services will meet the needs of our scholars with special needs.

Our Scholar Access Coordinator will also collaborate with the CEO/Lead Founder to review curricula to ensure language development is integrated into literacy and math instruction to support the learning of our English language learners. Our Scholar Access Coordinator will facilitate professional learning and development for all teachers to ensure that English language learners continue to receive access to grade-level rigorous curricula that appropriately incorporates the ELPA21 English language proficiency standards, and to maintain the integrity of high-quality academic instruction across all subjects in the least restrictive learning environment.

Thus prepared, teachers will ensure the equity of opportunity and access that is essential for multilingual learners' preparation for college, career, and civic lives. Teachers know that integration of content and language within curricula is the way to support learning. Collaboration among all stakeholders who are responsible for servicing multilingual learners and functional approaches to language development will help educators focus on the purposeful use of language.

Considerations for the review and adjustment of selected curricula include the use of the ELPA21 English language proficiency standards to align with the progression of the English language to teach within the context of the lesson. As prescribed by our educator colleagues at Cornerstone Prep School in Memphis, Tennessee, aligning ELPA21 levels of language proficiency using the Can Do philosophy and descriptors can define what language learners can do at various stages of language development as they engage in teaching and learning in academic contexts[56]. Also, teachers will monitor English language learners' proficiency levels and progress in comparison to the general scholar population.

Although English-language instruction focuses on the mastery and development of literacy skills, our English language learners will also have the opportunity to receive core instruction support in both literacy and math with the additional support of licensed ESL teachers who provide push-in and pull-out services to meet the needs of our English language learners. Teachers will engage in weekly lesson internalizations to ensure they thoughtfully plan and practice with their teams and instructional coaches to meet the needs of all scholars.

Two-Teacher Model (see Figure 11 for details). Novus SMART Academy (K-8) will provide our scholars with a Two-Teacher Model as follows: Grades K-5 will receive a two-teacher model in all their classrooms, and Grades 6-8 will receive a two-teacher model in their English/language arts and math classes only. The inclusion classrooms will employ a three-teacher model so that the special education teacher and/or the ESL teacher can provide their push-in services in the classroom. Collaboration with planning instructional delivery is essential for this teacher model to work. Scholars will receive small group instruction with a ratio of 1:12 with the Two-Teacher model in Grades K-8, and an even smaller group of scholars may work with the three-teacher model as warranted in the inclusion classroom.

[56] https://www.tn.gov/content/dam/tn/tn-public-charter-school-commission/documents/meetings/2020-meetings/12-16-20_commission_meeting/Exhibit%201.%20Approved%20Charter%20Application.pdf

Our instructional approach to literacy will allow us to maximize instructional time and development with 150 minutes of instruction in Grades K-2 (focusing on foundational skills strands for 60 minutes, knowledge strands for 60 minutes, and blended learning intervention using IXL and/or Imagine MyPath for ELL scholars only for 30 minutes); 150 minutes of instruction in Grade 3 (focusing on integrated foundational skills and knowledge strands for 120 minutes and blended learning intervention using IXL and/or Imagine MyPath for ELL scholars only for 30 minutes); 120 minutes of instruction in Grades 4-5 (focusing on integrated foundational skills and knowledge strands for 90 minutes and blended learning intervention using IXL and/or Imagine MyPath for ELL scholars only for 30 minutes); and 110 minutes in Grades 6-8 (focusing on whole class learning, small group learning, independent learning, writing workshops, and blended learning intervention using IXL and/or Imagine MyPath for ELL scholars only for 30 minutes). Our instructional approach to math will allow teachers to maximize instructional time and development with 100 minutes of instruction in Grades K-5 and 110 minutes of instruction in Grades 6-8 (focusing on math fluency; procedural, conceptual, and application math skills; small group instruction, and blended learning intervention using IXL and/or Imagine MyPath for ELL scholars only for 30 minutes).

Co-Teaching Expectations in the Inclusion Classroom. LEAD Public Schools describes co-teaching as the delivery of services by the general education teacher in collaboration with a special education teacher, ESL teacher, and/or teacher-in-residence. The teachers share responsibility for a group of scholars for some or all of the school day in order to combine their expertise to meet the needs of scholars in the classroom.

For co-teaching to be effective at Novis SMART Academy (K-8), we will create a school culture that allows teachers to have uninterrupted co-planning time. Such time allows teachers to share the instructional responsibilities of engaging all scholars during the lesson, encourages collaborative reflection on teaching practices, and fosters trusting and lasting communication. Co-planning is essential for high-quality academic instruction to be realized in the classroom, requiring teachers to think, talk, plan, create, and reflect together. Effective co-planning gives teachers the opportunity to divide roles and responsibilities, identify goals and objectives for the course, plan instructional activities, and select instructional materials. Teachers may also make decisions about teaching specific class content or learning strategies, collecting data on student performance, executing classroom management plans, maintaining home contact, modifying curriculum and materials, providing individual assistance taking care of daily routines, and providing visual access to content. Co-teachers will work together to assign scholars to purposeful small groups to receive small group instruction. They will plan during weekly content professional learning and development time and/or during grade-level planning periods, informing their decisions in part by looking at scholars' work. We will use several co-teaching methods, such as the principles described in the *Hanover Guide: Choosing the Right Co-Teaching Method* to support learning in the classroom (see Figure 10)[57]. Co-teachers will collaborate to decide which methods work within their classroom and with each individual lesson. This process may take trial and error initially, but it is important for our teachers to explore different options in order to find the best fit for scholars' learning.

Figure 10 - Description of Co-Teaching Methods

Co-Teaching Method	Description	When to Use	Level of Planning Required
One Teach, One Observe	One teacher observes specific characteristics while the other teaches. After the class session, both teachers analyze the information together.	● In new co-teaching situations ● When questions arise about students ● To monitor student progress ● To compare target students to others in class	Low
One Teach, One Drift	One teacher presents material to the class while another circulates through the room and provides unobtrusive assistance to students.	● When the lesson lends itself to delivery by one teacher ● When one teacher has particular expertise for the lesson ● In new co-teaching situations ● In lessons emphasizing a process in which student work needs close monitoring	Low
Parallel Teaching	Two teachers present material to the class	● When a lower teacher-student ratio is needed to improve instructional efficiency	Medium

	simultaneously by dividing the class group.	● To foster student participation in discussions ● For activities such as drill and practice, re-teaching and test review	
Station Teaching	Teachers divide class group and content, and teach one group first, then the other.	● When content is complex but not hierarchical ● In lessons in which part of planned instruction is review ● When several topics comprise instruction	Medium
Alternate Teaching	One teacher instructs the larger group while another works with a smaller group needing more specialized attention.	● When students' mastery of concepts taught or about to be taught varies tremendously ● When extremely high levels of mastery are expected for all students ● When enrichment is desired ● When some students are working in a parallel curriculum	High
Team Teaching	Both teachers work together to deliver content to the class at the same time.	● When teacher experience is comparable ● During a lesson in which instructional conversation is appropriate ● In situations in which the teachers have considerable experience and a high sense of comfort ● When a goal of instruction is to demonstrate some type of interaction to students	High

Literacy Instruction (Grades K-5). Novus SMART Academy (K-8) will model our literacy instruction after the high-performing public charter schools Purpose Prep Academy in Nashville, Tennessee; Memphis Merit Academy in Memphis, Tennessee, and Uncommon Schools' Leadership Prep Canarsie in Brooklyn, New York. We will use the CKLA Amplify curriculum for literacy in grades K-5 to implement our success-driven literacy model, and its resources are aligned to the Tennessee Academic Standards. In early literacy for grades K-2, all Skills lessons include some or all of the following segments:

- Foundational Skills: Scholars learn print concepts, phonological and phonemic awareness, phonics and word recognition, and fluency.
- Language: Scholars focus on writing mechanics, language conventions, spelling, and vocabulary.
- Reading: Scholars practice decoding and comprehension with decodable chapter-books, text-based questions, and written response activities.
- Writing: Scholars learn about the writing process and the key text types.
- Speaking and Listening (integrated into other segments): Scholars engage in collaborative discussion including partner and small-group work.
- Additional Support: Each lesson features an Additional Support section at the end with targeted activities for additional practice. The precise timing and activities within each lesson reflect the skills being taught and whether they are new exposure or practice.

Lessons for Grades K-2 also include Knowledge lessons that follow the same daily structure as follows:

- Core Connections (lesson 1 only): Review prior knowledge from past domains and previous years of CKLA.
- Introducing the Read-Aloud: Review the previous day's Read-Aloud and introduce the day's topic (10 minutes).
- Presenting the Read-Aloud: Teachers present the day's complex read-aloud, asking text-dependent questions and engaging scholars with rich visuals. Read-alouds also include Word Work (30 minutes).
- Application: Scholars apply what they've learned through dynamic collaboration and writing activities (20 minutes).

[57] https://www.hanoverresearch.com/media/Hanover-Co-Teaching-Guide.pdf

In Grades 3-5, Each unit is organized around a central anchor text. All grade 3 lessons include some or all of the following segments:

- Core Connections (lesson 1 only): Review prior knowledge from past domains and units and previous years of CKLA (5 minutes).
- Reading: Each lesson is organized around knowledge-rich reading on the unit's topic (up to 70 minutes).
- Writing: Close reading and writing are interconnected as scholars take on more complex writing projects (up to 60 minutes).
- Language: Scholars sharpen their grammar, morphology, and spelling skills (up to 25 minutes).
- Speaking and Listening (grades 4-5 only): As read-alouds become less prominent, Speaking and Listening is integrated into other segments in later grades (up to 60 minutes).

Our scholars will also practice Habits of Evidence to support their thinking and writing with evidence from the text, and Habits of Discussion to support their thinking and speaking with evidence from the text. Please see our Foundational Skills Plan for Grades K-5 to understand each component of our literacy block (see **Attachment A** for more details).

Literacy Instruction (Grades 6-8). Novus SMART Academy (K-8) scholars in Grades 6-8 will experience the ongoing practice and development of the foundational reading skills they learned in Grades K-5 in an effort for them to engage with grade-level text with a love for reading in a meaningful way. Scholars will read grade-level texts daily in the classroom to respectively exercise their Habits of Evidence and Discussion with diverse genres of complex text.

Continuing the two-teacher model and support provided in Grades K-5, scholars will continue to receive support in their English/language arts class. The three-teacher model in the inclusion classroom will support scholars in our special population. We will also provide remediation support for scholars as needed during the RTI2-Academics block offered at the beginning of each school day. During core instruction, our scholars will receive support through direct instruction using the gradual release of responsibility, small group instruction, and academic monitoring of independent tasks to provide meaningful feedback.

Novus SMART Academy (K-8) will collectively focus on high-quality literacy instruction across all grade levels. We will use rigorous curricula that are aligned to Tennessee Academic Standards and research-based to establish strong foundational skills and knowledge skills in grades K-2, and strong foundation and knowledge-integrated skills in grades 3-8. To invest in the love of reading, our scholars will be expected to read school-appropriate leveled texts of their choice during independent reading time in class and/or at home in their leisure. Every classroom will have libraries to ensure every scholar has access to books on their reading level, and this investment will increase their reading stamina and the love for reading that they will need for their chosen college and career paths.

Mathematics Instruction. Novus SMART Academy (K-8) will provide our scholars with a research-based, rigorous math curriculum that fully aligns to Tennessee Academic Standards. Teachers will deliver high-quality academic instruction to impart math fluency and understanding of procedure, concepts, and application of math skills. They will plan for blended learning using IXL math and/or Imagine MyPath for ELL scholars only. Aligned to our PBL approach, our scholars will engage with real-world problems and challenges that will prepare them for their chosen college and career paths after high school.

Our scholars will be required to explain their thinking through the representation of models and brainstorm and discuss multiple ways to solve real-world problems through the adoption of the enVision Mathematics curriculum. This curriculum will help us to focus on deep conceptual math understanding aided by visual models, personalized learning, and three-act tasks. This curriculum will also provide family engagement resources that provide essential information for families to use in supporting their scholars at home. Curriculum lessons start with PBL, and scholars must think critically about a real-world math problem, evaluate options, collaborate, and present solutions.

Science Instruction. Novus SMART Academy (K-8) will provide our scholars with a research-based, rigorous curriculum in science that fully aligns to Tennessee Academic Standards. In Grades K-5, we will use the Inspire Science curriculum that covers grade-level science standards using the 5E framework: Engage, Explore, Explain, Elaborate, and Evaluate. In Grades 6-8, we will use the STEMscopes science curriculum that covers grade-level science standards using the 5E + IA framework: Engage, Explore, Explain, Elaborate, Evaluate, Intervention, and Acceleration.

Memphis Merit Academy in Memphis, Tennessee, a high-performing charter school, engages scholars beginning in kindergarten in science experiments and activities daily to ensure scholars gain an understanding through IBL. Teachers will deliver lessons using the 5E Model for Inquiry-Based Science. Scholars will also read informational texts and complete writing tasks to reinforce and support both our literacy instruction and our PLB approach to math instruction. These texts will

include relevant articles, textbook excerpts, and grade-appropriate books to build scholars' interest and knowledge of various topics in science through the use of IBL content literacy across all grade levels.

Social Studies Instruction. Novus SMART Academy (K-8) will provide our scholars with a research-based, rigorous curriculum in social studies that fully aligns to Tennessee Academic Standards. We will use the Tennessee Gallopade curriculum in social studies, which provides various resources in multiple formats, along with instructional strategies and implementation ideas, so that teachers can tailor their lessons to the specific needs of their classes to create a customized learning experience for scholars of all learning styles.

The Gallopade curriculum equips scholars and teachers with materials designed to meet the needs of every learner, with a state-specific, standards-aligned, comprehensive curriculum program. Together, all elements of the Gallopade Curriculum provide an extensive system that allows teachers to guide scholars through customized learning experiences that positively impacts their mastery of the social studies standards. Scholars will transfer their skills learned in literacy to engage in IBL tasks centered around the Habit of Evidence and the Habit of Discussion for the ongoing development of their speaking and listening skills.

Arts/Electives Instruction. Novus SMART Academy (K-8) will incorporate ABL into our instructional program through the arts/electives classes once we are fully developed as a K-8 school. Over time, we will gradually add these classes to our school model. With the arts being an essential component of our school design, we will ensure scholars participate in their chosen arts paths to include media and visual art, vocal and instrumental performance, and theater and dance. ABL helps scholars find personal meaning and relevance in their learning and supports them in meeting the goals they set for themselves. ABL encourages multiple pathways to demonstrate learning through critical and creative thinking, collaboration, character development, and assessment.

Self-expression will, in turn, increase scholars' character development and cultural competencies through cultivating their communication skills and inclusive collaboration. Leaders and teachers will provide scholars with multiple opportunities to display their talents through creative thinking and expression. Creative thinking and expression give scholars access to the skills needed to learn and grow from personal and team failures and increase their self-confidence and capacity to show up humanly well every day to model what it looks and feels like to be a champion, regardless of their challenges and circumstances. All scholars will be required to take the elective classes in physical education and competitive sports training, Spanish as foreign language, and technology. These classes will be taught by fully licensed teachers in their respective subjects and will align to Tennessee Academic Standards.

Instructional Methods. Similar to educator experts at Circle City Prep in Indianapolis, Indiana, Novus SMART Academy (K-8) will meet the needs of diverse learners using a variety of research-based strategies to sustain the sacredness of maximized institutional time[58]. School leaders will be properly trained on how to coach teachers and staff using the following resources: *Get Better Faster Scope and Sequence for Management and Rigor*, *Teach Like a Champion*, and the *Relay Graduate School of Education Principal Instructional Leadership Quick Reference Guide*. These materials provide practical instructional support that help teachers make significant growth in their instructional delivery through bite-sized feedback, practice, and implementation from observers.

Based on best practices from high-performing schools and to ensure differentiated instruction for all learners, the following are key components of our instructional plan: asset-based learning, data-driven decisions, data-driven instruction, extended time, goal setting, habits of discussion, habits of evidence, inquiry-based learning, project-based learning, rap/rhythm/rhyme, small group instruction, and the two-teacher model in literacy and math. Figure 11 provides a brief description of each component.

Figure 11 - Instructional Methods

Best Practice	Description
Asset-Based Learning	ABL aligns to our vision for high-quality academic instruction in the Arts/electives and character development to strengthen scholars' reading, writing, speaking, and listening skills through self-expression in media and visual art, vocal and instrumental performance, theater and dance, physical education and competitive sports training, Spanish as foreign language, and technology. ABL is a scholar-centered approach to learning that focuses on the character development and unique strengths of individual scholars as they make positive contributions to their peers and learning communities. ABL helps scholars find personal meaning and relevance in their learning and supports

	them in meeting the goals they set for themselves. ABL encourages multiple pathways to demonstrate learning through critical and creative thinking, collaboration, character development, and assessment.
Data-Driven Decision Making	Our teachers, leaders and staff members will immerse ourselves in a data-driven culture to ensure that every decision we make is in the best interest of what our scholars and families deserve. We will review data weekly in academics, school culture, and operations to ensure we are functioning healthily and holistically.
Data-Driven Instruction	Our teachers and instructional leaders will engage in weekly data meetings for formative assessments using the See It, Name It, Do It structure in the *Relay Graduate School of Education Principal Instructional Leadership Quick Reference Guide*. After scholars take their interim and benchmark assessments at the end of each learning cycle, we will also perform a more comprehensive dive of the data to make informed decisions about instruction that will become the focus of the new learning cycle with intentional walkthroughs and feedback given to teachers on the progress of our goals. As part of both processes of data-driven instruction, looking at scholar work and self-reflecting on teacher practices will always be at the center of how we plan to meet the needs of our scholars. Teacher teams will collaborate with their instructional coaches to develop reteaching structures that will address gaps in mastery of standards and skills, and they will practice reteaching parts of the lesson to ensure our practices are aligned with hopes to achieve the expected outcomes.
Extended Time	We will provide 195 days of instruction every school year. Our hours of operation will be from 7:15 am to 3:45 pm on Mondays, Tuesdays, Thursdays, and Fridays; and from 7:15 am to 1:45 pm on Wednesdays in Grades K-8. This extended school year will result in 2,430 minutes of instruction per week, which is 330 minutes more than the current scholars in Rutherford County Schools receive per week (2,100 minutes). Our instructional program will have a positive impact on academic outcomes for scholars who need the additional support, as evidenced by results from BES schools Memphis Merit Academy in Memphis, Tennessee, and Purpose Prep in Nashville, Tennessee.
Goal Setting	Our scholars will learn the importance of setting short-term goals to meet milestones in academics and character development and long-term goals toward their chosen college and career paths. During our advisory and community circle events, scholars will have the opportunity to revisit their goals and adjust based on the present level of performance. Our scholars will also engage in scholar-led conferences where they present their own data to their accountability team (i.e., teachers, parents/guardians, and one other person of their choice) to support their learning and development over time.
Habits of Discussion	Our scholars will learn how to maintain effective, scholarly discourse with their teachers and peers beginning in kindergarten. As a schoolwide initiative, Habits of Discussion will be embedded into our instructional program in every classroom. Our teachers will provide scholars with sentence stems to support their development of forming sentences during a discussion. As scholars transition from grade to grade, the sentence stems will become more complex to reflect their learning and development with language skills, allowing all classes to have normed and consistent expectations for how scholars participate in academic discussions. Habits of Discussion require scholars to explain their thinking, agree and disagree with one another, and build on the ideas of their peers.
Habits of Evidence	Our scholars will learn how to annotate with purpose and cite key evidence in their responses beginning in kindergarten. As a schoolwide initiative, Habits of Evidence will be embedded into our instructional program in every classroom. Our teachers will provide scholars with sentence stems to support their development of forming sentences during a writing task. As our scholars transition from grade to grade, the

	sentence stems will become more complex to reflect their learning and development with writing skills, allowing all classes to have normed and consistent expectations for how scholars participate in academic writing. Habits of Evidence require scholars to summarize, analyze, find the best evidence, agree and disagree with other writers, and build on the ideas of their peers.
Inquiry-Based Learning	IBL aligns to our vision for high-quality academic instruction in writing and research, first, with the belief that leaders and teachers model the love of reading all types of texts for scholars. IBL is a scholar-centered approach to learning that focuses on the essential question and other related questions used to address standards or learning outcomes throughout the unit. IBL provides scholars with time and space to be critical and creative thinkers, and even to ask their own questions. Scholars are usually engaged in writing reports, essays, and completing digital tasks that may either solve a specific problem or answer a specific question to achieve the end goal. This academic habit is cultivated through providing scholars with multiple opportunities to access and read school and grade-level appropriate books of their choice in every classroom so that they become motivated to read more intrinsically along the way in their science, reading, writing, and social studies classes. All scholars deserve this opportunity to engage with complex texts in all their classes that are culturally relevant, engaging, and appropriately relatable to their personal life experiences. Second, IBL aligns to our vision for high-quality academic instruction in science and research, rooted in giving scholars access to complex texts so that they understand text structures, language features, text purpose, and knowledge demands. High-quality instruction supports scholars being able to read and annotate multiple texts, ask and answer questions, write and cite relevant textual evidence, understand and solve contextually complex challenges, and engage in discourse about multiple texts with the teacher as the facilitator. When teachers and leaders plan for potential scholar misconceptions, appropriate scaffolds, accommodations, and/or modifications are readily accessible to support, not rescue, the learning of all scholars in a way that maintains high expectations in the classroom.
Project-Based Learning	PBL aligns to our vision for high-quality instruction in science, math, and technology. Leaders and teachers model the love of numbers so that scholars may achieve the absolute value of numeracy, which is freedom. Love and freedom are contagious, and scholars can feel them in the classroom when high-quality academic instruction is taking place in their science, math, and technology classes. What leaders and teachers say and do to support learning in the science, math and technology classroom is a major predictor of scholar outcomes. PBL is a scholar-centered approach to learning that allows scholars to create products to address standards or learning outcomes throughout the unit. PBL engages scholars in the process of solving specific problems through the creation of physical products as they develop prototypes, review and observe, make adjustments and refinements, and repeat processes towards achieving the end goal. Second, PBL aligns with our vision for high-quality academic instruction in science, math, and technology by allowing our scholars to engage in content through collaborative engagement using grade-level project-based learning tasks that challenge them to do the cognitive thinking and heavy-lifting, and to engage in rich discussion that explores their conceptual understanding of content. What this looks like in practice is leaders and teachers proactively planning for scholars' misconceptions and providing scholars with multiple opportunities to master skills and concepts through sustained independent and collaborative practices. Leaders and teachers also provide scholars with real-time feedback through academic monitoring to push their thinking to the desired outcomes with opportunities to debrief the learning with scholars, and to stamp their conceptual understanding.

Rap, Rhythm, and Rhyme	Like education experts at Circle City Prep in Indianapolis, we believe chanting and rhyming creates energy and excitement about learning and helps our scholars remember key concepts[34]. We will use this method to engage and excite all learners in the classroom.
Small Group Instruction	Small group instruction is an essential part of our instructional model that allows us to differentiate learning for scholars as needed and to remediate any skill gaps they may have with academic content. We will always consult scholar data to inform our decisions about supporting them in small groups to ensure we are explicit about addressing their specific needs.
Two-Teacher Model in Literacy & Math	Our Two-Teacher Model in the classroom consists of one Fully Licensed Educator as defined by the Tennessee Department of Education who has accomplished the following: Completed an approved educator preparation program; submitted passing scores on all required content and pedagogical assessments as defined in Professional Assessments for Tennessee Educators Policy (5.102); and met Tennessee Literacy Success Act requirements as evidenced by completion of a qualifying training or assessment, if applicable. The two-teacher model allows scholars to receive small group instruction with a ratio of 1:12 in Grades K-8. Our Two-Teacher Model in the classroom also consists of one New to Education Practitioner as defined by the Tennessee Department of Education; also known as a Teacher-in-Residence at Novus SMART Academy (K-8). The practitioner teacher license is valid for three years. Tennessee offers a practitioner license in many endorsement areas, allowing individuals to serve as classroom teachers. At a minimum, candidates interested in the practitioner teacher license must: be at least 18 years old; hold a bachelor's degree from a regionally-accredited college or university; be enrolled in or have completed an approved educator preparation program, and be recommended for licensure by the program provider; meet all professional assessment requirements as specified by the State Board of Education; meet requirements in at least one area of endorsement; meet Tennessee Literacy Success Act requirements, if applicable; and ensure that the Department has official transcripts of all degrees earned through a regionally accredited institution of higher learning. We will also consider out-of-state teacher candidates who are licensed and will also be issued a practitioner teacher license; also known as a Teacher-in-Residence at Novus SMART Academy (K-8). The practitioner teacher license is an initial license, valid for three years. To be issued a practitioner license using a valid out-of-state initial-level license, an applicant must: hold a bachelor's degree from a regionally accredited college or university; hold an initial level license in a state other than Tennessee; submit a recommendation using the Out-of-State Educator Preparation Verification form from the out-of-state education preparation program where the educator completed a preparation program (all out-of-state providers must meet conditions stipulated in State Board Rule 0520-02-04); meet Tennessee Literacy Success Act requirements as evidenced by completion of a qualifying training or assessment, if applicable; and ensure that the department has official transcripts of all credits earned through an institution of higher education. Our Three-Teacher Model in the classroom consists of one Licensed Educator, one Teacher-in-Residence, and either the Licensed Special Education Teacher or the Licensed ESL Teacher who will push in to support classroom instruction in the inclusion classroom setting; even smaller groups in the three-teacher model as warranted in the inclusion classroom. We will leverage connections with various organizations including, but not limited to local colleges/universities with education programs, Teach for America, Nashville Teacher Residency, Relay Graduate School of Education, and BES to recruit high-quality teachers, school leaders, and staff members.

Novus SMART Academy (K-8) Benchmarks of Success: Management and Rigor Trajectories. Novus SMART Academy (K-8) will ensure that every teacher is properly trained to establish a strong foundation in management trajectory expectations in the classroom (See details of this plan in Section 1.8). Scholars will be given mutual respect and grace in the classroom; however, grace does not replace accountability. Like educator experts at Las Vegas Collegiate Academy, we will establish management trajectory expectations using the Get Better Faster Scope and Sequence, which provides instructional leaders with the top action steps used to launch teacher learning and development in classroom management throughout the entire school year[59].

Paul Bambrick-Santoyo, the Chief Schools Officer for High Schools and K-12 Content Development at Uncommon Schools, has become a leading figure in school leadership, professional development, and data-driven instruction[60]. In Get Better Faster: A 90-Day Plan for Coaching New Teachers, Bambrick-Santoyo lays out a compelling case for how school leaders, administrators, and coaches can guide new teachers to develop their instructional practice efficiently and effectively, making an immediate impact on the lives of their students. In focusing on new teacher quality, Bambrick-Santoyo recognizes the immense power teachers have in shaping the lives of their students as well as the corresponding responsibility for coaches to guide their teachers to success. Across the nation however, Bambrick-Santoyo notes: "Teachers aren't receiving much coaching. As a consequence, educators are very rarely asked to practice the micro-skills that will make them better at teaching, especially not under the supervision of an expert who can help them get better on the spot".

Get Better Faster: A 90-Day Plan for Coaching New Teachers is built off of the guiding concept that what is actionable is "practiceable" and therefore able to respond to effective coaching. Bambrick-Santoyo begins by identifying and unpacking three core principles of coaching:

- Go Granular: Break teaching down into discrete skills to be practiced successively and cumulatively.
- Plan, Practice, Follow Up, Repeat: Coach a teacher through effective practice.
- Make Feedback More Frequent: Make the most of every observation by increasing the frequency of feedback.

The text then moves into a detailed scope and sequence for rapidly improving teacher practice. Bambrick-Santoyo outlines how to support teachers with classroom management and rigorous instruction by identifying a prioritized list of key action steps with guidance on when to use the strategy, what it looks/sounds like, and scenarios for practicing. For example, the scope and sequence for classroom management begins with "routines and procedures 101" then scaffolds up to using a "strong voice", giving clear directions, and actively scanning the room. For instructional rigor, the sequence guides leaders through coaching on lesson planning, use of examples, meaningful independent practice and methods for checking for understanding. The Get Better Faster Scope and Sequence is full of strong real-classroom examples, recommendations for implementation, printable resources and a thorough video library of great coaching in action.

In Get Better Faster: A 90-Day Plan for Coaching New Teachers, Paul Bambrick-Santoyo shares instructive tools of how school leaders can effectively guide new teachers to success[61]. Over the course of the book, the Get Better Faster Scope and Sequence breaks down the most critical actions leaders and teachers must enact to achieve exemplary results. Designed for coaches as well as beginning teachers, this scope and sequence is an integral coaching tool for any school leader eager to help their teachers succeed. The book focuses on actionable and "practiceable" strategies that drive effective coaching and teaching. By practicing the concrete actions and micro-skills listed in the scope and sequence, teachers will improve their ability to lead a class, producing a steady chain reaction of future teaching success.

The Get Better Faster Scope and Sequence is a research-based instructional coaching tool that provides teachers with personalized support in an effort to provide high-quality academic instruction in the classroom using rigorous curricula and research-based instructional strategies[62]. Paired with the weekly coaching tool (or weekly data meeting tool), the Get Better Faster Scope and Sequence focuses on partnering with the teacher as a colleague; giving teachers some autonomy and flexibility to make final decisions on instructional goals, practices to adopt, and interpreting data; watching video observations of practices aligned to research-based strategies, and engaging in reflective coaching conversations.

The process of using the Get Better Faster Scope and Sequence allows teachers and instructional coaches to identify, learn and improve classroom practices to reach desired outcomes for scholars. During this process, the teacher gains a clear picture of their present reality by watching a video of their instruction, and identifies a scholar-focused goal and teaching strategy with support from the instructional coach to improve instruction. The coach shares different research-based teaching

[58] https://www.in.gov/icsb/files/518519790-Attachment24.CCP.Entire_Application.2016_Zu4jr3i%281%29.pdf
[59] https://www.in.gov/icsb/files/518519790-Attachment24.CCP.Entire_Application.2016_Zu4jr3i%281%29.pdf
[60] https://www.hendyavenue.com/get-better-faster/
[61] https://uncommonschools.org/books/get-better-faster-a-90-day-plan-for-coaching-new-teachers/
[62] https://engage2learn.org/blog/choosing-the-right-instructional-coaching-model-and-platform

strategies using the Get Better Faster Scope and Sequence, and models while the teacher observes, prompting the teacher to practice next. After the instructional coaching session, the teacher implements the practice in the classroom. Data is collected on scholar progress and the teacher's implementation of the process. The instructional coach and teacher meet after the lesson to confirm next steps and how to monitor progress. Our teachers will engage in instructional coaching using the See It, Name It, Do It processes follows:

- **See It**
    - Part 1: Coaches create opportunities for the teacher to see their success from a previously observed lesson by providing precise praise.
    - Part 2: During classroom observation, the coach identifies a high-leverage skill for improvement. Coaches use pre-developed charts or guides to help them identify practices for improvement.
    - During the follow-up coaching meeting, the coach shows the teacher an exemplary video model (from an online library), or alternatively, models the desired behavior personally. The teacher is then encouraged to compare this demonstration with their own practice for the skill in question.
- **Name It:** Once improvement areas are identified, the coach helps the teacher find the correct action step. The action step must be observable, high leverage, and manageable. The coach asks questions to narrow the focus on a specific action step and ensure that the teacher understands the rationale for that action step.
- **Do It:** Teachers engage in active practice of the action step alongside the coach during the coaching meeting. This involves role playing and/or incorporating scripted changes into the teacher's lessons. The coach would provide the teacher with feedback and further modeling as needed. Subsequently, during the next classroom observation, the coach will intentionally look for the implementation of the chosen action step.

These strategies are grounded in extensive research and used by multiple high-performing charter schools. The management trajectory expectations include five phases to support teachers. We will use the management trajectory expectations to focus on school-wide action steps aligned to our school culture plan, and we will strategically differentiate action steps to support teachers where they land in terms of learning and development in specific management trajectory phases. See Section 1.8(e) in this charter application to review the strategies we will use to manage classrooms.

Novus SMART Academy (K-8) will ensure that every teacher is properly trained to establish a strong foundation by applying rigor trajectory expectations in the classroom. Scholars will engage in tasks with the use of rigorous curricula daily, and they will have multiple opportunities to grapple with grade-level tasks independently and collaboratively. We will establish rigor trajectory expectations using the Get Better Faster Scope and Sequence, which provides instructional leaders with the top action steps used to launch teacher learning and development in high-quality academic instruction throughout the entire school year[63].

These strategies are grounded in extensive research and used by multiple high-performing charter schools. Within the rigor trajectory expectations five phases support teachers. We will use the rigor trajectory expectations to focus on school-wide action steps aligned to our school academic plan, and we will strategically differentiate action steps to support teachers where they land in terms of learning and development in specific rigor trajectory phases as outlined in Figure 12.

Figure 12 - Get Better Faster Scope and Sequence Rigor Trajectory

Get Better Faster Scope & Sequence: Rigor Trajectory	
Phase 1: Summer Professional Development & Learning to Write & Internalize Lesson Plans	
What	**How**
1. **Develop Effective Lesson Plans 101:** Build the foundation of an effective lesson rooted in what scholars need to learn.	• Write precise learning objectives that are: ○ Data-driven (rooted in what scholars need to learn based on end-goal assessments and analysis of assessments results). ○ Curriculum Plan-Driven ○ Able to be accomplished in one lesson. • Deliver a basic "I Do" as a core part of the lesson. • Design an exit ticket (brief end assessment)

	aligned to the objective.
2. Internalize Existing Lesson Plans: Making existing plans your own.	• Identify the moment of most productive struggle in the lesson by articulating what scholars need to know and be able to do to master it. • Internalize and rehearse key parts of the lesson, including the "I Do" part of the lesson and all key instructions. • Build time stamps into the lesson and follow them. • Adjust the lesson plan to target the knowledge and skills scholars need.
3. Write an Exemplar: Set the Bar for Excellence	• Script out ideal responses you want scholars to produce during independent practice. ○ Humanities: What is an ideal answer you want scholars to give during the class discussion? ○ STEM: If they get this right and you ask them why, what do you want them to say?
Phase 2: Roll Out Academic Routines	
What	**How**
4. Independent Practice: Set up daily routines that build opportunities for scholars to practice independently.	• Write first, talk second by giving scholars writing tasks to complete prior to class discussion, so that every scholar answers independently before hearing peer contributions. • Implement a daily entry prompt (Do Now) to either introduce the objective or review materials from the previous day. • Implement and review a longer independent practice and/or a daily Exit Ticket to see how many scholars mastered the concept.
5. Academic Monitoring 101: Check scholars' independent work to determine whether they are learning and what feedback is needed.	• Create and implement a monitoring pathway. ○ Name the Lap: Announce what you will be looking for and how you will code work and give feedback as you circulate. ○ Monitor the faster writers first to gather trends, then the scholars who need more support. • "Pen in Hand": Give written feedback to scholar work. ○ Compare answers to the exemplar to determine what scholars are missing. ○ Give quick feedback (e.g., star, circle, pre-established coding system). ○ Cue scholars to revise answers using minimal verbal intervention (e.g., affirm the effort, name the error, ask them to fix it).

	• Gather data while monitoring and prepare to respond. ○ Track scholar responses as ideal, almost there, or further off. ○ Determine how to respond by stopping the class for a quick fix, model or discourse (e.g., show call or activate knowledge).
6. Guided Discourse 101: Launch the discourse cycle with the prioritized high-rigor question.	• Everybody writes or show-calls (e.g., post scholar work, either an exemplar or incorrect response). • Turn-and-Talk • Cold-call, then volleyball (e.g., multiple scholars speak before the teacher). • Prompt for and praise basic Habits of Discussion to strengthen conversation and listening skills (e.g., build, evaluate, agree, disagree, etc.). • Stamp the key understanding: "What are the keys to remember"?
Phase 3: Model	
What	**How**
7. Model: Model for scholars how to think, solve, and/or write.	• Narrow the focus to the thinking scholars are struggling with. • Give scholars a clear listening/note-taking task that fosters active listening of the model, and then debrief the model. ○ "What did I do in my model"? ○ "What are the key things to remember when you are doing the same in your own work"? • Model the thinking, not just the procedure. ○ Model replicable thinking steps that scholars can follow. ○ Vary the think-aloud in tone and cadence from the normal "teacher" voice to highlight the thinking skills. • We Do and You Do: Give scholars opportunities to practice with your guidance.
8. Check for Whole-Group Understanding: Gather evidence on whole-group learning.	• Target the Error: Focus on the questions where scholars most struggle to answer correctly and/or the area of most productive struggle. • Poll the room to determine how scholars are answering a certain question. ○ "How many chose letter A? B? C? D"? ○ Scholars answer the question on the whiteboard: "Hold up your whiteboards on the count of three…".
Phase 4: Lead Scholar Discourse	
What	**How**

9. Universal Prompts: Push the thinking back on the scholars through universal prompts that can be used at any point.	• Revoice: Prompt scholars to paraphrase others' reasoning. ○ "If I hear you correctly, you seem to say X. Is that right"? ○ "Are you really saying [paraphrase or rework their argument to see if they still defend it]"? • Press for Reasoning: Prompt scholars to elaborate or justify their answer with evidence. ○ "Tell me more". ○ "Why or why not"? ○ "How do you know"? ○ "Prove it"? ○ "Why is that important"?
10. Activate Knowledge: Prompt scholars to access their knowledge.	• Point scholars to resources (e.g., word wall, notes, texts, etc.). • "What do we know about ___"?
11. Strategically Call on Students: Use scholar data to call on students based on their learning needs.	• Create a sequence of scholars to call on based on the rigor of each prompt and a review of scholar work (e.g., first ask a scholar who is struggling, then one who is partially there, then almost there, etc.). • Launch discourse by calling on a scholar with a limited understanding. • Call on scholars whose responses are closer to the exemplar when the class is struggling. • Call on scholars with originally limited response to stamp new understanding.
Deepen & Stretch It	
What	**How**
12. Stretch It: Once you have an "almost there" response, use scripted prompts to push for depth and conceptual understanding.	• Problematize by creating tension. ○ Name the Debate: " Some of your say X. Some of you say Y. What do you think"? ○ Provoke Debate: "(Name) would say (counterargument). How would you respond? ○ Play Critic: "I disagree. I actually think…" or "Who can play the critic"? ○ Feign Ignorance: "I don't understand. I was thinking…". • Sophisticate by adding complexity. ○ Apply with Different or New Context/Perspective: "Consider 2x+5y=4. Does our rule apply"? ○ Give a Hypothetical Scenario: "What if…". ○ Consider Alternatives: "What's another way we could interpret this"? ○ Generalize: "So what is the emerging rule we could apply to all problems

	like this one”?

1.3c – Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or innovations.

The most important characteristics of our academic plan and philosophy are to provide all scholars access to rigorous curricula and high-quality academic instruction that fosters a love for learning, encourages scholars to embrace innovation and creativity, and supports personal growth. We will cultivate unique learning experiences that prepare our scholars for the challenges and opportunities of the future through equity-centered support that fosters character development, enabling our scholars to overcome barriers and reach their full potential. Partnered with this mission, Novus SMART Academy’s academic plan is rooted in the following beliefs:

- All scholars deserve a high-quality academic instructional experience regardless of their present level of academic performance, behaviors and mindsets, socioeconomic status, and/or cultural backgrounds and differences.
- All scholars in Grades K-8 will develop the knowledge, skills, and confidence needed to thrive in their chosen college and career paths and make a positive impact on society.
- It is important to foster rigorous learning experiences between our teachers and scholars as they question, discover, and pursue knowledge using culturally relevant curricula.
- We wish to create a global community that celebrates the joy of learning, establishing an environment wherein curiosity is not only encouraged but also cherished.

Character development will provide our scholars and families and teachers and staff members with transformational culturally sensitive experiences that ignite their personal growth. We will promote values that emphasize the development of essential life skills through self-awareness, a practice that can help scholars lead purposeful lives and impart positive impact on our communities for generations to come. With these beliefs, we have structured our academic model and design on the following principles outlined in Figure 13.

Figure 13 - Principles of Design and Core Mission Components

Novus SMART Academy (K-8)’s Principles of Design and Core Mission Components	
Rigorous Curricula	Novus SMART Academy (K-8) provides all scholars with access to a high-quality academic educational experience that fosters a relentless drive for academic success, innovation, and personal growth. Through the implementation of rigorous curricula, our teachers, school leaders, and staff members inspire and model a love for learning, critical thinking, and creativity that is necessary to meet and/or exceed Tennessee Academic Standards across all grade levels and subjects. We are committed to creating a community of lifelong learners on their chosen college and career paths, productive citizens who strive for excellence in all aspects of life.
High-quality Academic Instruction	Novus SMART Academy (K-8) fosters rigorous learning experiences between our teachers and scholars as they question, discover, and pursue knowledge relentlessly with culturally relevant curricula. We create a global community that celebrates the joy of learning, where curiosity is not only encouraged but cherished through high-quality academic instruction through IBL in science and research (i.e., reading, writing, and social studies) and PBL in science, math, and technology. These learning approaches are research-based strategies, scientifically proven to create high-performing schools with innovative practices. Using these strategies, teachers will be prepared to deliver high-quality academic instruction every day as a result of receiving coaching, support, and feedback on a weekly cadence.
Equity-Centered Support	Novus SMART Academy (K-8) is committed to promoting inclusiveness as champions for equity, advocating for practices that foster dialogue and understanding, and empower marginalized communities to activate their voice. We harness the power of diversity to inspire change and break down barriers so that our scholars and families, teachers and staff members, and members of the school community feel known, loved, and respected.

Character Development	Novus SMART Academy (K-8) provides our scholars and families and teachers and staff members with transformational culturally responsive experiences that ignite their personal growth and character development. We promote values that cultivate self-awareness through the development of essential life skills, leading to purposeful lives and positive impact on our communities for generations to come. We will use ABL in the arts/electives to support team building and collaboration. We will provide individualized academic support through our RTI2-Academics plan using prescribed learning paths in intervention and/or enrichment using a blended-learning model of whole-class learning, small group learning, and independent learning for high-performing, mid-performing, and low-performing scholars. RTI2-A will solely focus on responding to scholars' needs in literacy and math with skills-based tasks that help to make progress towards closing the achievement gap. We will provide individualized behavior support through our RTI2-Behavior plan using SEL and support as part of our character education and development plan that is tailored to scholars' specific behavior needs. We will also facilitate schoolwide SEL and support as part of our character education and development plan during morning advisory every day, using grade-level appropriate materials that are culturally responsive. During morning meetings and announcements, we will individually and collectively celebrate our scholars, teachers, and school leaders as Novus Nobles for their positive contributions to our school community. Teachers, school leaders, and scholars will also have opportunities to participate in CPS sessions to share their feelings and/or to restore trusting and lasting relationships to sustain a positive school culture. We emanate JOY as ripples of inspiration, fostering a positive school culture of belonging(ness), acceptance, and character development for our scholars and families, teachers and staff members, and members of our school community. We empower each other to discover our inner happiness, embrace our unique talents, and make a positive impact in our world, full of endless possibilities.

Core Components

- **Grade Span.** Novus SMART Academy (K-8) will be divided into Lower School (Grades K-5) and Upper School (Grades 6-8). Each school division will implement high-quality academic instruction to prepare scholars for the next division of instruction as they transition from Lower School to Upper School, and then from Upper School to our soon-to-be proposed early college high school, Novus SMART Collegiate (Grades 9-12) in 2034.
- **Instructional Time.** Novus SMART Academy (K-8) will maximize the sacredness of core instructional time by providing all scholars with an extended instructional learning day and an extended school year (195 days) to provide scholars with intentional supports that are research-based and scientifically proven to improve the quality of scholar experience and academic outcomes in literacy and math.

Grade Span	Reading	Math	Science & Social Studies
Grades K-2	150 minutes daily	100 minutes daily	30 minutes A/B days
Grade 3	150 minutes daily	100 minutes daily	30 minutes A/B days
Grades 4-5	120 minutes daily	100 minutes daily	45 minutes A/B days
Grades 6-8	110 minutes daily	110 minutes daily	55 minutes daily

- **Intervention.** All scholars will receive high-quality academic intervention support on Monday through Thursday for 60 minutes in Grades K-5 and 45 minutes in Grades 6-8 using our RTI2-Academics plan.
    - Tier I scholars will receive academic enrichment in literacy that aligns to IBL tasks and math that aligns to PBL tasks.
    - Tier II and Tier III scholars will receive targeted literacy and math intervention support and tasks based on their greatest deficit using research-based curricula that aligns to the state of Tennessee RTI2-Academics model. Scholars will also receive a biweekly (Tier II) or weekly (Tier III) progress monitoring screening to monitor rate of academic growth and performance over time.
- **Literacy Instruction.** Literacy instruction will focus on Met Expectations (Level 3) or Exceeded Expectations (Level 4) of Tennessee Academic Standards in English/Language Arts by developing scholars' critical and creative thinking skills through the use of IBL tasks.
- **Math Instruction.** Math instruction will focus on Met Expectations (Level 3) or Exceeded Expectations (Level 4) of Tennessee Academic Standards in math by developing scholars' critical thinking skills and conceptual understanding through the use of PBL tasks.
- **Science Instruction.** Science instruction will focus on Met Expectations (Level 3) or Exceeded Expectations (Level 4) of Tennessee Academic Standards in Science by developing scholars' critical and creative thinking skills and conceptual understanding through the use of IBL tasks and PBL tasks. We believe that hands-on experiences in science help scholars to master complex science concepts.
- **Social Studies Instruction.** Social studies instruction will focus on Met Expectations (Level 3) or Exceeded Expectations (Level 4) of Tennessee Academic Standards in Social Studies by developing scholars' critical and creative thinking skills through the use of IBL. We want scholars to build upon experiences with their families, schools, and communities as an introduction to social studies in Lower School before they get to the Upper School and begin state testing in Grade 6.
- **Teacher Support and Professional Learning and Development.** With our 195-day school calendar, teachers, school leaders, and staff will receive at least 60 days of professional learning and development throughout the entire school year.
- **Continuous Development.** Within these 60 days of professional learning and development, teachers, school leaders, and staff will receive 2 hours of professional learning and development weekly focused on data-driven decision-making and deliberate practice in academics, school culture, and operations to support our schoolwide goals.
- **Character Education.** Deliberate positive character development will focus on the following core values: Beacon of Joy, Champions for Equity, Character Development, and Habits for Humanity.

1.3d - Describe current research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps.

Novus SMART Academy (K-8) will drive academic improvement for all scholars and help close achievement gaps by adopting instructional practices and teaching methods that have consistently demonstrated successful results in underserved schools across the country. Effective teachers and school leaders implement research-based strategies that have been scientifically proven to close achievement gaps[64]. These strategies include but are not limited to early intervention in literacy and math, small group instruction, direct teaching and instruction, one-to-one tutoring, peer tutoring, parental involvement, and enrichment programs. These results fully align to our school model and design. Our learning approaches will provide scholars with the opportunity to receive extended learning time in literacy and math with small group instruction and blended learning tasks integrated in every lesson. According to the Kennedy School of Education at Harvard University, small group instruction increases scholars' capacity to solve problems and develop a deeper understanding of learning when working in groups and develops their social and leadership skills[65]. Scholars who process information and work together on a problem in groups are also more committed to staying in school and are more likely to integrate across different ethnic, cultural, language, class, ability, and gender groups. Small group instruction helps increase active participation among scholars who normally would not participate in front of the whole class, promoting self-esteem rather than competitive or individualistic learning. As prescribed by the Julie Billiart Schools in Ohio, our strategic two-teacher model will also drive academic improvement for all scholars and help close achievement gaps across all subjects. We know that every classroom is full of

[63] https://visiblybetter.cepr.harvard.edu/files/visibly-better/files/get-better-faster-scope-sequence.pdf
[64] https://files.eric.ed.gov/fulltext/EJ1350869.pdf
[65] https://www.hks.harvard.edu/sites/default/files/Academic%20Dean's%20Office/Guide%20to%20Small-Group%20Learning.pdf

learning challenges and opportunities; therefore, our teachers, school leaders, and staff members will share the responsibility of professional collaboration during planning, instructing, and assessing our scholars. The two-teacher model allows scholars and teachers to experience and benefit from a wide range of learning styles, teaching techniques, and data-driven instruction, while promoting inclusion and a sense of community among a unique group of people working toward the same goals of success and growth[66]. This strategy will allow us to reduce the teacher-to-scholar ratio (1 teacher to 12 scholars) with individualized attention, less potential for distractions, and greater scholar engagement on both individual and whole group levels. Such practice will drive academic improvement for all scholars and help close achievement gaps.

1.3e - Describe the curriculum and basic learning environment (e.g., classroom-based, independent study), including class size and structure for all divisions (elementary, middle, high school) to be served, and explain any differences among the divisions.

Grades K-5 will primarily focus on literacy and math skills ensure our scholars are prepared to transition to Novus SMART Collegiate (9-12) on or above grade level in reading and math with scholars scoring in the performance category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on their TNReady states assessments in English/language arts and math. To support literacy development, scholars will read, annotate, and discuss grade-level texts in context across all subjects that will provide the foundational skills. To support numeracy development, scholars will read, annotate, and discuss grade-level math, science, and technology challenges that will provide the foundational skills they need in conceptual thinking while strengthening their love for numbers and expressions. In science, scholars will learn the 5E model for inquiry-based science and read informational texts to complete writing tasks to reinforce and support both literacy instruction and our PBL approach to math instruction. These texts will include relevant articles, textbook excerpts, and grade-appropriate books to build scholars' interest and knowledge of various topics in science through the use of IBL content literacy across all grade levels. In social studies, scholars will experience customized learning experiences that positively impacts their mastery of the social studies standards. Scholars will transfer their skills learned in literacy to engage in IBL tasks centered around the Habit of Evidence and the Habit of Discussion for the ongoing development of their speaking and listening skills.

Using Paul Bambrick-Santoyo and Doug Lemov's research-based strategies outlined in *Leverage Leadership 2.0,* Novus SMART Academy (K-8) will ensure our scholars learn to unpack their own errors and build a solution through show-call (post scholar work; either an exemplar or incorrect response and ask scholars to identify why the answer is correct/incorrect) or by stamping the understanding (key takeaways, give a rule). At full scale, our enrollment will include 624 scholars in the Lower School and 456 scholars in the Upper School. Our cohort model will allow for scholars to receive small group instruction with a ratio of 1:12 with the two-teacher model in Grades K-3 with 150 minutes in English/language arts and 100 minutes in math. The two-teacher model will support a ratio of 1:12 in Grades 4-5 with 120 minutes in English/language arts and 100 minutes in math. The two-teacher model will offer a ratio of 1:12 in Grades 6-8 with 110 minutes in English/language arts and 110 minutes in math only, and the three-teacher model as warranted in the inclusion classroom will produce an even smaller ratio across all grade levels.

1.3f - Explain why the instructional methods and proposed curriculum are well-suited for the targeted student population. How does the curriculum honor and/or reflect the diverse identities of your students?

Novus SMART Academy (K-8) will provide rigorous curricula that are well suited for our targeted population of scholars. We will primarily recruit scholars in La Vergne and Smyrna but will provide all families in Rutherford County with the option to choose our school to meet their unique learning needs. The communities of La Vergne and Smyrna currently serve 21% of scholars who are identified as economically disadvantaged, 9% of scholars as identified with disabilities, and 23% of scholars who identified as English language learners. Mayor Jason Cole of La Vergne shared that recent data show an increase of Middle Eastern families (11%) in La Vergne and that more school options in this community are desperately needed. With a growing population of scholars and families, 23% of whom are English language learners, our instructional methods and proposed curricula and resources were chosen intentionally to provide scholars with access to culturally relevant content across all subjects through high-quality academic instruction using a strategic two-teacher model to support diverse learning styles. Stafford University asserts that culturally responsive curricula respect learners' cultures and prior experiences and acknowledge and value the legitimacy of different cultures by encouraging intercultural understanding[67]. Our rigorous curricula will honor and reflect the diverse identities of the targeted scholars and families we will serve by fostering learning experiences between our teachers and scholars as they question, discover, and pursue knowledge relentlessly.

Our proposed rigorous curricula are fully aligned to Tennessee Academic Standards across all grade levels and core subjects. We intentionally choose rigorous curricula that will inspire our scholars to love learning and to think critically and creatively.

[66] https://shorturl.at/jEKX9
[67] https://shorturl.at/euwER

Our resources also intentionally integrate prescribed learning paths using blended learning through IXL in English/language arts, math, science, and social studies, and/or Imagine MyPath in English/language arts and math for ELL scholars only. Our proactive approach to supporting literacy and math with extended time will respond to the needs of our targeted population, helping us to close gaps between low-achieving scholars and high-achieving scholars. These measures support the development of a community of lifelong learners on their chosen college and career
paths, striving for excellence in all aspects of life, regardless of their present level of academic performance, behaviors and mindsets, socioeconomic status, and/or cultural backgrounds and differences.

1.3g - Explain how the academic plan aligns with Tennessee's academic standards and how the school will incorporate foundational literacy.

Novus SMART Academy (K-8) will implement academic plans that are fully aligned to Tennessee Academic Standards across all grade levels and core subjects and vetted through EdReports. We will prioritize foundational literacy and numeracy skills in our Lower School to ensure our scholars transition to our Upper School at or above grade-level proficiency in literacy. In Grades K-2, scholars will engage in daily foundational skills lessons to include phonological awareness, phonics, high frequency words, and word study. Our foundational literacy model is designed after the high-performing model of BES schools Memphis Merit Academy and Purpose Preparatory Academy and other high-performing charters schools such as Valor Collegiate Academies.

Both Purpose Preparatory Academy and Valor Collegiate Academies are among Tennessee's most distinguished schools for scholar growth, designated as Reward Progress Schools. Purpose Preparatory Academy reached the top 5% of schools on the Tennessee Academic Standards. Our structure, support, and approach to literacy will place our scholars at an advantage and allow us to build success for scholars within a high-risk, high-need community. With our goal to consecutively achieve at

high levels in scholar performance in all grade levels and subjects, we will conduct annual audits of our curriculum design to ensure our scholars receive high-quality academic instruction with the most rigorous curricula that fully align to Tennessee Academic Standards and that are culturally relevant to the population of scholars and families we serve.

Our rigorous curricula begin with the end in mind, ensuring that our scholars demonstrate proficiency on all grade-level standards by the end of the school year. With our belief that opportunity begins in kindergarten, we are vested in making sure that our model meets scholars and families where they are to intentionally close academic gaps that provide them access to their chosen college and career paths after high school. Our academic plan is rooted in developing scholars' critical and creative thinking skills using ABL, IBL, and PBL so that they are well-equipped to address challenges appropriately that will prepare them for success in all aspects of life.

All components of our academic model in literacy instruction align to Tennessee Academic Standards across all grade levels and core subjects. Our unique approach to literacy instruction guarantees that scholars engage in regular practice with complex text and academic vocabulary, exercise Habits of Evidence and Habits of Discussion, and build knowledge through content-rich literary and informational text. Our instructional approach to math instruction ensures that all scholars engage in regular practices of making sense of problems and persevering to solve them; these practices include reasoning abstractly and quantitatively, constructing strong arguments with critical analysis from others, modeling conceptual thinking, and using tools strategically and appropriately. Our scholars will have ongoing opportunities to read, write, speak, and listen in all their classes to continue sharpening their foundational literacy skills along the way.

1.3h - Provide the foundational literacy skills plan for the proposed school as Attachment A.

Please see **Attachment A** for our Foundational Literacy Skills Plan.

1.3i - If your academic plan includes blended learning, describe (x) which blended learning model the proposed school will use (i.e., online content in various lessons only, a single course, or an entire curriculum), (y) the role of teachers within the blended learning environment, and (z) how this approach will drive academic gains and close the achievement gap with the targeted population of students, using the latest data analyses and research.

Novus SMART Academy (K-8) will provide blended learning for scholars during core instruction in the Lower School in literacy and math rotations to meet the individualized needs of diverse learners. Highly successful public charter schools in Tennessee have demonstrated academic growth and achievement for all scholars through incorporating blended learning into their instructional designs. These schools include BES schools Purpose Preparatory Academy and Nashville Classical, both in Nashville, Tennessee, and rank in the top 5% of school achievement and performance. This success rate also includes BES

school Memphis Merit Academy in Memphis, Tennessee, which aligns to the school model in addressing scholars' academic needs in early literacy and math.

In Grades K-5, scholars will work independently on their personalized learning paths from phonics and reading comprehension to writing strategies, which helps them develop the communication skills needed for success in chosen college and career paths after high school. Math teachers will deliver high-quality academic instruction in math fluency; procedural, conceptual, and application math skills, and plans for blended learning using IXL math and/or Imagine MyPath for ELL scholars only to provide our scholars with additional opportunities to receive personalized support during their independent work time. IXL and Imagine MyPath offer personalized skill recommendations based on what individual scholars need so they can grow from where they are. We have strategically designed our literacy and math instruction to include blended learning, providing multiple opportunities to learn the content in meaningful and innovative ways.

Our scholars will receive 30 minutes of blended learning intervention time in their literary block on a daily basis. During this rotation, scholars will log into IXL language arts and/or Imagine MyPath for ELL scholars only to practice digital content that is aligned to standards they are currently learning in their reading and writing workshop rotations. The goal is for scholars' misconceptions to be addressed with additional practice to remediate any skill deficits. During daily literacy rotation blocks, using our two-teacher model, scholars will be broken into three groups. These three groups allow teachers to work with small groups to deliver phonics and reading comprehension in Grades K-2 and informational textual analysis and literary textual analysis in Grades K-8. The third group of scholars during literacy rotations will be engaged in blended learning using adaptive technology to continue regular practice at their specific reading level and on learning objectives.

In Grades 6-8, scholars will work more independently on grade level content and pull into small group instruction with the teachers based on individual needs. To meet the needs of our scholars with disabilities, English language learning, at-risk scholars, and gifted scholars with an IEP or 504 plan, blended learning also provides individualized, adaptive learning for scholars on, above, or below grade-level proficiency to respond to their individual needs.

Novus SMART Academy will incorporate adaptive computer software to ensure we maximize every minute with scholars to close achievement gaps. We elected to use IXL for literacy, math, science, and social studies, and/or Imagine MyPath in literacy and math for ELL scholars only. The role of the teachers during the blended learning rotation is to ensure scholars are fully engaged during the online lesson, collect and analyze data, use the data to inform small group instruction, and communicate scholar progress. This approach will drive academic gains and aid in the closure of achievement gaps across diverse learner groups. Our blended learning platform will allow individualized instruction to continue while teachers work with scholars in small group instruction. Our technology elective will allow scholars to use blended learning software to learn a variety of skill sets with curriculum focused on digital citizenship, media productions, and computer science.

1.4 Academic Performance Standards

1.4a - Describe the proposed school's annual and long-term academic achievement goals.

Novus SMART Academy (K-8) proposes ambitious annual and long-term academic achievement goals that are absolute, comparative, and longitudinal measures of success. These goals align to Rutherford County Schools' strategic plans, Tennessee Academic Standards, and tenets of Every Scholar Succeeds Act (ESSA). With the implementation of our slow-growth model, all our scholars will enroll with us beginning in kindergarten; over time, some scholars and families will join in later grades. Therefore, the measures of success will stand as evidence of our commitment to all scholars outperforming the local schools in our community, making measurable academic progress from year to year, and demonstrating Met Expectations (Level 3) or Exceeded Expectations (Level 4) in literacy and math after 3 years of enrollment. Regardless of the specific grade-entry point of any individual scholar, Novus SMART Academy (K-8) is committed to their success as such goals and measures on state, national, and literacy inventories indicate.

Indicators for success for scholars before their third year of enrollment include a minimum of 5% annual growth on the NWEA MAP assessments in literacy and math, and three levels of reading growth on the STEP Reading Assessment. All academic scores on state assessments, including all scholars regardless of their initial grade-point at enrollment, will allow us to earn good standing under the Tennessee ESSA accountability system. Measure 5.1 is rooted in our commitment to every scholar, regardless of their starting point in our school. In addition, Absolute Measure 1.2, Growth 1.4, 1.6, 2.3, 3.3, and 4.3 reflect our measurement of scholars regardless of their starting point.

Similar to the goals established by educator experts at Believe Academy in Memphis, Tennessee, our academic achievement goals support the mission and vision of our school by implementing an academic focus and academic plan that will improve learning in **S**cience, **M**ath, **A**rts/Electives, **R**esearch, and **T**echnology for all scholars to close the achievement gap between

high-achieving and low-achieving scholars. We also set these goals to ensure our scholars achieve at levels that meet or exceed the district, state, and federal accountability guidelines and expectations.

Goal 1: ***Scholars will demonstrate Met Expectations or Exceeded Expectations performance in English/Language Arts.***

- Absolute Measure 1.1: At least 50% of all scholars who have attended Novus SMART Academy (K-8) for 3 consecutive years will read on or above grade level in the performance category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. At least 60% will read on or above grade level after 4 consecutive years. At least 80% of all scholars who have attended for 5 consecutive years will read on or above grade level in the performance category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady.
- Absolute Measure 1.2: As measured by STEP Assessments, at least 70% of kindergarten scholars will read on STEP 3 by the end of the year, demonstrating reading readiness for Grade 1. At least 80% of scholars in Grade 1 will read on STEP 6 by the end of the year, demonstrating reading readiness for Grade 2. At least 90% of second-grade scholars will read on STEP 9 by the end of the year, demonstrating reading readiness for Grade 3.
- Comparative Measure 1.3: Scholars who have attended Novus SMART Academy (K-8) for 3 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate of at least 10 percentage points higher than the district average on the TNReady assessments. Scholars who attend for 4 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that meets or exceeds the state average. Scholars who have attended for 5 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate in the top 25% of schools in Tennessee.
- Growth Measure 1.4: In a cohort analysis of longitudinal growth, the average annual percentile increases among Novus SMART Academy (K-8) scholars on the Reading Comprehension section of the NWEA MAP assessment will average a minimum of five percentiles of growth per year until the average percentile score reaches 75.
- Growth Measure 1.6: At least 80% of scholars will grow a minimum of three assessment reading levels (one grade level) as measured by the STEP Assessment.

Goal 2: ***Scholars will demonstrate Met Expectations or Exceeded Expectations performance in Math.***

- Absolute Measure 2.1: At least 50% of all scholars who have attended Novus SMART Academy (K-8) for 3 consecutive years will meet or exceed grade-level performance in math in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. At least 60% will meet or exceed grade-level performance after 4 consecutive years. At least 80% of all scholars who have attended for 5 consecutive years will meet or exceed grade-level performance in math in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. The proficiency rate of scholars in Grade 8 taking the Grade 8 TNReady math assessment or eligible scholars taking the Integrated Math I EOC assessment will meet or exceed the proficiency rate of the highest-performing district in Tennessee up to 85%.
- Comparative Measure 2.2: All scholars who have attended for 3 consecutive years will, on average, attain Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate of at least 10 percentage points higher than the district average on the TNReady assessments. Scholars who have attended for 4 consecutive years will, on average, attain Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that meets or exceeds the state average. Scholars who have attended for 5 consecutive years will, on average, attain Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate in the top 25% of schools in Tennessee.
- Growth Measure 2.3: In a cohort analysis of longitudinal growth, the average annual percentile increases among Novus SMART Academy (K-8) scholars on the mathematics section of the NWEA MAP will average a minimum of five percentiles of growth per year until the average percentile score reaches 75.

Goal 3: ***Scholars will demonstrate Met Expectations or Exceeded Expectations performance in Science.***

- Absolute Measure 3.1: At least 50% of all scholars who have attended Novus SMART Academy (K-8) for 3 consecutive years will meet or exceed grade-level performance in science in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. At least 60% will meet or exceed grade-level performance in science after 4 consecutive years. At least 80% of all scholars who have attended for 5 consecutive years will meet or exceed grade-level performance in science with the reporting category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. Our scholars in Grade 8 who have attended for at least for 5 consecutive years will, on average, attain a score on the science section of the ACT Aspire in the 70th percentile or greater.
- Comparative Measure 3.2: In each testing year, scholars who have attended for 3 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate at least 10 percentage points higher than the district average on the TNReady Assessment. Scholars who have attended for 4 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that meets or exceeds the state average. Scholars who have attended for 5 consecutive years will, on average, achieve Met Expectations (Level

3) or Exceeded Expectations (Level 4) at a rate in the top 25% of schools in Tennessee. Scholars who have attended for 7 or more consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that equals or exceeds the top 10% of schools in Tennessee.
- Growth Measure 3.3: In each testing year, overall performance in science, as measured by the TNReady, will, on average, demonstrate growth in proficiency in each tested year equal to or greater than that of similar schools. In a cohort analysis of longitudinal growth, the average annual percentile increases among Novus SMART Academy (K-8) scholars on the science section of the NWEA MAP will average a minimum of five percentiles of growth per year until the average percentile score reaches 75.

Goal 4: ***Scholars will demonstrate Met Expectations or Exceeded Expectations performance in Social Studies.***
- Absolute Measure 4.1: At least 50% of all scholars who have attended Novus SMART Academy (K-8) for 3 consecutive years will meet or exceed grade-level performance in social studies in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4)on TNReady. At least 60% will meet or exceed grade-level performance in social studies after 4 consecutive years. At least 80% of all scholars who have attended for 5 consecutive years will meet or exceed grade-level performance in social studies in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady.
- Comparative Measure 4.2: Scholars who have attended for 3 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate at least 10 percentage points higher than the district average on the TNReady Assessment. Scholars who have attended for 4 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that meets or exceeds the state average. Scholars who have attended for fi5ve consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate in the top 25% of schools in Tennessee.
- Growth Measure 4.3: Overall performance in social studies, as measured by the TNReady, will, on average, demonstrate growth in proficiency equal to or greater than that of similar schools.

Goal 5: The school will maintain good standing under the Tennessee ESSA accountability guidelines and system.
- Measure 5.1: Under the Tennessee ESSA accountability system, Novus SMART Academy (K-8) will maintain consistent good standing. The state will never identify the school as a Priority School or determine that it has met the criteria to be identified as a school at risk for closure based on inadequate academic progress or achievement. We will be in good standing with performance for all scholars, regardless of their present level of academic performance, behaviors and mindsets, socioeconomic status, and/or cultural backgrounds and differences.

The following organizational goals also contribute to Novus SMART Academy (K-8)'s long-term success.

Goal 6: Novus SMART Academy (K-8) will demonstrate fiduciary and fiscal responsibility.
- Measure 6.1: As evidenced by external annual audit reports, Novus SMART Academy (K-8) will demonstrate that it meets or exceeds professional accounting standards.
- Measure 6.2: Novus SMART Academy (K-8) will present and follow a balanced budget, demonstrating the effective allocation of financial resources towards the fulfillment of our mission.

Goal 7: Novus SMART Academy (K-8) will be fully enrolled with high levels of attendance and reenrollment.
- Measure 7.1: The school will meet projected enrollment targets and will maintain enrollment throughout the year.
- Measure 7.2: Of the scholars who successfully complete the year, at least 90% will reenroll for the following school year, with exceptions for scholars and families who move out of the district or who lose access to transportation.
- Measure 7.3: The school will maintain an average daily attendance rate of at least 95% (i.e., 85 scholars in Year 1; 167 scholars in Year 2; 251 scholars in Year 3; 334 scholars in Year 4; 439 scholars in Year 5; and 941 scholars at full capacity).

Goal 8: Parents/guardians will demonstrate satisfaction with our academic program and school-to-home communication.
- Measure 8.1: Parent satisfaction surveys will indicate 80% or more of families are satisfied with the school's academic program with at least 80-85% of families responding.
- Measure 8.2: Parent satisfaction surveys will indicate 80% or more of families are satisfied with the school's communication with at least 80-85% of families responding.

Goal 9: The Board of Directors will provide effective and sound oversight of the school.
- Measure 9.1: The Board will conduct a formal annual review of the school leader.
- Measure 9.2: The Board will conduct an annual self-evaluation to assess the Board's strengths and weaknesses.

- Measure 9.3: The Board will conduct a formal annual review of bylaws and policies.
- Measure 9.4: The Board will conduct an annual review of organizational strengths and weaknesses.

1.4b - Describe how the annual and long-term academic goals align with the department and authorizer's model performance framework.

Novus SMART Academy (K-8)'s annual and long-term academic goals align with the model performance framework of the Tennessee Department of Education and Rutherford County Schools, as outlined in Figure 14.

Figure 14 - Academic Performance Framework Alignment

Academic Performance Framework	
Rutherford County Schools Key Areas	**Novus SMART Academy (K-8) Alignment**
Student Outcomes (25% to 35%)	
Achievement: Percent of students performing at "met or exceeded expectations" on state assessments through two pathways: • Absolute achievement relative to other schools. • Performance on Annual Measurable Objectives (AMO) targets (growth in achievement).	**English/Language Arts Absolute Measure 1.1:** At least 50% of all scholars who have attended Novus SMART Academy (K-8) for three consecutive years will read on or above grade level in the performance category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. At least 60% will read on or above grade level after four consecutive years. At least 80% of all scholars who have attended for five consecutive years will read on or above grade level in the performance category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. **Math Absolute Measure 2.1:** At least 50% of all scholars who have attended Novus SMART Academy (K-8) for 3 consecutive years will meet or exceed grade-level performance in math in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. At least 60% will meet or exceed grade-level performance after 4 consecutive years. At least 80% of all scholars who have attended for 5 consecutive years will meet or exceed grade-level performance in math in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. The proficiency rate of scholars in Grade 8 taking the Grade 8 TNReady math assessment or eligible scholars taking the Integrated Math I EOC assessment will meet or exceed the proficiency rate of the highest-performing district in Tennessee up to 85%. **Science Absolute Measure 3.1:** At least 50% of all scholars who have attended Novus SMART Academy (K-8) for three consecutive years will meet or exceed grade-level performance in science in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. At least 60% will meet or exceed grade-level performance in science after four consecutive years. At least 80% of all scholars who have attended for five consecutive years will meet or exceed grade-level performance in science with the reporting category of Met Expectations (Level 3) or

	Exceeded Expectations (Level 4) on TNReady. Our scholars in grade 8 who have attended for at least for five consecutive years will, on average, attain a score on the science section of the ACT Aspire in the 70th percentile or greater. **Social Studies Absolute Measure 4.1:** At least 50% of all scholars who have attended Novus SMART Academy (K-8) for three consecutive years will meet or exceed grade-level performance in social studies in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. At least 60% will meet or exceed grade-level performance in social studies after four consecutive years. At least 80% of all scholars who have attended for five consecutive years will meet or exceed grade-level performance in social studies in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady.
Growth: TVAAS growth for all students and progress on all achievement levels for subgroups.	At least 50% of all scholars who have attended Novus SMART Academy (K-8) for three consecutive years-including scholars identified as students with disabilities, scholars identified as English language learners, scholars with a 504 Plan, and at-risk scholars-will demonstrate growth as evidenced by TVAAS expected growth effectiveness levels in English/Language Arts, math, science, and social studies as follows: ● **Level 5:** Significant evidence that the students made more growth than expected. ● **Level 4:** Moderate evidence that the students made more growth than expected. ● **Level 3:** Evidence that the students made growth as expected.
Ready Graduate (High School Only): Percent of high school graduates who demonstrate the necessary skills for postsecondary, military, and workforce readiness by meeting either ACT, Early Postsecondary Opportunities (EPSO), or military criteria through two pathways: ● Absolute achievement relative to other schools. ● Performance on AMO targets (growth in Ready Graduate indicator).	Not Applicable
Chronically Out of School: Percent of students who are chronically out of school, defined as missing 10 percent or more of a school year due to absences or out of school suspensions, through two pathways: ● Absolute achievement (relative to other schools) ● Performance on AMO targets (reduction in percent of students chronically out of school).	**Measure 7.3:** The school will maintain an average daily attendance rate of at least 95% (i.e., 85 scholars in Year 1; 167 scholars in Year 2; 251 scholars in Year 3; 334 scholars in Year 4; 439 scholars in Year 5; and 941 scholars at full capacity).
English Language Proficiency Assessment (ELPA): Progress toward English language proficiency through	At least 50% of all scholars identified as English language learners who have attended Novus SMART

two pathways: ● Percent of students exiting ESL services, weighted by initial ELP. ● Percent of students meeting or exceeding the growth standard based on prior English proficiency.	Academy (K-8) for three consecutive years will exit ESL services, weighted by initial ELP; at least 50% will demonstrate growth and/or will meet or exceed grade-level performance in English/Language Arts, math, science, and social studies in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady.
Mission-Specific Goal (10%)	
Each school authorized by Rutherford County Schools will define a mission-specific goal within their charter agreement to be evaluated within the School Performance Framework. Each mission-specific goal is unique and pre-determined in collaboration with LEA staff. The inclusion of this goal offers an opportunity: 1. For schools to showcase what makes them unique based on the model described within their charter application. 2. For elementary schools who may be missing state student outcomes data due to many of their students being in non-tested grade levels, this goal can support the tracking of growth and achievement for students who do not take state testing through nationally normed assessments. 3. To include supplemental data for schools who are staggering their opening by grade level. 4. To capture additional important data aligned with their mission that schools believe are beneficial and are outside the scope of what is measured within the academic portion of the framework. This can include items such as ACT scores, nationally normed internal assessment data, and curriculum rubrics. The school must adhere to the guidelines established by the LEA to develop the proposed mission-specific goal. Rutherford County Schools staff will either approve the goal as is and incorporate it within the school's accountability and reporting, or it will engage in further negotiations regarding the goal. If the school chooses to make changes to its mission-specific goal at any point in time during the tenure of the charter agreement, the school must amend the charter agreement to do so. The following are guidelines for schools in the development of the mission-specific goal: The proposed goal must be student-centered, and outcome driven. ● The goal must describe student outcomes and not action steps, curriculum, or adult actions. ● The goal must include quantitative data. This goal cannot be qualitative or subjective, including items such as survey data or student statements. The proposed goal must include outcomes,	**Proposed Unique Model** ● Asset-based Learning in Arts/Electives and Character Education ● Inquiry-based Learning in Science and Research (i.e., English/Language Arts and Social Studies) ● Project-based Learning (i.e., Science, Math, and Technology) ● 195 days of instruction (August to June) ● Strategic two-teacher model with a ratio of 1:12, and a ratio of an even smaller group with the three-teacher model as warranted in the inclusion classroom. ● Targeted RTI2-Academics support in reading for 240 minutes in Grades K-5 and 180 minutes in Grades 6-8 per week in both Tiers II and III with extended and blended learning intervention in English/Language Arts and math for 30 minutes. ● Targeted skills and standards-based tutoring sessions offered by the teacher on Mondays, Tuesdays, and Thursdays for one hour after school. **Proposed Growth and Achievement Goals** **English/Language Arts Absolute Measure 1.2:** As measured by STEP Assessments, at least 70% of kindergarten scholars will read on STEP 3 by the end of the year, demonstrating reading readiness for grade 1. At least 80% of scholars in grade 1 will read on STEP 6 by the end of the year, demonstrating reading readiness for grade 2. At least 90% of second-grade scholars will read on STEP 9 by the end of the year, demonstrating reading readiness for grade 3. **English/Language Arts Growth Measure 1.4:** In a cohort analysis of longitudinal growth, the average annual percentile increases among Novus SMART Academy (K-8) scholars on the Reading Comprehension section of the NWEA MAP assessment will average a minimum of five percentiles of growth per year until the average percentile score reaches 75. **Math Growth Measure 2.3:** In a cohort analysis of longitudinal growth, the average annual percentile increases among Novus SMART Academy (K-8) scholars on the mathematics section of the NWEA MAP will average a minimum of five percentiles of

predetermined metrics, and progress. ● The goal must be aligned to the mission of the school as outlined within the charter application. ● The goal must not include metrics or assessments already utilized within the performance framework such as TCAP/TNReady achievement scores, TVAAS, or chronic absenteeism. ● The goal must include pre-determined metrics to measure student success toward the mission. These metrics are not flexible and cannot change year over year to ensure comparison. Some metrics can include: ○ Nationally normed internal assessment data (e.g., NWEA MAP) ○ Aligned End of Course Assessments (not tied to state testing) ○ ACT Scores/SAT Scores ○ Student performance rubrics ○ Curriculum-based measurements or evaluations ● Schools must report on progress within the metrics toward the mission-specific goal. This must be demonstrated through aggregated (not raw) data and be clearly reported to the LEA. The school must report accurate data and determine whether they are meeting, exceeding, or not meeting their goal.	growth per year until the average percentile score reaches 75. **Science Growth Measure 3.3:** In a cohort analysis of longitudinal growth, the average annual percentile increases among Novus SMART Academy (K-8) scholars on the science section of the NWEA MAP will average a minimum of five percentiles of growth per year until the average percentile score reaches 75. **Social Studies Growth Measure 4.3:** As a suggestion from Jeff McCann at Rutherford County Schools, we will negotiate our mission-specific goal for Social Studies during the process of authorization negotiations, which gives us the opportunity to make more informed and intentional revisions in partnership with Rutherford County Schools.
Comparative Performance (40%)	
Comparison of charter performance to the LEA average allows for the evaluation of whether the charter school is providing a better option for students. Comparative achievement will be measured by evaluating the percentage of students who scored "met or exceeded expectations" on the state assessments at the charter school, as compared to the LEA average. ● In grades 3-8, an average percent "met expectations"" or "exceeded expectations" of all grades will be calculated for each tested subject. ○ This average will be calculated by taking the total number of students scoring "met or exceeded expectations" and dividing it by the total number of students who took the test in grades 3-8. ● In high school, an average percent "met or exceeded expectations" will be calculated for End-of-Course (EOC) assessments in English I, and II, Algebra or Integrated Math I, Geometry or Integrated Math II, Algebra II or Integrated Math III, Biology, and U.S. History. ○ This average will be calculated by taking the total number of students	**English/Language Arts Comparative Measure 1.3:** Scholars who have attended Novus SMART Academy (K-8) for three consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate of at least 10 percentage points higher than the district average on the TNReady assessments. Scholars who attend for four consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that meets or exceeds the state average. Scholars who have attended for five consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate in the top 25% of schools in Tennessee. **Math Comparative Measure 2.2:** All scholars who have attended for three consecutive years will, on average, attain Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate of at least 10 percentage points higher than the district average on the TNReady assessments. Scholars who have attended for four consecutive years will, on average, attain Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that meets or exceeds the state average. Scholars who have attended for five

scoring "met or exceeded expectations" and dividing it by the total number of students who took the tests, which will be grouped by subject. ○ EOC assessments will be grouped by subject in the following way: ■ ELA: English I and II ■ Math: Algebra or Integrated Math I, Geometry or Integrated Math II, Algebra II or Integrated Math III ■ Science: Biology ■ Social Studies: U.S. History Please Note: If a school is not being tested in certain subject areas, the total weight will be reallocated equally among the total tested subject areas.	consecutive years will, on average, attain Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate in the top 25% of schools in Tennessee. **Science Comparative Measure 3.2:** In each testing year, scholars who have attended for three consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate at least 10 percentage points higher than the district average on the TNReady Assessment. Scholars who have attended for four consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that meets or exceeds the state average. Scholars who have attended for five consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate in the top 25% of schools in Tennessee. Scholars who have attended for seven or more consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that equals or exceeds the top 10% of schools in Tennessee. **Social Studies Comparative Measure 4.2:** Scholars who have attended for three consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate at least 10 percentage points higher than the district average on the TNReady Assessment. Scholars who have attended for four consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that meets or exceeds the state average. Scholars who have attended for five consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate in the top 25% of schools in Tennessee.
Enrollment percentages for each subgroup defined above will be included in the district's annual reporting for each school. If the school's student count for any individual subgroup is less than 8 students per grade level, or 30 for a fully built out school of four tested grade levels, schools will not be held accountable due to statistical validity. In this instance, the individual subgroup indicator(s) will be suppressed and marked on the framework as "**", and the school will be held harmless for the specific subgroup(s). The corresponding weight(s) will be reallocated to the overall school to district comparison (up to 20%). ● Additionally, if LEA proficiency data for a particular subgroup falls below 1%, requiring suppression, the school will be compared to a district score of 0.9% for that subgroup for comparison purposes. If a school's data is suppressed publicly below 5%, the school will still be held accountable to the comparison,	**Projected Number of Scholars Identified as Economically Disadvantaged by year (21%).** ● Year 1 (96 in kindergarten): 20 ● Year 2 (192 in grades K-1): 40 ● Year 3 (288 in grade K-2): 60 ● Year 4 (384 in grades K-3): 80 ● Year 5 (504 in grades K-4): 106 ● Year 6 (624 in grades K-5): 131 ● Year 7 (744 in grades K-6): 156 ● Year 8 (864 in grades K-7): 181 ● Year 9 (984 in grades K-8): 207 **Projected Number of Scholars Identified as Students with Disabilities by year (9%).** ● Year 1 (96 in kindergarten): 9 ● Year 2 (192 in grades K-1): 17 ● Year 3 (288 in grade K-2): 26 ● Year 4 (384 in grades K-3): 35

however the actual score will be suppressed in public reporting. • If a school has a proficiency score of zero for a particular subgroup, they cannot meet the standard, even if it falls within three percent of the resident district. A school must have a proficiency score above zero percent to qualify for this indicator.	• Year 5 (504 in grades K-4): 45 • Year 6 (624 in grades K-5): 56 • Year 7 (744 in grades K-6): 67 • Year 8 (864 in grades K-7): 78 • Year 9 (984 in grades K-8): 89 **Projected Number of Scholars Identified as English language learners by year (23%).** • Year 1 (96 in kindergarten): 22 • Year 2 (192 in grades K-1): 44 • Year 3 (288 in grade K-2): 66 • Year 4 (384 in grades K-3): 88 • Year 5 (504 in grades K-4): 116 • Year 6 (624 in grades K-5): 137 • Year 7 (744 in grades K-6): 171 • Year 8 (864 in grades K-7): 199 • Year 9 (984 in grades K-8): 226
Overall TVAAS Composite Index (15% to 25%)	
The Tennessee Value-Added Assessment System (TVAAS) measures student growth year over year, regardless if the student demonstrates Met Expectations or Exceeded Expectations performance on the state assessment. In calculating a TVAAS score, a student's performance is compared relative to the performance of his or her peers who have performed similarly on past assessments. Please Note: If a school does not have a TVAAS score, the weight will be reallocated evenly amongst the other indicators in the academic section.	At least 50% of all scholars who have attended Novus SMART Academy (K-8) for three consecutive years-including scholars identified as students with disabilities, scholars identified as English language learners, scholars with a 504 Plan, and at-risk scholars-will demonstrate growth as evidenced by TVAAS expected growth effectiveness levels in English/Language Arts, math, science, and social studies as follows: • **Level 5:** Significant evidence that the students made more growth than expected. • **Level 4:** Moderate evidence that the students made more growth than expected. • **Level 3:** Evidence that the students made growth as expected.

1.4c - Describe the process for setting, monitoring, and revising academic achievement goals.

Novus SMART Academy (K-8) selected three types of goals to monitor progress: absolute, comparative, and growth. Absolute measures represent the explicit progress we must make each year, regardless of comparative data from surrounding schools' achievement. We will use our absolute measures to determine the percentage of scholars who meet or exceed Tennessee-based proficiency levels. We expect that each year scholars consecutively attend our academic program, their levels of proficiency improve, just as Tennessee aims to improve proficiency at the state level each year.

Comparative measures comprise our measurement for scholar achievement to ensure we are delivering on our mission of being a high-quality academic educational option for scholars and families. We have set forth in our charter petition to increase the options of high-quality academic instruction available to families in Rutherford County, Tennessee. Therefore, our results must demonstrate scholar academic achievement performance higher than the surrounding schools and district. Our comparative measures ensure we monitor progress towards our mission in this capacity.

Growth measures are included as a component to determine if scholars are not only achieving in our program, but whether they are also growing each year. Given an anticipated 21% of free-and-reduced lunch population, 23% English language learners population, and 9% scholars with a disability population, we anticipate many scholars arriving on the first day with deficits in kindergarten readiness. Our growth goals ensure we must grow all scholars faster than the national norm to close the existing achievement gaps and move scholars to their appropriate grade level performance. In addition to closing achievement gaps, we believe in ensuring that all scholars experience continuous growth in our school. We will continue to

measure value-added growth as a part of our goals even after we meet both absolute and comparative goals for scholars' academic achievement.

The CEO/Lead Founder in collaboration with the Academics Committee will revisit our goals annually to ensure our goals are rigorous and include measurements that we need to properly evaluate the school design and the CEO/Lead Founder's effectiveness, prior to the start of each school year. The Board of Directors will be informed on the progress towards our academic goals through each monthly board meeting and direct oversight of the Academics Committee. The Academics Committee is responsible for overseeing the school's progress via the academic data dashboard, and providing a plan of action to the HOS, if the academic achievement data is struggling.

Upon annual review of scholar academic achievement goals, we will not revise goals based on the performance of scholars to lower our academic performance goals, but the Board may elect to set higher goals if we are consistently meeting our goals as written. In addition, if there are changes to Tennessee Academic Standards or state testing, we will revise our goals as needed to align with new requirements during the annual review.

1.4d - How do these goals align with academic achievement goals within the authorizer/state model performance framework and the proposed community you plan to serve?

As mentioned in Novus SMART Academy (K-8)'s annual and long-term academic goals on how they align with the model performance framework of the Tennessee Department of Education and Rutherford County Schools as follows in Section 1.4b, these goals also align with the needs of our targeted communities of La Vergne and Smyrna. Specifically, our proposed goals are established to exceed the current level of performance of schools in the La Vergne and Smyrna communities, defined by the performance framework and outlined in Figure 15.

Figure 15 - Current Average Proficiency vs. Proposed Proficiency Goals

Current Average Proficiency Levels	Novus SMART Academy (K-8)'s Proposed Goals
La Vergne and Smyrna Schools' Current Average Performance in English/Language Arts ● Elementary Schools: 32% ● Middle Schools: 32% ● High Schools: 41% ● Specialty Schools: 52%	**English/Language Arts Absolute Measure 1.1:** At least 50% of all scholars who have attended Novus SMART Academy (K-8) for 3 consecutive years will read on or above grade level in the performance category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. At least 60% will read on or above grade level after 4 consecutive years. At least 80% of all scholars who have attended for 5 consecutive years will read on or above grade level in the performance category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. **English/Language Arts Comparative Measure 1.3:** Scholars who have attended Novus SMART Academy (K-8) for 3 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate of at least 10 percentage points higher than the district average on the TNReady assessments. Scholars who attend for 4 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that meets or exceeds the state average. Scholars who have attended for 5 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate in the top 25% of schools in Tennessee.
La Vergne and Smyrna Schools' Current Average Performance in Math ● Elementary Schools: 35% ● Middle Schools: 37% ● High Schools: 18% ● Specialty Schools: 40%	**Math Absolute Measure 2.1:** At least 50% of all scholars who have attended Novus SMART Academy (K-8) for 3 consecutive years will meet or exceed grade-level performance in math in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. At least 60% will meet or exceed grade-level performance after 4 consecutive years. At least 80% of all scholars who have attended for 5 consecutive years will meet or exceed grade-level performance in math in the category of Met Expectations (Level 3)

	or Exceeded Expectations (Level 4) on TNReady. The proficiency rate of scholars in Grade 8 taking the Grade 8 TNReady math assessment or eligible scholars taking the Integrated Math I EOC assessment will meet or exceed the proficiency rate of the highest-performing district in Tennessee up to 85%. **Math Comparative Measure 2.2:** All scholars who have attended for three consecutive years will, on average, attain Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate of at least 10 percentage points higher than the district average on the TNReady assessments. Scholars who have attended for 4 consecutive years will, on average, attain Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that meets or exceeds the state average. Scholars who have attended for 5 consecutive years will, on average, attain Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate in the top 25% of schools in Tennessee.
La Vergne and Smyrna Schools' Current Average Performance in Science ● Elementary Schools: 34% ● Middle Schools: 35% ● High Schools: 39% ● Specialty Schools: 49%	**Science Absolute Measure 3.1:** At least 50% of all scholars who have attended Novus SMART Academy (K-8) for 3 consecutive years will meet or exceed grade-level performance in science in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. At least 60% will meet or exceed grade-level performance in science after 4 consecutive years. At least 80% of all scholars who have attended for 5 consecutive years will meet or exceed grade-level performance in science with the reporting category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. Our scholars in Grade 8 who have attended for at least for 5 consecutive years will, on average, attain a score on the science section of the ACT Aspire in the 70th percentile or greater. **Science Comparative Measure 3.2:** In each testing year, scholars who have attended for 3 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate at least 10 percentage points higher than the district average on the TNReady Assessment. Scholars who have attended for 4 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that meets or exceeds the state average. Scholars who have attended for 5 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate in the top 25% of schools in Tennessee. Scholars who have attended for 7 or more consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that equals or exceeds the top 10% of schools in Tennessee.
La Vergne and Smyrna Schools' Current Average Performance in Social Studies ● Elementary Schools: N/A ● Middle Schools: 47% ● High Schools: 37% ● Specialty Schools: 52%	**Social Studies Absolute Measure 4.1:** At least 50% of all scholars who have attended Novus SMART Academy (K-8) for 4 consecutive years will meet or exceed grade-level performance in social studies in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. At least 60% will meet or exceed grade-level performance in social studies after 4 consecutive years. At least 80% of all scholars who have attended for 5 consecutive years will meet or exceed grade-level performance in social studies in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. **Social Studies Comparative Measure 4.2:** Scholars who have

	attended for 3 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate at least 10 percentage points higher than the district average on the TNReady Assessment. Scholars who have attended for 4 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that meets or exceeds the state average. Scholars who have attended for 5 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate in the top 25% of schools in Tennessee.

1.4e - Describe corrective action plans if the school falls below state, district and/or its own academic achievement goals.

In the event Novus SMART Academy (K-8) falls below district or state achievement expectations, we will follow Rutherford County Schools' authorizer requirements for taking corrective action. Whether required or not, our Board will review the school's accountability data and devise a plan of action for school improvement and provide that plan to Rutherford County Schools. The CEO/Lead Founder will be responsible for leading the school in implementing the plan and monitoring progress based on assessments and other relevant data by the Board. The CEO/Lead Founder will communicate to the Board monthly with updates to keep the Board consistently and measurably informed on the school's progress towards academic goals.

Once we have made sufficient progress toward accomplishing the goals outlined in the corrective action plan, the Board will focus on data once every two months. If the school does not continue to make sufficient progress after two months, the Board will revert to biweekly monitoring and may ask the CEO/Lead Founder to revise the original corrective action plan. The Board, through its Academics Committee, will continue biweekly monitoring of progress towards goals with formal monthly reports to the Board, and if by the fourth consecutive month, improvement is insufficient, the Board will help the CEO/Lead Founder to select a task force of internal and/or external individuals to ensure the CEO/Lead Founder gets scholar achievement to Met Expectations (Level 3) or Exceeded Expectations (Level 4). At the end of the academic year, if the CEO/Lead Founder has not achieved sufficient progress, the Board will determine whether to rehire the CEO/Lead Founder and/or School Principal. During this process of corrective action, if scholar progress is on track, the Board will resume its normal monthly monitoring of the academic data dashboard.

Upon completion of the BES Fellowship, the proposed CEO/Lead Founder will participate in Follow-On Support from BES during Year 0 (planning year), Year 1, and Year 2. BES Follow-On Support offers the following benefits to the CEO/Lead Founder: regular check-ins with an experienced leadership coach who conducts visits to the school and gives regular feedback for school improvement; ensures the school's active voice remains ahead of corrective action protocols that are enacted; access to professional development for leadership and teachers and other supports as necessary.

1.4f - Describe the proposed school's approach to helping remediate students' academic underperformance and learning loss, including plans for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines.

To help remediate scholars' academic underperformance and learning loss, our instructional model will include small group instruction for literacy and mathematics in grades K-8 to give all scholars a firm foundation in core subjects. Small group instruction during both literacy and math instruction includes teacher-led small groups and blended learning that allows scholars to engage with adaptive, computer-based programming. We will also provide scholars in our special populations additional time for differentiation, guided reading, and targeted intervention that is aligned to core content and skills outlined in their IEPs, ILPs, or 504 Plans. Aligned to our mission of providing scholars with equity-centered support that is culturally responsive, we will also embed character education into our instructional time to promote social-emotional intelligence during advisory for character development.

Our approach to educating our scholars with special needs is the same as our approach to scholars without special needs because we have high expectations for all delivered through structured routines proven to be effective for scholars with academic deficits. Our RTI2-Academics model supports the screening of all scholars who have academic challenges. We will regularly monitor scholars found to be at risk academically to assess their present levels of performance. Scholars who do not respond with adequate progress, or experiencing learning loss, will receive targeted interventions with Tier II or Tier III support to respond to the academic areas of concern using research-based curricula and strategies.

Novus SMART Academy (K-8) will administer the NWEA MAP assessments to all scholars in grades K-8 three times per school year: Fall (August), Winter (January), Spring (May). Data we will use to determine Tier groups for RTI2-Academics placement are NWEA MAP data in reading and math and FastBridge data in reading and math (our universal reading screener and progress monitoring tool). We will review the FastBridge benchmark data within one week of administration; scholars performing at/below the 24th percentile in one or more areas will then receive further assessment with FastBridge so that we can determine the instructional level in which to deliver interventions and monitor progress. Our instructional leadership team will establish an RTI2-Academics team composed of the Academics Coordinator (lead), School Principal, CEO/Lead Founder, Scholar Access Coordinator, School Psychologist, ESL Teacher, EE Teacher, and one teacher from each grade level. We will align with the RTI2-Academics guidelines and procedures followed by Rutherford County Schools and the Tennessee Department of Education to accelerate student growth through targeted support.

Scholars will receive the necessary intensity of intervention based on their individual responses as they move through the tiers prescribed in our implementation guide. As prescribed by the Tennessee Department of Education RTI2-Academics guide, data from progress monitoring must be utilized to make instructional decisions for scholars receiving Tier II or Tier III intervention[68]. Their expected growth can be determined by using measures provided by or created through the progress-monitoring instrument and should be related to each specific area of need. Teachers must show how scholars are progressing toward their goals using a Rate of Improvement (ROI) to determine adequate progress. A scholar's ROI on progress monitoring is the number of units of measure (e.g., words read correctly, correct responses, correct digits) a child has added per week since the beginning of the intervention. To discover this rate, teachers should divide the total number of units gained by the number of weeks that have elapsed. The ROI of the student is compared to the ROI of a typical peer and is one of the factors considered in determining whether a student has made adequate progress.

The RTI2-Academics team will regularly monitor progress to make a collaborative decision about next steps for scholars, both through weekly professional learning and development meetings on Wednesdays, as well as summatively each learning cycle. We will collect and analyze multiple sources of data to include input from teachers and parents/guardians/guardians, classroom assessments and work samples, and other benchmark/interim assessments when determining if a scholar has or has not responded to interventions provided. If our RTI2-Academics team believes a scholar has not made adequate progress and suspects a disability, the team should refer the student for an initial evaluation for special education. We will meet weekly to analyze data, measure the effectiveness of interventions, and check scholar progress towards goals. We will establish a comprehensive plan in response to scholars who are not making adequate progress within Tier II or Tier III. The RTI2-Academics team will consider making a change, which could include increasing the frequency of intervention sessions, changing interventions, changing the intervention group, changing time of day intervention is delivered, and/or referring for special education evaluation.

Staff members will review collected data on scholar progress, share it with parents/guardians, and include a copy in the scholar’s formal RTI2-Academics file. Staff training will include summer professional learning and development, ongoing training throughout the school year in response to fidelity checks, and monthly professional learning communities (PLC) days throughout the year. The Academics Coordinator will train staff on using the RTI2-Academics diagnostic tools, universal screeners, progress monitoring tools, delivery of small group instruction, data collection, and implementation. We will objectively monitor these interventions to ensure fidelity to the process that is aligned to Rutherford County Schools and the Tennessee Department of Education. To ensure scholars receive the support they need immediately, our frequent internal assessment program will quickly identify scholars struggling academically as evidenced by learning loss or Below Expectations (Level 1) or Approaching Expectations (Level 2) performance levels of grade-level standards. On our Wednesday early release days, we will use instructional time to engage in data-driven instruction in all core subjects. We will level small groups intentionally to ensure all scholars are assigned to the appropriate groups to receive the support that directly meets their needs. The School Principal and CEO/Lead Founder will collect and analyze scholar assessment data and conduct weekly data meetings after each scheduled assessment to determine next steps towards the remediation of scholars’ academic underperformance and learning loss, and RTI-2-Academics.

During our RTI2-Academics block at the beginning of the school day, IXL and/or Imagine MyPath for ELL scholars only will only be used on Wednesdays while teachers administer progress monitoring (i.e., biweekly for Tier II scholars and weekly for Tier III scholars). IXL and/or Imagine MyPath for ELL scholars only will also be used during our Blended Learning Intervention (BLI) that will take place during the Literacy block (30 minutes) and Math block (30 minutes) on Mondays, Tuesdays, Thursdays, and Fridays so that scholars have additional time to engage in ongoing personalized learning tasks that will help close their achievement gaps.

[68] https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf

IXL and the Science of Reading. IXL's ELA curriculum is designed using research-based best practices for effective early literacy instruction[69]. Scholars will be supported with instant feedback, video tutorials, and professionally recorded audio as they build knowledge and fluency at their own pace using the fundamental components of reading as follows:

- Phonological and Phonemic Awareness: IXL's foundational reading skills teach scholars how to identify rhymes and syllables as well as how to recognize, segment, blend, and manipulate sounds in words. The video tutorials use multisensory instruction to help scholars understand how words are made up of parts, and teachers show scholars how to feel what their mouths are doing to help them identify sounds. Scholars can then work through problems independently, using IXL's professionally-recorded audio, which allows them to hear the words and sounds they are asked to identify.
- Systematic and Structured Phonics Instruction: IXL's phonics skills follow a logical sequence from simple to more complex, allowing scholars to work through concepts in a systematic way. These skills cover everything from consonant sounds and short vowels to more advanced concepts like diphthongs, R-controlled vowels, and multisyllabic words. IXL's video tutorials provide explicit instruction on all phonics concepts in an appropriate, engaging, and supportive way.
- Comprehension: IXL also gives scholars the opportunity to engage with high-quality, complex texts in order to build content knowledge and reading comprehension strategies. The skills feature literary and informational passages in a variety of genres and topics to spark scholars' curiosity and cultivate their love of reading. These skills include audio and image support. In grade K-2, read-along audio support highlights each word as it is being read so scholars can follow along with the text as a professional voice artist models fluent reading.
- Fluency: Through a variety of "read-alone" skills, featuring simple literary and informational texts, beginning readers can practice reading independently in order to build fluency. These texts offer audio support for the instructions, questions, and answers, but not for the main texts. The sight word skills teach scholars to recognize high-frequency words quickly and effortlessly. The accompanying video tutorials explicitly teach scholars how to decode each word.
- Vocabulary: IXL's vocabulary skills teach scholars key word-learning strategies, like using word parts or context clues to determine the meanings of unfamiliar words, that help them build grade-appropriate vocabulary and bolster their reading comprehension.

IXL and Math. To build lasting knowledge, scholars need to attain conceptual understanding first, going beyond simply discerning math facts to understanding why and how math works. IXL skills focus on conceptual understanding illuminating why certain methods work, giving scholars the ability to apply concepts and explain their reasoning later on[70]. From there, procedural fluency leverages deep conceptual understanding to build facility with facts and procedures, and contextual application encourages students to create strategies for solving complex problems in multiple contexts. IXL offers a wide range of skills supporting all of these aspects so scholars progress seamlessly and achieve rigor in math as follows:

- Conceptual Understanding: To develop conceptual knowledge of topics, such as subtraction and fractions, scholars practice IXL skills involving area models, linked cubes, number lines, ten frames, and many other models. Each question adjusts in difficulty based on the scholar's level of understanding, so learners always work on questions perfectly suited for them. Scholars also receive immediate feedback when they answer a question incorrectly, ensuring they gain in-depth understanding of foundational pieces of each topic before moving on.
- Procedural Fluency: Scholars need ample opportunity to practice procedural skills to achieve fluency, but if teachers cannot match scholars to skills that fit their knowledge levels, practice can start to feel a lot like "drill and kill" work. IXL goes beyond rote skill practice by offering built-in differentiation. IXL skills are scaffolded so that scholars effectively build knowledge from easier to more complex concepts. Questions are adaptive, ensuring that scholars are always working at the correct difficulty level and on the right concept. And if scholars need support, IXL offers in-skill recommendations where scholars can pause and build up additional foundational knowledge.
- Contextual Application: Scholars will tie together all of the strategies they have learned while practicing contextual application skills. For example, IXL's word problems combine multi-step questions with real-world examples. In addition, IXL checkpoint skills help scholars strategically apply multiple concepts when working through rigorous questions, ultimately preparing them for higher achievement on standardized assessments. If scholars demonstrate gaps in knowledge, IXL provides learners the exact foundational skills that will close them.

With a strong balance of conceptual, procedural, and application skills, IXL's comprehensive math curriculum ensures teachers have important resources to help scholars build a deep understanding of concepts.

[69] https://www.ixl.com/materials/us/IXL_and_the_Science_of_Reading.pdf
[70] https://blog.ixl.com/2021/06/02/beyond-drill-and-kill-how-students-develop-mastery-with-ixl/

Imagine MyPath and the Science of Reading. Similar to IXL for English/language arts, Imagine MyPath gradually increases text complexity to move scholars into grade-level reading. The platform also uses direct instruction videos to model metacognitive reading strategies in over 60 scholar-friendly languages. Scholars performing two or more grade levels below their current grade level receive age-appropriate instruction in phonics, fluency, and vocabulary development, which is the core foundation of science of reading research[71].

Imagine MyPath and Math. Similar to IXL for math, Imagine MyPath prepares scholars for high-level problem solving by strengthening their foundational skills and conceptual understanding. The platform also efficiently scaffolds scholars up to grade level by prioritizing domain-specific critical skills based on each scholar's data[72].

RTI2-Academics Curriculum. For grades K-5, we will use the Orton-Gillingham-based curriculum that integrates research around personalized best practices and instructional strategies based on the science of reading using authentic to focus on letter recognition, letter sounds, phonological awareness, decoding skills, vowel team, blends and digraph recognition, word reading fluency, writing and expression, reading fluency and accuracy applying decoding skills[73]. This curriculum is in alignment with the deficit areas being progress monitored through FastBridge.

For grades 6-8, we will use Houghton Mifflin Harcourt's (HMH) Read 180 curriculum that integrates research around personalized best practices, adaptive technology, instructional strategies based on the science of reading, and scaffolded support for reading independently. Our scholars will receive systematic, direct instruction and practice their foundational literacy skills to develop their fluency, expand vocabulary and strengthen comprehension skills to become proficient, skillful readers[74]. This curriculum is in alignment with the deficit areas being progress monitored through FastBridge.

Progress Monitoring and Addressing Scholar Deficits. Effective progress monitoring requires different tools than those used for universal screening. While computer adaptive tests (**CATs**) are ideal for screening due to their ability to measure broad skills, progress monitoring measures must be highly sensitive to small amounts of growth and be able to reliably measure that growth quickly. FastBridge only uses curriculum-based measures (CBMs) for progress monitoring[75]. We will use FastBridge as follows:

- Weekly or biweekly assessment of specific skills.
- 1:1 administration to observe scholar performance with at least 18 data points over 9 weeks.
- Up to 5 minutes per scholar to complete.

RTI2-Academics Instructional Minutes

- Base Tier II Requirements for Instruction
    - 30 minutes of instruction 3 times per week in grades K-5 with a 1:3 ratio.
    - 30 minutes of instruction 3 times per week in grades 6-8 with a 1:4 ratio.
- Base Tier III Requirements for Instruction
    - At least 40 minutes of instruction daily in grades K-5 with a 1:3 ratio.
    - At least 45 minutes of instruction daily in grades 6-8 with a 1:4 ratio. We will also provide blended learning intervention during the Literacy block (30 minutes) and Math block (30 minutes) on Mondays, Tuesdays, Thursdays, and Fridays, which will exceed the number of required minutes for RTI2-Academics instruciton.
- For grades K-5, we will provide 60 minutes of instruction 4 times per week during our RTI2-Academics block at the beginning of the day on Mondays, Tuesdays, Wednesdays (blended learning intervention during 1:1 progress monitoring), and Thursdays for Tier II and Tier III. We will also provide blended learning intervention during the Literacy block (30 minutes) and Math block (30 minutes) on Mondays, Tuesdays, Thursdays, and Fridays, which will exceed the number of required minutes for RTI2-Academics instruciton.
- For grades 6-8, we will provide 45 minutes of instruction 4 times per week during our RTI2-Academics block at the beginning of the day on Mondays, Tuesdays, Wednesdays (blended learning intervention during 1:1 progress monitoring), and Thursdays for Tier II and Tier III. We will also provide blended learning intervention during the Literacy block (30 minutes) and Math block (30 minutes) on Mondays, Tuesdays, Thursdays, and Fridays, which will exceed the number of required minutes for RTI2-Academics instruciton (see Figure 16 for weekly schedule).

[71] https://www.imaginelearning.com/products/mypath/#reading
[72] https://www.imaginelearning.com/products/mypath/#math
[73] https://www.orton-gillingham.com/orton-gillingham-for-intervention/#:~:text=The%20OG%20approach%20focuses%20on,fluency%2C%20vocabulary%2C%20and%20comprehension.
[74] https://www.illuminateed.com/products/fastbridge/progress-monitoring-tool/
[75] https://www.hmhco.com/programs/read-180

Figure 16 - Weekly RT2-Academics Schedule

Weekday	Grades K-5	Grades 6-8
Monday	Direct Instruction (60 minutes)	Direct Instruction (45 minutes)
Tuesday	Direct Instruction (60 minutes)	Direct Instruction (45 minutes)
Wednesday	● 60 minutes ● Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only. ● 1:1 Progress Monitoring **Please Note:** After the teacher completes 1:1 progress monitoring for each scholar, the teacher will have the autonomy to begin a new lesson for direct instruction should time permit. Otherwise, blended learning intervention on IXL and/or Imagine MyPath for ELL scholars only will count as individualized direct instruction for scholars on Wednesdays.	
Thursday	Direct Instruction (60 minutes)	Direct Instruction (45 minutes)

1.4g - Describe goals for student attendance and explain how the proposed school will ensure high rates of student attendance. Include plans for identifying and addressing chronic absenteeism.

Novus SMART Academy (K-8) believes it is essential to partner with families to ensure scholars succeed in our academic program. We discussed in Section 1.12 the efforts and plans we have to partner with families and the community through our community engagement plan. Immediately after authorization of our school, we will continue the work of engaging and partnering with families in and around our Rutherford County, Tennessee communities to provide more insight of our school design and why Novus SMART Academy (K-8) is strategically designed to meet the needs of all scholars.

Attendance Goals and Partners. Our goal is to maintain at least a 95% attendance rate or better throughout the school year and across all years. To support high attendance, we will provide incentives to individual scholars and to classes at each grade level. We will highlight individual scholars by recognizing them during Noble Fest (Friday celebrations) for weekly perfect attendance. We will highlight the class with the best monthly attendance rate at our Noble Fest at the end of each month. Each quarter, we will celebrate scholars with perfect attendance during our quarterly honors programs. Our Noble Fest occurs at the culmination of each school week, but we reserve the last Nobel Fest for members of our community to join us in celebrating our scholars and parents/guardians for meeting and exceeding our expectations in partnership.

We believe parents/guardians are our partners. Therefore, we will leverage four parent/family orientations for parents/guardians/families so that they can review and understand our schoolwide expectations. We will explain to families the rationale for our 95% attendance goal and what this means for their scholars. In K-3, scholars receive 150 minutes of literacy instruction, 100 minutes of math instruction, and at least 240 minutes of targeted intervention instruction (including RTI2-Academics and Blended Learning using IXL and/or Imagine MyPath for ELL scholars only) that a scholar would not be able to engage in when absent. In grades 4-5, scholars receive 120 minutes of literacy instruction, 100 minutes of math instruction, and at least 240 minutes of targeted intervention instruction (including RTI2-Academics and Blended Learning using IXL and/or Imagine MyPath for ELL scholars only) that a scholar would miss when absent from school. In grades 6-8, each day scholars receive 110 minutes of literacy instruction, 110 minutes of math instruction, and at least 180 minutes of targeted small group instruction (including RTI2-Academics and Blended Learning using IXL and/or Imagine MyPath for ELL scholars only) that a scholar would miss if absent. Our school design leverages every minute to meet the needs of all scholars and close achievement gaps of scholars.

SchoolRunner will give parents/guardians access to scholar attendance information and serves as an instant way for parents/guardians to notate daily attendance for their child. Teachers can communicate with the family about missed assignments. Teachers will communicate personal notes home to parents/guardians about attendance and request a conference about attendance concerns in SchoolRunner and daily behavior logs. SchoolRunner will generate a weekly paycheck for scholars based on their performance with our core values with attendance being a quantifier for earning. Scholars will earn points towards their weekly paycheck as a part of our daily incentives for attendance.

Attendance Policy. Novus SMART Academy (K-8) will adopt the Rutherford County Schools attendance policy. According to Rutherford County Schools, Attendance is a key factor in scholar achievement, and therefore, scholars are expected to be present each day school is in session. The CEO/Lead Founder shall ensure that this policy is posted in each school building and disseminated to all scholars, families, teachers and school leaders, and school community members.

The Operations Manager (Years 1-2; Operation Manager in Year 3) will oversee the entire attendance program, which shall include the following:

- All accounting and reporting procedures and their dissemination,
- Alternative program options for scholars who severely fail to meet minimum attendance requirements,
- Ensuring that all school-aged children attend school,
- Providing documentation of enrollment status upon request for scholars applying for new or reinstatement of driver's permit or license, and
- Notifying the Department of Safety whenever a scholar with a driver's permit or license withdraws from school.

Scholar attendance records shall be given the same level of confidentiality as other scholars' records. Only authorized school officials with legitimate educational purposes may have access to scholar information without the consent of scholars and families. Absences shall be classified as either excused or unexcused as determined by the Operations Manager (Years 1-2; Operation Manager in Year 3). If an absence is unexcused, the work missed may be made up for credit within 5 days of returning to school from said absence.

Out-of-school suspension days will be considered unexcused absences and scholars absent for out-of-school suspension shall be allowed to make up the work missed within 5 days of returning to school from said absence and receive 80% of the grade earned. If a grade was not taken for the day missed, no deduction in grades will occur because of the absence. Excused absences shall include the following:

- Personal illness/injury. A note from the parent/guardian or legal custodian will be required upon the scholar's returning to school. The note should include the reason(s) for and the date(s) of the absence. The school may accept a written note from a parent/guardian or legal custodian for up to a total of 8 accumulated days during the school year for any absence. However, if a scholar is absent more than a total of 8 accumulated days, a doctor's note specifying inclusive dates for illness must be submitted in order for any subsequent absences due to illness to be excused.
- Illness of an immediate family member. A doctor's statement may be required after 3 days. An immediate family member is defined as a scholar's parent/guardian or sibling.
- Death in the family. One day shall be excused for the death of family members. Additional days will be excused at the discretion of the principal. If the death is not of a family member, the principal may approve as an unexcused absence with appropriate documentation.
- Extreme weather conditions.
- Religious observances.
- Military service of parent/guardian. School principals shall provide scholars with a one-day excused absence prior to the deployment of and a one-day excused absence upon the return of a parent/guardian or immediate family member serving active military service. Principals shall also allow up to 10 excused cumulative absences per year for scholars to visit a parent/guardian during a deployment cycle. The scholar shall provide documentation to the school as proof of his/her parent's/guardian's deployment. scholars shall be permitted to make up schoolwork missed during these absences.
- Pregnancy.
- School-endorsed activities.
- Summons, subpoena, or court order. Written verification of the appearance and the time involved must be submitted upon the scholar's return to school. These excuses may be obtained through the Court Clerk's office.
- Non-school-sponsored extracurricular activity. Documentation of the scholar's participation in the non-school-sponsored extracurricular activity must be submitted according to the following procedure:
    - The scholar's parent/guardian submits to the principal a written request for the excused absence no later than 7 business days prior to the scholar's absence.
    - The principal, in writing, approves the scholar's excused absence.
    - The principal may limit the number and duration of non-school-sponsored extracurricular activities for which excused absences may be granted to a scholar during the school year.
    - The principal shall excuse no more than 10 absences each school year for scholars participating in non-school-sponsored extracurricular activities.
- Circumstances which in the judgment of the principal create emergencies over which the scholar has no control.
- The principal shall be responsible for ensuring the following:

- Attendance is checked and reported daily for each class by the Operations Manager (Years 1-2; Operation Manager in Year 3),
- Daily absentee sheets contain sign in/sign out sheets and indicate scholars present or absent for the majority of the day,
- All scholar absences are verified,
- Written excuses are submitted for absences and tardiness, and
- System-wide procedures for accounting and reporting are followed.

Truancy. In alignment with Rutherford County Schools' Attendance Policy, our CEO/Lead Founder will provide written notice annually to parent(s)/guardian(s) that attendance at school is required. Scholars shall be present at least 50% of the scheduled school day in order to be counted present. Scholars receiving special education services may attend part-time days, alternating days, or for a specific amount of time as indicated in their IEP or 504 Plan and shall be considered present for school attendance purposes. If a scholar is required to participate in a remedial instruction program outside of the regular school day where there is no cost to the parent(s) and the school system provides transportation, unexcused absences from these programs shall be reported in the same manner.

Scholars who are absent 5 days without adequate excuse shall be reported to the Director of Schools/designee who will, in turn, provide written notice to the parent(s)/guardian(s) of the scholar's absence. If a parent/guardian does not provide documentation within adequate time excusing those absences or request an attendance hearing, then the Director of Schools shall implement Tier II of the progressive truancy plan described below prior to referral to juvenile court. The CEO/Lead Founder shall develop appropriate administrative procedures to implement this policy.

Tier I of the progressive truancy plan shall apply to all scholars within the district and include schoolwide prevention-oriented support to assist with satisfactory attendance. These supports shall include but are not limited to sharing of expectations online and in scholar handbooks, communicating tardies and absences to families daily, providing transportation, and sharing community resources such as before and after-school care options.

Tier II of the progressive truancy plan shall be implemented after the scholar accumulates 5 unexcused absences, but before referral to juvenile court, and includes the following actions:

- A conference with the scholar and the scholar's parent(s)/guardian(s),
- An attendance contract, based on the conference, signed by the scholar, the parent(s)/guardian(s), and the Attendance Supervisor/designee. The contract shall include (a) a specific description of the school's attendance expectations for the scholar, (b) the period for which the contract is effective, and (c) penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court.
- Regularly scheduled follow-up meetings to discuss the scholar's progress, and
- A school employee shall conduct an individualized assessment detailing the reasons a scholar has been absent from school. The employee may refer the scholar to counseling, community-based services, or other services to address the scholar's attendance problems.

Tier III shall be implemented if the truancy interventions under Tier II are unsuccessful. Tier III may consist of the following interventions, to be determined by the principal as needed: utilizing truancy officers, peer mentors, social workers, or other appropriate staff to encourage consistent attendance, meeting with families to ascertain needs and hindrances to attendance, offering recommendations for community resources such as before and after school care, and discussing transportation needs and assisting with meeting those needs. The interventions shall address scholars' needs in an age-appropriate manner. Finalized plans shall be approved by the Director of Schools/designee.

College Visits. Any high school scholar wishing to participate in a postsecondary school visit during the school year shall submit to the principal/designee prior notice from his/her parent/guardian specifying the date of the school visit. The parent(s)/guardian(s) of the scholar shall be responsible for facilitating any postsecondary school visits and for ensuring the safety of the scholar during the visit. The principal/designee shall count a scholar present for no more than 3 days each school year for scholars participating in a postsecondary school visit. The scholar shall be counted present for the day of the postsecondary school visit and shall not be counted present during any travel days. To be counted present for the school day missed, the scholar shall submit to the principal/designee a signed letter or form from a campus official verifying that the visit to the postsecondary school occurred. The scholar shall complete any schoolwork missed due to the scholar participating in a postsecondary school visit.

Perfect Attendance. To be eligible for perfect attendance, a scholar must be in attendance for a length of time equal to the state's minimum hourly requirement for a school day. To have perfect attendance in a particular class, a scholar must be present every day for over half of the class period. Any scholar who misses class or a day of school because of observance of

a day set aside as sacred by a religious denomination of which the scholar is a member or adherent, shall be deemed to have met the requirements of perfect attendance if their only absences were related to such observance. Any scholar who misses class or a day of school because of a scheduled visit to a college or university shall be deemed to have met the requirements of perfect attendance if their only absences were related to such visit. Any scholar who misses class or a day of school because of earning an exemption from exams shall be deemed to have met the requirements for perfect attendance if their only absences were related to the exemptions. Absences may not be made up for the purpose of qualifying for exam exemption. Any scholar in Rutherford County Schools with 4 years perfect attendance will receive recognition for this achievement.

Tardies K-12: Being on time for school and class is essential for optimum teaching and learning. When scholars are tardy, they disrupt this process for others and lose important learning time for themselves. School bus transportation is provided free of charge to scholars of Rutherford County. For this reason, car problems, traffic, oversleeping, etc. are not valid reasons for tardiness. To receive an excused tardy when late to school, the scholar must present either a doctor's statement, an official court notice, or a parent conference or a parent's telephone call and approval by the administration. (Personal illness would be excused.)

State-Mandated Assessment. Scholars who are absent the day of the scheduled EOC exams must present a signed doctor's excuse or must have been given an excused release by the principal prior to testing to receive an excused absence. Scholars who have excused absences will be allowed to take a make-up exam. Excused scholars will receive an incomplete in the course until they have taken the EOC exam. Scholars who have an unexcused absence shall receive a failing grade on the course exam which shall be averaged into their final grade.

Credit/Promotion Denial. Credit/promotion denial determinations may include scholars' attendance; however, scholar attendance may not be the sole criterion. If attendance is a factor, prior to credit/promotion denial, the scholar and the parent/guardian shall be advised if the scholar is in danger of credit/promotion denial due to excessive absenteeism. Also, the scholar and parent/guardian shall be advised that procedures in due process are available when credit or promotion is denied.

Attendance Hearing. Scholars with excessive (more than 5) unexcused absences or those in danger of credit/promotion denial shall have the opportunity to appeal to an attendance hearing committee appointed by the principal. If the scholar chooses to appeal, the scholar or their parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given the opportunity to address the committee. The committee will conduct a hearing to determine if any extenuating circumstances exist or to determine if the scholar has met attendance requirements that will allow them to pass the course or be promoted.

Upon notification of the attendance committee decision, the principal shall send written notification to the Director of Schools/designee and the parent(s)/guardian(s) of the scholar of any action taken regarding the excessive unexcused absences. The notification shall advise parents/guardians/guardian(s) of their right to appeal such action within 2 school days to the Director of Schools/designee. The appeal shall be heard no later than 10 school days after the request for appeal is received. Within 5 school days of the Director of Schools/designee rendering a decision, the scholar's parent(s)/guardian(s) may request a hearing by the board, and the board shall review the record. Following the review, the board may affirm or overturn the decision of the Director of Schools/designee. The action of the board shall be final.

1.4h - Explain how students will matriculate through the proposed school (i.e., promotion/retention policies).

As adapted from ACE Preparatory Charter School in Indianapolis, Indiana, our promotion policy is rooted in a balance of understanding that while scholars learn at different rates and may experience plateaus at different times as they grow, Met Expectations (Level 3) or Exceeded Expectations (Level 4) of grade level academic standards is the best measure for promotion to the next grade[76]. We have developed a promotion and retention policy reflective of our mission and academic goals. It ensures that scholars can be successful in the academic challenges of the next grade level. Similar to educator experts at Sage Collegiate Public Charter School in Las Vegas, Nevada, our grade-level promotion is determined based on attendance, Met Expectations (Level 3) or Exceeded Expectations (Level 4) of standards and content as depicted in final grades, and final exam requirements[77]. As we anticipate the scholar population may perform below and potentially significantly below grade level, we added a growth metric to our policy for Grades K-2. Figure 17 outlines our grade level promotion requirements.

[76] https://www.in.gov/icsb/files/Attachment_20_Entire_Applicationace-prepappfull.pdf
[77] https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/200206-Sage-Collegiate-Appeal-document-redlined-sk-final-Redacted.pdf

Figure 17 - Grade Level Promotion Requirements

Promotion Criteria			
Grade Level	**Attendance Requirement**	**Grade Component**	**STEP Level Requirement**
K-2	Absent ≤ 15 days	Course Average ≥ 60% (ELA, Math, Science, and Social Studies) as follows: A (90-100), B (80-89), C (70-79), D (60-69), F (below 60)	K = STEP 3 or higher G1 = STEP 6 or higher G2 = STEP 9 or higher (or 5 STEP levels of growth) G3 = STEP 12 or higher (or 5 STEP levels of growth)
3-8	Absent ≤ 15 days	Course Average ≥ 60% (ELA, Math, Science, and Social Studies) as follows: A (90-100), B (80-89), C (70-79), D (60-69), F (below 60)	N/A

We provide our scholars with multiple tiers of support during our extended day and extended year program to ensure that scholars have the support they need to master the skills necessary for promotion. Daily attendance is vital to scholar success, allowing us to support scholars as they pursue academic success and simultaneously teach scholars to take responsibility for their educational future. Thus, scholars who miss more than 15 days of school may be retained. We adhere to all regulations regarding extended illness which does not impact attendance averages. We communicate regularly with families to ensure that every scholar can meet our attendance requirement, including using weekly progress reports, three formal report cards, and the requirement for all teachers to communicate with families regularly. Our Operations Manager (Years 1-2; Operation Manager in Year 3) will closely monitor attendance, and all daily attendance averages are part of our academic accountability dashboard monthly report to the Board.

Novus SMART Academy (K-8) scholars will receive grades in class to determine absolute Met Expectations (Level 3) or Exceeded Expectations (Level 4) of grade level standards. Our rigorous curricula are aligned to Tennessee Academic Standards, driven by formative and summative assessments to measure Met Expectations (Level 3) or Exceeded Expectations (Level 4) towards proficiency of grade-level standards. Absolute measures for literacy for our scholars are determined in Grades K-2 by the STEP Assessment because of the impact of scholars reading on grade level by the end of third grade.

All scholars must read on STEP 12 by the end of third grade to be promoted (exceptions apply for those scholars which have exceptions outlined in their IEP or demonstrate growth equal to five STEP levels in one academic year). In Grades 3-5, we will use Fountas and Pinnell Assessments to determine reading mastery as outlined in Figure 18.

Figure 18 - Reading Mastery Expectations

Grade Level	STEP Reading Assessment	Fountas & Pinnell Reading Assessment
End of Kindergarten	STEP 3	
End of Grade 1	STEP 6 (or three levels)	
End of Grade 2	STEP 9 (or three levels)	
End of Grade 3	STEP 12 (or three levels)	P (or five letters)

End of Grade 4		S (or five letters)
End of Grade 5		V (or five letters)

In Grades K-3, scholars who do not meet the appropriate STEP level for promotion, in addition to not demonstrating mastery of at least 60% of grade level standards in math, may be retained. If scholars do not meet the requirements for promotion, the CEO/Lead Founder will consider the following factors: current skill levels in reading and math, scholar's age, RTI2-Academics progress monitoring data, previous performance, number of absences, previous retention data, standardized test results, and maturity level of scholar. We will continuously provide remediation opportunities for all scholars at risk of being retained.

In Grades 3-8, if scholars' average between 50% and 59% in one or two core subjects, they will have the opportunity to retake the final comprehensive assessment in the two classes failed and must earn a minimum of 60% on those assessments to earn promotion. Scholars earning less than 59% in their annual average in one or more classes and who do not demonstrate sufficient proficiency for remediation opportunities would best benefit from additional teaching and learning before earning promotion to the next grade.

In compliance with the Individuals with Disabilities Education Act (IDEA), all scholars with an IEP or a 504 Plan will need to meet all promotion criteria unless their IEP indicates separate goals for specific content areas. If this is the case, the satisfactory meeting of those goals will satisfy that component of the promotion criteria. If there is an indication the scholar may need to be retained, the CEO/Lead Founder will meet with the scholar and family to discuss a course of action, including interventions, additional supports, or mandated tutoring as soon as possible to best ensure all scholars can be successful.

If interventions are not leading to the growth necessary, the recommendation to retain will be made by classroom teachers; final promotion decisions will be made by the CEO/Lead Founder. If there is an indication the scholar may need to be retained, the CEO/Lead Founder will meet with the scholar and family to discuss a course of action, including interventions, additional supports, or mandated tutoring as soon as possible to best ensure all scholars can be successful. If interventions are not leading to the growth and improvement necessary, the recommendation to retain will be made by the classroom teachers, and final promotion decisions will be made by the CEO/Lead Founder.

We will provide a free and appropriate public education (FAPE) to all scholars. FAPE mandates that the schools provide access to general education and specialized educational services. It also requires that scholars with disabilities receive free-of-charge support as is provided to nondisabled scholars. FAPE also provides access to general education services for children with disabilities by encouraging schools to provide support and related services to children in general education settings as much as possible.

We will provide a variety of special education programs for scholars identified as having a disability as defined by the IDEA. A scholar may receive special education services only through the proper evaluation and placement procedure, and parent/guardian involvement through this process is required. More importantly, we encourage parents/guardians to be actively engaged participants. A parent or guardian who believes their scholar may have a disability that interferes substantially with their ability to function properly in school should contact the CEO/Lead Founder.

1.4i - Provide the proposed school's exit standards for students, including graduation requirements. These should clearly set forth what students in the last grade served will know and be able to do.

Figure 19 - Grade 8 Standard Mastery

English/Language Arts Exit Standards for Grade 8	
Grade 8 Reading Standards for Literature	
Domain	**Content Standards**
Key Ideas and Details	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and

	analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 3. Analyze how particular lines or dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft & Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 8. (Not applicable to literature) 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Reading Level and Text Complexity	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
Grade 8 Reading Standards for Informational Text	
Domain	**Content Standards**
Key Ideas and Details	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft & Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the

	impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or text. 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Reading Level and Text Complexity	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
Grade 8 Writing Standards	
Domain	**Content Standards**
Text Types and Purposes	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and

	information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade

	8 on page 53. 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Research to Build and Present Knowledge	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Grade 8 Speaking and Listening Standards	
Domain	**Content Standards**
Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define

	individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, ideas. d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation and Knowledge of Ideas	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)
Grade 8 Language Standards	
Domain	**Content Standards**
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbs (gerunds, participles, infinitives) in general and their function in specific sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.

Knowledge of Language	3. Use knowledge of language and conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Please Note: To ensure our scholars are prepared to transition and excel in high school, we will closely monitor their progress towards demonstrating Met Expectations (Level 3) or Exceeded Expectations (Level 4) performance of Grade 8 standards. Scholars will also have the opportunity to take Integrated Math I for high school credit in Grade 8 should they meet the following criteria in Grade 7:

- Maintain an average attendance rate of 95% or above.
- Demonstrate Met Expectations (Level 3) or Exceeded Expectations (Level 4) performance of Grade 7 math standards as evidenced by the TNReady assessment scores.
- Meet or exceed Projected RIT Score as evidenced by the NWEA MAP final (spring) assessment in Math.

Math Exit Standards for Grade 8	
The Number System	
Cluster	**Content Standards**
A. Know that there are numbers that are not rational, and approximate them by rational numbers.	8.NS.A.1 Know that real numbers that are not rational are called irrational (e.g., π, √2, etc.). Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually or terminates, and convert a decimal expansion which repeats eventually or terminates into a rational number. 8.NS.A.2 Use rational approximations of irrational numbers to compare the size of irrational numbers by locating them approximately on a number line diagram. Estimate the value of irrational expressions (such as π2). For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.
Expressions and Equations (EE)	
Cluster	**Content Standards**
A. Work with radicals and integer exponents.	8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 32 x 3-5 = 3-3 = 1/33 = 1/27. 8.EE.A.2 Use square root and cube root symbols to represent solutions to equations of the form x2 = p and x3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. 8.EE.A.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 x 108 and the population of the world as 7 x 109, and determine that the world population is more than 20 times larger. 8.EE.A.4 Using technology, solve real-world problems with numbers expressed in decimal and scientific notation. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading).
B. Understand the connections between proportional relationships, lines, and linear equations.	8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. 8.EE.B.6 Use similar triangles to explain why the slope m is

	the same between any two distinct points on a non-vertical line in the coordinate plane; know and apply the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.
C. Analyze and solve linear equations, linear inequalities, and systems of two linear equations.	8.EE.C.7 Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms. 8.EE.C.8 Analyze and solve systems of two linear equations graphically. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Estimate solutions by graphing a system of two linear equations in two variables. Identify solutions by inspecting graphs of a system of linear equations in two variables. 8.EE.C.9 By graphing on the coordinate plane or by analyzing a given graph, determine the solution set of a linear inequality in one or two variables.
Functions (F)	
Cluster	**Content Standards**
A. Define, evaluate, and compare functions.	8.F.A.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Function notation is not required in 8th grade.) 8.F.A.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and another linear function represented by an algebraic expression, determine which function has the greater rate of change. 8.F.A.3 Know and interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.

B. Use functions to model relationships between quantities.	8.F.B.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models and in terms of its graph or a table of values. 8.F.B.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that
Geometry (G)	
Cluster	**Content Standards**
A. Understand and describe the effects of transformations on two-dimensional figures and use informal arguments to establish facts about angles.	8.G.A.1 Describe the effect of translations, rotations, reflections, and dilations on two-dimensional figures using coordinates. a. Verify informally that lines are taken to lines, and determine when line segments are taken to line segments of the same length. b. Verify informally that angles are taken to angles of the same measure. c. Verify informally that parallel lines are taken to parallel lines. d. Make connections between dilations and scale factors. 8.G.A.2 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
B. Understand and apply the Pythagorean Theorem.	8.G.B.3 Explain a model of the Pythagorean Theorem and its converse. 8.G.B.4 Know and apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. 8.G.B.5 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	8.G.C.6 Apply the formulas for the volumes of cones, cylinders, and spheres to solve real-world and mathematical problems.
Statistics and Probability (SP)	
Cluster	**Content Standards**
A. Investigate patterns of association in bivariate data.	8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as

	clustering, outliers, positive or negative association, linear association, and nonlinear association. 8.SP.A.2 Know that straight lines are widely used to model linear relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line and informally assess the model fit by judging the closeness of the data points to the line. 8.SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercepts. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
B. Investigate chance processes and develop, use, and evaluate probability models	8.SP.B.4 Find probabilities of and represent sample spaces for compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.

Integrated Math I Exit Standards for Grade 8

Eligible for the following scholars:

- Scholars who maintain an average attendance rate of 95% or above.
- Scholars who demonstrate Met Expectations (Level 3) or Exceeded Expectations (Level 4) performance of Grade 7 math standards as evidenced by the TNReady assessment scores.
- Scholars who meet or exceed Projected RIT Score as evidenced by the NWEA MAP final (spring) assessment in Math.

Number and Quantity
Quantities (N.Q)

Cluster	Content Standards	Scope and Clarification
Reason quantitatively and use units to understand problems.	M1.N.Q.A.1 Use units as a way to understand real-world problems.* Choose and interpret the scale and the origin in graphs and data displays.* Use appropriate quantities in formulas, converting units as necessary.* Define and justify appropriate quantities within a context for the purpose of modeling.*	Apply this standard to any real-world problems studied within the scope of this course.

	Choose an appropriate level of accuracy when reporting quantities.*	
Number and Quantity Matrices (N.M)		
Cluster	**Content Standards**	**Scope and Clarification**
Perform operations on matrices and use matrices in applications.	M1.N.M.A.1 Use matrices to represent data in a real-world context. Interpret rows, columns, and dimensions of matrices in terms of the context.*	There are no assessment limits for this standard. The entire standard is assessed in this course.
	M1.N.M.A.2 Perform operations on matrices in a real-world context. Multiply a matrix by a scalar to produce a new matrix. Add and/or subtract matrices by hand and using technology.* Multiply matrices of appropriate dimensions, by hand in simple cases and using technology for more complicated cases.* Describe the roles that zero matrices and identity matrices play in matrix addition and multiplication, recognizing that they are similar to the roles of 0 and 1 in the real number system.*	Part c: each matrix used as a factor is limited to no more than six elements when multiplying by hand.
	M1.N.M.A.3 Create and use augmented matrices to solve systems of linear equations in real-world contexts, by hand and using technology.*	When solving by hand, limit system size to at most two unknowns, and when solving by technology, limit system size to at most three unknowns.
Algebra Seeing Structure in Expressions (A.SSE)		
Cluster	**Content Standards**	**Scope and Clarification**
Interpret the structure of expressions.	M1.A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.* Interpret parts of an expression, such as terms, factors, and coefficients.* Interpret complicated expressions by viewing	For example, one truck can transport A cubic feet, and a second truck can transport B cubic feet. The first truck makes x trips to a job site, while the second makes y trips. Interpret the expression Ax + By in terms of the context. For example, interpret P(1 + r)n as the product of P and a factor not depending on P. Tasks are limited to linear and exponential expressions, including

		related numerical expressions.
Algebra Creating Equations (A.CED)		
Cluster	**Content Standards**	**Scope and Clarification**
Create equations that describe numbers or relationships	M1.A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems in a real-world context.*	Tasks are limited to equations or inequalities of these types: linear and absolute value.
	M1.A.CED.A.2 Create equations and inequalities in two variables to represent relationships between quantities and use them to solve problems in a real-world context. Graph equations with two variables on coordinate axes with labels and scales, and use the graphs to make predictions.*	Tasks are limited to linear, absolute value, and exponential equations and inequalities.
	M1.A.CED.A.3 Create individual and systems of equations and/or inequalities to represent constraints in a contextual situation, and interpret solutions as viable or non-viable.*	For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. There are no assessment limits for this standard. The entire standard is assessed in this course.
	M1.A.CED.A.4 Rearrange formulas to isolate a quantity of interest using algebraic reasoning.*	Tasks are limited to linear and absolute value expressions. For example, rearrange the formula for the perimeter of a rectangle to isolate the length or width.
Algebra Reasoning with Equations and Inequalities (A.REI)		
Cluster	**Content Standards**	**Scope and Clarification**
Understand solving equations as a process of reasoning and explain the reasoning.	M1.A.REI.A.1 Understand solving equations as a process of reasoning and explain the reasoning. Construct a viable argument to justify a solution method.	Tasks are limited to linear and absolute value equations.
Solve equations and inequalities in one variable.	M1.A.REI.B.2 Solve linear and absolute value equations and inequalities in one variable. Solve linear equations and inequalities, including compound inequalities, in one variable. Represent solutions algebraically and graphically. Solve absolute value equations and	Equations and inequalities should include integer, rational, and/or irrational coefficients. If coefficients are irrational, rationalization of a denominator is not required. Tasks may or may not have a real-world context. There are no assessment limits for this

	inequalities in one variable. Represent solutions algebraically and graphically.	standard. The entire standard is assessed in this course.
Solve systems of equations.	M1.A.REI.C.3 Write and solve a system of linear equations in a real-world context.*	When solving algebraically and graphically, tasks are limited to systems of at most two equations and two variables. When solving using technology, tasks are limited to systems of at most three equations and three variables. For example, use systems of equations to find the vertices of a triangle defined by three lines.
Represent and solve equations and inequalities graphically.	M1.A.REI.D.4 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	There are no assessment limits for this standard. The entire standard is assessed in this course.
	M1.A.REI.D.5 Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x). Find approximate solutions by graphing the functions or making a table of values, using technology when appropriate. *	When finding solutions approximately, students may be expected to produce graphs of functions that are linear, but may be given graphs of other function types. Exponential functions are limited to domains in the integers.
	M1.A.REI.D.6 Graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half planes.	There are no assessment limits for this standard. The entire standard is assessed in this course.
Functions Interpreting Functions (F.IF)		
Cluster	**Content Standards**	**Scope and Clarification**
Understand the concept of a function and use function notation.	M1.F.IF.A.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).	There are no assessment limits for this standard. The entire standard is assessed in this course.
	M1.F.IF.A.2 Use function notation.* Use function notation to evaluate functions for inputs in their domains, including functions of two variables.* Interpret statements that use function notation in terms of a context.*	Limit to functions of one variable.
	M1.F.IF.A.3 Understand geometric	Limit to linear functions. For example,

	formulas as functions. *	see geometric formulas such as interior angle sum, perimeter of a square, and circumference of a circle as linear functions.
Interpret functions that arise in applications in terms of the context.	M1.F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.*	Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; and end behavior. Tasks are limited to linear functions and exponential functions with integer exponents.
	M1.F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the context of the function it models.*	For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function. Tasks are limited to linear functions and exponential functions with integer exponents.
Analyze functions using different representations.	M1.F.IF.C.6 Compare properties of functions represented algebraically, graphically, numerically in tables, or by verbal descriptions.* Compare properties of two different functions. Functions may be of different types and/or represented in different ways.* Compare properties of the same function on two different intervals or represented in two different ways.*	Functions may or may not have a real-world context. Tasks are limited to linear functions and exponential functions with integer exponents.
Functions Building Functions (F.BF)		
Cluster	**Content Standards**	**Scope and Clarification**
Build a function that models a relationship between two quantities.	M1.F.BF.A.1 Build a function that describes a relationship between two quantities.* Determine steps for calculation, a recursive process, or an explicit expression from a context. *	Tasks are limited to linear and exponential relationships. For example, create a function from a visual pattern and describe how each component of their function relates to characteristics of figures in the pattern.
	M1.F.BF.A.2 Define sequences as functions, including recursive definitions, whose domain is a subset of the integers. Write explicit and recursive formulas for arithmetic and	There are no assessment limits for this standard. The entire standard is assessed in this course.

	geometric sequences in context and connect them to linear and exponential functions.*	
Functions Linear and Exponential Models (F.LE)		
Cluster	**Content Standards**	**Scope and Clarification**
Construct and compare linear and exponential models and solve problems.	M1.F.LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.* Know that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.* Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.* Recognize situations in which a quantity grows or decays by a constant factor per unit interval relative to another.*	There are no assessment limits for this standard. The entire standard is assessed in this course.
	M1.F.LE.A.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a table, a description of a relationship, or input-output pairs.*	There are no assessment limits for this standard. The entire standard is assessed in this course.
Interpret expressions for functions in terms of the situation they model.	M1.F.LE.B.3 Interpret the parameters in a linear or exponential function in terms of a context.*	For example, the total cost of an electrician who charges a flat fee for a house call and an hourly rate is given by the function y = 50x + 35. Interpret the value 35 as the flat fee and the value of 50 as the hourly rate. For example, a population is modeled by a function y = 30000 (1.04)x. Interpret the value 30000 as the initial population and 1.04 as a 4% increase per year.
Geometry Congruence (G.CO)		
Cluster	**Content Standards**	**Scope and Clarification**
Experiment with transformations in the plane.	M1.G.CO.A.1 Describe transformations as functions that take points in the plane (pre-image) as inputs and give other points (image) as outputs. Compare transformations that preserve distance and angle measure to those that do not, by hand for basic transformations and	For example, a translation will preserve both distances and angle measures associated with a figure, a compression based around a point preserves angle measures but not distances, and a horizontal stretch does not preserve either except in the cases of a vertical

	using technology for more complex cases.	line, ray, or line segment. Limit the comparison of transformations to figures graphed on a coordinate plane.
	M1.G.CO.A.2 Given a rectangle, parallelogram, trapezoid, or regular polygon, determine the transformations that carry the shape onto itself and describe them in terms of the symmetry of the figure.	Limit transformations to figures graphed on a coordinate plane.
Use geometric theorems to justify relationships.	M1.G.CO.B.3 Use definitions and theorems about lines and angles to solve problems and to justify relationships in geometric figures.	"Justification" may take a variety of forms. Students should be introduced to the terminology of "congruence" when measuring angles and segment lengths. For example, tasks may include, but are not limited to: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
	M1.G.CO.B.4 Use definitions and theorems about triangles to solve problems and to justify relationships in geometric figures.	"Justification" may take a variety of forms. For example, tasks may include, but are not limited to: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent.
Perform geometric constructions.	M1.G.CO.C.5 Perform formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).	Constructions are limited to: bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
	M1.G.CO.C.6 Use geometric constructions to solve geometric problems in context, by hand and using technology.*	For example, find the point equidistant from three given points by constructing two perpendicular bisectors and locating their point of intersection.
Geometry Geometric Properties with Equations (G.GPE)		
Cluster	**Content Standards**	**Scope and Clarification**
Use coordinates to solve problems and justify simple geometric theorems algebraically.	M1.G.GPE.A.1 Use coordinates to solve problems and justify geometric relationships algebraically.	For example, tasks could include, but are not limited to: determine whether four points in the coordinate plane are the vertices of a rectangle, trapezoid, rhombus, square, or parallelogram;

		determine whether three points in the coordinate plane are the vertices of a scalene, isosceles, equilateral, or right triangle; determine the median of a triangle using the midpoint formula; given the coordinates of the center of a circle and a point on the circle, find the area and/or circumference of the circle.
	M1.G.GPE.A.2 Use the slope criteria for parallel and perpendicular lines to solve problems and to justify relationships in geometric figures.	For example, tasks could include, but are not limited to: justify why two lines are parallel, perpendicular, or neither. Create parallel and perpendicular lines to solve problems in context (e.g., given three non-collinear points in the plane, find the coordinates of a fourth point so that the four points are the vertices of a rectangle).
	M1.G.GPE.A.3 Understand the relationship between the Pythagorean Theorem and the distance formula and use an efficient method to solve problems on the coordinate plane.	For example, compute the radius of a circle given a center and point on the circle, perimeters of polygons, and areas of triangles and quadrilaterals. Finding the area of a triangle is limited to cases when the triangle is either right or contains a side that is horizontal or vertical.
Statistics and Probability Interpreting Categorical and Quantitative Data (S.ID)		
Cluster	**Content Standards**	**Scope and Clarification**
Summarize, represent, and interpret data on two categorical and quantitative variables.*	M1.S.ID.A.1 Represent data from two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.*	Tasks are limited to linear functions.
Interpret linear models.	M1.S.ID.B.2 Interpret the rate of change and the constant term of a linear model in the context of the data.*	There are no assessment limits for this standard. The entire standard is assessed in this course.
	M1.S.ID.B.3 Use technology to compute the correlation coefficient of a linear model; interpret the correlation coefficient in the context of the data.*	There are no assessment limits for this standard. The entire standard is assessed in this course.
	M1.S.ID.B.4 Explain the differences between correlation and causation. Recognize situations where an additional factor may be affecting correlated data.*	There are no assessment limits for this standard. The entire standard is assessed in this course.

Science Exit Standards for Grade 8		
Domain	**Discipline Core Idea**	**Standards**
Physical Science (PS)	8.PS2: Motion and Stability: Forces and Interactions	1) Design and conduct investigations depicting the relationship between magnetism and electricity in electromagnets, generators, and electrical motors, emphasizing the factors that increase or diminish the electric current and the magnetic field strength. 2) Conduct an investigation to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. 3) Create a demonstration of an object in motion and describe the position, force, and direction of the object. 4) Plan and conduct an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. 5) Evaluate and interpret that for every force exerted on an object there is an equal force exerted in the opposite direction.
Physical Science (PS)	8.PS4: Waves and Their Applications in Technologies for Information Transfer	1) Develop and use models to represent the basic properties of waves including frequency, amplitude, wavelength, and speed. 2) Compare and contrast mechanical waves and electromagnetic waves based on refraction, reflection, transmission, absorption, and their behavior through a vacuum and/or various media. 3) Evaluate the role that waves play in different communication systems.
Life Science (LS)	8.LS4: Biological Change: Unity and Diversity	1) Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change in life forms throughout Earth's history. 2) Construct an explanation addressing similarities and differences of the anatomical structures and genetic information between extinct and extant organisms using evidence of common ancestry and patterns between taxa. 3) Analyze evidence from geology,

		paleontology, and comparative anatomy to support that specific phenotypes within a population can increase the probability of survival of that species and lead to adaptation. 4) Develop a scientific explanation of how natural selection plays a role in determining the survival of a species in a changing environment. 5) Obtain, evaluate, and communicate information about the technologies that have changed the way humans use artificial selection to influence the inheritance of desired traits in other organisms.
Life Science (LS)	8.ESS1: Earth's Place in the Universe	1) Research, analyze, and communicate that the universe began with a period of rapid expansion using evidence from the motion of galaxies and composition of stars. 2) Explain the role of gravity in the formation of our sun and planets. Extend this explanation to address gravity's effect on the motion of celestial objects in our solar system and Earth's ocean tides.
Earth and Space Sciences (ESS)	8.ESS2: Earth's Systems	1) Analyze and interpret data to support the assertion that rapid or gradual geographic changes lead to drastic population changes and extinction events. 2) Evaluate data collected from seismographs to create a model of Earth's structure. 3) Describe the relationship between the processes and forces that create igneous, sedimentary, and metamorphic rocks. 4) Gather and evaluate evidence that energy from the earth's interior drives convection cycles within the asthenosphere which creates changes within the lithosphere including plate movements, plate boundaries, and sea-floor spreading. 5) Construct a scientific explanation using data that explains the gradual process of plate tectonics accounting for A) the distribution of fossils on different continents, B) the occurrence of earthquakes, and C) continental and ocean floor features (including mountains, volcanoes, faults, and trenches).
Earth and Space Sciences (ESS)	8.ESS3: Earth and Human Activity	1) Interpret data to explain that earth's

		mineral, fossil fuel, and groundwater resources are unevenly distributed as a result of geologic processes. 2) Collect data, map, and describe patterns in the locations of volcanoes and earthquakes related to tectonic plate boundaries, interactions, and hotspots.
Engineering, Technology, and Applications of Science (ETS)	8.ETS1: Engineering Design	1) Develop a model to generate data for ongoing testing and modification of an electromagnet, a generator, and a motor such that an optimal design can be achieved. 2) Research and communicate information to describe how data from technologies (telescopes, spectroscopes, satellites, and space probes) provide information about objects in the solar system and universe.

Social Studies Exit Standards for Grade 8		
Colonization (1607-1750) Overview: Students will examine the European settlement of North America, geographic features that influenced early colonies, and the social, religious, political, and economic reasons for colonization.		
Standard Number	**Content Standard**	**Content Strand**
8.01	Explain the founding and development of Jamestown as the first permanent English colony, its early struggles, the economic and political structure, and role of the Powhatan people.	C, E, G, H, P
8.02	Explain the founding and development of the Plymouth Colony, including the significance of: the Mayflower Compact, interactions with Squanto, and the role of religious freedom.	C, G, H, P
8.03	Explain the founding and development of the Massachusetts Bay Colony, including the significance of: ● Anne Hutchinson ● Role of theocracy ● Salem Witch Trials ● Town meetings	C, G, H, P
8.04	Explain the motivation for and the founding of the Rhode Island and Connecticut Colonies, including the roles of Roger Williams and Thomas Hooker.	C, G, H, P
8.05	Analyze the economic motivation for the Dutch founding New Netherlands, the diverse population of the colony, and the transition to the English colony of New York.	C, E, G, H, P
8.06	Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including the significance of: ● William Penn ● Philadelphia ● Relationship with American Indians ● Role of women	C, E, G, H, P
8.07	Explain the reasons behind the settlement of the Georgia Colony, including: its	C, E, G, H, P

	designation as a “debtor” colony, its function as a “buffer” colony, and the role of James Oglethorpe in its founding.	
8.08	Locate and identify the Thirteen Colonies, and describe how their location and geographic features influenced regional economic development.	E, G, H, P
8.09	Compare and contrast the locations and goals of British, French, and Spanish settlements in North America.	C, E, G, H, P
8.10	Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage.	C, E, G, H, P
8.11	Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance.	C, H
8.12	Explain the Navigation Acts and the policy of mercantilism.	E, G, H
The American Revolution (1700-1783) Overview: Students will explore the growing tensions between Great Britain and its colonies as well as the major events and outcomes surrounding the American Revolution.		
Standard Number	**Content Standard**	**Content Strand**
8.13	Explain the significance of the Ohio River Valley leading to the French and Indian War and the events and consequences of the conflict, including: the massacre at Fort Loudoun, the Treaty of Paris of 1763, war debt, and the Proclamation Line of 1763.	C, E, G, H, P, T
8.14	Explain the political contributions of Benjamin Franklin to the U.S., including the "Join or Die" cartoon and Albany Plan of Union.	C, E, H, P
8.15	Analyze the social, political, and economic causes of the events and groups of the American Revolution, including: ● The Quartering Act, 1765 ● The Boston Massacre, 1770 ● The Stamp Act, 1765 ● The Boston Tea Party, 1773 ● The Declaratory Act, 1766 ● Intolerable/Coercive Acts, 1774 ● The Townshend Acts, 1767 ● Sons of Liberty	C, E, G, H, P
8.16	Explain the historical purposes and consequences of Thomas Paine's Common Sense.	C, H, P
8.17	Locate and explain the significance of the battles of the American Revolution prior to the signing of the Declaration of Independence, including Lexington and Concord and Bunker (Breed’s) Hill.	C, E, G, H, P
8.18	Explain the historical and present-day significance of the Declaration of Independence. (T.C.A. § 49-6-1028)	C, H, P, TCA
8.19	Compare and contrast the points of view of Loyalists and Patriots.	C, G, H, P
8.20	Locate and explain the significance of the following during the American Revolution: ● Struggles of the Continental Army ● Battle of Saratoga ● Battles of Trenton and Princeton ● Battle of Yorktown ● Battle of Kings Mountain	C, H, P, T

	• Guerrilla Warfare	
The New Nation (1775-1800) Overview: Students will explore the foundation of U.S. government, the principles of the Articles of Confederation and the U.S. Constitution, and the individuals who played influential roles in the development of the new nation. In addition, students will examine the steps taken by Tennessee to achieve statehood and the initial development of government.		
Standard Number	**Content Standard**	**Content Strand**
8.21	Analyze the strengths and weaknesses of the Articles of Confederation, and describe the Land Ordinance of 1785, the Northwest Ordinance of 1787, the Northwest Territory, the Lost State of Franklin, and Shays' Rebellion.	E, G, H, P, T
8.22	Describe the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including the Great Compromise and the Three-Fifths Compromise. (T.C.A. § 49-6-1028)	E, H, P, TCA
8.23	Examine the principles and purposes of government articulated in the Preamble and principles stated in the Constitution, including: the separation of powers, federalism, and checks and balances. (T.C.A. § 49-6-1028)	H, P, TCA
8.24	Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states' rights. (T.C.A. § 49-6-1028)	H, P, TCA
8.25	Analyze the major events of the administration of President George Washington, including: the precedents he set, Whiskey Rebellion, and ideas presented in his farewell address.	E, G, H, P
8.26	Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views on foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution.	C, E, G, H, P
8.27	Explain the controversies that plagued the administration of President John Adams, including: the conflicts with Great Britain and France, the XYZ Affair, and the Alien and Sedition Acts.	E, G, H, P
8.28	Identify how westward expansion led to the statehood of Tennessee and the importance of the first state constitution (1796). (T.C.A. § 49-6-1028)	G, H, P, T, TCA
Growth of a Young Nation (1800-1820) Overview: Students will analyze the strengthening of the judicial branch, the major events of Thomas Jefferson's presidency, the War of 1812, and the role of the U.S. on the world stage.		
Standard Number	**Content Standard**	**Content Strand**
8.29	Analyze the significance of the election of 1800 and Chief Justice John Marshall's opinion in Marbury v. Madison.	H, P
8.30	Explain the major events of Thomas Jefferson's presidency, including: • Conflict with the Barbary Pirates • Embargo Act • Lewis and Clark Expedition • Louisiana Purchase	E, G, H, P
8.31	Explain the causes, course, and consequences of the War of 1812, including:	C, E, G, H, P,

	• Use of impressment and trade restrictions between the U.S. and Great Britain • Roles of Andrew Jackson and William Henry Harrison • Significance of the Treaty of Ghent • Rise in nationalism in the U.S.	T
8.32	Identify and locate the changing boundaries of the U.S. as a result of the Convention of 1818 and the Adams-Onis Treaty.	G, P
8.33	Analyze the purpose and effects of the Monroe Doctrine.	E, H, P
Sectionalism and Reform (1790s-1850s) Overview: Students will analyze the social, political, and economic development of the North and South during the early 19th century, including the growth of sectionalism and reform movements.		
Standard Number	**Content Standard**	**Content Strand**
8.34	Describe the development of the agrarian economy in the South, the locations of the cottonproducing states, the significance of cotton and the cotton gin, and the founding of Memphis as a center for cotton and the slave trade.	C, E, G, H, P, T
8.35	Analyze the characteristics of Southern society and its influence on the social and political conditions prior to the Civil War.	C, E, G, H, P, T
8.36	Identify the conditions of enslavement, and explain how slaves adapted to and resisted bondage in their daily lives, including Nat Turner's revolt.	C, G, H
8.37	Explain the development of the American Industrial Revolution, including: • Eli Whitney and Interchangeable Parts • Role of the Textile Industry • Emergence of Trade Unions • Samuel Slater • Lowell System	C, E, G, H, P
8.38	Describe how technological developments affected the growth of the industrial economy and cities in the North.	C, E, G, H, P
8.39	Identify the push-pull factors for Irish and German immigrants, and describe the impact of their arrival in the U.S. prior to the Civil War.	C, E, G, H, P
8.40	Analyze the development of roads, canals, railroads, and steamboats throughout the U.S., including the Erie Canal and the National Road.	C, E, G, H, P
8.41	Describe the significance of the Second Great Awakening and its influence on reform in the 19th century.	C, H
8.42	Analyze the development of the women's suffrage movement, including the Seneca Falls Convention, and the ideals of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth.	C, H, P
8.43	Analyze the significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, Elihu Embree, and Harriet Tubman, and the methods they used to spread the movement.	C, E, H, P, T
The Jacksonian Era (1824-1840) Overview: Students will analyze the impact of John Marshall on the strengthening of the judicial branch and the major events of Andrew Jackson's presidency.		
Standard	**Content Standard**	**Content**

Number		Strand
8.44	Analyze the role played by Chief Justice John Marshall in strengthening the judicial branch, including the key decisions of the Supreme Court in Gibbons v. Ogden and McCulloch v. Maryland.	C, E, H, P
8.45	Examine the importance of the elections of 1824 and 1828, including: the corrupt bargain, the spoils system, and Jacksonian Democracy.	C, G, H, P, T
8.46	Examine President Andrew Jackson's actions regarding the Bank of the U.S. and the Nullification Crisis, and analyze the effects of these events on the nation.	C, E, H, P, T
8.47	Describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government, including the significance of Worcester v. Georgia and the Trail of Tears.	C, G, H, P, T
8.48	Identify that the Tennessee Constitution of 1834 expanded voting rights for non-property owners. (T.C.A. 49-6-1028)	H, P, T, TCA

Expansion and Division of the Nation (1820s-1860s) Overview: Students will analyze the social, political, and economic impact of expansion on the U.S., the growing tensions between the North and South, and how compromise sought to hold the country together.

Standard Number	Content Standard	Content Strand
8.49	Analyze the concept of Manifest Destiny and its impact on the development of the nation, and describe the economic incentives for westward expansion.	C, E, G, H, P
8.50	Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion.	G, H, P
8.51	Describe American settlements in Texas after 1821, the causes of the Texas War for Independence, the roles of David Crockett and Sam Houston, and the legacy of the Alamo.	C, G, H, P, T
8.52	Analyze the reasons for and outcomes of groups moving west, including the significance of: ● Fur Traders ● Mormons ● Oregon Trail ● Santa Fe Trail	C, E, G, H
8.53	Identify the major events and impact of James K. Polk's presidency, including the annexation of Texas and the settlement of the Oregon boundary.	E, G, H, P, T
8.54	Describe the causes and consequences of the Mexican War, including the controversy over the Rio Grande boundary and the Mexican Cession.	C, E, G, H, P
8.55	Analyze the discovery of gold in California, its social and economic impact on the U.S., and the major migratory movement (including the forty-niners and Asian immigrants).	C, E, G, H
8.56	Explain the reasons for and the impact of the Compromise of 1850 (including Henry Clay's role as "The Great Compromiser") and the Fugitive Slave Act (including Harriet Beecher Stowe's influence with Uncle Tom's Cabin).	C, E, G, H, P
8.57	Describe the significance of the Gadsden Purchase of 1853.	E, G, H, P

8.58	Explain the motivations behind the passage of the Kansas-Nebraska Act of 1854, and analyze the effects of act, including: ● Rise of the Republican Party ● "Bleeding Kansas" ● Preston Brooks' Attack on Charles Sumner ● John Brown's Raid at Harper's Ferry	C, G, H, P
8.59	Analyze the Dred Scott v. Sandford decision and the resulting split between the North and South.	C, H, P
8.60	Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858.	C, H, P
The Civil War (1860-1865) Overview: Students will examine the political changes that sparked the Civil War, the differences in the North and South, and the key leaders, events, battles, and daily life during the war.		
Standard Number	**Content Standard**	**Content Strand**
8.61	Describe the election of 1860 and its candidates (i.e., John Bell, Stephen Douglas, Abraham Lincoln, and John Breckinridge), and analyze how the campaigns reflected sectional turmoil in the country.	C, G, H, P, T
8.62	Describe the outbreak of the Civil War and the resulting sectional differences, including: ● Economic, Geographic, and Technological Advances ● Military Strategies ● Roles of President Abraham Lincoln and Jefferson Davis ● Significance of Fort Sumter ● Geographical Divisions Within States	C, E, G, H, P, T
8.63	Explain the significance of the following battles, events, and leaders during the Civil War, including: ● First Battle of Bull Run ● Surrender at Appomattox Court House ● Battle of Shiloh ● David Farragut ● Battle of Antietam ● Nathan Bedford Forrest ● Battle of Gettysburg ● Ulysses S. Grant ● Battle of Vicksburg ● Thomas "Stonewall" Jackson ● Sherman's March to the Sea ● Robert E. Lee	G, H, P, T
8.64	Analyze the significance of the Emancipation Proclamation and the Gettysburg Address.	H, P
8.65	Describe African American involvement in the Union army, including the Massachusetts 54th Regiment at Fort Wagner and the 13th U.S. Colored Troops in the Battle of Nashville. (T.C.A. § 49-6-1006)	C, G, H, T, TCA
8.66	Analyze how the writings of Sam Watkins and Elisha Hunt Rhodes illustrated the daily life of the common soldier.	C, H, T
Reconstruction (1865-1877) Overview: Students will analyze the social, economic, and political changes and conflicts during Reconstruction, the events and lasting consequences of Reconstruction, and Reconstruction's impact on Tennessee.		

Standard Number	Content Standard	Content Strand
8.67	Analyze the immediate political impact of the assassination of President Abraham Lincoln and Andrew Johnson's ascension to the presidency.	H, P, T
8.68	Explain the significance of the 13th, 14th, and 15th Amendments to the U.S. Constitution.	E, H, P, T
8.69	Analyze President Abraham Lincoln's Ten Percent Plan, President Andrew Johnson's Plan, and the Radical Republican Plan for Reconstruction.	C, E, G, H, P, T
8.70	Identify the significance of the Tennessee Constitution of 1870, including the right of all men to vote and the establishment of a poll tax. (T.C.A. § 49-6-1028)	H, P, T, TCA
8.71	Analyze the conflict between President Andrew Johnson and the Radical Republicans, including Johnson's veto of the Tenure of Office Act and his impeachment.	H, P, T
8.72	Explain the restrictions placed on the rights and opportunities of freedmen, including: racial segregation, black codes, and the efforts of the Freedmen's Bureau to address the problems confronting newly freed slaves.	C, H, P, T
8.73	Trace the rise of the Ku Klux Klan and vigilante justice in the South and in Tennessee, including the role of Governor William Brownlow.	C, H, P, T
8.74	Explain the roles carpetbaggers and scalawags played during Reconstruction.	C, E, G, H, P
8.75	Explain the Compromise of 1877 and its role in ending Radical Reconstruction.	C, H, P
Content Strand Meaning: C = Culture, E = Economics, G = Geography, H = History, P = Politics/Government, T = Tennessee, TCA = Tennessee Code Annotated (these standards are legally required to be taught).		

1.4k - If an elementary school, how will the school approach ensuring 3rd graders receive proper tutoring, remediation, support, and summer school in alignment with Tenn. Code Ann. § 49- 6-3115.

Beginning with the 2022-2023 school year, a scholar in the third grade shall not be promoted to the next grade level unless the scholar is determined to demonstrate Met Expectations (Level 3) or Exceeded Expectations (Level 4) performance in English/language arts, as determined by achieving a performance level rating of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on the literacy portion of the most recent TNReady assessment. Novus SMART Academy will ensure scholars in Grade 3 receive proper support in alignment with Tenn. Code Ann. § 49- 6-3115 by providing the following supports:

- 195 days of instruction from August to June.
- 150 minutes of extended learning in English/Language Arts with literacy rotations as follows:
    - Rotation 1: Skills and Knowledge Strands Integration (120 minutes)
    - Rotation 2: IXL Language Arts and/or Imagine MyPath for ELL scholars only Blended Learning Intervention (30 minutes)
- Strategic two-teacher model with a ratio of 1:12, and a ratio of an even smaller group with the three-teacher model as warranted in the inclusion classroom.
- Targeted RTI2-Academics support in reading for 240 minutes per week in both Tiers II and III.
- Targeted skills and standards-based tutoring sessions offered by the teacher on Mondays, Tuesdays, and Thursdays for one hour after school.

Our school program will be extended through the summer in June for all scholars in Grades K-8. Scholars and families will have the month of July off for summer vacation. We will use our extended time during the summer in June to provide 150 minutes of extended learning in English/language arts with literacy rotations, targeted RTI2-Academics support, and targeted skills and standards-based tutoring sessions.

1.5 Assessments

1.5a - Identify the primary internal assessments the proposed school will use to assess individual student and sub-group learning needs and progress throughout the year.

At Novus SMART Academy (K-8), we believe the purpose of assessments is to gain insight into scholars' understanding. As we collect and analyze data from assessments to determine our scholars' level of performance using our teaching practices, we hold ourselves accountable for achieving a critical part of our mission: providing all scholars access to rigorous curricula and high-quality academic instruction that fosters a love for learning. Quality assessments should make scholars' thinking visible and require responses and actions from both teachers and scholars.

In partnership with LEAD Public Schools' philosophy for assessments, Novus SMART Academy (K-8) defines assessment in three ways: *of, for,* or *as* learning. A key to quality assessments is that scholars are users of their own assessments data. We ensure scholars understand the purpose of every assessment they take. Effective teachers and school leaders communicate the purpose and outcomes of assessments to scholars so that they can maintain an active role in their own academic progress. Another aspect of quality assessments is analysis and use of data to improve instruction. We believe that an assessment should only be administered if the data will be useful in improving instruction for scholars. Every assessment we administer will have a data analysis and action component. Below, we outline our assessments strategy categorized by assessment types, grade levels, assessment frequency, and the assessment purpose for or of learning to describe scholars and families, teachers and school leaders, and staff members' roles and how we use assessments data to impact instruction.

Assessment *as* Learning. A critical component to effective assessments is the involvement of scholars. Novus SMART Academy (K-8) emphasizes the use of assessments as learning. We define these assessments as opportunities for scholars to evaluate the quality of their work, set, and review individual learning goals, and build awareness of metacognitive strategies. During these assessments, the teacher's role is to facilitate feedback with academic monitoring, and to guide scholars in the development of academic goals. The internal assessments that we propose to use as assessments of individual scholars and subgroups will align with our school curriculum, the performance and accountability goals described in Section 1.4 of this charter school application, and the Tennessee Academic Standards, as listed in Figure 20 on the next page.

Figure 20 - Types of Assessments

Assessment Type	Grade Levels	Frequency	Assessment Purpose
NWEA Measures of Academic Progress (MAP) for Reading, Language, Math, & Science	K-8	3 Testing Sessions August December May	**What:** Assessment ***FOR*** Learning: This assessment is used to help gain insight into scholar achievement, to diagnose and respond to scholar needs, and to help identify progress over time. **Why:** NWEA MAP serves a twofold purpose: ● Serves as the universal screener to support Response to Instruction and Intervention-Academics (RTI2-A) and tiered instruction. ● Serves as a personalized and adaptive assessment that tracks scholar growth and gives teachers essential information about what each scholar knows and is ready to learn for differentiated instruction. NWEA MAP enables teachers to compare their scholars' skill level and growth relative to peers around the country. It is a nationally normed and adaptive set of tests that measures various skills in reading and mathematics, increasing or decreasing in complexity as the scholar answers each question. Furthermore, NWEA MAP offers scholar-level growth goals and projections based on national norms.

			In addition, rigorous studies have found associations between NWEA MAP performance and future ACT performance, making MAP a relevant part of preparing scholars for college. **Who:** All scholars, including scholars with disabilities and English language learners, should participate in NWEA MAP unless it is deemed extremely inappropriate for a scholar. The decision to make this accommodation should be made by the IEP team, and a statement regarding off-grade testing for NWEA MAP should be included in the scholar's IEP. **Data:** We will use the NWEA MAP Student Progress Report data to determine each scholar's RIT level. We will use the Learning Continuum Report to provide individual support for skill gaps and to differentiate blended learning during Tier I instruction. Data will inform scholars' national ranking, part of our school's accountability plan.
FastBridge **RTI2-Academics** **RTI2-Behavior**	Grades K-8	**Tier I** August December May **Tier II** Biweekly **Tier III** Weekly	**What:** Assessment ***FOR*** Learning: This assessment tool helps teachers deeply understand where scholars are in their academic learning and social-emotional behavior (SEB) needs. **Why:** FastBridge serves a twofold purpose: ● **Multi-Tiered System of Support (MTSS) Management:** Universal screening and progress monitoring assessments for academics and SEB, combined with whole child data visualizations and built-in tools for key MTSS practices. ● **Equity & Disproportionality:** Data and tools to monitor for equity in daily practices and outcomes, identify areas of inequity and disproportionality, track progress in real time, and drive action and change. **Who:** All scholars, including scholars with disabilities and English language learners, should participate in FastBridge. **Data:** We will use FastBridge data to determine priority placement and support of scholars who receive Tier II and Tier III RTI2 support in academics and behaviors. We will store this data in scholars files and conduct data meetings on Wednesdays during our early release time for scholars and families.
MasteryConnect Interim Assessments for ELA, Math,	Grades 2-8	3 Testing Sessions September	**What:** Assessment ***FOR*** Learning: MasteryConnect is a competency-based learning platform that helps teachers identify levels of understanding, target scholars for intervention, and

Science, & Social Studies		December March	inform instruction. This assessment is used to help gain insight into scholar achievement, to diagnose and respond to scholar needs and to help families identify progress over time. This means teachers have more time to teach and scholars have more time to learn. **Why:** Interim assessments deliver a road map for both teachers and scholars and set the tone for the level of rigor at which standards are taught. They are the true hub of a data-driven school (Bambrick-Santoyo, 2010). Furthermore, formative assessment is one of the most effective strategies for improving scholar learning (William and Black, 1998). Effective assessment *for* and *as* learning requires a great deal of time to be spent analyzing scholar work, providing feedback to move scholars forward, and adjusting instruction to meet scholar needs. Interim assessments provide data on scholars' mastery of high-leverage content standards. Such standards comprise a subset of the standards that state tests assess each year. We use our interim assessments as more than a means of comparison and measuring progress. We use our interim assessments to provide exemplary tasks that represent the rigor of the Tennessee Academic Standards and a common platform to develop teachers in their understanding of the standards, formative assessment and measuring and tracking scholar mastery. The purpose of our interim assessments are to… ● Norm on task and performance levels and mastery of focus standards. ● Allow scholars to experience tasks that mirror the rigor of Tennessee Academic Standards. ● Provide teachers and instructional leaders with baseline and progressive scholar performance and insight into scholar understanding. ● Set guideposts as to how scholars grapple with and express their understanding of the Tennessee Academic Standards. ● Provide a common vehicle for developing teachers' skills at analyzing scholar work and using that analysis to inform instruction. ● Use immediate assessment data to improve scholar outcomes. Not after year-end summative tests, but while there's still time to refocus. ● Clearly see which standards need reteaching, which scholars are in need of remediation, and how other teachers are helping scholars conquer the world.

			Who: All scholars at Novus SMART Academy (K-8) in any grade or content area that takes a TNReady assessment, including Scholars with Disabilities scholars and English Language Learners. **Data:** We will use MasteryConnect data to review scholars' performance by cohort and individual score reports to determine strengths, opportunities and trends as we set instructional priorities for our next phase of work. We will follow a data protocol, analyzing data on a designated data day.
National Assessment of Educational Progress (NAEP)	Grades 4 & 8	Winter	**What:** Assessment **OF** Learning: Known as the nation's report card, the National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's scholars know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and in Technology and Engineering Literacy (TEL). **Why:** NAEP provides a common yardstick for rigorously measuring scholar achievement across the nation and over time. The assessment stays essentially the same from year to year, with only carefully documented changes. **Who:** For the national assessments, probability samples of schools and scholars are selected to represent the diverse scholar population in the United States. In state assessments (mathematics, reading, science, and writing), a sample of schools and scholars is selected to represent each participating state. **Data:** We will use NAEP data to monitor our scholars' educational progress in our community in comparison to the performance of other scholars in other regions of the United States.. *Source: National Center for Education Statistics (NAEP Overview and How Schools and Scholars Are Selected).*
ACCESS for ELLs (ELA21)	Grades K-8	Spring	**What:** Assessment **OF** Learning: The purpose is to measure and report on individual scholar learning outcomes. The Novus SMART Academy team will collaborate to analyze assessment results and use these data for programmatic decision-making on a year to year basis. **Why:** ACCESS results help guide decisions regarding English Language Learners' (ELLs) participation in content area classrooms without

			program support and state academic content assessments without accommodations. Scores can be used to determine the preliminary placement of ELLs and if an ELL can be reclassified from ELL status to Transition 1 status. ACCESS can also help schools and districts evaluate the effectiveness of ELL programs. **Who:** All scholars with limited English proficiency (LEP) except those who have exited English Language Learner (ELL) services. This includes waived/opt out of ELL services scholars who have not tested out yet. **Data:** We will use ELPA21 data to determine ELL services with the consent of families.
MSAA for Scholars with Disabilities (ELA and Math) **TCAP-Alt for Scholars with Disabilities (Science and Social Studies)**	Grades 3-8 for MSAA. Grades 3-8 for TCAP-Alt.	Spring	**What:** Assessment **OF** Learning: The purpose is to measure and report on individual scholar learning outcomes. We collaborate to analyze assessment results and use these data for programmatic decision-making on a year to year basis. **Why & Who:** The Multi-State Alternate Assessment (MSAA) is the English Language Arts and Math assessment for scholars in grades 3–8 and grade 11 with the most significant cognitive disabilities. MSAA is administered online by the teacher. TCAP-Alt is the assessment for Science and Social Studies for scholars with the most significant cognitive disabilities. scholars are assessed in grades 3–8 for both science and social studies and in grade 10 for Biology. TCAP-Alt is administered via paper by the teacher. The structures of alternate assessments are designed around the scholars' physical and cognitive disabilities in a way that allows them to answer test questions and participate in the test as independently as possible. The alternate assessments were designed by teachers and professions most familiar with scholars with significant cognitive disabilities. A variety of accommodations are built in the test design and designed to accommodate each scholar's personal mode of communication (sign language, eye gaze, augmentative communication devices, etc.). **Data:** We will use MSAA and TCAP-Alt data to plan curricular priorities and prescribed learning paths for the upcoming school year.
TNReady State	Grades 3-8 and	Spring	**What:** Assessment **OF** Learning: The purpose is

Testing **ELA** **Math** **Science** **Social Studies** **Tennessee Department of Education Blueprints for 2023-2024**	Integrated Math I for eligible scholars in Grade 8.		to measure and report on individual scholar learning outcomes. We collaborate to analyze assessment results and use these data for programmatic decision-making on a year to year basis. **Why:** TNReady is part of the Tennessee Comprehensive Achievement Program that measures scholar learning and growth every academic school year towards mastery of Tennessee Academic Standards. TNReady tests in the areas of ELA, Math, Science, and Social Studies. The assessments include rigorous questions that assess scholars' writing, critical thinking, and problem solving skills. It is designed to assess true scholar understanding, not just basic memorization and test-taking skills. Tennessee law requires participation for grades 3-8 in achievement tests intended to measure progress over one year in ELA, Math, Science, and Social Studies, and in English I & II, Integrated Math I, II, & III, Biology, and U.S. History/Geography in high school courses. Federal and state policies do not allow for families or scholars to opt-out from state assessments, regardless of the reason. **For Teachers, more information can be found on the state testing website.** For teachers of tested subjects, TNReady scores factor into the Tennessee Value-Added Assessment System (TVAAS) score. **For Families, more information can be found on the state testing website.** Your scholar's TNReady scores will determine whether or not they earn the credit for that particular course and will be factored into their final grade for that course based on a percentage set by the State Legislature on an annual basis. **For Scholars:** Scholar's TNReady scores will determine whether or not they earn the credit for that particular course and will be factored into their final grade for that course based on a percentage set by the State Legislature on an annual basis. **Who:** All scholars, including scholars with disabilities and English language learners that are not taking the TCAP Alternate Assessments or the ELPA21 Summative Assessment must take the TNReady state mandated assessments. **Data:** We will use TNReady and Integrated Math I EOC data to plan curricular priorities for upcoming year and cohorts. For Integrated Math I,

			data will show if scholars demonstrate Met Expectations or Exceeded Expectations for success in high school math.
Unit Assessments	Grades K-8	Mid-Unit & End-of-Unit	**What & Why:** Assessment **OF** Learning: The purpose of unit assessments is to measure our scholars' progress towards mastery of the standards covered in a unit of study. **Who:** All scholars, including scholars with disabilities and English language learners. **Data:** We will unit assessment data to inform instruction for enrichment and/or intervention. The CEO/Lead Founder- and the Lower School and Upper School Principals as hired- will facilitate the Looking at Student Work Protocol with teachers to analyze scholars' work for misconceptions and to plan for upcoming lessons with small group instruction and remediation tasks embedded.
Weekly Assessments	Grades K-8	Tuesdays thru Fridays	**What & Why:** Assessment **OF** Learning: The purpose of weekly assessments is to measure performance and progress towards our academic goals weekly. **Who:** All scholars, including scholars with disabilities and English language learners. **Data:** We will use weekly assessments data to review weekly performance towards mastery of standards. Scholars and families will receive a summary of weekly academic progress in their weekly folders and SchoolRunner reports.
Daily Assessments	Grades K-8	Tuesdays thru Fridays	**What & Why:** Assessment **OF** Learning: The purpose of daily assessments, such as a No Now or Exit Ticket, is to track performance and progress towards our academic goals on a daily basis and to assess instructional quality and effectiveness. **Who:** All scholars, including scholars with disabilities and English language learners. **Data:** We will use daily assessments data to look at student work, to monitor the quality of instruction and make adjustments, to determine mastery of standards and lesson objectives, and to determine targeted supports for scholars where needed.
ACT Aspire	Grade 8	Spring	**What & Why:** Assessment **FOR** Learning: The purpose of ACT Aspire is to gauge how scholars are predicted to perform on college entrance exams in grade 8. **Who:** All scholars, including scholars with

			disabilities and English language learners, in grade 8. **Data:** We will use ACT Aspire data to help with our scholars' transition to our soon-to-be Novus SMART Collegiate (9-12) high school and which classes they need to be placed in to support their prescribed learning paths.
K-3 STEP Assessments **3-5 Fountas & Pinnell Reading Assessment**	Grades K-5	After each step has been completed.	**What & Why:** Assessment **OF** Learning: The purpose of the STEP Assessment and the Fountas Pinnell Reading Assessments is to measure student progress in each developmental stage of literacy. **Who: Who:** All scholars, including scholars with disabilities and English language learners, in grades K-5. **Data:** We will use both assessments data to inform daily literacy instruction, reading groups, and literacy interventions.

Assessment Strategy. Novus SMART Academy (K-8) will rely heavily on this Assessment Strategy to communicate information and expectations regarding every assessment that our schools touch, as well as each assessment's connection to our Core Values that are aligned to student achievement and growth:

- **Academic Excellence**: We believe our scholars and families deserve access to a high-quality academic educational experience that fosters a relentless drive for academic success, innovation, and personal growth.
- **Intellectual Curiosity**: We believe in fostering rigorous learning experiences between our teachers and scholars as they question, discover, and pursue knowledge relentlessly with culturally relevant curricula.

These assessments will provide our teachers, school leaders, and Board of Directors with feedback on our scholars' present level of performance and progress toward Met Expectations (Level 3) or Exceeded Expectations (Level 4) of grade-level standards and selected curricular tasks. They will offer a holistic perspective of our scholars' progress in comparison to their peers across the district and state and supply information about our scholars' academic strengths, opportunities for growth, common trends, and areas to support moving forward. Assessments will gauge scholars' readiness for their college and career paths based on their Met Expectations (Level 3) or Exceeded Expectations (Level 4) of Tennessee Academic Standards and alert teachers and school leaders to areas to strengthen during instructional delivery, curricula choices, and professional learning and development. Finally, the results will guide school leaders and the Board of Directors in the allocation of academic resources and the need for professional learning and development for teachers and staff.

1.5b - Explain how these internal assessments align with the school's curriculum, performance goals, and state standards.

The internal assessments that Novus SMART Academy (K-8) will use to assess scholars' present level of performance align with our curriculum, performance goals, and state standard as follows.

Curriculum and State Standards. Novus SMART Academy (K-8) proposes a curriculum that fully aligns to Tennessee Academic Standards. Referring to data from EdReports regarding ways to increase the use of more inclusive curricula, we chose resources that contain mid-unit and end-of-unit assessments that align to Tennessee Academic Standards[78]. We ensured the question types also align to what scholars will see on the NWEA MAP benchmark assessments, FastBridge assessments for progress monitoring in academics, MasteryConnect interim assessments, and TNReady state assessments.

Performance Goals. Novus SMART Academy (K-8) proposes ambitious performance goals that are absolute, comparative, and longitudinal measures of success and aligned to Rutherford County Schools' strategic plans, Tennessee Academic Standards, and Every Scholar Succeeds Act (ESSA) as follows.

[78] https://www.edreports.org/

Goal 1: Scholars will demonstrate Met Expectations or Exceeded Expectations performance in English/Language Arts.

- Absolute Measure 1.1: At least 50% of all scholars who have attended Novus SMART Academy (K-8) for 3 consecutive years will read on or above grade level in the performance category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. At least 60% will read on or above grade level after 4 consecutive years. At least 80% of all scholars who have attended for 5 consecutive years will read on or above grade level in the performance category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady.
- Absolute Measure 1.2: As measured by STEP Assessments, at least 70% of kindergarten scholars will read on STEP 3 by the end of the year, demonstrating reading readiness for Grade 1. At least 80% of scholars in grade 1 will read on STEP 6 by the end of the year, demonstrating reading readiness for Grade 2. At least 90% of second-grade scholars will read on STEP 9 by the end of the year, demonstrating reading readiness for Grade 3.
- Comparative Measure 1.3: Scholars who have attended Novus SMART Academy (K-8) for 3 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate of at least 10 percentage points higher than the district average on the TNReady assessments. Scholars who attend for 4 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that meets or exceeds the state average. Scholars who have attended for 5 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate in the top 25% of schools in Tennessee.
- Growth Measure 1.4: In a cohort analysis of longitudinal growth, the average annual percentile increases among Novus SMART Academy (K-8) scholars on the Reading Comprehension section of the NWEA MAP assessment will average a minimum of five percentiles of growth per year until the average percentile score reaches 75.
    - Growth Measure 1.6: At least 80% of scholars will grow a minimum of three assessment reading levels (one grade level) as measured by the STEP Assessment.

Goal 2: Scholars will demonstrate Met Expectations or Exceeded Expectations performance in Math.

- Absolute Measure 2.1: At least 50% of all scholars who have attended Novus SMART Academy (K-8) for 3 consecutive years will meet or exceed grade-level performance in math in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. At least 60% will meet or exceed grade-level performance after 4 consecutive years. At least 80% of all scholars who have attended for 5 consecutive years will meet or exceed grade-level performance in math in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. The proficiency rate of scholars in Grade 8 taking the Grade 8 TNReady math assessment or eligible scholars taking the Integrated Math I EOC assessment will meet or exceed the proficiency rate of the highest-performing district in Tennessee up to 85%.
- Comparative Measure 2.2: All scholars who have attended for 3 consecutive years will, on average, attain Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate of at least 10 percentage points higher than the district average on the TNReady assessments. Scholars who have attended for 4 consecutive years will, on average, attain Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that meets or exceeds the state average. Scholars who have attended for 5 consecutive years will, on average, attain Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate in the top 25% of schools in Tennessee.
- Growth Measure 2.3: In a cohort analysis of longitudinal growth, the average annual percentile increases among Novus SMART Academy (K-8) scholars on the mathematics section of the NWEA MAP will average a minimum of five percentiles of growth per year until the average percentile score reaches 75.

Goal 3: Scholars will demonstrate Met Expectations or Exceeded Expectations performance in Science.

- Absolute Measure 3.1: At least 50% of all scholars who have attended Novus SMART Academy (K-8) for 3 consecutive years will meet or exceed grade-level performance in science in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. At least 60% will meet or exceed grade-level performance in science after 4 consecutive years. At least 80% of all scholars who have attended for 5 consecutive years will meet or exceed grade-level performance in science with the reporting category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. Our scholars in Grade 8 who have attended for at least for 5 consecutive years will, on average, attain a score on the science section of the ACT Aspire in the 70th percentile or greater.
- Comparative Measure 3.2: In each testing year, scholars who have attended for 3 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate at least 10 percentage points higher than the district average on the TNReady Assessment. Scholars who have attended for 4 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that meets or exceeds the state average. Scholars who have attended for 5 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate in the top 25% of schools in Tennessee. Scholars who have attended for 7 or more consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that equals or exceeds the top 10% of schools in Tennessee.

- Growth Measure 3.3: In each testing year, overall performance in science, as measured by the TNReady, will, on average, demonstrate growth in proficiency in each tested year equal to or greater than that of similar schools. In a cohort analysis of longitudinal growth, the average annual percentile increases among Novus SMART Academy (K-8) scholars on the science section of the NWEA MAP will average a minimum of five percentiles of growth per year until the average percentile score reaches 75.

Goal 4: Scholars will demonstrate Met Expectations or Exceeded Expectations performance in Social Studies.

- Absolute Measure 4.1: At least 50% of all scholars who have attended Novus SMART Academy (K-8) for 3 consecutive years will meet or exceed grade-level performance in social studies in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady. At least 60% will meet or exceed grade-level performance in social studies after 4 consecutive years. At least 80% of all scholars who have attended for 5 consecutive years will meet or exceed grade-level performance in social studies in the category of Met Expectations (Level 3) or Exceeded Expectations (Level 4) on TNReady.
- Comparative Measure 4.2: Scholars who have attended for 3 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate at least 10 percentage points higher than the district average on the TNReady Assessment. Scholars who have attended for 4 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate that meets or exceeds the state average. Scholars who have attended for 5 consecutive years will, on average, achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) at a rate in the top 25% of schools in Tennessee.
- Growth Measure 4.3: Overall performance in social studies, as measured by the TNReady, will, on average, demonstrate growth in proficiency equal to or greater than that of similar schools.

Goal 5: The school will maintain good standing under the Tennessee ESSA accountability guidelines and system.

- Measure 5.1: Under the Tennessee ESSA accountability system, Novus SMART Academy (K-8) will maintain consistent good standing. The state will never identify the school as a Priority School or determine that it has met the criteria to be identified as a school at risk for closure based on inadequate academic progress or achievement. We will be in good standing with performance for all scholars, regardless of their present level of academic performance, behaviors and mindsets, socioeconomic status, and/or cultural backgrounds and differences.

1.5c - Identify the person(s), position(s), and/or entities that will be responsible for and involved in the building testing coordination.

Our Data and Assessments Coordinator will support our Academics Coordinator and Operations Manager, who will be responsible for the coordination of all state and national assessments. The Data and Assessments Coordinator will report to the proposed CEO/Lead Founder, Jeremy Sager, who has more than 5 years of experience as a Building Test Coordinator in both Memphis Shelby County Schools and Gestalt Community Schools in Memphis, Tennessee. The Academics Coordinator and the Operations Manager will function as our Building Testing Coordinators and will form a testing support team to include the DEI Coordinator (Year 2 and beyond), and Scholar Access Coordinator (Year 5 and beyond), who will assist in leading, planning, and executing key components of testing processes and procedures.

It is expected that the Academics Coordinator and Operations Manager will lead as logistical experts for all assessments so that the testing support team can execute logistics efficiently. The Academics Coordinator and Operations Manager will receive information and training throughout the school year and be responsible for providing professional learning and development to all staff members involved in assessing our scholars. The Data and Assessments Coordinator will collaborate with the Academics Coordinator and Operations Manager to provide technical support and analytical expertise that can help with analyzing data and planning data-informed actions with the testing support team. The testing support team will be responsible for assisting the Academics Coordinator and Operations Manager with the delineation of duties.

The CEO/Lead Founder (Years 1-5) and Scholar Access Coordinator (Year 5 and beyond) will be responsible for the following:

- Meeting with the Academics Coordinator and Operations Manager at least 6 weeks before state testing to determine needs.
- Meeting with the testing support team at least 3 weeks before state testing administration to determine needs.
- Ordering supplies and testing materials based on the total number of scholars enrolled.
- Communicating with the Academics Coordinator and Scholar Access Coordinator (Year 5 and beyond) to ensure appropriate testing accommodations and testing environments are met for scholars with IEPs, ILPs, and 504 Plans.
- Supporting the Academics Coordinator and Operations Manager in training and delivering professional learning and development on assessments delivery and test security to all teachers, school leaders, and staff members involved in testing.

- Supporting the Academics Coordinator and Operations Manager in creating a testing schedule that aligns to Rutherford County Schools' assessment schedule.
- Supporting the Academics Coordinator and Operations Manager in organizing and distributing test materials to teachers and staff members on testing days.
- Supporting the Academics Coordinator and Operations Manager in securing and returning test materials to our testing vendor/authorizer's designated location, determined by testing guidelines.
- Reviewing and analyzing assessment results.
- Leading teachers, school leaders, and staff members through the analysis of assessments results.
- Supporting the Academics Coordinator and Operations Manager in preparing the data report on the school-based level.
- Supporting the Academics Coordinator and Operations Manager in communicating test results schoolwide and to all stakeholders.

1.5d - Explain how the proposed school will collect and analyze student academic data and use it to inform instruction, professional development, and teacher evaluations.

Novus SMART Academy (K-8) will cultivate a data-driven culture to inform and improve our schoolwide practices as it relates to academics, school culture, and operations. Our CEO/Lead Founder and School Principals (as hired) will use *Driven by Data: A Practical Guide to Improve Instruction* as prescribed by Uncommons Schools to define our approach towards the analysis of scholar academic data. We will also take guidance from the proven practices of high-performing charter schools across the nation. Teachers will administer rigorous assessments and collect and analyze the data to inform high-quality academic instruction and scholar support. The CEO/Lead Founder, School Principals, and Academics Coordinator (in collaboration with the Data and Assessment Coordinator at full scale) will lead teachers in completing deep data reflections after NWEA MAP benchmark assessments, FastBridge assessments for progress monitoring in academics, and MasteryConnect interim assessments to make informed instructional decisions that will increase scholars' academic progress leading to the next round assessments and ultimately the TNReady assessments in the spring.

Our proposed CEO/Lead Founder is currently in leadership residency and will establish BES follow-on support and ongoing support with other BES schools, such as Memphis Merit Academy in Memphis, Tennessee, and Purpose Prep in Nashville, Tennessee. Leaders at these schools conduct data analysis meetings and have been trained in leading effective assessment analysis meetings with teachers. We will collaborate with these schools to create a productive data-driven culture that defines a high bar for rigorous instruction for all scholars. We will follow up with support for our teachers and staff members with observations and feedback, curricula planning, and professional learning and development based on models observed by our CEO/Lead Founder at high-performing public charter schools to include the use of Uncommon Schools' instructional practices and resources.

Our data meetings will be facilitated using the data meetings protocol in Figure 21, as prescribed by Uncommon Schools resources located in the *Relay Graduate School of Education's Principal Instructional Leadership Quick Reference Guide* and *Driven by Data 2.0* by Paul Bambrick-Santoyo.

Figure 21 - Data Meetings Protocol

Prepare	**Before the Meeting**
	• Scholar Work Ready: Scholar exemplar and representative samples of work that meet the standard, is almost there and further off (including from scholars with disabilities and English language learners). • Lesson Materials Ready: Upcoming Lesson Plan(s), Pertinent Prompting Guides, Reteaching One-Pager • Prime the Pump: Unpack Standard Identify the Gaps in Scholar Understanding, Script the Reteach Plans • Lock In Participants: Core teachers who teach/support (i.e. general education, special education, and English language learners). • Preview Protocol with Teachers: Assign roles. Novice teachers speak first, veteran teachers add on and clarify, and leaders provide additional clarity at the end. Chart, preview the need for concision from more verbose team members, use of a timer, and creation of note-taking template.
See It	**See Past Success, See the Exemplar, and See and Analyze the Gap**

12 minutes

See Past Success (1 minute)

- "Last week we planned to reteach _____ and we went from _____% of scholars demonstrating Met Expectations or Exceeded Expectations performance to _____%. Nice job!"
- "What actions did you take to reach this goal?"

See an Exemplar (3 minutes)

- Narrow the Focus: "Today, I want to dive into [specific standard] and the following assessment item."
- Unpack the Standard/Text
  - Humanities: Analyze the text and task.
  - STEM: interpret the standard(s).
  - " Take 1 minute in your own words: what do scholars need to know and be able to do to master this task and text?'
  - Chart It: Know and Show (or use a previous know/show chart).
  - Leader Goes Last: Add anything that is missing.

Need to Know	Able to Show

  - Leader Goes Last: Add anything that is missing.
- Unpack the teacher's written exemplar.
  - "Take 1-2 minutes to review the exemplar. What were the keys to an ideal answer?"
  - "How does this [part of the exemplar] align with the standard?"
  - "Is there anything you would add to our chart of the unpacked standard?"
- Analyze a scholar exemplar.
  - "Take 1 minute: How does your scholar exemplar compare to the teacher exemplar? Is there a gap?"
  - "Do scholars have different paths/evidence to demonstrate mastery of the standard?"
  - "Does the scholar exemplar offer something that your exemplar does not?"
  -

See the Gap (5 minutes)

- Look at a representative sample of unmastered scholar work.
  - "Take 2 minutes: What are the key gaps between the rest of our scholar work and the exemplar?"
  - " Look Back at our Know/Show Chart : using the language of the standard and exemplar,what are the key misconceptions for our scholars?'
  - Please Note: When multiple teachers present each teacher determines the gap for their set of scholar work.

Name It
2 minutes

Stamp the Key Conceptual (know) and Procedural (show) Misunderstanding

Punch It: Stamp the Conceptual and Procedural Understanding

- "So our key area to reteach is _____".
  - The conceptual understanding (know): If they get this right and you ask them why, what do you want them to say?"
  - The procedural gap (show): The gap could be, but not limited to, annotating text, showing work, line-by-line computation, etc.
- Highlight the key parts of your Know/Show Chart or write down the highest leverage action for scholars.

Do It 20-45 minutes	Plan the Reteach, Practice, and Follow Up

Plan the Reteach for the Trending Gap (8-10 minutes)

- Select the reteach structure.
  - "Should we use _____ or _____? Why?"
    - Prompt to use the Structure for Reteaching guide when struggling to decide (see below).
- Select upcoming tasks and needed knowledge; identify the exemplar response.
  - Select Materials: task, text, scholar work to show-call, what to chart.
  - Activate/Drop Knowledge: "Is there knowledge we need to activate or teach that will help them understand during the reteach?"
  - "What is the ideal answer we want to see that will show we have closed the gap?"
  - If needed, ask this follow-up question: "What is the 'why' that scholars should be able to articulate?"
- Plan the reteach.
  - "Take _____ minutes and write your script. I will do the same so we can spar".
    - Modeling: Write the think-aloud and questions.
    - Guided Discourse: Select scholar work for show-call and write prompts.
  - Spar: "Let's compare our reteach plans. What do you notice? What can we pull from each to make the strongest reteach plan?"
  - Revise the plan.
- Plan the independent practice.
  - "What will you monitor to see if they are doing this correctly? What laps will you name?"

Practice the Gap (remaining time)

- "Let's practice".
  - Modeling: Practice modeling the thinking, precision of language, and checking for understanding.
  - Guided Discourse: Practice show-call, prompting scholars, and stamping the understanding.
  - Academic Monitoring: Practice the laps, annotations, and prompts when scholars are stuck.
- If the teacher struggles during the practice: "I'm going to model the reteach for you. [Teach.] What do you notice?"
- Repeat until the practice is successful.
  - Check for Understanding: "What made this more effective?"
- Lock It In: "How does our practice meet or enhance what we planned for the reteach?"

Follow Up (last 2 minutes)

- Set the follow-up plan (i.e., went to teach, when to reassess, and when to revisit this data).
  - When Multiple Reteach Plans: FInalize which scholars will get which reteach plans.
  - Observe implementation within 24 hours and ensure the teacher sends reassessment data to the leader facilitating the data meeting.
  - Spiral: Identify multiple moments when the teacher can continue to assess and track mastery (i.e., Do Now questions, homework, modified independent practice).
- Move to the lowest scoring work.
  - "What scholars do we need to pull for tutoring? What do we need to remediate?"
  - "How can we adjust our monitoring plan to meet the needs of these

	scholars?"
Structures for Reteaching	**Teach Scholars What they Need**
	Activate Knowledge: Prime Student Thinking ● Activate Knowledge ○ "What do we know about _____?" ○ Launch It: Recall most important knowledge needed for today's lesson. ○ Retrieve/Apply It: Give a simple task to retrieve knowledge (i.e., organize events in chronological order, quick math fluency). ○ Use Knowledge Organizer/Cheatsheet: Put all key points on 1-2 pages. ● Drop Knowledge Just in Time: Give them knowledge in the middle of the lesson when it will unlock understanding (i.e., stating definition of a vocabulary word that cannot be understood with context; given them historical context).
	Academic Monitoring: Continue the Cycle of Monitoring and Responding ● Create a Monitoring Pathway ○ Create a seating chart to monitor scholars most efficiently. ○ Monitor the fastest writers first, then the scholars who need more support. ● Pen in Hand: Mark up Scholar Work ○ Give quick feedback (i.e., check, star, circle, code). ○ Cue scholars to revise answers with minimal intervention (i.e., name the error, ask them to fix it, tell them you will follow up). ● Collect Data ○ Check answers against your exemplar. ○ Track right/wrong answers or trends in the class as you circulate.
	Modeling: Show the Scholars How ● Set up the think-aloud with a task. ○ Provide scholars with a clear "thinking job" for them to focus on during Think-Aloud (i.e., "What questions do I ask myself to solve this problem/read this text?"). ○ Brighten the lines by using a clear cue for going in and out of the model (i.e., "And scene".). ● Model the thinking, not just the procedure. ○ Model replicable thinking steps that scholars can follow (i.e., "Hmm, so what is the prompt asking me to do?" or "Let me think. What do I already know about this time period?"). ○ Vary your tone and cadence to sound different from a "teacher" voice. ○ Make your thinking visible (i.e., anchor chart, annotations, flow chart). ○ Emphasize key points and steps during the model. ● Check for understanding after the model. ○ Debrief the model by asking scholars to share their answer to the "thinking job". ○ Stamp the key points/steps to make sure you draw out the aspects you want scholars to focus on. ○ Give scholars additional "at-bats" to practice independently. ● Please Note: Use only when fewer than ⅓ of the scholars have the right answer.
	Guided Discourse: Guide Scholar Conversation ● Show-Call ○ Option 1: Post both an exemplar and non-exemplar response for scholars to engage in a comparative analysis in order to identify the conceptual misunderstanding. ○ Option 2: Post an exemplar scholar response for scholars to analyze what makes it exemplary. ○ Option 3: Post a non-exemplar response reflective of the gap for scholars

	to analyze what the conceptual misunderstanding or error is and how to avoid it. ● Strategically call on scholars. ○ Call on scholars based on zones of proximal development (i.e., first ask a scholar who is struggling, then one who is partially there, and only move to a scholar who is almost/fully there when other scholars cannot get there). ○ Use universal prompts (i.e., "Evaluate these responses". "Tell me more". "Agree or disagree? Why?"). ○ Use effective habits of discussion (i.e., have scholars respond to one another's thinking). ● Stamp the key understanding. ○ What are the key things to remember when solving problems like these? ○ name the strategy/conceptual understanding and have scholars put it in their own words. ● Please Note: Use only when some scholars struggle; trending error.

Teacher Evaluations. Scholar performance data will also be taken into consideration on conducting teacher evaluations throughout the school year. Teachers will receive ongoing feedback and support weekly throughout the school year and formal evaluations three times per school year, following interim assessments. Scholars' performance outcomes will count for 35% of teachers' formal evaluations. For teachers to receive an evaluation that meets or exceeds the goals, scholars must meet the performance goals established for each interim assessment. Scholars' work will inform teachers in classroom interactions, during ongoing checks for understanding, on daily exit tickets, and for weekly assessments in the classroom. Teachers' familiarity with scholars' work will help teachers make informed decisions about future instruction using the structures for reteaching outlined in the chart above (i.e., Activate Knowledge, Academic Monitoring, Modeling, and/or Guided Discourse). Teachers and staff members will receive professional learning and development in the summer and throughout the school year, led by our CEO/Lead Founder, School Principals, and/or external experts to support understanding of the purpose of assessments, implementation of assessments tools, analysis of data, and communication of results and outcomes to our school community stakeholders. Figure 22 demonstrates how we will communicate results to our school community.

Figure 22 - Forms of Communication

Stakeholders	Form of Communication
Scholars	Our CEO/Lead Founder and School Principals will be responsible for communicating schoolwide data to our scholars during school-based events and activities, such as but not limited to Noble Fest on Fridays. Teachers will also be responsible for communicating data during advisory and classes to share how our scholars are performing as individuals and as a community.
Families	Our CEO/Lead Founder and School Principals will be responsible for communicating schoolwide data to families as follows during the following events and activities: College & Career Nights, Noble Fests, Parent Meetings, Family Advisory Council, Monthly Newsletters, and the school website. The Board of Directors will produce an annual report documenting our organizational growth towards goals that include schoolwide academic achievement data.
School Staff	Our CEO/Lead Founder will lead the staff in a review of schoolwide data during scheduled Data Days throughout the year reflected on our Annual Academic Calendar (see **Attachment B** for more details).
Board of Directors	Our CEO/Lead Founder will report school academic data to the Academic Achievement Committee prior to the scheduled board meeting for review via our dashboard (chosen post-authorization with the Academics Committee). The Academic Achievement Committee will report the data to the entire Board of Directors for review and updates.

General Public	Our CEO/Lead Founder and School Principals (as hired) will share our schoolwide data publicly on our school website using snapshots from our monthly newsletters and annual organizational goals and reports.

1.5e - Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve instruction.

Novus SMART Academy (K-8) will facilitate ongoing data collection and analysis of scholar academic progress throughout the school year during our weekly data meetings, our staff professional learning and development days, and our deep data dive and reflection days in the Fall, Winter, and Spring. For more information regarding these days, please see our Novus SMART Academy (K-8) Annual Academic Calendar in **Attachment B**. During these days, teachers and school leaders will engage in a full day of analyzing schoolwide data in academics, culture, and operations. We will analyze data by cohorts and subgroups, and by individual scholar data, and all teachers and school leaders will collaboratively develop action plans that respond to the trends, gaps, and misconceptions in academic performance. Teachers and school leaders will develop a clear plan for small group instruction and intervention using reteaching strategies to target learning, such as activating knowledge, academic monitoring, modeling, and guided discourse for all scholars. Our CEO/Lead Founder and School Principals will lead teachers through a deep dive analysis and reflection of assessments questions to understand scholar data through the following series of questions:

- What do our scholars need to know and do to achieve Met Expectations (Level 3) or Exceeded Expectations (Level 4) for this standard and/or to answer this question?
- What key misconceptions do you notice between the exemplar response and scholar responses?
- Why do you think scholars failed to Meet Expectations (Level 3) or Exceed Expectations (Level 4) for this standard and/or to answer this question correctly?
- What gaps in your content knowledge or instructional delivery contributed to these scholar misconceptions?
- What reteaching structure or strategy will you use to address misconceptions quickly?
    - How will you track Met Expectations (Level 3) or Exceeded Expectations (Level 4) after reteaching?
    - What support do you need?

Our CEO/Lead Founder and the Academics Coordinator will provide teachers, school leaders, and staff members with ongoing coaching and development in using scholar data to inform instruction. Teachers will participate in weekly coaching meetings with either our CEO/Lead Founder (Years 1-5), the Academics Coordinator (Year 1 and beyond; alongside IBL and PBL coaches at full scale), DEI Coordinator (Year 2 and beyond; alongside ABL coach at full scale), or Scholar Access Coordinator (Year 5 and beyond). During weekly schoolwide professional learning and development on Wednesdays, teachers will also review scholar academic progress in RTI2-A/B data meetings and receive training on interventions for all scholars as needed. Teachers and school leaders will engage in at least 25 days of professional learning and development centered around the analysis, interpretation, and planning informed by schoolwide data in academics, culture, and operations. These days are also set aside for data analysis of scholar progress towards our RTI2-A/B goals and for analysis of all assessments listed in our assessments strategy. Our weekly school schedule provides 2 hours of professional learning and development on Wednesdays and one-on-one coaching sessions during one planning period weekly.

During our deep data dive and reflection days in the Fall, Winter, and Spring, teachers and school leaders will analyze assessment data, and school leaders will support teachers through creating data-driven action plans. This immediate response will support reteaching and providing remediation for scholars with low-to-no mastery of standards and skills and adjusting ongoing instruction as needed. School leaders will engage in ongoing professional learning and development with school leaders from other high-performing charter schools in the region, such as Lakenna Booker at Memphis Merit Academy, Chris Terrill and Ginger Spickler at Crosstown High School, and Yetta Lewis at Gestalt Community Schools in Memphis, Tennessee. Other consultants will include Lagra Newman at Purpose Preparatory Academy, Dwayne Tucker at LEAD Public Schools, and Thomas Branch at Valor Collegiate Academies in Nashville, Tennessee. Our CEO/Lead Founder will also participate in BES Follow-on Support, where an assigned BES coach will support Our CEO/Lead Founder directly based on individual leadership needs to operate a high-performing public charter school. The BES coach will continue to support our CEO/Lead Founder in understanding how to respond to scholars' academic progress data and lead teachers and school leaders in data analysis and action planning. Letters of support from Memphis Merit Academy, Crosstown High School, Gestalt Community Schools, Purpose Preparatory Academy, LEAD Public Schools, Valor Collegiate Academies, BES and the BES Leadership Coach, appear in **Attachment G**.

1.5f - Identify what the school will use as a universal reading screener in alignment with foundational literacy requirements?

Novus SMART Academy (K-8) will use FastBridge as our universal reading screener. This screener assesses scholars in the following reading areas: letter names, letter sounds, phonemic segmenting, comprehension, word reading fluency, and passage reading fluency. FastBridge also serves a twofold purpose:

- **Multi-Tiered System of Support (MTSS) Management:** Universal screening and progress monitoring assessments for academics and social-emotional behaviors, combined with whole scholar data visualizations and built-in tools for key MTSS practices.
- **Equity & Disproportionality:** Data and tools to monitor for equity in daily practices and outcomes, identify areas of inequity and disproportionality, track progress in real time, and drive action and change.

In alignment with Tennessee Department of Education's RTI2 framework, we will also administer the NWEA MAP to all scholars in Grades K-8 three times per year (Fall, Winter, and Spring). We will use a triangulation of data to determine tier groups for RTI2 placement and use NWEA and FastBridge data to compare data for placement of our scholars in the RTI2 model in academics and behavior. We will review the NWEA MAP benchmark data within one week of administration, and scholars performing at or below the 24th percentile in one or more areas will receive further assessment with FastBridge so that we can determine scholar placement into tiers for instruction and intervention. Novus SMART Academy (K-8) will monitor scholar reading levels through the administration of Strategic Teaching and Evaluation of Progress (STEP) at least four times throughout the school year. We will store all data in scholars' files and conduct data meetings on Wednesdays during our early release time for scholars and families.

Dyslexia Screening Process

Step 1. Novus SMART Academy (K-8) will administer NWEA, a nationally normed assessment, as a part of the universal screening process three times a year. In addition, Novus SMART Academy (K-8) will administer FastBridge to further triangulate data and determine scholar deficiencies and areas of focus for intervention. The assessment areas will also include assessment of basic reading, reading fluency, and written expression.

Step 2. Novus SMART Academy (K-8)'s RTI2-Academics team will consider the results of the NWEA skills-based universal screener in comparison to STEP, other classroom-based assessments, teacher observations, grades, formative assessments, summative assessments, and other relevant family medical history or information. Novus SMART Academy (K-8) will consider any additional requests for screenings.
Step 3. Novus SMART Academy (K-8)'s RTI2-Academics team will identify "at risk" scholars based on the multiple sources of data, survey level and/or diagnostic assessments to determine scholar intervention needs. The assessments will measure phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills.

Steps 4-5. Novus SMART Academy (K-8)'s RTI2-Academics team will make decisions about interventions, accommodations, etc. Parental notifications will be made after the screening process, and the intervention plan with tiered instruction will be implemented based on scholar deficit areas associated with the characteristics of dyslexia.

1.6 School Calendar & Schedule

1.6a - Provide the annual academic calendar for the proposed school as Attachment B.

Please see **Attachment B** for our proposed annual academic calendar.

1.6b - Provide the proposed school's detailed daily schedule by grade as Attachment C. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies.

Please see **Attachment C** for our proposed detailed daily schedule.

1.6c - Explain why the academic calendar and schedule will be optimal for student learning. Summarize how you will plan time for tiered interventions, enrichment, tutoring, and other academic activities.

The proposed school schedules are optimal for scholar learning in La Vergne and Smyrna because our school design provides a strong foundation in literacy and math along with intentional support and interventions to help scholars meet their academic needs. Our extended day allows for more instructional time with scholars who need support. Current data in La Vergne and Smyrna show that 11 of 22 schools are below the state's math proficiency rate, and 13 of 22 schools are below the literacy

proficiency rate for the state of Tennessee. Our schedules will give our scholars time in literacy and math to maximize high-quality academic instruction. For example, in Grades K-2, scholars will engage in 150 minutes of literacy instruction on Mondays, Tuesdays, Thursday and Fridays and 120 minutes on Wednesdays. Literacy for Grades K-2 includes focusing on foundational skills strands for 60 minutes, knowledge strands for 60 minutes, and Blended Learning Intervention using IXL and/or Imagine MyPath for ELL scholars only for 30 minutes.

The design of our daily schedule allows for scholars in Grades K-5 to receive extended time in literacy instruction with one licensed general education teacher, one teacher-in-residence, and one licensed special education teacher or licensed ESL teacher in the inclusion classroom settings. Our extended school day ensures scholars in Grades K-5 will receive the dedicated time needed to develop a firm foundation in phonics, oral language, reading comprehension, and reading fluency with regular practice with both narrative and informational texts. In Grades 6-8, scholars will spend 110 minutes in English/language arts daily to build strong reading habits and stamina that will support their readiness for high school, college and career, and beyond. This extended day schedule also allows extended time in math for all scholars and time for scholars to apply the appropriate level of rigor during high-quality academic instruction in small groups. We have also designed our schedule to include science and social studies for all scholars beginning in kindergarten.

Novus SMART Academy (K-8) will engage our scholars in small group instruction; scholars in Grades K-5 will receive at least 240 minutes weekly in literacy and RTI2-Academics, and those in Graces 6-8 will receive at least 180 minutes in literacy and RTI2-Academics. We will strategically leverage our extended day, and we intentionally planned an extended school year calendar to meet the needs of scholars and families for academic support through the summer months (See **Attachment B**). To close achievement gaps in literacy and math for all scholars, we have embedded extended time in our math classes across all grade levels using one licensed general teacher, one teacher-in-residence , and one licensed special education teacher or licensed ESL teacher in the inclusion classroom spaces. Our schedule leverages time daily for teachers to fully prepare for instruction through intellectual exercise and collaborative planning with their colleagues on Tuesdays, Wednesdays, and Thursdays, and this schedule supports the collaboration and professional learning and development of our teachers and school leaders.

Scholars who receive CLUE (Creative Learning in a Unique Environment, a program for gifted and talented scholars) services will also be offered pull-out instruction at the frequency articulated in their IEP by the Scholar Access Coordinator (Year 5 and beyond; Academics Coordinator in Years 1-4), who will be licensed in gifted education. Our extended day schedule permits pull-out services weekly during arts/electives classes. Inclusion opportunities are also accessible during core instruction. The CLUE teacher will engage gifted scholars in the following research-based strategies contingent on their IEP: differentiation of lessons to ensure appropriate level of lesson complexity; textual analysis of books from research-based reading lists from the John Hopkins Center for Talented Youth; within-class grouping, wherein teachers assign scholars to small homogeneous groups for instruction based on prior achievement or learning capacities; and grouping scholars across grade levels for specific subjects.

Our scholars will have multiple opportunities to collaborate with their peers during lunch (and during recess in Grades K-5). Based on enrollment projections in La Vergne and Smyrna, we anticipate that 23% of our scholars will be English language learners, and we want them to feel equitably known, loved, and respected as important members of our school community. Novus SMART Academy (K-8) also anticipates scholars with disabilities, gifted scholars, and economically disadvantaged scholars, and we plan to fully meet their academic needs. We will intentionally protect 60 minutes in Grades K-5 and 45 minutes in Grades 6-8 daily for our scholars to engage in RTI2-Academics through Tier I, Tier II, and Tier III intervention and instruction as outlined by the State of Tennessee RTI2 Implementation Guide[79]. Grades K-5 will also receive 25 minutes of physical activity during recess on Mondays, Tuesdays, Thursdays, and Fridays to allow for breaks during a rigorous instructional day; no recess on Wednesdays due to early dismissal at 1:45 pm. Grades K-3 will also receive 30 minutes of Physical Education on Mondays, Tuesdays, Thursdays, and Fridays; Grades 4-5 will receive 45 minutes of Physical Education on Mondays, Tuesdays, Thursdays, and Fridays; and Grades 6-8 will also receive 55 minutes of Physical Education on Mondays, Tuesdays, Thursdays, and Fridays. We will provide a greater selection of enrichment options as enrollment grows from year to year across all grade levels.

Scholars will participate in Noble Fest on Fridays to celebrate their work and their demonstration of our Noble Core Values. We will distribute several awards among scholars, teachers, school leaders, and staff members during Nobel Fest, and all attendees will be extended the opportunity to participate in activities during these celebrations (e.g., academic trivia and obstacle courses and/or clubs and organizations). Our extended school schedule also provides time for teachers and scholars to participate in Character Education on Wednesdays which is time for scholars to receive additional SEL advisory, collaboration, and activities aligned to our Noble Core Values. In Grades 6-8, scholars will collaborate with their peers to discuss their plans for high school and their chosen college and career paths and will work on character development skills that will help them succeed in our rigorous academic environment.

1.6d - Describe any proposed extra-curricular or co-curricular activities or any other student- focused programming the proposed school will offer, including when they will begin, how often they will occur, and how they will be funded.

Novus SMART Academy (K-8) will offer extracurricular activities in Year 1 that encourage scholars to collaborate and communicate appropriately with their peers, to think critically and creatively, and to solve real-world challenges through asset-based learning in arts/electives and character education. These necessary skills will prepare our scholars for their chosen college and career paths and will increase their capacity to make an impact in our society. Our budget reflects growth to four arts/electives teachers as follows: Physical Education Teacher (beginning Year 1 and beyond); Music Teacher (beginning Year 3 and beyond); Art Teacher (beginning Year 4 and beyond); and Technology Teacher (beginning Year 5 and beyond).

In alignment with our mission and vision as it relates to college and career readiness, we will pursue partnerships with the Smyrna Boys and Girls Club, which understands that the key to success starts with a solid education. This organization shows scholars that with a focused approach and hard work, they can reach their goals in school and beyond. Smyrna Boys and Girls Club strives for every member of their community to complete high school with a plan for college or career. Their programs include the following:

- Power Hour (homework assistance): Since the end of January 2024, our CEO/Lead Founder has been volunteering at the Smyrna Boys and Girls Club on Tuesdays to provide homework and tutoring support as part of our community service commitment.
- The inSPIRE Literacy Program, which is designed to increase fluency and comprehension.
- The Career Launch Program, which is designed for teens to help them explore careers and prepare for the workforce.
- The Money Matters Program, which is designed to promote financial literacy and responsibility amongst teens.
- The Diplomas to Degrees Program, which is designed for college exploration, goal setting, and touring various colleges.
- The STEAM program, which is designed with an emphasis on science, technology, engineering, the arts, and mathematics.

Novus SMART Academy (K-8) will continue to engage with the community to secure other strong relationships and partnerships that will be beneficial to our scholars and families over time. With intentional focus on our mission and vision to ensure our scholars are ready for their chosen college and career paths with the capacity to activate their critical and creative thinking, we will focus on the arts/electives and technology for our extracurricular activities. We plan to collaborate with other organizations across Rutherford County already offering extracurricular activities, such as but not limited to the Center for the Arts and the Middle Tennessee STEM Innovation Hub in Murfreesboro, Tennessee, and North Rutherford Family YMCA and Carpe Artista in Smyrna, Tennessee. Since these organizations offer their own programs and extracurricular activities, we will establish partnerships and will encourage our scholars and families to participate in these programs and extracurricular activities until we have the school-based capacity to offer these programs and activities on campus over time. All offerings, including when they will begin, how often they will occur, and how they will be funded, will be discussed through the partnerships established by each organization and Novus SMART Academy (K-8).

1.6e - If Saturday School, summer school, additional remediation and tutoring after school hours, or other after school programming will be offered, describe the program(s), including those in alignment with Tenn. Code Ann. § 49-6-3115.

- *Explain the schedule and length of the program, including the number of hours and weeks.*
- *Address the number of students and the methodology used to identify them.*
- *For identified students, is the program mandatory?*
- *What are the anticipated resource and staffing needs for these programs?*

Novus SMART Academy (K-8) proposes a 195-day extended school year with an extended day schedule to ensure our scholars receive the support they need throughout the school year. This schedule will help teachers respond to learning loss before, during and after the COVID-19 pandemic. We will also offer targeted skills and standards-based tutoring sessions after school that will be facilitated by our teachers on Mondays, Tuesdays, and Thursdays for one hour. Our Academics Coordinator will oversee the tutoring sessions to ensure teachers are targeting the identified skills and standards, and the correct scholars for after school support using the appropriate curricula supplemental resources approved by the school.

Teachers will use data from exit tickets and weekly assessments to invite at least 5 scholars to these tutoring sessions, and while the tutoring sessions are not mandatory, we will contact parents/guardians and strongly encourage them to send their scholar(s) to these sessions, explaining how it will support their academic progress over time. Teachers will use the data from the tutoring sessions as an additional source to determine what support looks like in upcoming lessons during small group

[79] https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf

instruction and/or tutoring sessions. Anticipated resources and staffing needs for these tutoring sessions will be minimal, as we will work with teachers to determine the frequency of tutoring sessions and provide access to curricula supplemental resources and snacks based on the number of scholars who attend these sessions. We will also keep track of this communication in SchoolRunner as a way to document our constant support and interactions with families. Since our extended school year calendar continues through the summer into June, we will not offer Saturday school or a separate summer school option for our K-8 scholars and families.

1.7 Special Populations

1.7a - Describe the experience of the leadership team in working with special populations.

Novus SMART Academy (K-8) has developed a strong leadership structure that will fully support all scholars in Grades K-8. All teachers, school leaders, and staff members will be hired based on their belief that all scholars can learn and will achieve at high levels and their unwavering commitment to high-quality academic instruction and high behavioral expectations for all scholars. The leadership team and their proposed roles will directly impact the success of scholars within our special populations, as follows.

Proposed CEO/Lead Founder. Dr. Jeremy Sager, the proposed CEO/Lead Founder of Novus SMART Academy (K-8), has more than 13 years of experience in education as a classroom teacher, school leader, and district leader. Dr. Sager has also managed contract service providers, teachers, and school leaders who provide services to support scholars identified in special populations. Dr. Sager has access to research-based resources and scientifically proven strategies to improve learning outcomes for all scholars and will use them to provide professional learning and development to teachers, school leaders, and staff. Professional learning and development will help Novus SMART Academy (K-8) to address the academic needs of diverse learners with the intention to close gaps in academics and behaviors.

Board of Directors. As evidenced by Novus SMART Academy (K-8)'s Letter of Intent submitted to the Tennessee Department of Education and Rutherford County Schools, our founding team members served in education throughout their careers. Further, all founding team members have embraced the responsibility of fulfilling our mission, which is to provide all scholars access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth so that scholars may thrive in their chosen college and career paths and make a positive impact on society. Descriptions of our three board members follow:

Dwight Gordon II is a Nashville native. Raised in the Metro Nashville Public Schools system, he realizes that the same school system that educated him no longer exists. Dwight taught high school math in the inclusion classroom setting to see everyone's children have the same vigor in their pursuit for success in life.

Jantrice Johnson is a community leader making a significant impact in Middle Tennessee. She currently dedicates herself to helping families find their dream homes while prioritizing community service. Jantrice firmly believes in the principle, "To whom much is given, much is required." Her conviction is that running a successful business in any location necessitates a commitment to serving and uplifting the community as the primary focus. With her mission to serve and educate those who may feel homeownership is beyond their reach, Jantrice draws on her 20-year career as a former educator, 12 in an inclusion classroom at Metropolitan Nashville Public Schools and 8 as a college professor. Her commitment to being a voice for those without a seat at the table earned her a grant through the Michelle Obama Foundation for the benefit of her students.

Travonnie Mackey spent her career building the capability and confidence of others. She's a teacher and coach at heart who is constantly looking for opportunities to facilitate growth and success. After graduating from Howard University with her B.B.A., Travonnie joined Teach for America in Metro Atlanta. She earned her Master of Early Childhood Education from Georgia State University and thoroughly enjoyed helping students see themselves as mathematicians in the inclusion classroom. She became an instructional coach, because she quickly saw that there weren't enough people supporting the adults tasked with educating our children. In this role, she found a great merger of her passions for teaching and leadership development. She published *Transforming the Ineffective Teacher* to help instructional leaders create a learning culture in their schools.

1.7b - What staff (by role and number), including support staff, does the proposed school plan to hire to address the needs of the special populations identified in subsections (d), (e), (f) and (g)?

Descriptions of staff by role and number, including support staff, that Novus SMART Academy (K-8) plans to hire to address the needs of special populations follow.

Special Education Teacher. Our founding instructional leadership team in Year 1 will consist of a licensed special education teacher. This teacher will be responsible for collecting and analyzing scholars' academic data, identifying scholars with learning deficiencies, and working alongside our Academics Coordinator to coordinate special education services with our contracted special education services provider, Project Play Therapy, for our scholars with disabilities. Our special education teacher will also co-plan and co-teach lessons in the inclusion classroom setting and provide a continuum of services to our scholars with disabilities based on the special education services outlined in their IEPs.

Academics Coordinator. Our founding leadership team in Year 1 will consist of an Academics Coordinator, who will also be licensed in special education. The Academics Coordinator will be responsible for working alongside our special education teacher and ESL teacher to collect and analyze scholar academic data. The Academics Coordinator will lead the charge of identifying scholars with learning deficiencies by analyzing data, monitoring progress over time, and coordinating contracted services for scholars with disabilities and those who are intellectually gifted.

The Academics Coordinator will also coach special education teachers and ESL teachers whose duties will include the following tasks, among others: write individualized educational plans (IEPs), write individualized learning plans (ILPs), collect and analyze progress monitoring data, and support the facilitation IEP meetings and ILP meetings with scholars and families in partnership with school staff and Project Play Therapy, our contracted special education services provider. Novus SMART Academy (K-8) anticipates 9% of scholars will be identified as those with disabilities or who are intellectually gifted, up to six scholars in Year 1.

ESL Teacher. Our founding instructional leadership team in Year 1 will consist of one licensed ESL teacher. In collaboration with the Academics Coordinator, the ESL teacher will be responsible for collecting and analyzing scholar academic data, identifying scholars with learning deficiencies, and coordinating contracted services for English Language Learners. The ESL teacher will also co-plan and co-teach lessons in literacy and math. The Academics Coordinator will coach ESL teachers who will, among other duties, write individualized learning plans (ILPs), collect and analyze progress monitoring data, and facilitate ILP meetings with scholars and their families in partnership with school staff and contracted services providers. Novus SMART Academy (K-8) anticipates 23% of scholars will be identified as English Language Learners, up to 22 scholars in Year 1.

Scholar Access Coordinator. In Year 5, Novus SMART Academy (K-8) will add the position of Scholar Access Coordinator to the leadership team. This person will be licensed in special education and ESL, and will assume all roles and responsibilities related to supporting our special populations. In Year 5, two special education teachers and four ESL teachers will join our school team. The Academics Coordinator will then transition to the roles and responsibilities of coaching and supporting general education teachers, coordinating RTI2-Academics, and co-coordinating schoolwide assessments as the Lead Building Test Coordinator with the DEI Coordinator and Scholar Access Coordinator.

General Education Teachers and Teachers-in-Residence. At Novus SMART Academy (K-8), general education teachers are defined as fully licensed teachers. Teachers-in-residence are educators currently enrolled in a teacher education program and/or with a practitioners license, working towards becoming fully licensed teachers. In Year 1, we will have four licensed general education teachers and four teachers-in-residence. One licensed teacher and one teacher-in-residence will comprise our two-teacher classroom model.

In the inclusion classroom, the special education teacher and/or ESL teacher will push into the classroom to support instruction in literacy and math, which will give scholars in the inclusion classroom a greater opportunity to learn in smaller groups with their peers. The licensed teacher and teacher-in-residence will share the responsibility of planning and teaching lessons with the special education teacher and/or ESL teacher, collecting and analyzing scholar academic data to inform instruction, identifying scholars with learning deficiencies as evidenced by data, and monitoring progress over time.

With our current special populations projections of 9% identified as scholars with disabilities or intellectually gifted and 23% identified as English Language Learners, Novus SMART Academy (K-8) will hire teachers and staff as outlined in Figure 23.

Should Novus SMART Academy (K-8) exceed our anticipated special populations projections in Year 1, the CEO/Lead Founder will collaborate with the Board Treasurer and back-office financial services provider to adjust the budget to accommodate increased staffing needs for an additional special education teacher or ESL teacher. The budget will be resubmitted to the Finance Committee and approved by the Board of Directors. Similarly, if our population of scholars with special needs exceeds our projections in any year, we will adjust our budget and staffing plan to provide additional support as needed for our scholars. Such adjustments may include adding education assistants, ESL teachers, special education teachers, and/or any other prescribed supports outlined in a scholar's IEP or ILP.

Figure 23 - School-Based Staff to Support Special Populations

Staff	Type	K 96 scholars enrolled	K-1 192 scholars enrolled	K-2 288 scholars enrolled	K-3 384 scholars enrolled	K-4 504 scholars enrolled
		2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
CEO/Lead Founder	Licensed	1	1	1	1	1
Assistant Principal	Licensed	0	0	0	0	1
Academics Coordinator	Licensed	1	1	1	1	1
DEI Coordinator	Licensed	0	1	1	1	1
Scholar Access Coordinator	Licensed	0	0	0	0	1
Operations Manager	Classified	1	1	1	1	1
Office Manger	Classified	0	0	1	1	1
Office Secretary	Classified	1	1	1	1	1
General Education Teachers	Licensed	4	8	12	16	21
ESL Teachers	Licensed	1	2	2	3	4
Special Education Teachers	Licensed	1	1	1	2	2
Teachers-in-Residence	Practitioner License	4	8	12	16	21
Education Assistants/Aides	Classified	0	1	1	1	1
Elective Teachers	Licensed	1	1	2	3	4

Our CEO/Lead Founder, Academics Coordinator (Years 1-4), and Scholar Access Coordinator (Year 5) will provide professional learning and development for teachers and school leaders on co-planning and co-teaching strategies in the inclusion classroom, providing appropriate accommodations and modifications, RTI2-Academics and Behavior, small group instruction, and understanding the anatomy of an IEP, ILP, and 504 Plan for successful implementation of services.

Criteria for interviewing teachers, school leaders, and staff members include but are not limited to the following steps:

1. Candidates must complete the online application.
2. The CEO/Lead Founder will review all applications.
    a. The CEO/Lead Founder will verify candidates who are applying for teacher, school leader, and/or staff member positions that require a license as prescribed by the Tennessee Department of Education. Only candidates who are fully licensed or currently enrolled in a Teacher Education Program will be considered for positions that require a license.
    b. The CEO/Lead Founder will conduct a public search on the Tennessee Department of Education website to look up candidates' licensure information[80]. When the information cannot be found, or appears to be inactive, then the CEO/Lead Founder will take an extra step to verify credentials and licensure with candidates before moving them forward in the interview process.

3. Eligible candidates will be contacted by the CEO/Lead Founder to complete an initial phone interview. Ineligible candidates will receive an email explaining why they will not continue through the interview process.
    a. Eligible candidates who completed a successful initial phone interview will receive an email with a task tailored to the positions they applied for with directions and timelines for submission. Ineligible candidates will receive an email explaining why they will not continue through the interview process.
    b. Once candidates submit their tasks, all materials will be reviewed by the CEO/Lead Founder in preparation for the final in-person interview. For tasks that are not submitted with quality, these candidates will receive an email explaining why they will not continue through the interview process. Members of the Board of Directors may be asked to participate on the final interview panel; however, the final decision to offer positions to candidates will be at the sole discretion of the CEO/Lead Founder.

1.7c - Describe the proposed school's plan to prepare for special populations. What adjustments will be made to the school's daily schedule to address the diverse needs of the scholars?

In alignment with our mission and vision, we will prepare for all scholars, closing the achievement gap between high-achieving and low-achieving scholars, regardless of their present level of academic performance, behaviors and mindsets, socioeconomic status, and/or cultural backgrounds and differences. Specific to scholars in our special populations, we will make needs-based adjustments to the school's daily schedule to address the diverse needs of scholars. The CEO/Lead Founder will collaborate with the Board Treasurer and back-office financial services provider to adjust the budget to meet increased staffing needs related to the needs of our special populations. As a proactive measure to support all scholars, Novus SMART Academy (K-8) will ensure the following.

High-Quality Academic Instruction. All scholars will receive high-quality academic instruction across all subjects and RTI2-Academics in literacy and math. Under ESSA, Tennessee has increased school accountability for the learning outcomes of special populations of scholars. Novus SMART Academy (K-8) has designed our goals strategically to include the academic growth of scholars in special populations. We have targeted goals to ensure we are closing academic achievement gaps between scholars in special populations and scholars in the general education classroom. To prioritize the needs of all learners, we will provide an extraordinary school experience to scholars and families as follows:

- Extended Time: Our annual academic calendar includes 195 instructional days (see **Attachment B**) from 7:15 am to 3:45 pm on Mondays, Tuesdays, Thursdays, and Fridays; from 7:15 am to 1:45 pm on Wednesdays.
- This schedule provides teachers and scholars with extended time in literacy and math instruction with culturally relevant curricula resources and opportunities for individualized support.
- Two-Teacher Model: Our two-teacher model will fully support all scholars during whole-class learning, small group instruction, and blended learning experiences with 1 teacher to 12 scholars in Grades K-5 and 1 teacher to 12 scholars in Grades 6-8 for English/language arts and math. Our inclusion classrooms, which include scholars with disabilities and English language learners, will experience learning with two to three teachers in the classroom. The English as second language teachers will provide push-in services in the classroom. Collaboration with planning instructional delivery is essential in order for this teacher model to work.

Our instructional approach to literacy will allow us to maximize instructional time and development with 150 minutes of instruction in Grades K-2 (focusing on foundational skills strands for 60 minutes, knowledge strands for 60 minutes, and blended learning intervention using IXL and/or Imagine MyPath for ELL scholars only for 30 minutes); 150 minutes of instruction in Grade 3 (focusing on integrated foundational skills and knowledge strands for 120 minutes and blended learning intervention using IXL and/or Imagine MyPath for ELL scholars only for 30 minutes); 120 minutes of instruction in Grades 4-5 (focusing on integrated foundational skills and knowledge strands for 90 minutes and blended learning intervention using IXL and/or Imagine MyPath for ELL scholars only for 30 minutes); and 110 minutes in Grades 6-8 (focusing on whole class learning, small group learning, independent learning, writing workshops, and blended learning intervention using IXL and/or Imagine MyPath for ELL scholars only for 30 minutes). Our instructional approach to math will allow teachers to maximize instructional time and development with 100 minutes of instruction in Grades K-5 and 110 minutes of instruction in Grades 6-8 (focusing on math fluency; procedural, conceptual, and application math skills; small group instruction, and blended learning intervention using IXL and/or Imagine MyPath for ELL scholars only for 30 minutes).

Our two-teacher model will allow scholars with disabilities and English language learners to receive the following services in the inclusion classroom:

- English Language Learners will receive support using the two-teacher classroom model.
    - Direct instruction provided by a licensed general education teacher and teacher-in-residence for ELA,

[80] https://tdoe.tncompass.org/public/search

Math, Science, and Social Studies.
    - Push-in support daily by the ESL teacher, specifically during literacy and math.
    - Pullouts services for direct instruction provided by the ESL teacher for scholars with critical academic needs.
    - Co-lesson planning created and reviewed by the ESL teacher to anticipate scholar misconceptions to support instruction as prescribed in the ILP.
- Scholars with disabilities will receive support using the two-teacher classroom model.
    - Direct instruction provided by a licensed general education teacher and teacher-in-residence for ELA, Math, Science, and Social Studies.
    - Push-in support daily by the special education teacher, specifically during literacy and math.
    - Pullouts services for direct instruction provided by the special education teacher for scholars with critical academic needs.
    - Co-lesson planning created and reviewed by the special education teacher to anticipate scholar misconceptions to support instruction as prescribed in the IEP.

In Grades K-2, scholars will receive literacy and math instruction with a licensed general education teacher and teacher-in-residence in the classroom. Scholars will receive English/language arts instruction focusing on foundational skills strands for 60 minutes, knowledge strands for 60 minutes, and blended learning intervention using IXL and/or Imagine MyPath for ELL scholars only for 30 minutes. During literacy rotations, teachers work in small groups with no more than 12 scholars in a group. In Grade 3, scholars will receive literacy and math instruction with a licensed general education teacher and teacher-in-residence in the classroom. Scholars will receive English/language arts instruction focusing on integrated foundational skills and knowledge strands for 120 minutes and blended learning intervention using IXL and/or Imagine MyPath for ELL scholars only for 30 minutes. During literacy rotations, teachers work in small groups with no more than 12 scholars in a group. In Grades 4-5, scholars will receive literacy and math instruction with a licensed general education teacher and teacher-in-residence in the classroom. Scholars receive English/language arts instruction focusing on integrated foundational skills and knowledge strands for 90 minutes and blended learning intervention using IXL and/or Imagine MyPath for ELL scholars only for 30 minutes. During literacy rotations, teachers work in small groups with no more than 12 scholars in a group. In Grades 6-8, scholars will receive literacy and math instruction with a licensed general education teacher and teacher-in-residence in the classroom. Scholars receive English/language arts instruction focusing on whole class learning, small group learning, independent learning, writing workshops, and blended learning intervention using IXL and/or Imagine MyPath for ELL scholars only for 30 minutes. During literacy rotations, teachers work in small groups with no more than 12 scholars in a group.

Behavioral Support and Intervention. Novus SMART Academy (K-8) will implement RTI2-Academics and Behavior as outlined by the Tennessee Department of Education in its Response to Instruction and Intervention Implementation Guide. We will aggressively monitor scholar academic and behavior progress daily with meaningful assessments to ensure we are responding quickly and strategically to all scholars' needs.

Teachers and school leaders will engage in at least 25 days of professional learning and development centered on the analysis, interpretation, and planning informed by schoolwide data in academics, culture, and operations. These days are also set aside for data analysis of scholar progress towards our RTI2-A/B goals and for analysis of all assessments listed in our assessments strategy. Our weekly school schedule provides 2 hours of professional learning and development on Wednesdays and one-on-one coaching sessions during one planning period weekly. During our deep data dive and reflection days in the Fall, Winter, and Spring, teachers and school leaders will analyze assessments data, and school leaders will support teachers through creating data-driven action plans as an immediate response to intentionally reteaching and providing remediation for scholars with low-to-no mastery of standards and skills, adjusting ongoing instruction as needed.

A Focus on Outcomes. Novus SMART Academy (K-8) is driven by data-driven decision making that holds us accountable to ensuring the success of all scholars. As part of our mission and accountability to our scholars and families and our authorizer, we will ensure all scholars are achieving and growing academically. We believe that "all means all," the state's key principles for district accountability under ESSA; thus, we have designed academic goals to include absolute, comparative, and growth data. Our academic achievement goal, as seen in Section 1.4 of this application, is to maintain good standing under the TN ESSA accountability system, and our goal is that "the school will maintain consistent good standing. The state will never identify the school as a Priority School or determine that it has met the criteria to be identified as a school at risk for closure based on inadequate academic progress or achievement. Novus SMART Academy (K-8) will be in good standing with performance for all scholars, including special populations subgroups."

Novus SMART Academy (K-8) will focus on historically underserved groups of scholars and will assess and monitor the progress of the following groups: (a) Black/Hispanic/Native American scholars, (b) English language learners, (c) scholars

with disabilities, (d) economically disadvantaged scholars, and (e) combined subgroups (including scholars across each of the four subgroups). The Board understands that our accountability to the state and the authorizer is based on data from all scholars (weighted 60%) and subgroups (weighted 40%). Given the accountability and alignment to our mission and vision, we will report performance data for the total population of our school and present comparisons among subgroups.
Our founding team has extensive experience with educating special populations of scholars. Of the twelve members of our founding team, three have experience working directly with scholars with disabilities, ELLs, scholars with Section 504 plans, gifted and talented scholars, and at-risk populations.

Daily Schedule. Our daily schedule is designed to include the time necessary for all scholars to receive the services they need to be successful in school (see **Attachment C**). We strategically placed RTI2-Academics at the beginning of the day so that our scholars will begin every day being pushed to excel in Tier I, II, and III intervention. As seen in Figure 24, this 45-minute block of time will allow for the following implementation in compliance with Tennessee Department of Education' RTI2 Implementation Plan.

Figure 24 - Response to Intervention Plan in Academics and Behavior

Tier	RTI2-Academics	Staff Support	RTI2-Behavior	Staff Support
Tier I	Scholars complete work on foundational standards directly related to their needs as identified by NWEA.	Summer Professional Learning and Development Weekly Professional Learning and Development Weekly 1:1 Instructional Planning and Data Team Meetings Coaching support including observations, feedback, and practice clinics. Get Better Faster Rigor Trajectory	Collaborative Problem-Solving (CPS) Behavior Intervention Plan (BIP) Code of Conduct Scholars of the Month Noble Fest Celebrations (Noble Core Values Awards) Advisory and Character Education Lessons	Teacher Investment Plans Climate Surveys Teacher Culture Observations Coaching Sessions on Leading an Equity-Centered Culture and Emotional Resilience Character Development Advisory Training SchoolRunner Support Get Better Faster Management Trajectory
Tier II	For grades K-5, we will use the Orton-Gillingham-based curriculum that integrates research around personalized best practices and instructional strategies based on the science of reading using authentic to focus on letter recognition, letter sounds, phonological	Biweekly Fidelity Checks and Feedback RTI2-Academics Professional Learning and Development Get Better Faster Rigor Trajectory	Collaborative Problem-Solving (CPS) Behavior Intervention Plan (BIP) Code of Conduct Scholars of the Month Noble Fest Celebrations (Noble Core Values Awards)	Biweekly Fidelity Checks and Feedback RTI2-Behavior Professional Learning and Development Get Better Faster Management Trajectory

	awareness, decoding skills, vowel team, blends and digraph recognition, word reading fluency, writing and expression, reading fluency and accuracy applying decoding skills. This curriculum is in alignment with the deficit areas being progress monitored through FastBridge. For grades 6-8, we will use Houghton Mifflin Harcourt's (HMH) Read 180 curriculum that integrates research around personalized best practices, adaptive technology, instructional strategies based on the science of reading, and scaffolded support for reading independently. Our scholars will receive systematic, direct instruction and practice their foundational literacy skills to develop their fluency, expand vocabulary and strengthen comprehension skills to become proficient, skillful readers. This curriculum is in alignment with the deficit areas being progress monitored through FastBridge.		Advisory and Character Education Lessons	
Tier	**RTI2-Academics**	**Staff Support**	**RTI2-Behavior**	**Staff Support**
Tier III	For grades K-5, we will use the Orton-Gillingham-based curriculum that integrates research around personalized	Weekly Fidelity Checks and Feedback RTI2-Academics Professional Learning and Development	Collaborative Problem-Solving (CPS) Behavior Intervention Plan (BIP)	Biweekly Fidelity Checks and Feedback RTI2-Behavior Professional

	best practices and instructional strategies based on the science of reading using authentic to focus on letter recognition, letter sounds, phonological awareness, decoding skills, vowel team, blends and digraph recognition, word reading fluency, writing and expression, reading fluency and accuracy applying decoding skills. This curriculum is in alignment with the deficit areas being progress monitored through FastBridge. For grades 6-8, we will use Houghton Mifflin Harcourt's (HMH) Read 180 curriculum that integrates research around personalized best practices, adaptive technology, instructional strategies based on the science of reading, and scaffolded support for reading independently. Our scholars will receive systematic, direct instruction and practice their foundational literacy skills to develop their fluency, expand vocabulary and strengthen comprehension skills to become proficient, skillful readers. This curriculum is in alignment with the deficit areas being progress monitored through FastBridge.	Get Better Faster Rigor Trajectory	Code of Conduct Scholars of the Month Noble Fest Celebrations (Noble Core Values Awards) Advisory and Character Education Lessons	Learning and Development Get Better Faster Management Trajectory

1.7d - Describe the following related to scholars with disabilities.

Methods for identifying scholars with disabilities and avoiding misidentification or overidentification. Novus SMART Academy (K-8) will ensure that when scholars enroll at our school, the intake process with scholars and families determines placement of scholars in the general education classroom setting or the inclusion classroom setting. When we have identified that a scholar has received special education services in their previous schools, we will request their records from the last school attended to determine whether the scholar has an active IEP.

Once we receive the requested records before the beginning of the school year, we will review all scholar files and properly secure them according to T.C.A.§ 49-13-102. The Academics Coordinator (in Years 1-4), Scholar Access Coordinator (beginning in Year 5), and CEO/Lead Founder (Years 1-4) will perform an initial review of all files and ensure the educational setting is prepared to deliver services and will make any modifications and accommodations to the curriculum in a way that maintain high expectations for all scholars. If a scholar's IEP needs to be reviewed for updated goals and services to determine if the scholar is still eligible for services, the Academics Coordinator (in Years 1-4) or Scholar Access Coordinator (beginning in Year 5) will meet with the special education teacher for a review of the IEP.

To identify scholars with disabilities who do not have an existing IEP, the Academics Coordinator (in Years 1-4), Scholar Access Coordinator (beginning in Year 5), and CEO/Lead Founder (Years 1-4) will provide professional learning and development for teachers and school leaders on how to identify scholars with special needs. Time will be allocated during our professional learning and development on Wednesdays to monitor, discuss, and remain updated on the academic and behavioral progress of scholars observed as struggling during instruction.

Our internal assessments data will be essential and provide key data points that we can use to drive instructional decisions that will meet the needs of our diverse learners. During weekly data meetings, we will also review scholar portfolios to develop action plans to address student gaps and misconceptions by activating prior knowledge, academic monitoring, modeling, and/or guided discourse. When it becomes evidence that a scholar is not meeting baseline expectations in academics or behavior, we will interpret this evidence as a critical indicator of a potentially larger challenge and will take the necessary steps to address these challenges quickly and strategically.

Data that show scholars are not benefiting from the support provided will be used to develop an RTI2-Academics or Behavior plan. In accordance with the Tennessee Department of Education RTI2 Implementation Guide, once Tier II and Tier III interventions demonstrate lack of progress in a scholar's rate of improvement in response to intervention, we will conduct a data team meeting to analyze the next step leading to a special education referral. We will communicate with scholars and families by phone call and in writing to request to meet regarding a special education referral.

Aligned to the Academic Plan of Nevada Strong Academy, Novus SMART Academy (K-8) will do its due diligence to ensure the correct identification of scholars with special needs while also ensuring we do not misidentify scholars[81]. We will ground our processes in data-driven decision-making protocols using both academic and behavior data points. Once the RTI2-Academics and Behavior teams have verified a scholar is not making progress regardless of the changes to intervention or support, we will move forward with the referral process and avoid the following common errors that lead to misidentification as prescribed by the Tennessee Department of Education RTI2 Implementation Guide.

Specific instructional programs, practices, and strategies the proposed school will employ to provide a continuum of services, ensure scholars' access to the general education curriculum, and ensure academic success for scholars with disabilities. Novus SMART Academy (K-8) will ensure that all scholars have equitable access to high-quality academic instruction. Our Licensed Special Education Teacher(s) will work alongside our Academics Coordinator (Please Note: Our Special Education Coordinator will be known as the Academics Coordinator in Years 1-4; Special Education Coordinator will be known as the Scholar Access Coordinator in Year 5) in partnership with the IEP team to consider a scholar's least restrictive environment (LRE) for each portion of the school day. Our academic program will function daily as follows:

General education with no services. We will provide general education with no services as prescribed by the Tennessee Department of Education's Special Education Framework. Teachers will use data to determine which research-based strategies, scaffolds, and/or accommodations to implement in an effort to plan for scholars' anticipated misconceptions during instructional delivery in an effort to close existing achievement gaps.

General education with additional supports. We will provide general education with additional supports as prescribed by the Tennessee Department of Education's Special Education Framework. Our Licensed Special Education Teacher(s) will push into the Two-Teacher Model classroom to provide push-in instructional support as a third teacher in the classroom. For push-in instruction, all three teachers will provide Tier I instruction in the inclusion classroom setting using one of the

co-teaching strategies outlined in Section 1.3b (i.e., team teaching, alternate teaching, and/or station teaching). Accommodations we will provide include, but are not limited to, the following (in addition to those outlined in a scholar's IEP):

- Build background knowledge or content knowledge by looking ahead at what scholars will be learning and provide them with resources to increase their knowledge before teaching new content.
- Provide scholars with extended time to think through their responses or to complete independent instructional tasks.
- Use visuals to increase vocabulary, conceptual knowledge, and/or to develop stories in context.
- Use repetition, rhythm and rhyme so that scholars can repeat what teachers say to increase speaking and listening skills.
- Use scaffolds, such as graphic organizers and anchor charts, to reinforce learning and comprehension.
- Use of oral presentation (i.e., Read-Aloud).

Our Licensed Special Education Teacher(s) will support our scholars within the general education curriculum to provide instruction, scaffolds, and/or accommodations. Our Licensed Special Education Teacher(s) will also collaborate with our Licensed General Education Teacher(s) to provide planning assistance, answer scholar-specific questions, and to proactively problem-solve difficulties within the classroom that will support academic success over time. If a scholar receives consultation services only, the IEP team will conduct a re-evaluation to determine if special education services are appropriate for such scholars.

Special education support in a separate classroom for a portion of the day. Should data demonstrate the need for special education support in a separate classroom for a portion of the day, our instructional leadership team will work with our Licensed Special Education Teacher(s) and Academics Coordinator to develop a strategic academic plan to ensure high-quality academic instruction is sustained to support these scholars as prescribed by the Tennessee Department of Education's Special Education Framework. The IEP team will use data to determine provisions for direct special education services in the inclusion classroom, and in some cases, provisions for direct special education services exclusively in the special education setting. Direct education services will be provided based on services outlined in the IEP, which could include, but not limited to any of the following:

- Speech and language therapy in the general education setting and/or special education setting.
- Paraprofessional support in the general education setting and/or the special education setting.
- Pull-out services in the special education setting for English/Language Arts and Math instruction.

Our Licensed Special Education Teacher(s) will provide the most intensive intervention for scholars with disabilities who receive special education support in a separate classroom for a portion of the day to address their specific IEP deficits. We will use specially-designed instruction (SDI) to deliver intensive intervention. SDI is defined in the Individuals with Disabilities Education Act (IDEA) as adapting appropriately to the needs of an eligible child under this part- the content, methodology, or delivery of instruction- to address the unique needs of the child that result from the child's disability; and to ensure access of the child to the general curriculum. As prescribed by a scholar's IEP, we will provide SDI to support their academic, behavioral, and/or social development, provided by our Licensed Special Education Teacher(s) in a co-teaching instructional learning setting. Scholars may also receive this level of intervention in one or more settings through one or more sessions a day. Service delivery may be a combination of special education supports within the general education setting and specialized instruction within academic and non-academic portions of the school day. The location, frequency, and duration of each special education service will be decided by the IEP team on an individual basis.

Deficit-based Intervention Services. Our IEP team will use data to determine if a scholar with disabilities needs deficit-based intervention services in the special education setting. These services typically include developmental, corrective, and supportive services outlined in the scholar's IEP with a clear correlation between the related services and the IEP goals. Our Licensed Special Education Teacher(s) and Academics Coordinator will collaborate with Project Play Therapy, our proposed contracted services provider, to coordinate direct education services for our scholars who need deficit-based intervention services as outlined in the IEP (see **Attachment AA** as evidence of contracted special education services in our budgeted expenses in Years 1-5; quotes provided by Dr. Cindy Minnis, the Vice President of Clinical and School Services at Project Play Therapy). Services provided by Project Play Therapy include the following:

- Occupational Therapy
- Psychological Services
- Speech/Language Therapy

Some low incidences and specialized services include the following:

- Hearing/Auditory Services

[81] https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/190816-NV-Strong-Charter-Application.pdf

- Physical Therapy
- Music Therapy
- Vision Services
- Bilingual Spanish Evaluations
- Behavioral Health Services
- Counseling Services

Novus SMART Academy (K-8) will collaborate with Express Healthcare Staff, our proposed contracted services provider, to provide a school-based nurse for Nursing Services and School Health Services. We have been in communication with Nurse Anita Akpan who is a contracted nurse with Express Healthcare Staff and our intention is to hire her through this organization (see **Attachment G** for nurse Anita Akpan's resume).

Self-contained Placement. Should data demonstrate the need for self-contained placement of any scholar, our instructional leadership team will work with our Licensed Special Education Teacher(s) and Academics Coordinator to develop a strategic academic plan to ensure high-quality academic instruction is sustained to support our scholars with disabilities who are the moderate-to-sever spectrum, who require an alternative curriculum, and who require one-on-one education assistance (see **Attachment AA** as evidence of budgeted expenses for an Education Assistant position in Years 2-5). Our CEO/Lead Founder will also provide guidance to our Licensed Special Education Teacher(s) and Academics Coordinator on how to coordinate services and purposeful placement of scholars with disabilities who require a separate special education school, residential placement, or home/hospital placement. Post-authorization, we will partner with Rutherford County Schools, our authorizer, to determine best practices for ensuring that these scholars and families receive proper placement for this continuum of services.

Homebound Services. Should data demonstrate the need for special education support with homebound services, our instructional leadership team will work with our Licensed Special Education Teacher(s) and Academics Coordinator to develop a strategic academic plan to ensure high-quality academic instruction is sustained to support these scholars as prescribed by the Tennessee Department of Education's Special Education Framework. We will assist our scholars receiving homebound services with accessing the curriculum during their time of being physically or psychologically incapable of participating in regular classroom activities. Like our partners at Rutherford County Schools, we understand that homebound services are a temporary intervention, and that all scholars receiving these services should return on campus to receive high-quality academic instruction in their LRE as soon as possible.

Pursuant to IDEA Regulations at 34 C.F.R. §300.131, Novus SMART Academy (K-8) will identify, locate, and evaluate all unilaterally-placed private-schooled and/or home-schooled scholars who were previously enrolled in our school[82]. If a unilaterally placed scholar is determined eligible as a scholar with a disability, we will provide this scholar with equitable services by re-enrolling them in our school to receive special education and related services. If a scholar with a disability who previously attended a private school or home school returns to our school, we will conduct an IEP meeting and develop an appropriate IEP for that scholar. If a re-evaluation was not conducted while the scholar attended a private or home school, we will conduct a re-evaluation upon enrollment in our school. As with any re-evaluation, depending on the scholar's functioning, we may not be required to administer tests or other formal measures; however, our IEP team will thoroughly review all relevant data when determining a scholar 's evaluation needs.

Novus SMART Academy (K-8)'s frequent internal assessment program will efficiently identify scholars who are struggling academically. On early release Wednesdays, teachers will review data in their content planning sessions. Interim assessments data will be the focus of our quarterly data analysis. Literacy rotation will include small group instruction, and blended learning will be prescribed according to interim data to ensure all scholars have an appropriately leveled group that most directly meets their academic needs. In Year 1, the CEO/Lead Founder and Academics Coordinator will monitor all assessments data and meet with teachers daily to discuss Do Nows and Exit Tickets data and weekly quizzes within 24 hours of interim assessments and comprehensive exams. When our staff is at full scale, this will be the collaborative role of the Lower/Upper School Principals, Academics Coordinators, and IBL/PLB Coaches. The Scholar Access Coordinator (Year 5 and beyond; Academics Coordinator in Years 1-4), in collaboration with the CEO/Lead Founder and/or the Lower School Principal and Upper School Principal, will prescribe interventions and document all action plans in scholar portfolios. We will review scholars' IEPs and progress annually and as necessary. Professional learning and development for all teachers and school leaders will include special populations training, as well as additional training to maximize teacher and school leader effectiveness in preparing specific accommodations and
modification with research-based and instructional strategies that work with scholars who have diverse learning styles. We will respond to common misconceptions with intentional focus and practices as described in Figure 25 below.

[82] https://www.law.cornell.edu/cfr/text/34/300.131

Figure 25 - Addressing Common Misconceptions with Focus and Practices

Common Misconceptions	Novus SMART Academy (K-8)'s Focus and Practices
Special education is viewed as "fixing" struggling scholars.	General education teachers and special education teachers will collaboratively participate in professional learning and development focusing on curricula, assessments, and research-based instructional strategies, including special education regulations. General education teachers and special education teachers will engage in the analysis of data regarding interventions for struggling scholars.
Scholars from economically disadvantaged households are viewed as not "ready" for school.	Provide continual professional learning and development that addresses how to create culturally responsive school environments via leadership, coaching, and mentoring.
There is limited information regarding intervention strategies for struggling scholars.	Provide targeted and embedded professional learning and development for teachers and school leaders regarding RTI2-Academics and Behavior, specifically research-based interventions, assessments, and progress monitoring.

The RTI2-Academics team will make a special education referral when the team determines a scholar is eligible to receive an initial evaluation for special education services. The special education referral will include but is not limited to the following details to ensure an equitable process for scholars and families (Figure 26).

Figure 26 - Special Education Referrals Considerations

Referral Considerations	Details
Vision and Hearing Form	Results from vision and hearing forms.
Communication to Families	Documentation of ongoing communication with scholars and families about progress in RTI2-Academics with a request for referral for services.
Ineffective Tier I, II, and III Interventions	Documented and data-based determination, prescribed in the Tennessee Department of Education RTI2 Manual.
Intervention Logs	Documentation located in scholars' RTI2-Academics folder.
RTI2-Academics Scholar Folder	Documentation of intervention used, frequency, attendance logs, duration of intervention, progress monitoring, ROI calculations, gap analysis, survey-level assessments, and fidelity checks.
Scholar Assessment Portfolio	Binder containing all assessment data from year and previous years for each scholar.
Documentation of the Concern	RTI2-Academics team meeting minutes documenting rationale for the decision to pursue special education services.
Special Education Evaluation Components and Reevaluation Components	Not limited to input from a school psychologist with documentation of testing results.

We will take the following steps to ensure the process is fair and focused on each individual scholar's success:

- Perform an educational evaluation with parental consent.
- If the scholar is eligible, develop an IEP.
- The IEP team will collaborate to agree on the goals, modifications, accommodations, and plan for the scholar to be successful at Novus SMART Academy (K-8).
- Continued progress monitoring of IEP goals.

We will ensure all scholars have access to high-quality academic instruction by securing partnerships with contracted services providers, such as (but not limited to) nurses, speech and language pathologists, occupational therapists, behavioral counselors, and others, based on the needs identified and included in the IEP and have been included in the proposed budget. We will design our teachers' schedules to preserve sufficient time for collaboration between general education teachers, special education teachers, and school leaders. We will use collaboration time to prepare for instructional delivery and critical support for our special populations. The CEO/Lead Founder and Academics Coordinator will lead Weekly 1:1 coaching sessions in Years 1-4 to provide teachers with the support needed for instruction with special populations. Beginning in Year 5, the assistant principal will assume the responsibility of coaching and supporting teachers as prescribed above.

Character education through social-emotional learning and support is also an essential component of our mission and vision. Novus SMART Academy (K-8) believes a values-based school community leads to transformational results. Our daily communication with families through behavior logs will ensure our families are informed about their scholars' behavior in the classroom. The CEO/Lead Founder, DEI Coordinator, and teachers will record scholar behavioral data in SchoolRunner, FastBridge, and other management and communication systems that we employ over time. Teachers and school leaders will record behavior management color changes for scholars, parent communications, parent conferences, and any scholar behavior data. SchoolRunner and FastBridge will allow our school team to pull reports and categorize behavior incidents to document in our RTI2-Behavior process.

Plans for monitoring and evaluating the progress and success of scholars with disabilities, including coordination with the authorizer's monitoring and evaluation. One of the major priorities and responsibilities of our Board of Directors is to ensure Novus SMART Academy (K-8) maintains regulatory compliance as we provide a safe and suitable learning environment for all scholars. We will adhere to state laws and our authorizer's accountability measures and guidelines as best practices to provide a high-quality academic experience for our scholars with IEPs and in compliance with the federal Individuals with Disabilities Education Act and T.C.A.§ 49-13-102.

Novus SMART Academy (K-8) will support scholars who have been identified with disabilities under the law or whom we suspect may have such disabilities. We will provide a Free and Appropriate Public Education (FAPE) and comply with all applicable state and federal statutes, including Title II of the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. We will educate scholars in our special populations in the least restrictive environment (LRE) and with their general education peers to the extent appropriate and as allowed by their IEPs. When a scholar is identified as having a disability, we will follow the process through Child Find, in accordance with 34 C.F.R. § 300.111, as we identify, locate, and evaluate scholars who need special education and related services.

Novus SMART Academy (K-8) will not discriminate against scholars and families during our admissions and enrollment processes or practices. Our mission and vision are inclusive, regardless of scholars' present level of academic performance, behaviors and mindsets, socioeconomic status and zip codes, and/or cultural backgrounds and differences. To reach our goals, we will support scholars in special populations primarily in the inclusion classroom, and we will resort to a more restrictive learning environment based on their prescribed service requirements.

All scholars will receive high-quality academic instruction that supports their critical and creative thinking, and interventions that respond to their academic and behavioral deficits. As a local educational agency (LEA), we will follow and fulfill our obligations under Title III of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act of 2015 (ESSA). We will be guided by the belief that all scholars can and will achieve through a high-quality, equitable educational program and services.

Plans for promoting graduation for scholars with disabilities (high school only). Not applicable.

1.7e - Describe the following related to English Learners (EL) in accordance with State Board of Education Rule 0520-01-19-.03:

Methods for identifying EL scholars and avoiding misidentification. Identifying ELLs is a two (2)-step process that must be completed in sequence within thirty (30) days of initial enrollment[83].

Step One. Novus SMART Academy (K-8) will administer a Home Language Survey (HLS) to identify scholars classified as NELB (Non-English Language Background). An HLS should be completed only once in a scholar's educational career. If the scholar has previously attended another LEA, Novus SMART Academy (K-8) will attempt to obtain the original HLS from the sending LEA. If we cannot obtain the original HLS after reasonable attempts to do so, we will re-administer the HLS and mark it as a secondary HLS. If the original HLS is found, it will replace the secondary HLS in the scholar's file.

The HLS will not require parent(s) or guardian(s) to answer questions about scholar immunization or scholar or familial immigration status. The HLS will include, but not be limited to, questions that require the parent(s) or guardian(s) to address the following three topics:

1. The first language the scholar learned to speak.
2. The language the scholar speaks most often at home.
3. The language that is most often spoken to the scholar at home.

If the parent(s) or guardian(s) list a language other than English for any question above, the scholar will be classified as an NELB scholar. Our Licensed ESL Teacher, along with our Academics Coordinator as needed, will meet with parent(s) or guardian(s) to discuss educational history about their scholar(s) as it pertains to milestones in early childhood, former education, interruptions to education, learning difficulties and traumatic events). If an HLS is determined to have contained errors after the initial administration, we will also re-interview the parent(s) or guardian(s) and document all changes. As best practice, parent(s) or guardian(s) will sign all updated documentation that will be retained in the scholar's file.

We reserve the right to ask additional questions to determine should a scholar be identified as an ELL. Assessing a scholar's literacy skills in English as well as collecting additional information will provide valuable insight into the scholar's language and literacy development, which will inform instructional and programming decisions. Additional questions related to, but not limited to, a scholar's Educational History are as follows:

- How many years were you in school in your native country?
- How many years were you in school in the United States?
- What is the name of the most recent school you attended?
- What grade were you in at the last school you attended?
- Can you read for me in your language
- Please read this for me (provide a grade-level text).
- Can you write for me in your language?
- Please write two sentences that tell me about your favorite person, pet, or object (toy).

Additional questions related to, but not limited to, a scholar's Content Knowledge are as follows:

- What subjects did you study in your previous schools?
- In what language did you study?
- Which books did you use in your previous schools?
- In what language were the books written?
- Did you study in a bilingual program?
    - If yes, which subjects did you study in English?
    - Which subjects did you study in another language?

When an HLS indicates English as the first language that the scholar learned to speak, we will archive the HLS document as part of the scholar's cumulative record with no further actions required. When an HLS indicates a language other than English as the first language that the scholar learned to speak, we will ensure that the original HLS is archived as part of the scholar's record. Within 30 days of the scholar's initial enrollment, we will administer the ELPA21 Dynamic Screener to determine whether the scholar entering our school will benefit from ELLs services[84]. This screener is a concise, turnkey solution that allows educators and school staff to efficiently identify ELLs and qualify them for additional services and language support.

Step Two. Novus SMART Academy (K-8) will screen all NELB scholars using the English Language Proficiency Assessment (ELPA21) to determine whether the scholar qualifies for ESL Services, unless an NELB scholar has

[83] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2024-sbe-meetings/may-31%2c-2024-/5-31-24%20VI%20B%20English%20as%20a%20Second%20Language%20Programs%20Rule%200520-01-19-.01%2c%20and%20-.03%20thru%20-.06%20Clean.pdf

documentation from a previous state or LEA that he or she met the definition of Fluent English Proficient (FEP) on the Department-adopted screener. The determination must be completed within thirty (30) days of initial enrollment. NELB scholars with a disability and NELB scholars who cannot access the traditional screener due to a suspected disability will be screened using the Alt ELPA Screener for receptive modality (combined score for reading and listening domains) and productive modality (combined score for speaking and writing domains). We will seek guidance from the Tennessee Department of Education and Rutherford County Schools to determine when to administer the alternate screener to scholars. Scholars identified as ELLs will receive direct ESL services unless a parent or guardian chooses to waive direct ESL services.

Identification and Placement Screening Assessments. Once a scholar has been identified as NELB by the HLS, the scholar will be screened by our Licensed ESL Teacher(s), who has completed ELPA21 training, with the appropriate ELPA21 screening tool. We will screen all NELB scholars within thirty (30) days of their initial enrollment to determine whether the scholar qualifies for ELL services unless a NELB scholar has documentation from a previous state or school that the scholar met the definition of fluent English proficiency. NELB scholars who are identified as requiring alternate assessments will be screened using an alternative assessment. Should these scholars attain the qualifying score, they will be identified as ELLs. If a scholar who has an IEP is also an NELB scholar, the IEP team may exempt the scholar from domain(s) that are inaccessible due to their disability. The English language proficiency screener shall be administered in addition to the HLS within the thirty-day time period (see Figure 27 for determination details).

Figure 27 - Scholar Grade Level, Required Screener, and Qualifying Score for Entry

Scholar Grade Level	Required Screener	Qualifying Score For Entry
Kindergarten (first semester)	ELPA21 Dynamic Screener: Reading, Writing, Listening, and Speaking Domains	Below three (3) in any non-exempt domain.
Kindergarten (second semester through Grade 12)	ELPA21 Dynamic Screener: Reading, Writing, Listening, and Speaking Domains	Below four (4) in any non-exempt domain.
Identified as NELB Scholars who Require Alternative Assessments in Grades K-12	Alt ELPA Screener Receptive modality (combined score for reading and listening domains). Productive modality (combined score for speaking and writing domains).	Below three (3) in any non-exempt modality.

After a scholar has been identified as an ELL, our Licensed ESL Teacher(s) will develop and implement an Individual Learning Plan (ILP) for the scholar that includes assessment data, the appropriate supports that provide access to classroom instruction aligned to grade-level academic standards, short-term goals to advance the scholar to the next proficiency level in each of the four domains, and a growth trajectory for their English language proficiency based on individual student data. This ILP will be found in the Tennessee Plans for Learning Success and Excellence (TN PULSE) platform. This platform provides a free, standardized, web-based platform for school districts, public charter schools, and state-operated programs (SOPs) that serves as Tennessee's system of record for student learning plans, including Individual Education Programs (IEPs) and 504 Plans for students with disabilities, Individual Learning Plans (ILPs) for English learners, and ILP-D plans for students with characteristics of dyslexia. To support individualized learning for Tennessee scholars in alignment with the Tennessee Investment in Student Achievement (TISA) Act, this platform replaces the EasyIEP system, expands functionality and features by including all student learning plans, and allows users to track state and federal compliance.

Novus SMART Academy (K-8) will communicate information related to identification, screening, and service delivery to the parent(s) and guardian(s) of ELLs in the language and method that the parent(s) or guardian(s) can understand, to the extent practicable within thirty (30) days, the maximum allowable time frame. We will also do our due diligence to ensure that our Licensed ESL Teacher(s) engages in ongoing communication and involvement with parent(s) or guardian(s) and general education teachers/other relevant school personnel in the ILP process. Parent(s) or guardian(s) will be informed of the ESL program type to be used, length of time expected for completion of ESL services, how the EL scholar was assessed for

[84] https://www.elpa21.org/dynamic-screener/

entrance to services, and options related to program types, if available. Notification to parents or guardians of EL scholars will include the following:

a. Their right to waive placement of their scholar in ESL programs.
b. Their right to waive Direct ESL Service at any time.
c. The scaffolding and accommodations to be provided in the general education setting via Indirect ESL Services if the parent(s) or guardian(s) waive Direct ESL Services.

Novus SMART Academy (K-8) will ensure that all ELLs suspected of having a disability are located, identified, and evaluated for special education and related services in a timely manner, in accordance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and T.C.A. §§ 49-10-101, et seq.. When conducting special education and/or Section 504 evaluations, we will consider the English language proficiency of ELLs in determining the appropriate assessments and other evaluation materials to be used. ELLs will not be identified as scholars with disabilities solely because of their limited English language proficiency. We will provide ELLs with disabilities with both the language assistance and disability-related services to which they are entitled under state and federal law. Neither RTI2-Academics/Behavior nor special education services will be used in place of direct ESL Services.

We will also ensure that ELLs suspected of having Characteristics of Dyslexia are screened and served in accordance with T.C.A. § 49-1-229 and the State Board Dyslexia Individualized Learning Plan Rule Chapter 0520-01-22. When conducting screenings for Characteristics of Dyslexia, we will consider the English language proficiency of ELLs in determining the appropriate assessments and other evaluation materials to be used. ELLs will not be identified as having Characteristics of Dyslexia solely because of their limited English language proficiency. In addition to an ILP developed, we will provide to an EL scholar identified as having Characteristics of Dyslexia an Individualized Learning Plan - Dyslexia (ILP-D) in accordance with State Board Dyslexia Individualized Learning Plan Rules Chapter 0520-01-22. The EL's ILP and ILP-D will be coordinated to ensure the seamless provision of coherent and complete services and supports.

Enrolling In-State or Out-of- State Transfer Scholars. As stated before, an HLS should only be completed once in a scholar's educational career. If the original HLS cannot be located, Novus SMART Academy (K-8) will contact the scholar's previous school to obtain it. If we cannot obtain the original HLS after reasonable attempts, we will re-administer the HLS, and will label it as a potential secondary HLS. In the event the original HLS is found, we will replace the secondary HLS in the scholar's cumulative file.

When an HLS indicates English as the first language that the scholar learned to speak, we will archive the HLS document as part of the scholar's cumulative record with no further actions required. When an HLS indicates a language other than English as the first language that the scholar learned to speak, the previous school should have already administered the English language proficiency placement assessment (i.e., previously WIDA or a different assessment depending on the state). We will check the scholar's record for assessment results and contact the previous school to obtain the results if they have not been provided. When the scholar scores proficient on the Kindergarten Screener, WIDA Screener in previous years, or ELPA21 Dynamic Screener, the scholar will be considered proficient upon enrollment and will be classified as NELB, and we will archive the original HLS with no further actions required. When the scholar scores below proficient on the placement test but has since achieved a proficient score on the previously-used WIDA Access Annual Assessment or the ELPA21 Summative Assessment, the scholar will be identified as Former ELL. If the proficient score was achieved within the previous four years, the scholar will be placed in our monitoring system for former ELLs accordingly: Transitional Scholar during Year 1 through Year 4. When a scholar's record indicates exit from ELL services in a different state, regardless of the assessment being previously-used WIDA or otherwise, we will accept their exited status.

Specific instructional programs, practices, and strategies the proposed school will employ to ensure academic success and equitable access to the core academic program for EL scholars. ELLs in Grades K-5 identified for ESL services will receive a minimum of one (1) hour of direct ESL service per school day from our Licensed ESL Teacher(s) until the scholar achieves a qualifying score for exit on the ELPA21 Summative Assessment. ELLs in Grades 6-8 will receive a minimum of one (1) hour of direct ESL service per school day or the equivalent of one (1) full-class period of at least 45 minutes in duration per school day, from our Licensed ESL Teacher(s) until the scholar achieves a qualifying score for exit on the ELPA21 Summative Assessment. Parents or guardians of ELLs will be annually informed of the right to waive placement into the ESL programs, and we will provide the parent(s) or guardian(s) the option to waive direct ESL services before services are provided, or at any time during the course of the school year. If the parent(s) or guardian(s) waives direct ESL services for the scholar, our General Education Teacher will provide indirect ESL services in the form of linguistically-appropriate scaffolding and accommodations within the general education setting as described in the scholar's ILP.

We will ensure that all teachers who provide direct or indirect ESL services are annually trained in delivering ESL instruction. At a minimum, this training will include, but not be limited to: review of the Tennessee English language development (ELD) standards; regular support and practice with appropriate ESL instructional methods to use with grade-level academic content standards in English language arts, mathematics, science and social studies; ongoing English language acquisition training for General Education Teachers to understand the process of acquiring a second or subsequent language; review of strategies for collaboration between teachers serving ELLs so that ILPs are developed and implemented by all educators; and on going review of requirements regarding ILP development and implementation.

Novus SMART Academy (K-8) will implement instructional programs, practices, and strategies to ensure the academic success of ELLs with equitable access to high-quality academic instruction. Our service models will be evidence-based and effective, will provide effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing English language proficiency and scholar academic achievement, and will align to the Tennessee ELD standards as follows (see Figure 28 for Specific Instructional Programs, Practices and Strategies):

Figure 28 - Specific Instructional Programs, Practices and Strategies

Instructional Programs, Practices, and Strategies	Instructional Model Pros and Cons	Instructional Resources
Pull-out Instruction: ELLs are pulled out of content classes and put into a separate ELLsonly classroom to receive language instruction. Push-in Instruction (i.e., inclusion classroom and co-teaching): ELLs and native-English speakers are put together in a classroom for content instruction with a Licensed ESL Teacher to provide any necessary additional support.	**Pros:** Smaller class sizes can help scholars engage more with high-quality academic instructional materials. Additional funding may also allow the school to hire additional Licensed ESL Teachers to increase the effectiveness of language-focused teaching and learning. **Cons:** This model is ineffective for ELLs later in their academic career who are focused more on content, rather than language learning. With this method, scholars miss out on learning content and language in context. Licensed ESL Teachers often do not collaborate with content teachers to ensure that the English language learners are absorbing the material to the same extent that native English speakers are.	We will implement a strategic academic plan to ensure high-quality academic instruction is sustained to support our ELLs using pull-out and push-in instruction. For pull-out instruction, we will provide services to build foundational skills using Amplify Core Knowledge Language Arts (CKLA). These services may vary based on what has been written in the ILP by the Licensed ESL Teacher. Pull-out instructional minutes are also determined by what has been written in the ILP by the Licensed ESL Teacher, and scholars receiving these services will still receive push-in instruction during content instruction as well. For push-in instruction, we will provide Tier I instruction in the inclusion classroom. The proposed curriculum resource that we will use is Amplify Core CKLA. Amplify CKLA is the leading early literacy curriculum grounded in the Science of Reading. By combining knowledge-building and research-based foundational skills, our instruction guides educators in developing strong readers, writers, and thinkers. Our Licensed ESL teacher will push-in to the Two-teacher Model classroom as an additional co-teacher to provide Tier I instruction using one of the co-teaching strategies outlined in Section 1.3b.

		Some of the accommodations that we will provide are as follows: ● Build background knowledge or content knowledge by looking ahead at what scholars will be learning and provide them with resources to increase their knowledge before teaching new content. ● Provide ELLs with a bilingual dictionary ● Teachers will monitor their speaking speed and clarity by slowing down and pronouncing each word succinctly and clearly; ELLs will be encouraged to do so as well.. ● Provide scholars with extended time to think through their responses or to complete independent instructional tasks. ● Use visuals to increase vocabulary, conceptual knowledge, and/or to develop stories in context. ● Use repetition, rhythm and rhyme so that scholars can repeat what teachers say to increase speaking and listening skills. ● Use scaffolds, such as graphic organizers and anchor charts, to reinforce learning and comprehension.
Sheltered English Instruction: Native English speakers get their version of a curriculum, and the ELLs get a scaffolded version of that same curriculum taught in English. This allows both sub-communities to learn the same content, but the ELLs are getting a better handle on the English Language without having to be burdened by any English language requirements that they are unable to meet while they are still learning language and content-area skills.	**Pros:** This design does not devote all resources into language development; instead, it focuses on teaching various topics and actual content material in the curriculum in English, and with that immersion, English proficiency is achieved. This design also increases cooperation between Licensed ESL Teachers and General Education Teachers on curriculum and instructional delivery. This model allows for a direct correlation between learning language and content. **Cons:** Missed opportunity to understand/make the connection between language learning and content learning because of the perpetuation of the idea that those are separate things. Finding sufficient funding for	Should data demonstrate the need for this model, our instructional leadership team will develop a strategic academic plan to ensure high-quality academic instruction is sustained to support our ELL. The proposed curriculum resource that we will use should data demonstrate the need for this instructional model in English/Language Arts is Amplify CKLA. Amplify CKLA is the leading early literacy curriculum grounded in the Science of Reading. By combining knowledge-building and research-based foundational skills, our instruction guides educators in developing strong readers, writers, and thinkers. In addition to Amplify CKLA, we will

	Licensed ESL Teachers and General Education Teachers can also be very difficult as well. Adequate funding to pay for training for Licensed ESL Teachers that would be vital for the Sheltered Instruction model to be effective can also be challenging.	use IXL to support the critical scaffolding ELLs need to build understanding at their own pace. IXL's Spanish support tools, including on-demand audio and text translations, and Spanish captions for video tutorials, enable Spanish-speaking ELLs to make progress in English/Language Arts and essential Math skills, even if they are still building their English language abilities. We will also use Imagine MyPath for ELL scholars who do not speak English or Spanish to accelerate learning with adaptive intervention for grade-level success in literacy and math, prioritizing critical foundational skills in engaging, age-appropriate learning environments to keep scholars on track academically (see **Attachment AA** for this budgeted expense for ELL scholars only). The following language features that are available in the Imagine Learning platform: Afrikaans, Albanian, Amharic, Arabic, Armenian, Azerbaijani, Basque Spanish, Belarusian, Bengali, Bosnian, Bulgarian, Burmese, Catalan Spanish, Cebuano, Chichewa, Chinese (Mandarin), Colombian Spanish, Croatian, Czech, Danish, Dutch, English American, English Australian, English Indian, English Irish, English Scottish, English UK, English Welsh, Esperanto, Estonian, European French, European Spanish, Filipin, Finnish, Flemish, French, French Canadian, Galician, Georgian, German, Greek, Gujarati, Haitian Creole, Hausa, Hebrew, Hindi, Hmong, Hungarian, Icelandic, Igbo, Indonesian, Irish, Italian, Japanese, Javanese, Kannada, Kazakh, Khmer, Korean, Kurdish, Lao, Latin, Latvian, Lithuanian, Macedonian, Malagasy, Malay, Malayalam, Maltese, Maori, Marathi, Mexican Spanish, Mongolian, Nepali, Nepalese, Norwegian, Pashto, Persian/Farsi, Polish, Portuguese, Portuguese Brazilian, Punjabi, Romanian, Russian, Samoan, Scottish Gaelic, Serbian, Sesotho, Shona, Sinhala, Slovak, Slovakian, Slovenian, Somali, Spanish, Sudanese, Swahili, Swedish, Tajiki, Tamil, Telugu, Thai,

		Turkish, Ukrainian, Urdu, Uzbek, Vietnamese, Welsh, Yiddish, and Yoruba. Some of the accommodations that we will provide are as follows: ● Build background knowledge or content knowledge by looking ahead at what scholars will be learning and provide them with resources to increase their knowledge before teaching new content. ● Provide ELLs with a bilingual dictionary ● Teachers will monitor their speaking speed and clarity by slowing down and pronouncing each word succinctly and clearly; ELLs will be encouraged to do so as well.. ● Provide scholars with extended time to think through their responses or to complete independent instructional tasks. ● Use visuals to increase vocabulary, conceptual knowledge, and/or to develop stories in context. ● Use repetition, rhythm and rhyme so that scholars can repeat what teachers say to increase speaking and listening skills. ● Use scaffolds, such as graphic organizers and anchor charts, to reinforce learning and comprehension. ● Use of oral presentation (i.e., Read-Aloud). Such implementation may have an impact on our daily schedule and staffing budget, which is why we will present this plan to our Board's Academics Committee and Finance Committee- and Rutherford County Schools if necessary- for approval before implementation at our school.
Structured English Immersion: Separates ELLs from their peers by placing them in a small ELL-only classroom to receive English and content instruction.	**Pros:** Helpful for elementary scholars because they are new to the language, and this structure allows them to focus on the language rather than the content.	Novus SMART Academy (K-8) will not use this instructional model; however, if data demonstrate need for this model, our instructional leadership team will develop a strategic academic

	Cons: It is the most socially isolating and restricts ELLs' chances of using language authentically with native-English scholars because of separation.	plan to ensure high-quality academic instruction is sustained. Such implementation may have an impact on our daily schedule and staffing budget, which is why we will present this plan to our Board's Academics Committee and Finance Committee- and Rutherford County Schools if necessary- for approval before implementation at our school.
Specially Designed Academic Instruction in English (SDAIE): The purpose of SDAIE is to provide English Learners equal access to the standard curriculum and for ELLs to comprehend key curricular concepts without their needing to have an extended understanding of English.	**Pros:** Teachers who use SDAIE strategies find that their ELLs are not only able to learn the same essential concepts as their native English-speaking peers, but are also able to accelerate their progress towards full fluency in English **Cons:** Although all ELLs can benefit from exposure to SDAIE strategies, these strategies are most effective when used with scholars who have reached at least an intermediate stage of English fluency.	Novus SMART Academy (K-8) will not use this instructional model; however, if data demonstrate need for this model, our instructional leadership team will develop a strategic academic plan to ensure high-quality academic instruction is sustained. Such implementation may have an impact on our daily schedule and staffing budget, which is why we will present this plan to our Board's Academics Committee and Finance Committee- and Rutherford County Schools if necessary- for approval before implementation at our school.
Content-Based Instruction (CBI): A teaching method that focuses on teaching a second language through content or information. CBI encourages scholars to learn a language by using it for communication from the start of class, and it can help develop their linguistic ability. The idea is that studying a language through content that is interesting to the scholar can increase immersion, motivation, and engagement.	**Pros:** Makes learning the target language an interesting and motivating task. Scholars develop more knowledge about the world and learn how to use valuable study skills. Work in groups by learning how to collaborate and other social skills. **Cons:** No explicit language instruction. Texts and information sources may be too advanced. Scholars just copy down information. Focuses on learning about something, not learning about language.	Novus SMART Academy (K-8) will not use this instructional model; however, if data demonstrate need for this model, our instructional leadership team will develop a strategic academic plan to ensure high-quality academic instruction is sustained. Such implementation may have an impact on our daily schedule and staffing budget, which is why we will present this plan to our Board's Academics Committee and Finance Committee- and Rutherford County Schools if necessary- for approval before implementation at our school.
Heritage Language Instruction: A form of language education designed for scholars who already have exposure to a language, cultural connections, and some levels of proficiency. Heritage Language Instruction can take place in a variety of settings through bilingual or dual-language immersion programs, foreign language electives, or other courses.	**Pros:** Each subcommunity's native language is leveraged as an instructional tool, rather than a hindrance, which allows scholars to learn better. Scholars engage with the material better because it is given in their native language and in the language they are learning. Scholars are less stressed because they are not starting completely from scratch, and they can use their native language to contribute to learning in school in a new environment. **Cons:** This model does value English	Should data demonstrate the need for this model, our instructional leadership team will develop a strategic academic plan to ensure high-quality academic instruction is sustained to support our ELL. The proposed curriculum resource that we will use should data demonstrate the need for this instructional model in English/Language Arts is Amplify Caminos. Amplify Caminos is a Spanish/Language Arts curriculum for grades K-5 that can be used on its own. It can also be used alongside Amplify CKLA to provide scholars with

	over other languages in its teachings, and it is the most inclusive program design. However, this design is difficult to implement when there is a variety of ELLs who speak different languages. An ideal setting would be if there was a large sub-community of scholars who were native Spanish speakers, as well as the predominant community of native English speakers.	equitable instruction in Spanish and English across a range of instructional models, including dual language immersion and transitional classrooms. Such implementation may have an impact on our daily schedule and staffing budget, which is why we will present this plan to our Board's Academics Committee and Finance Committee- and Rutherford County Schools if necessary- for approval before implementation at our school.

Novus SMART Academy (K-8) will provide adequate ESL staff to implement our chosen service model effectively, as documented by the progress in English language proficiency and academic content of their ELLs. This includes, but is not limited to, having sufficient staff to ensure meaningful communication to parents or guardians of ELLs with limited English proficiency, to identify ELLs, and to monitor transitional ELLs. To meet the two (2) criteria of effective and compliant ESL programs, we will implement ESL programs based on the following staffing ratio standards: ESL class sizes will not exceed state-mandated grade-level class size requirements; and our ESL program staffing ratio will be based on an average of no more than thirty-five (35) identified ELLs per full-time equivalent ESL teacher unless an alternate staffing ratio is approved by the Department of Education. We understand that an alternative staffing ratio may only be approved when we can show adequate academic growth and proficiency with our ELL population and can prove that they are receiving the required hours of service. Should we seek approval for a waiver for an alternate staffing ratio, we will provide the following information upon application and, if approved, annually to the Department of Education: the number of ELLs served; the proficiency levels of ELLs; the academic growth of ELLs; evidence that Novus SMART Academy (K-8) is not an Additional Targeted Support and Intervention (ATSI) school based on the ELL accountability subgroup; and the most recent analysis for the ELL subgroup for achievement assessments in reading/language arts, mathematics, and science.

Plans for ensuring individual learning plans (ILPs) are maintained and addressed. Our Licensed ESL Teacher(s) will ensure that all ILPs are maintained and addressed in the best interest of the ELLs. Our Licensed ESL Teacher(s) will be trained to develop and implement ILPs for our ELLs through the analysis of multiple forms of data to determine the appropriate supports that will provide equitable access to classroom instruction aligned to grade-level academic standards, short-term goals to advance the student to the next proficiency level in each of the four domains, and a growth trajectory for their English language proficiency based on individual scholar data. Our Licensed ESL Teacher(s) will also ensure that every ILP includes the following: assessment data from the ELPA21 Summative Assessment; relevant demographic data, including but not limited to years of ESL service, long-term ELL status; and additional services the scholar receives, such as special education or RTI2-Academics or Behavior. We will also include data from other assessments, such as achievement assessments, relevant benchmark data, universal screener data, and TNReady Assessments data.

All strategies, scaffolds, and accommodations used in the delivery of indirect ESL services, will be decided by the ILP Team to provide access to instruction. ELLs will receive short-term goals that help them proceed to the next proficiency level in the four (4) domains of reading, writing, speaking, and listening. For ELLs in Grades K-3, direct ESL services and language-focused supports will be defined in the ILP to provide access to high-quality academic instruction aligned to grade-level academic standards. For ELLs in grades 4-12, direct ESL services will be defined in the ILP to provide access to high-quality academic instruction aligned to language, academic, and career-readiness supports with grade-level academic standards. Growth trajectories for English language proficiency will also be based on individual scholar data as available, and Transitional ELLs, will outline services in accordance with Transitional ELL status and needs. Teachers will monitor the academic and English language proficiency growth of ELLs through benchmarking, progress-monitoring, formative assessments, and/or summative assessments at least quarterly. If an ELL is not meeting the growth expectations identified in his or her ILP, the scholar will receive differentiated support so that he or she may advance more rapidly toward English language proficiency. Supports will be implemented promptly after the ILP Team has determined the scholar is not on the expected growth trajectory.

Novus SMART Academy (K-8) will engage in ongoing communication and involve the parent(s) or guardian(s), General Education Teacher(s), and other relevant school personnel in the ILP process. Within 30 days of the scholar's initial enrollment, we will complete the HLS, screen scholars identified as NELB, and notify the parent(s) or guardian(s) of ELL eligibility. Within 60 days of the scholar's initial enrollment, our Licensed ESL Teacher(s) will create and implement the ILP.

Annually, our Licensed ESL Teacher(s) will review and revise ILPs as necessary and supported by data. Our Licensed ESL Teacher(s) will also work with the Academics Coordinator to ensure all teachers and instructional staff are given ongoing professional learning and development to support the implementation of the ILP appropriately. We will do our due diligence to comply with the parent and legal guardian participation and notification requirements of this Chapter and Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d et seq.), and we will adopt and implement an oversight plan that outlines the development, implementation, and monitoring of ILPs for EL scholars in accordance with this Chapter and the Tennessee Investment in Student Achievement (TISA) guide as follows:

1. The development of ILPs for all ELLs.
2. The monitoring of ILPs quarterly.
3. The provision of intensified support for ELLs not meeting growth expectations identified in the ILP.4.
4. Annual review and revision of ILPs by the ILP Team.
5. Parental communication and involvement in the ILP process.
6. The seamless coordination of services and supports for ELs with disabilities and/or Characteristics of Dyslexia.
7. Training for teachers providing direct or indirect ESL Services regarding ILP requirements, development, and implementation.
8. The sufficient staffing and resources required to support the development and implementation of all ILPs across the LEA or public charter school.

Plans for monitoring and evaluating the progress and success of EL scholars, including exiting scholars from EL services. Our ELLs will be assessed annually using the ELPA21 Summative Assessment in reading, writing, speaking and listening and must have a qualifying score of four (4) in all non-exempt domains in order to exit ESL services. If a scholar who has an IEP is also an ELL, the IEP team may exempt the scholar from domain(s) that are inaccessible due to their disability. We may also decide to provide tailored services to scholars in Grades 1-12 who score at least a level four (4) in three (3) domains which shall include reading, writing, and either listening or speaking. ELLs who are identified on their IEP as requiring alternate assessments will be assessed annually using the Alt ELPA Summative Assessment to determine receptive modality (combined reading and listening) and productive modality (combined speaking and writing) and must receive a qualifying score of three (3) or above in all non-exempt modalities. If a scholar who has an IEP is also an ELL, the IEP team may exempt the scholar from domain(s) that are inaccessible due to their disability. Scholars who attain the qualifying score for exit shall be exited from direct or indirect ESL services.

ELLs who attain the qualifying score of four (4) or above in the domains of listening, speaking, reading, and writing, respectively, on the ELPA21 Summative Assessment shall be exited from direct or indirect ELL services. Through high-quality academic instruction, we will ensure that our ELLs have attained a high degree of English proficiency that will allow them to achieve academic success without direct or indirect ESL services at levels comparable to their native English-speaking peers. Scholars who exit direct or indirect ESL services will be considered Transitional ELLs for four (4) school years. During the four transitional years, we realize that exited ELLs may still benefit from classroom accommodations. Novus SMART Academy (K-8) will monitor the progress of ELLs for two calendar years after meeting the exit criteria. In Tennessee, scholars are classified in EIS as follows:

- Transitional 1 (T1) during their first monitoring year.
- Transitional 2 (T2) during their second monitoring year.
- Transitional 3 (T3) during their third year after exit.
- Transitional 4 (T4) during their fourth year after exit.

All Transitional ELLs must be included as ELLs in our LEA and school accountability. Transitional ELLs will receive instruction in the general education classroom. T1 and T2 scholars will be monitored for two (2) years. If a Transitional ELL demonstrates difficulty in the general education classroom or fails to meet ILP benchmarks, academic interventions will be provided by our General Education Teachers in collaboration with our Licensed ESL Teacher(s). Novus SMART Academy (K-8) will develop a reclassification procedure to be used for exited ELLs who require reentry into the ESL program that includes parent and guardian consent. We will apply this reclassification procedure if academic or non-academic interventions are unsuccessful. ELLs who take alternate assessments for TNReady Assessments, as determined by the IEP team, will be considered for exit from ESL services with a qualifying score of three (3) or above in all non-exempt modalities. If a scholar was exited from ESL services by another state, the exit will stand as valid.

Seal of Biliteracy. To qualify for the Seal of Biliteracy as described in State Board Rule 0520-01-03-.06, scholars who are ELLs may demonstrate English proficiency by attaining a score of five (5) on the Reading and Writing domains and a score of four (4) or higher on the Listening and Speaking domains on the ELPA21 Summative Assessment. Scholars who are English learners who attained a score of 4.5 or higher on the WIDA Access in Tennessee prior to July 1, 2024, may qualify for the Seal of Biliteracy based on that assessment score[85].

Our Licensed ESL Teacher(s) alongside our Academics Coordinator will ensure that General Education Teachers receive ongoing professional learning and development as it relates to supporting all ELLs, and specifically with the understanding that exited ELLs will need ongoing support. Making connections between new information and scholars' background knowledge, guiding the organization of information, and assessing their learning may continue to be a struggle for an ELL even after attaining English proficiency. ELLs strive to function as proficient learners in the classroom, however, if they are given tasks beyond their current functional level of language proficiency, they may not be able to complete them successfully. Recognizing the ability level of an ELL and appropriately challenging and supporting them is integral to ensure that they do not lose their academic motivation. All our teachers will make adaptations to content material and present it to all ELLs in a less demanding language format, by leveraging the English Language Proficiency (ELP) standards to support ELLs in accessing the Tennessee Academic Standards, and without reducing the rigor. Our teachers will also understand the progression of an exited scholar's academic skills to increase the complexity with which information is provided as the scholar becomes more cognitively proficient. Our teachers will provide our scholars with increased opportunities to demonstrate what they know by using a variety of formative and summative assessments. Monitoring tools we will use for scholars who have exited ESL services are as follows (see Figure 29 for ELL exiting tools; please note that these tools are subject to change based on the needs of our ELL community):

Figure 29 - Monitoring Tools for ELL Exiting Services

Monitoring English Language Learners in Progress Across Core Content Areas	
Scholar Name:	**Grade:**
Subject:	**Teacher:**

Teacher Observations Data					
Rating Scale: **1-Never** **2-Seldom** **3-Sometimes** **4-Often** **5-Always**					
Characteristic	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**
Completes class assignments on time.					
Participates effectively in class discussions.					
Works independently.					
Completes homework assignments.					
Displays effort.					
Attendance and Tardy Data					
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**
Attendance					
Tardy					
Summary and Action Steps					
Summary					
Scholar meets grade-level academic standards or benchmarks.					

Scholar does not meet grade-level academic standards or benchmarks. English language proficiency is not a reason the Scholar is not meeting grade-level academic standards or benchmarks.	
Scholar does not meet grade-level academic standards or benchmarks. Limited English language proficiency in one or more language domains is a reason the scholar is not meeting grade-level academic standards or benchmarks.	
Action Steps:	

Date:	Person Completing the Form and Title:
	Team Members:

Monitoring Overall Language Performance

We will use this form to help document the progress of ELLs.

- Complete a new form each month to learn about the scholar's overall academic progress and gains in English proficiency.
- Use the form to help you plan next steps, and share this assessment with other educators who support the scholar.

Scholar Name:	**Grade:**
Subject:	**Teacher:**

Rating	1-Low	2	3-Average	4	5-High
Progress during the past month.					
Oral Comprehension					
Reading Comprehension					
Completes Writing Assignments					

Works Independently					
Asks for help when needed.					
Successful completion of tests and assessments.					
Recommendations: What kind of help does this scholar need during the coming weeks or months?					
How can these recommendations be accomplished?					
Other					

Monitoring Oral Communication Skills

We will use this form to document the oral communication skills of ELLs.

- Put a checkmark next to the skill level that best describes the scholar's abilities.
- Complete a new form each month to learn about the scholar's gains in English proficiency.
- Use the form to help you plan next steps, and share this assessment with other educators who support the scholar.

Scholar Name:	**Grade:**
Subject:	**Teacher:**

Overall Communication Skills (Check One)		Communicates very well in social and academic English.
		Communicates with some difficulty but conveys meaning.
		Understands English very little or not at all.
Vocabulary Skills (Check One)		Uses content vocabulary.
		Uses content content vocabulary with some difficulty.
		Can name concrete objects displayed.
Grammar Skills (Check One)		Has command of basic grammatical structures.
		Uses some grammar structures but has problems with verb tenses and number categories.
Usage (Check One)		Participates in classroom discussions.
		Communicates well in social contexts.
		Repeats words and phrases.

Recommendations: What kind of help does this scholar need during the coming weeks or months?	
How can these recommendations be accomplished?	
Other	

Monitoring Reading Skills

We will use this form to document the reading skills of ELLs.

- Put a checkmark next to the skill level that best describes the scholar's abilities.
- Complete a new form each month to learn about the scholar's gains in reading.
- Use the form to help you plan next steps, and share this assessment with other educators who support the scholar.

Scholar Name:	**Grade:**
Subject:	**Teacher:**

Use of Reading Strategies (Check One)		Reads short stories and books. Uses reading strategies. Retells plot, characters, and events.
		Relies more on print than illustrations. Retells beginning, middle, and end of stories.
		Retells the main idea of the text. Relies on print and illustrations.
		Pretends to read. Uses illustrations to tell a story. Memorizes pattern and familiar books.
Word and Sentence Recognition (Check One)		Recognizes range of sight words and names.
		Recognizes basic sight words and names.
		Knows most letter/sound correspondences. Recognizes simple words.
		Recognizes some letters, names, and words in context. Rhymes and plays with words.
Text Choices (Check One)		Reads a variety of materials, including fiction and non-fiction, fairy tales, poems, directions.
		Reads with little variety in materials.
		Reads books with word patterns.

		Listens to fiction, fairy tales, poems, oral stories.
Level of Independence (Check One)		Reads silently for short periods of time. Does not need teacher guidance.
		Reads silently with some teacher guidance.
		Does not see self as a reader. Needs teacher support for many reading tasks.
		Participates in rereading familiar stories or books. Needs teacher support for most reading tasks.
Recommendations: What kind of help does this scholar need during the coming weeks or months?		
How can these recommendations be accomplished?		
Other		

Monitoring Fluency Skills: Expressive Reading

- We will use this form to document an ELL's ability to read with expression.
- Complete a new form each month to learn about the scholar's proficiency level.
- Use the form to help you plan next steps, and share this assessment with other educators who support the scholar.

Scholar Name:	**Grade:**
Subject:	**Teacher:**
Expressive readers read with stress, pitch variations, intonation, phrasing, and pausing in their voices. Use the following rubric to assess expression. Listen to a scholar read for about sixty seconds and indicate below his or her overall reading proficiency and fluency (circle one).	

Score	Criteria
4	Reads primarily in large, meaningful phrase groups. Some regressions, repetitions, and deviations from the text. Most of the story is read with expressive interpretation. Reads at an appropriate rate.
3	Reads primarily in three and four word phrase groups. The majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present. Generally reads at an appropriate rate.
2	Reads primarily in two-word phrase groups. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to the larger context of the sentence or passage. Reads significant sections of the text excessively slowly or fast.

1	Reads primarily word-by-word. Lacks expressive interpretation. Reads text excessively slowly or with excessive speed, ignoring punctuation and other phrase boundaries. Reads with little or no expression.

Recommendations: What kind of help does this scholar need during the coming weeks or months?	
How can these recommendations be accomplished?	
Other	

Monitoring Use of Comprehension Strategies

We will use this form to document an ELL's use of reading strategies that aid in comprehension.

- Complete a new form each month to see whether the scholar is learning and using new reading strategies.
- Use the form to help you plan next steps, and share this assessment with other educators who support the scholar.

Scholar Name:	**Grade:**
Subject:	**Teacher:**

Check all that apply.	Scholar Action
	Monitors whether he/she is understanding what has been read.
	Asks for help when he/she is confused about what has been read.
	Makes predictions about stories and texts.
	Completes graphic organizers to enhance his/her understanding of what has been read (graphic organizer has been modeled for the scholar, and guided practice has already been provided).
	Generates questions about what has been read.
	Rereads for answers to questions.
	Summarizes stories or content area texts.
	Is able to sequence correctly a series of events that occurred in a story or text.
	Is able to distinguish between fact and opinion (grade appropriate), fiction and nonfiction.
	Is able to find the main idea, important facts, and supporting details from a text that he/she read.

Recommendations: What kind of help does this scholar need during the coming weeks or months?	
How can these recommendations be accomplished?	
Other	

During the Transitional Period, some ELLs may struggle in their content classes even though they have been deemed proficient in English and met the criteria to be exited from ELL services. The transitional period under Title III is in place for this very reason: to determine if transitional ELLs require instructional accommodations in some of their content classes. If a transitional scholar demonstrates difficulty in the general education classroom or fails to meet ILP benchmarks, we will provide academic interventions that will be led by a General Education Teacher in collaboration with the Licensed ESL Teacher pursuant to an ILP. If there is evidence that a scholar is struggling in one or more content areas, we will ensure that the scholar is provided with the appropriate instructional support and to notify our RTI2-Academics Team of the scholar's lack of academic progress and success. The RTI2-Academics Team will review the scholar's data and determine next steps, appropriate interventions, and any potential tier transitions for RTI2-Academics purposes. After these interventions have been put in place and progress has been monitored and measured over time, the RTI2-Academics Team, working with our Licensed ESL Teacher(s), will determine whether the scholar is struggling due to due to a lack of English proficiency rather than a lack of content knowledge, cognitive issues, or a disability.

A transitional ELL experiencing academic difficulties should not be immediately reclassified as an ELL. Appropriate instructional supports, including RTI2-Academics, should be implemented with fidelity and intentionality. If those additional instructional supports do not resolve the issue, the RTI2-Academics committee will review the documentation and, if appropriate, implement more intensive Tier II and III interventions. Our Licensed ESL Teacher(s) will be included in these discussions and decisions to ensure all Tier II and III interventions are linguistically accessible to the scholar. Following a documented period of monitoring tiered RTI2-Academics support, if academic difficulties persist and data support the belief that language proficiency is the root of the problem, the RTI2-Academics Team will determine that the scholar should re-enter the ELL program. No rescreening is necessary to reclassify a scholar as an ELL during the transitional period. A transitional scholar will only be reclassified if it is determined that they are struggling academically due to a lack of English proficiency and that accommodations are not adequate for the scholar to experience academic success. This may happen when the cognitive load with grade-level work is increasing faster than gains in English language proficiency.

Prior to considering retention of an ELL, we will consult with the scholar's Licensed ESL Teacher(s) to discuss the following concerns:

- Has the scholar been enrolled at Novus SMART Academy (K-8) for more than one full academic year? If not, the scholar may have spent more than one-half of the year in a silent period (two to nine months may be inadequate for meeting educational goals).
- Are classroom accommodations being made in the following areas: classroom, assignments, homework, and/or assessments?
- Are all instructional accommodations documented? Has there been a discussion with the Licensed ESL Teacher(s), Academics Coordinator, and or the RTI2-Academics Team?
- Has the scholar been considered as an individual and received differentiated instruction?
- Have instructional accommodations and differentiation been documented?
- Is a beginning-to-intermediate scholar receiving an hour of ELL services daily? Is a more advanced scholar receiving enough ELL services for instruction to be meaningful?
- Do all teachers modify grading through a rubric or contract?

[85]https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2024-sbe-meetings/may-31%2C-2024-/5-31-24%20VI%20C%20English%20as%20a%20Second%20Language%20Program%20Policy%203.207%20Clean.pdf

If the above points have not occurred sufficiently, retention of an ELL is not appropriate. Retention policies, especially for ELLs, should not be based on one specific piece of data, or any sole criterion. In most cases, retention does not help the scholar with academic achievement. With that being said, Novus SMART Academy (K-8) will do our due diligence to move the scholar to the next level of academic work and allow the scholar to continue in the age-appropriate grade.

1.7f - Describe the following related to at-risk scholars:

Methods for identifying at-risk scholars through academic and behavioral processes. Novus SMART Academy (K-8) will employ methods for identifying at-risk scholars through academic and behavioral processes. Our constant analysis of data will make sure we promptly identify any scholars who are at-risk for academic failure. In Year 5, our staffing model will include an Academics Coordinator, a DEI Coordinator, a Scholar Access Coordinator, and Contract Services Providers. We will hire staff with the capacity to meet the needs of scholars facing high rates of poverty and at risk of failure. We will follow all guidelines to accelerate scholar growth through targeted intervention support as outlined in Figure 30 below.

Figure 30 - Targeted Intervention Support for At-Risk Scholars

Requirements	RTI2-Academics	RTI2-Behavior
Diagnostic Data	NWEA MAP - Given in Fall, Winter, Spring FastBridge Universal Screening School Psychologist Screening (as needed)	School Runner Data FastBridge Universal Screening School Psychologist Screening (as needed)
Benchmark Tool	FastBridge (only T2 and T3 scholars)	FastBridge Scholar Reflection and Climate Surveys
Program Monitoring Tool	FastBridge(only T2 and T3 scholars)	FastBridge Scholar Reflection and Climate Surveys
Data Meetings	Weekly on Wednesdays	Weekly on Wednesdays
File Folders	Managed by Academics Coordinator	Managed by DEI Coordinator in Year 2 and beyond (the CEO/Lead Founder in Year 1).
RTI2 Coordinator	Academics Coordinator	DEI Coordinator in Year 2 and beyond (the CEO/Lead Founder in Year 1).
RTI2 Team Chairperson	TBD	TBD
Fidelity Checks	Conducted by Academics Coordinator and CEO/Lead Founder (biweekly for Tier II; weekly for Tier III)	Conducted by DEI Coordinator in Year 2 and beyond (the CEO/Lead Founder in Year 1), and CEO/Lead Founder (biweekly for Tier II; weekly for Tier III)
Creation of Intervention Plans	Intervention plans created by the Academics Coordinator during data meetings based on NWEA MAP and FastBridge data points.	Intervention plans created by the Academics Coordinator during data meetings based on SchoolRunner and FastBridge data points.

Ineffective Intervention Plan (step 1)	Collect minimum progress monitoring data points, adjust intervention plans during data meetings.	Collect minimum progress monitoring data points, adjust intervention plans during data meetings.
Ineffective Intervention Plan (step 2)	If data continue to show that adjusted intervention plans are still ineffective, make a referral to the RTI2-Academics Support Team during data meetings. Home Visits	If data continue to show that adjusted intervention plans are still ineffective, make a referral to the RTI2-Behavior Support Team during data meetings. Home Visits

How the proposed school will address the learning needs of at-risk scholars and monitor their progress. Specify the programs, strategies, and support that will be provided. Novus SMART Academy (K-8) will address the learning needs of at-risk scholars and monitor their progress through high-quality academic instruction and character education that allows for the delivery of a literacy-focused curriculum driven by STEP assessment data and collaborative problem-solving (CPS). When scholars struggle, we will introduce a Tier I intervention immediately. All Novus SMART Academy (K-8) scholars will participate in our RTI2-Academics and Behavior so we can monitor their progress and ensure every scholar is growing over time.

Scholars who are at risk of academic or behavioral failure will participate in Tier I, II, or III interventions based on their individual needs. The table below details a timeline for targeted scholars in Kindergarten (Year 1) literacy and math outcomes of our RTI2-Academics program. As part of RTI2 Implementation, we will administer FastBridge benchmark assessments in the Fall, Winter, and Spring as outlined in Figure 31.

Figure 31 - FastBridge Benchmark Assessment

Grade	Letter Names	Letter Sounds	Phoneme Segmenting	Word Reading Fluency	Passage Reading Fluency	CCSS Math
K-Fall						
K-Winter & Spring						

1.7g - Describe the following related to gifted scholars:

Methods for identifying and meeting the needs of intellectually gifted scholars, including specific research-based instructional programs, practices, strategies, and opportunities the proposed school will employ or provide to enhance their abilities. Part of our mission is for all scholars to receive a high-quality academic school experience. Scholars identified as intellectually gifted have intellectual abilities, creativity, and potential for achievement that exceeds academic expectations to the degree that differentiated general education programming is necessary. Novus SMART Academy (K-8) has designed a college-preparatory curriculum with purposeful differentiation for the needs of diverse learners during core instruction. Our model will ensure intellectually gifted scholars' abilities are maximized for success. As part of RTI2-Academics implementation for all scholars, during intervention time in our daily schedule, intellectually gifted scholars not receiving Tier II or III intervention will receive instruction based on outcomes on the NWEA MAP assessment to enrich their skills and receive appropriately challenging learning objectives aligned to inquiry-based learning (IBL) and project-based learning (PBL).

The Academics Coordinator (in Years 1-4; Scholars Access Coordinator in Year 5), with support from the CEO/Lead Founder, will facilitate the identification process of intellectually gifted scholars. We will provide services through a contracted service provider licensed in gifted education and a school psychologist who will provide support during the identification process. As our school population grows over time, and as the number of scholars receiving gifted services increases over time, we will hire a full-time gifted teacher. We will employ the following evaluation procedures (Figure 32).

Figure 32 - Gifted Scholars Evaluation Procedures

Evaluation Procedures	Description of Procedure
Implement Procedure	Establish and implement Child Find procedures for identifying scholars.
Background Considerations	RTI2-Academics team identifies potential intellectually gifted scholars through RTI2 Universal Screener data; NWEA MAP performance; local norms taken into consideration in light of national norms; language acquisition skills (except with ELL scholars); Vision/Hearing issues; Past performance (exemplary performance on previous assessments); Cultural, linguistic, and ethnic diversity considerations where scholars are underrepresented.
Screening	Child Find procedures, review of multiple data sources (TNReady scores, RTI2 screening data, teacher checklists of characteristics of gifted scholars and norm-referenced assessments) to support evidence of a need for further individual screening or comprehensive evaluation; RTI2 teams determine if individual screening is needed.
Assessment through Multi-modal Identification Process	Individual evaluation of cognition. Educational performance. Creativity/characteristics of giftedness
Documentation	Documentation to capture academic information, characteristics of giftedness/creativity, social-emotional/pre-vocational skills, environmental considerations. Multiple sources of data collected (NWEA, TNReady, teacher observation checklists, TN Parent Information Form, general education documentation of classroom intervention forms).
Referral, Evaluation, and Program	• Step 1: Pre-referral background considerations met. • Step 2: Parent request for referral and evaluation. • Step 3: Completion of the TN Assessment Team Instrument Selection Form. • Step 4: Determination of whether evaluation is needed. • Step 5: If yes, the team designs a program to meet the needs of scholars.

The Academics Coordinator (in Years 1-4; Scholars Access Coordinator in Year 5) will include the following individuals in conducting the evaluation of intellectual giftedness: parent or guardian, scholar's referring teacher or a general education teacher, a special education teacher, and a licensed school psychologist. At least one of the evaluation participants must be trained in the characteristics of gifted children. We will track the success of intellectually gifted scholars through our continual monitoring of scholar academic data.

Plans for monitoring and evaluating the progress and success of intellectually gifted scholars. As a part of our RTI2-Academics implementation, we will employ weekly data team meetings and Data Days to identify scholars performing at or above the 90th percentile on nationally normed assessments. If the scholar population does not include scholars scoring in this percentile, we will use relative norms to identify scholars at or above the 85th percentile. Scholars identified as intellectually gifted will receive enrichment opportunities and instruction based on outcomes on the NWEA MAP assessment to enrich their skills and receive appropriately challenging learning objectives aligned to inquiry-based learning (IBL) and project-based learning (PBL).

This coursework will be adequately challenging and include tasks such as, but not limited to differentiated tasks, enrichment, compacting, acceleration, grouping, independent study, supplemental learning materials, cluster grouping, multi-age grouping, extended learning projects, and assignments intentionally aligned to meet the needs outlined in their IEP. We will also encourage intellectually gifted scholars to take the ACT in Grade 7 to demonstrate their college readiness early and aid in qualifying them for enrichment programs, such as offerings in Figure 33.

Figure 33 - Gifted Scholars Evaluation Procedures

Enrichment Program Offering	Description
Duke Talent Identification Program	For scholars in Grades 4-8, offering interactive learning environments specifically designed for gifted scholars in person or virtually.
Science Olympiad	For scholars interested in working on extended learning projects to compete in the Science Olympiad. Teams of scholars develop teamwork and problem-solving throughout the year in preparation for each of the events. Middle school teams initially compete in a one-day regional tournament that is held at several locations throughout Tennessee. The top 24 teams from each division advance to the state tournament held at the University of Tennessee in Knoxville in the spring. The winning team in each division then competes in the National Tournament generally scheduled in late May.
Weekend and Afterschool Enrichment through Community Partners	We will partner and collaborate with organizations in Rutherford County, Tennessee such as the Boys and Girls Club and other organizations throughout the county.

1.8 - School Culture and Discipline

1.8a - Provide as Attachment D the Student Handbook and/or forms that will be provided to or required of students and families.

Please see **Attachment D** for our proposed Student Handbook.

1.8b - Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the school's mission, goals, and objectives.

Novus SMART Academy (K-8) will promote a high-quality academic instructional environment that reinforces our school's mission and vision and is explicitly aligned to our core values. Our school ethos is driven by our mission and embedded in all of our school's key design elements and encapsulated in our Noble Core Values: Academic Excellence, Beacon of Joy, Champions for Equity, Character Development, Habits for Humanity, and Intellectual Curiosity Figure 34). We are committed to fostering a culturally responsive school environment for scholars and families, teachers and school leaders, and staff members so that every minute of the school day yields positive results. We know scholars and families deserve to attend schools that promote learning and achievement, pushing scholars towards their chosen college and career paths. We also understand that schools cannot have a high-quality academic instructional program without a strong school culture that includes high behavioral expectations.

To achieve Academic Excellence, we will collect and analyze data, use the data to plan and practice, teach and support, and model and monitor the character and high behavioral expectations we want to see in our scholars and families. We will reinforce our school culture expectations with research-based strategies that are scientifically proven to create high-performing schools with innovative practices. We will promote a high-quality academic environment and reinforce our mission through the following commitments: rigorous curricula, high-quality academic instruction, equity-centered support, and character development.

Figure 34 - Noble Core Values' Meanings and Examples

Noble Core Value	Meaning	Example of Behavior in School
Academic Excellence	We believe our scholars and families deserve access to a high-quality academic educational experience that fosters a relentless drive for academic success, innovation, and personal growth. Through the implementation of rigorous curricula, our teachers, school leaders, and staff members aim to inspire and model a love for learning, critical thinking, and	Lead with confidence through effort and determination, taking learning seriously as a means to make an impact on the community.

	creativity. We are committed to creating a community of lifelong learners on their chosen college and career paths, striving for excellence in all aspects of life.	
Beacon of Joy	We emanate JOY as ripples of inspiration, fostering a positive school culture of belonging(ness), acceptance, and character development for our scholars and families, teachers and staff members, and members of our school community. We empower each other to discover our inner happiness, embrace our unique talents, and make a positive impact in our world, full of endless possibilities.	Mutual respect among scholars and adults and creating a safe space to celebrate the success of others in the classroom for their accomplishments.
Champions for Equity	We are committed to promoting inclusiveness as champions for equity, advocating for practices that foster dialogue and understanding, and empower marginalized communities to activate their voice. We harness the power of diversity to inspire change and break down barriers so that our scholars and families, teachers and staff members, and members of the school community feel known, loved, and respected.	Embrace diversity through making space for the voices of others to be elevated in an inclusive way that makes the learning environment safe to operate in vulnerability and to take risks.
Character Development	We provide our scholars and families, and teachers and staff members, with culturally responsive experiences that are transformational and ignite their personal growth and character development. We promote values that cultivate self-awareness through the development of essential life skills, leading to purposeful lives and positive impact on our communities for generations to come.	Give and receive meaningful feedback that supports the growth of all academically and socially.
Habits for Humanity	We are dedicated to empowering our scholars and families, and teachers and staff members to break free from limiting beliefs by unlocking their true potential. We foster a school community where all thrive as changemakers, partnering together to model transformational leadership and stewardship, reaching new heights of greatness, and making a positive impact on the world.	Embrace the individual talents of others, working together with a growth mindset to accomplish goals that impact self and others in a meaningful way.
Intellectual Curiosity	We believe in fostering rigorous learning experiences between our teachers and scholars as they question, discover, and pursue knowledge relentlessly with culturally relevant curricula. We strive to create a global community that celebrates the joy of learning, where curiosity is not only encouraged but cherished through high-quality academic instruction.	Pursue knowledge and interests through curiosity and the joy of learning without limitations.

As Beacons of Joy, we emanate JOY as ripples of inspiration, fostering a positive school culture of belonging, acceptance, and character development for our scholars and families, teachers and staff members, and members of our school community. We empower each other to discover our inner happiness, embrace our unique talents, and make a positive impact in our world, full of endless possibilities. As Champions for Equity, we are committed to promoting inclusiveness as champions for equity, advocating for practices that foster dialogue and understanding, and empower marginalized communities to activate their voice. We harness the power of diversity to inspire change and break down barriers so that our scholars and families, teachers and staff members, and members of the school community feel known, loved, and respected.

Through Character Development, we provide our scholars and families, and teachers and staff members, with culturally responsive experiences that are transformational and ignite their personal growth and character development. We promote

values that cultivate self-awareness through the development of essential life skills, leading to purposeful lives and positive impact on our communities for generations to come. Through Habits for Humanity, we are dedicated to empowering our scholars and families, and teachers and staff members, to break free from limiting beliefs by unlocking their true potential. We foster a school community where all thrive as changemakers, partnering together to model transformational leadership and stewardship, reaching new heights of greatness, and making a positive impact on the world.

As proponents of Intellectual Curiosity, our teachers, school leaders, and staff members aim to inspire and model a love for learning, critical thinking, and creativity. We are committed to creating a community of lifelong learners on their chosen college and career paths, striving for excellence in all aspects of life. We believe in fostering collaborative learning experiences between our teachers and scholars as they question, discover, and pursue knowledge relentlessly with culturally relevant curricula. We strive to create a global community that celebrates the joy of learning, establishing an environment wherein curiosity is not only encouraged but cherished.

1.8c - Explain how you will create, implement, and sustain this culture for students, teachers, administrators, and parents/guardians starting from the first day of school. Describe the plan for acculturating students who enter mid-year.

To establish, communicate, and maintain our equity-based culture at Novus SMART Academy (K-8), we will require attention to detail, pervasive modeling of values, and frequent reinforcement of goals and aims. Our efforts to meet this goal include adhering to the tenets of our character development program, providing a safe and structured environment for all, securing intervention and support for all scholars, and offering professional learning and development for teachers and school leaders.

Character Development. Novus SMART Academy (K-8) uses asset-based learning (ABL) in the arts/electives to support team building and collaboration. We provide individualized academic and behavioral supports (RTI2-Academics/Behavior) in daily advisory lessons that are grade-level appropriate; in daily morning meetings to highlight school community innovations and inspirations; in weekly Community Circles and Collaborative Problem-Solving (CPS) sessions; and in weekly Noble Fest celebrations to recognize our Novus Nobles (extraordinary scholars, teachers and school leaders, and staff members who model our Noble Core Values). Our scholars will show up every day ready, responsible, and respectful in their pursuit of knowledge. These proactive approaches will help to mitigate challenging behaviors and equip scholars with the skills necessary to resolve internal and external challenges in every aspect of their lives.

Scholars need culturally responsive structures and safety in the school environment to feel a sense of belonging and authentic joy. We understand that structure and safety require high levels of accountability that may lead to disciplinary action. We also believe that structure and safety require the presence of grace; however, never the absence of accountability. With these values in mind, we will host requisite summer orientations for our families (parents/guardians/guardians) on Wednesday, July 23, 2025, 6:00 p.m.-8:00 p.m. and Wednesday, July 30, 2025, 6:00 p.m.-8:00 p.m. (parents/guardians will choose the evening they wish to attend). During these summer orientations, we will explicitly communicate our schoolwide expectations for high-quality academic instruction, school culture with high behavioral expectations, and school operations so that our families understand how their partnership and cooperation leads to high impact and successful outcomes in everything we do in our school community. Families will also learn how they can become actively engaged members of our school community through events, such as our weekly celebrations on Fridays known as Noble Fest.

We will also host a requisite scholar orientation for three half days on July 29-31, 2025, from 8:00 a.m. - 12:00 p.m. (scholars must attend all three days). Scholar orientation is essential to provide teachers and school leaders with the intentional opportunity to develop relationships with scholars and families before the first day of school on August 4, 2025. Before the scholar-family orientations, we will host a required 15-day summer orientation for teachers, school leaders, and staff members to receive professional learning and development on July 14th through August 1st at 8:00 a.m. - 3:00 p.m. This orientation is essential to provide all our stakeholders with the plans and practice of how we will provide our scholars and families with a high-quality academic experience where everyone is known, loved, respected, and most importantly, safe. During all orientations, we will review and demonstrate our Noble Core Values.

After Novus SMART Academy (K-8) has been approved and authorized to operate in partnership with Rutherford County Schools, the CEO/Lead Founder will work with the Board of Directors to hire the founding school leaders that will begin planning for the 2025-26 school year during 2024-25, pending the acquirement of startup grants and funding. Once the founding leadership team has been hired, the CEO/Lead Founder will provide professional learning and development to the leadership team so that we are fully prepared to hire our founding teacher and to engage in high-quality professional learning and development in academic, school culture, and school operations prior to our summer orientations.

We will also plan a leadership retreat that includes understanding our educational landscape and how we will cater to the unique needs of our scholars and families. Stakeholders will complete a personality assessment (i.e., DISC Personality Assessment or Enneagram Personality Assessment), visit high-performing local charter schools (i.e., Purpose Preparatory Academy, STEM Prep, and Valor Collegiate Academies), and collect and analyze public school data to plan and practice weekly data meetings and instructional planning meetings. Participants will also conduct video analysis of instruction to norm on evaluations and conduct leadership team meetings and coaching sessions to learn what it takes to develop a high-quality, top performing public charter school that exceeds standards in Tennessee and across the nation.

Safe and Structured Environment. Novus SMART Academy (K-8) will provide a safe and structured environment that aligns to our school's mission and Noble Core Values to ensure that our scholars spend the majority of their time being critical and creative thinkers in the learning environment. To maintain our structured environment, our high behavioral expectations and discipline policy will be culturally sensitive in keeping with our commitment to promoting inclusiveness and equity.

We will harness the power of diversity to inspire change and break down barriers so that our scholars and families, teachers and staff members, and members of the school community feel known, loved, and respected. We will teach our scholars that making sound decisions produces positive outcomes and consequences, while poor decisions produce negative outcomes and consequences. We will hold scholars accountable for the decisions they make throughout the instructional day, and we will respond with grace, partnered with accountability, as warranted.

Our scholars and teachers will receive intentional professional learning and development, aligned to our mission and Noble Core Values, to learn to model our high behavioral expectations in daily interactions. After Novus SMART Academy (K-8) has been approved and authorized to operate in partnership with Rutherford County Schools, our Board of Directors will review our Scholar-Family Handbook, which clearly outlines the school culture and high behavioral expectations and consequences. Modifications to the Scholar-Family Handbook will be made based on feedback and the general consensus of the Board of Directors, and then they will vote on the final iteration of the handbook to be used as the official school culture and discipline policy.

Intervention and Supports for All Scholars. Novus SMART Academy (K-8)'s approach to school discipline has a blended approach of grace (restorative practices) and accountability (high behavioral expectations). To guide our discipline approach with grace and accountability, we will use tiered positive behavioral intervention and support (PBIS). Explicitly, PBIS is our Tier I response to scholars' behavioral needs, which is a collaborative problem-solving model to prevent inappropriate scholar behavior through proactively teaching, modeling, and reinforcing desired behaviors and outcomes. We will collect and analyze data, strategically plan and practice, monitor progress, adjust interventions along the way, and communicate progress through our RTI2-Behavior processes.

Scholars demonstrating needs beyond our RTI2-Behavior model may qualify for more intensive interventions or special education services. To determine the level of support scholars may need, the scholar support team (S-Team) will conduct academic and behavior evaluations, in addition to the appropriate RTI2-Academic/Behaviors progress monitoring and data team meetings that have already taken place. These evaluations will occur after Tier I, Tier II, and Tier III intervention and support have not been successfully championed by the scholar.

Professional Learning and Development for Teachers and School Leaders. During summer orientation for teachers and school leaders, we will provide 15 days of intentional planning and practices aligned with our designs for academic instruction, school culture, and school operations to ensure we are ready for day one of instruction with our founding scholars and families. We will train our teachers to use our effective classroom culture techniques, such as the classroom management chart in Grades K-4 and the SchoolRunner management system in Grades 5-8, Collaborative Problem-Solving across all grades, and the Get Better Faster Scope and Sequence for Management across all grades to implement schoolwide expectations for academics and behavior to maintain the fidelity of our systems and routines.

As a school community, we will normalize the implementation of our schoolwide and classroom culture systems and routines outlined in our Code of Conduct. Teachers will internalize our Noble Core Values using chants, Noble songs, and the Noble pledge to promote the mission of our school, so that we can effectively teach scholars our culture from day one. We will provide several opportunities during summer orientation for teachers and school leaders to plan and practice our schoolwide systems and routines in academic instruction, school culture, and school operations effectively.

Provisions for Scholars Who Enroll Mid-Year. Novus SMART Academy (K-8) welcomes new scholars and families in our school community at any time during the school year, as long as capacity permits. We will work to support all scholars and families by responding to their needs as they choose us for their school option. Scholars and families who enter our school

environment mid-year will receive an abbreviated version of our summer orientations, offered by members of our school leadership team. We will also determine the academic and behavior supports scholars may need for proper placement in our school environment. As part of this process, our operations team will review scholars' records with attention to historical data, such as conduct from previous schools, RTI2-Academic/Behavior data, services provided, and any other academic or behavioral data to determine if there are any plans already in place for the new scholar.

The CEO/Lead Founder and Academics Coordinator will also review the Scholar-Family Handbook with families to explicitly share our Code of Conduct and our high behavioral expectations for scholars. After reviewing the Scholar-Family Handbook, scholars and families will sign the contract for the handbook in agreement to our policies and expectations. Scholars and families will also have the opportunity to meet the school principal to hear about what a high-performing, high behavioral expectations school culture looks like, and what it takes to make this happen daily. These meetings will take place every time a new scholar and family is enrolled. In the event there are several families, we will schedule a time to meet with families in a small group setting. And before families leave, scholars will receive room assignments, school uniforms, and academic instruction resources to ensure they are set for an awesome first day of learning Scholars will also attend the first school day with a current Novus Noble scholar as their ambassador to shadow.

Our Noble Core Values foster the foundation of our character development and education focus for scholars and families, teachers and school leaders, and staff members. As prescribed by Crosstown High School Juniors and Seniors, Figure 35 illustrates how our scholars will model nobility in our school environment daily with tangible scholar actions.

Figure 35 - Noble Core Values' Alignment to Tangible Scholar Actions

Noble Core Value	Tangible Scholar Actions
Academic Excellence	● I take the skills learned to make future decisions that lead to success; I am capable of anything. ● I am relentless in my drive for success in pursuit of colleges and careers and beyond.
Beacon of Joy	● I support those around me as a partner in pursuit of success. ● I find my place in the world by tapping into my own joy as a means to spread it to others around me.
Champions for Equity	● I learn from other cultures and share my own culture as a way to celebrate diversity; I don't leave others out. ● I have conversations in school that help me to understand and respect other perspectives.
Character Development	● I am self-aware and understand how my actions impact others. ● I give and receive constructive feedback that helps us to learn and grow together.
Habits for Humanity	● I use my creative talents to support the needs of others. ● I break free from limiting beliefs to change the game for myself and others.
Intellectual Curiosity	● I use curiosity to discover and pursue new knowledge. ● I ask questions and use prior knowledge to develop my own solutions.

1.8d - Explain how the school culture will embrace special populations, including students with disabilities, English language learners, and students at risk of academic failure or dropping out.

Novus SMART Academy (K-8)'s school culture and high behavioral expectations are intentionally designed to embrace special populations, including scholars with disabilities, English language learners, and scholars at risk of academic failure or dropping out. Our mission is culturally responsive and inclusive in service to all our scholars and families, regardless of their present level of academic performance, behaviors and mindsets, socioeconomic status, and/or cultural backgrounds and differences. Our mission will serve to provide all K-8 scholars with the knowledge, skills, and confidence needed to thrive in their chosen college and career paths, making a positive impact on society.

We will implement research-based strategies and data-driven processes that are adaptive, proactive, and responsive to our scholars' academic and behavioral needs. In alignment with the Tennessee-based RTI2 framework for academics and behavior, we will provide high-quality academic instruction and high behavioral expectations and interventions that match scholars' progress in performance and need for remediation. We will commit to monitoring scholars' behavioral progress to make intentional decisions about their accommodations and/or modifications that are aligned to tiered programming and supports. Details about our RTI2 framework appear in Section 1.9.

1.8e - Provide the student discipline policy as Attachment E (if not already included in Attachment D of the school handbook).

Please see **Attachment D** for our proposed Scholar-Family Handbook that includes our discipline policy.

1.8f - If not addressed in the student discipline policy, describe the philosophy for student discipline that supports the proposed school's model, including:

Practices the school will use to promote good discipline include both penalties for infractions and incentives for positive behavior. The discipline policy also includes a list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled, an explanation of the procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, and a description of the appeal process that the school will employ for students facing expulsion. The policy also contains an explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings, job descriptions and qualifications of the administrative individuals responsible for carrying out the school's discipline policies, and information about how students and parents/guardians will be informed of the school's discipline policy.

Novus SMART Academy (K-8) will implement an equity-centered approach to discipline that is culturally responsive and promotes restorative practices to empower scholars to move past their mistakes and make better decisions in the future. At times, challenging behaviors will be addressed with disciplinary actions; however, we will fairly, firmly, and consistently use the RTI2-Behavior framework as a proactive approach to prevent scholars' challenging behaviors through data-driven planning and intervention practices that support their needs.

We will use Collaborative Problem-Solving (CPS) to support scholars in their understanding of their lagging skills and to reduce their challenging behaviors, activating their voice and choice through Plan B conversations that lead to restoration and overall scholar success. Our RTI2-Behavior framework will provide space for grace with accountability while leveraging the support of teachers, school leaders, and staff members to support scholars objectively over time without judgment.

Practices to Promote Good Discipline, Including Penalties and Incentives. Novus SMART Academy (K-8) will provide Tier I high behavioral expectations and support for all scholars. Our teachers and school leaders will consistently use the Get Better Faster Scope and Sequence for classroom management to support school culture (Figure 36).

Figure 36 - Get Better Faster Scope and Sequence Management Trajectory

<table>
<tr><th colspan="2">Get Better Faster Scope & Sequence: Management Trajectory</th></tr>
<tr><th colspan="2">Phase 1: Summer Professional Development & Learning
to Develop Essential Routines & Procedures</th></tr>
<tr><th>What</th><th>How</th></tr>
<tr><td rowspan="2">1. Routines & Procedures 101

Design and roll out…
● Plan and practice critical routines and procedures moment-by moment.
● Plan and practice the roll out: how to introduce routine for the first time.</td><td>● Explain what each routine means and what it will look like.
● Write out what teachers and scholars do at each step, and what will happen with the scholars who do not get it right at first.</td></tr>
<tr><td>● Plan the "I Do": how you will model the routine.
● Plan the practice and what you will do when scholars don't get it right the first time.</td></tr>
</table>

2. **Confident Presence:** Stand and speak with purpose.	• Confident Stance: When giving instructions, stop moving, and strike a formal pose. • Warm-Demander Register: When giving directions, use a warm but firm register, including tone and word choice.
Phase 2: Roll Out & Monitor Routines & Build Trust & Rapport	
What	**How**
3. **What to Do:** Use the economy of language when giving directions.	• Chunk your directions by giving them one-by-one in a sequential order. • Make them bite-sized (e.g., 3-5 words) and observable. • Check for understanding of complex instructions.
4. **See Your Scholars:** Know when scholars are engaged or unengaged.	• Make eye contact by looking at all scholars for on-task engagement. Choose 3-4 focus areas (Places where you have scholars often off task) to look towards consistently. • Circulate the room with purpose (break the plane). ○ Move along the desks and around the perimeter. ○ Stand at the corners by identifying 3 spots on the perimeter of the room to which you can circulate to stand and monitor scholar work. ○ Move away from the scholar who is speaking to monitor the whole room.
5. **Routines & Procedures 201:** Revise and perfect them.	• Revise any routine that needs more attention to detail or is inefficient, emphasizing what scholars and teachers are doing at each moment. • Do it again by having scholars do the same routine again if initially incorrect.
6. **Build Trust & Rapport:** Narrate the Positive	• Warm welcome by making eye contact, smiling, and greeting scholars. • Narrate what scholars do well, not what they do wrong. ○ "Table two is ready. Their books are open and all are reading." ○ "I like how Javon has anticipated a counter-argument to strengthen his thesis". • Praise intellect, not just behavior and reinforce scholars getting smarter. ○ Affirm the effort, not just the outcome: "Your diligence on revising your thesis really paid off here". • When narrating the positive, look at scholars who are off task.
7. **Build Trust & Rapport:** Make Authentic Connections	• Memorize scholar names and use them each time you call on them.

	• Make a self-to-scholar connection when they share a struggle, interest, or passion: "I struggled when…" or "I love that, too!" • Show genuine concern by keeping a tracker or important details and dates for each scholar to follow up with them; checking in with them after class when something is off.
Phase 3: Engage Every Scholar	
What	**How**
8. Whole-Class Reset	• Implement a planned whole-class reset to reestablish scholar expectations when a class routine has slowly weakened over previous classes. ○ "I've noticed that only 40% of us are writing endnotes. These are important because they demonstrate your understanding of the text as a whole. Today I'll be looking for endnotes in all your annotations". • Implement an "in-the-moment reset" when a class veers off task during the class period. ○ Example: Stop teaching. Confident stance. Clear What-to-Do: "Pencil down. Eyes on me in 3-2-1. Thank you. That's what Harvard looks like". Pick up tone and energy again.
9. Engage All Scholars: Make sure all scholars participate.	• Cold call by recording which scholars participate in each class; cold call those scholars who do not to ensure everyone participates. • Pre-call/warm call by letting a scholar who needs more time know you are calling their person next. • Turn-and-talk by implementing briefly (15-60 seconds) and frequently. • Intentionally alternate among multiple methods in class discussion by cold calling, all hands, and turn-and-talks. • Provided support to scholars with pre-identified needs. ○ Executive Functioning (e.g., checklist, written steps, timer). ○ Social Support (e.g., communication strategies, strategies for resolving conflict). ○ Stress (e.g., strategies for naming and managing).
10. Individual Scholar Corrections	• Anticipate unengaged scholar behavior and rehearse the next two things you will do when

	that behavior occurs. Redirect scholar using the least invasive intervention necessary: ○ Proximity ○ Eye Contact ○ Use a Non-Verbal ○ Say scholar's Name Quickly ○ Small Consequence ● Engage in "close the loop" conversations with scholars to process what happened and improve for next time. ●
Phase 4: Increase the Momentum of the Classroom	
What	**How**
11. Build the Momentum	● Give the scholars a simple challenge to complete a task. ○ Example: "Now I know you're only 4th graders, but I have a 5th grade problem that I bet you could master"! ● Wmar Energy: Speak faster, walk faster, vary your voice, and smile.
12. Pacing: Create the illusion of speed so that scholars feel constantly engaged.	● Use a hand-held timer to stick to the time stamps in the lesson and give scholars an audio cue that it is time to move on. ● Increase the rate of questioning no more than two seconds between when a scholar responds and a teacher picks back up instruction. ● Use countdowns to work the clock: "Do that in 5, 4, 3, 2,1". ● Use call and response for keywords.
13. Engaged Small Group Work: Maximize the learning for every scholar during group work.	● Deliver explicit step-by-step instructions for group work. ○ Make the group tasks visible/easily observable (e.g., a handout to fill in, notes to take, product to build, etc.). ○ Create a role for every person (with each group no larger than the number of roles needed to accomplish the tasks at hand). ○ Give timed instructions, with benchmarks for where the group should be after each time window. ● Monitor the visual evidence of group progress. ○ Check in on each group every 5-10 minutes to monitor progress. ● Verbally enforce individual and group accountability. ○ "You are five minutes behind; get back on track". ○ "Lorena: focus".
Stretch It: Next Steps	
What	**How**

Keep it up!	Once you get this far, you can focus nearly entirely on rigor and deepening your content knowledge.

We will communicate our school culture and high behavioral expectations during all summer orientations before school begins on August 4, 2025, and teachers will be able to practice these systems and routines with scholars during our scholar orientation before the first day of school. Our proactive approach will ensure that scholars receive the necessary information and support to be able to meet our school culture and high behavioral expectations.

Novus SMART Academy (K-8) will adopt the following systems for scholars and families, teachers and school leaders, and staff members, to implement as we work to create a positive school culture with high behavioral expectations for all stakeholders:

- Color-Coded Clip Chart: Grades K-4 will use a color-coded clip chart so that scholars can see and monitor their own discipline throughout the school day as adapted from Memphis MERIT Academy in Memphis, Tennessee and Circle City Prep in Indianapolis, Indiana. Powerful clip chart systems can help scholars take responsibility for their own behavior and traits[86]. All scholars start the day on Green, which gives scholars access to a fresh start to model our Noble Core Values. Teachers and school leaders move the clips down based on each scholars' behavior. Scholars also receive a reset after lunch beginning on Green if they are Yellow, Orange, or Red. Scholars on Green can be reset to Blue after lunch as well. This chart follows scholars throughout their entire day and is used by all teachers in the school building. Teachers will also record notes about scholar behavior infractions in SchoolRunner for data collection and progress monitoring of scholar behavior.
- SchoolRunner is an online platform that we will use to document and communicate scholar grades and behavior. We will use data collected to inform our RTI2-Behavior framework.
- School Rules and Code of Conduct. Novus SMART Academy (K-8) will maintain the sacredness of high-quality academic instruction through consistently implementing our school culture and high behavioral expectations, and proactively responding to the challenging behaviors of scholars immediately. We have modeled our school culture and high behavioral expectations after the schoolwide discipline plans from BES schools such as Memphis Merit Academy in Memphis, Tennessee; Power Center Academy Middle School-Hickory Hill in Memphis, Tennessee; and Purpose Preparatory Academy in Nashville, Tennessee. Figure 37 illustrates our behavior management practices for our Lower School (grades K-4).

Figure 37 - Grades K-4 Clip Chart Behavior Management System

Behavior Management System Description & Consequences	
Novus SMART Academy (K-8) will use a physical clip chart in grades K-4 so that scholars can visually track their own behavior daily as teachers and school leaders provide clear What-to-Do directions, redirections, and consequences. Our behavior system is color-coded as follows:	
Blue	Noble Behavior w/ No Redirections (0) Scholar demonstrates exemplary Noble Core Values actions, language and/or behaviors.
Green	Low-to-No Redirections (1-3) Scholar consistently demonstrates Noble Core Values during the instructional day.
Yellow	Moderate Redirections (4-6) Teacher has given an official warning to the scholar as a reminder of not meeting high behavioral expectations in the classroom. Consequently, the scholar's clip is moved to yellow on the clip chart.
Orange	Recurring Redirections & Recorded in SchoolRunner (7-9) Scholar has received two warnings and needs to be temporarily separated from teammates to reset or to cool down in the classroom. Classroom cooldowns will not take more than five (5) minutes. While scholars are cooling down, they will sit in a designated area in the

	classroom and are expected to sit in the chair, lace their fingers, and sit silently until the teacher calls them back to rejoin the class.
Red	Recurring Redirections & Challenging Behaviors, Teacher-Scholar Conferences, Call Hone, Recorded in SchoolRunner (10 or more) Scholar has demonstrated ongoing challenging behaviors and failed to get back on track independently. Scholar automatically moves to red when displaying a severe challenging misbehavior related to physical or verbal aggression. The scholar will be removed from class and required to conference with either the CEO/Lead Founder or designee. These Collaborative Problem-Solving (CPS) conferences are quick, direct and followed by an immediate call home. This may result in future loss of privilege, such as, but not limited to, attending Noble Fest, going on a field trip, and/or other school-based incentives.
Grey	Scholar removed from class at least two times and the challenging behavior continues to be significantly disruptive to the learning environment. The CEO/Lead Founder or designee will contact a family member to pick up the scholar from the school or to complete work separate from the classroom with a designated staff member.

Daily Behavior Logs	Noble Reports are sent home daily in scholars' take-home folders, identifying each scholars' color for behavior in the morning and after lunch, and any additional notes from the teacher concerning challenging behaviors. parents/guardians are required to sign reports and can write messages back to the teacher.
Reinforced Positive Behaviors	Our goal is to build habits of character and help scholars achieve success through positive behaviors. We will use positive narrations, public praise and recognition, and formal awards- such as Novus Nobles of the Week and Novus Nobles of the Month- to highlight scholars during our weekly Noble Fest on Fridays, where we will also praise college cohorts for reaching team goals tied to academics, classroom culture, attendance and completion rates during blended learning.

When scholars model positive behaviors that align to our high behavioral expectations and Noble Core Values, they will receive incentives. The first incentive that scholars can earn is being moved up a color on the behavior clip chart. We will also provide weekly rewards and incentives on Fridays in preparation for Noble Fest as follows:

- After two days of modeling positive behaviors in one week, scholars will receive a sticker.
- After three days of modeling positive behaviors in one week, scholars will receive a sticker and will be celebrated at Nobel Fest.
- After four days of modeling positive behaviors in one week, scholars will receive a sticker, be celebrated at Nobel Fest, and pull a prize from the Noble Chest of Treasures.
    - Scholars who are Blue or Green at least four days in one week will have the opportunity to be named the scholar of the week in their college cohorts.
    - The scholar of the week will receive a certificate and a free book of their choice to be presented during advisory time on Fridays.
    - Scholars of the week are automatically eligible to be named the scholar of the month as determined by academics, attendance and behavior.
- After five days in one week, scholars will receive a sticker, be celebrated at Nobel Fest, pull a prize from the Noble Chest of Treasures, and receive a special snack from our mobile desert cart.

We will recognize each grade-level scholar of the month by hanging their pictures outside of their classroom doors and on the main entrance bulletin board for the next month in celebration of their demonstration of our Noble Core Values and high behavioral expectations.

[86] https://files.eric.ed.gov/fulltext/EJ1136105.pdf

Our scholars in Grades 5-8 will have a separate high behavioral expectations system that includes the tracking of our Noble Core Values and minor/major infractions tied to challenging behaviors. These high behavioral expectations were adapted from educator experts at LEAD Public Schools in Nashville, Tennessee. These behaviors, whether positive or challenging, will be logged in our SchoolRunner system, as outlined in Figure 38.

Figure 38 - Grades K-8 High Behavioral Expectations

Modeling High Behavioral Expectations	
Noble Core Value	**Example**
Academic Excellence (+15)	• Taking skills learned to make future decisions that lead to success; capable of anything. • Relentlessly driven to succeed in pursuit of colleges and careers and beyond. • Academic honesty (exceeding school and/or classroom expectations). • Writing in college sentences when not specified in the directions. • Finding the third way to understand a skill (even when hard). • Embracing new ideas and/or challenging work. • Remaining on task throughout the class. • Taking notes in class when not required. • Thoroughness (redoing an assignment because you know you can do better).
Beacon of Joy (+15)	• Supporting others as a partner in pursuit of success. • Finding space in the world by tapping into joy as a means to spread it to others. • Acts of courageous behavior. • Noticing effort or growth in a classmate and encouraging them/shouting them out.
Champions for Equity (+15)	• Learning from other cultures and sharing one's own culture as a way to celebrate diversity; don't leave others out. • Have conversations in school that help to understand and respect other perspectives. • Standing up for a scholar who is being picked on. • Translating for a scholar without being asked to do so. • Helping another scholar clean up a spill in the cafeteria without being asked. • Standing up for a scholar who is being picked on; settling conflict appropriately.
Character Development (+15)	• Self-aware and understand how actions impact others. • Giving and receiving constructive feedback that helps self and others to learn and grow together. • Unafraid to fail, but learning how to succeed moving forward. • Willing and eager to say the right answer after previously giving a wrong answer.

	• Owning a mistake without being asked to own it and offering an apology without blaming others. • Organization of personal belongings and/or space. • Demonstration of self-control. • Telling the truth, even if it means someone will get the consequence. • Doing the right things when nobody is watching. • Responding quickly and appropriately to redirection.
Habits for Humanity (+15)	• Using creative talents to support the needs of others. • Breaking free from limiting beliefs to change the game for self and others. • Displaying positive leadership. • Establishing integrity among peers. • Providing group and individual support to classmates as needed. • Getting homework from another scholar because they left theirs at school.
Intellectual Curiosity (+15)	• Using curiosity to discover and pursue new knowledge. • Asking questions and using prior knowledge to develop my own solutions. • Asking for help or asking clarifying questions in class when others seem to understand the lesson/concept.
Minor Infractions	
Challenging Behavior	**Example**
Talking (-5)	• Talking out of turn. • Inappropriate volume. • Making inappropriate noises.
Off Task (-5)	• Reading a book instead of focusing during the lesson. • Drawing on paper. • Dozing off. • Passing notes. • Working on non-related work.
Disruptive (-5)	• Kicking the table or chair. • Making any unnecessary noises in class or at whole school events. • Pencil tapping, drumming, singing/rapping in class. • Slamming book or door.
Organization/Unprepared (-5)	• Not having class materials (writing utensil, notebook, packet, etc). • Does not have an agenda. • Being late to class without a pass (give the

	mark but keep the scholar in class. Do not send them to get a pass).
Major Infractions	
Challenging Behavior & Rationale	**Example**
Disrespect to Adults (-15): All teachers, school leaders and staff members have the right to speak and redirect scholars throughout the building. Interactions between scholars and adults should always be positive and promoting; however, the adult must always remain emotionally constant when handling challenging behaviors.	• Talking back or yelling at or to an adult. • Cursing at an adult. • Walking away from an adult. • Inappropriate physical actions toward an adult (may warrant a suspension).
Failure to Comply (-15): It is important that all scholars meet the expectations of teachers, school leaders, and staff members daily. When scholars do not meet expectations, it impacts the culture of the learning environment and takes the focus off learning. Teachers cannot allow scholars to undermine their authority as the leader of the classroom.	• Shouting out. • Slow response to directions. • Non-compliance with transition procedures. • Sleeping in class. • Prohibited use of technology (may lead to loss of technology use based on the nature of the offense).
Inappropriate Response (-15): It is important that scholars advocate for themselves. However, there are appropriate ways to disagree with someone that fosters discussion and growth. When responding, we want to help scholars become aware of those responses that are disrespectful and hinder a growth conversation.	• Rolling Eyes • Smacking Lips • Speaking back in a raised voice. • Sucking Teeth
Unprofessional (-15): Dressing for success is important to help us cut down on the amount of distractions that take away from learning time. We all have a uniform we wear that shows that we are present and ready to work. In addition to looking professional, there are duties that come along with the "job." We are trying to build in the habit of accountability to major duties for our scholars.	• Combing/Braiding Hair in Class • Writing on body or uniform. • Putting on Makeup in Class • Shirt Untucked (out of uniform generally) • Sleeping in class after reminders to stand or walk around. • Chewing gum, eating in class, etc. • Horseplaying or Throwing Objects • Failure to turn in progress reports or other signed forms. • Phone rings in class. • On the wrong website, or inappropriate use of school materials.
Disrespect to Community (-15): As a school, we are fostering a culture of respect. Respect for each other and respect for learning must be paramount. We do not allow disrespect and take it very seriously because we want all scholars and staff members to work in a safe environment.	• Classroom Disruption • Cafeteria Disruption • Inappropriate body language. • Calling someone a negative name. • Pushing/kicking/hitting someone. • Use of profanity. • Seeking a different answer (one teacher says no, you ask another teacher). • Writing on school property. • Refusing to respond to a staff member. • Inappropriate use of technology. • Disrespect toward peers/adults.

<table>
<tr><td></td><td>

- Copying work/cheating on classwork, test, or quiz.
- Refusing to follow a specific direction.
- Walking away from a staff member.
- Skipping others in line for breakfast or lunch.

</td></tr>
<tr><td>Out of Area (-15): It is our responsibility to keep our scholars safe. Therefore, it is important that we know where scholars are at all times. This helps our scholars learn responsibility and communication skills.</td><td>

- Skipping class: 15 minutes or later arrival to class without a note.
- In the hallway during class without a pass (paper or digital).
- Being anywhere in the building without permission.

</td></tr>
<tr><td>6 Minor Infractions -5 (Automatic Detention)</td><td>2 Major Infractions -15 (Automatic Detention)</td></tr>
<tr><td>Distractions (D)</td><td>Disrespect to Adults (DA)</td></tr>
<tr><td>

- Purposefully Being Loud
- Purposefully Yawning/Burping
- Any Inappropriate Noises

</td><td>

- Talking Back / Yelling at an Adult
- Cursing Out an Adult
- Walking away from an Adult

</td></tr>
<tr><td>Talking (T)</td><td>Disrespect to Community (DC)</td></tr>
<tr><td>

- Talking Out of Turn
- Talking During Test
- Excessive Volume

</td><td>

- Horseplaying
- Disrupting Class Deliberately
- Vandalizing School Property

</td></tr>
<tr><td>Off Task (OT)</td><td>Inappropriate Response (IR)</td></tr>
<tr><td>

- Not Following Directions
- Disengaged
- Misusing Resources

</td><td>

- Arguing
- Sucking Teeth
- Disrespectful Tone

</td></tr>
<tr><td>Organization/Unprepared (O/U)</td><td>Unprofessional (UP)</td></tr>
<tr><td rowspan="4">

- Unprepared, Unorganized
- Out of Uniform
- Late to Class

</td><td>

- Combing/Braiding Hair or Putting on Makeup
- Sleeping in Class
- Phone Rings in Class or on Inappropriate Website

</td></tr>
<tr><td>Failure to Comply (FC)</td></tr>
<tr><td>

- Slow Response to Directions
- Repeatedly Not Following Directions
- Not Completing Homework

</td></tr>
<tr><td>Out of Area (OA)</td></tr>
<tr><td>

- Skipping Class
- In Hall Without Hall Pass
- Being Anywhere in the Building Without Permission

</td></tr>
</table>

Please note that Novus SMART Academy (K-8) will carry out the discipline policy adopted by the Board of Directors post-authorization to govern the discipline procedures used with all scholars. Our discipline policy defines suspensions and expulsions as follows.

Suspensions. The option to suspend a scholar will be considered when administering a consequence in response to a challenging behavior. A suspension is any time a scholar is required to be removed from the instructional learning environment and not in attendance at school due to the display of challenging behaviors. To sustain a positive school culture and high behavioral expectations where everyone is known, loved and respected, Novus SMART Academy (K-8) will suspend scholars from our school when there are breaches to our school Code of Conduct and high behavioral expectations. A scholar may be suspended by decision of the CEO/Lead Founder (Years 1-3), and when the school is at full scale, by the Lower School Principal (Grades K-5) or the Upper School Principal (Grades 6-8).

The Board of Directors will receive notice of all suspensions data during our state-of-the-school data snapshots presented at monthly board meetings. Families will be notified immediately when a scholar has been issued an in-school suspension and/or an out-of-school suspension. After the scholar serves the out-of-school suspension, the scholar and family will be required to attend a scheduled school reentry meeting to continue collaboration and support with restorative practices that will set the scholars up for success as they return to the school environment. Key stakeholders, such as the CEO/Lead Founder (replaced by the Lower and Upper School Principal as hired), Academics Coordinator (Years 1-5), and the DEI Coordinator (Year 2 and beyond), will attend school reentry meetings to ensure that everyone, including the scholar, is aligned with the high behavioral expectations moving forward.

We will also create an equity-centered school that is culturally responsive to the needs of all scholars and their rights, especially for our scholars who receive prescribed services with an IEP, ILP, 504 Plan, tiered systems of support, and/or any other plans designed to support scholars where they are. We will implement the RTI2-Behavior framework to evaluate scholars' trends in challenging behavior and the impact it has on their academic progress.

Expulsion. The option to expel a scholar will always be our last resort when administering a consequence in response to a challenging behavior. Expulsions are the result of teachers and school leaders collaborating with scholars and families, and service providers, exhausting all efforts that the scholar has not responded to, such as but not limited to parental involvement, advisory support, school counseling, behavior improvement plans (BIP), Collaborative Problem-Solving (CPS), detentions, in-school suspensions, and out-of-school- suspensions. Novus SMART Academy (K-8) reserves the right to expel a scholar whose challenging behaviors constitute endangerment to self, other scholars, and/or staff members.
We will have a zero-tolerance policy for the possession and/or use of a gun or deadly weapon, which could harm scholars and families, teachers and school leaders, and community members. We also reserve the right to expel a scholar for the possession, use of, and/or selling of alcohol or controlled substances of any kind while on the school campus. Scholars who have demonstrated challenging behaviors and/or open defiance towards authority that have led to multiple suspensions over time are also at risk of expulsion.

For a scholar to be expelled, the process must be initiated by the CEO/Lead Founder to include discussions with teachers and school leaders involved in the process, and with a scheduled hearing to follow with the scholar and family. A scholar who is expelled will receive due process under Tennessee state law. At Novus SMART Academy (K-8), due process will include the following statement that is subject to legal review and the Board of Directors' approval:

> Novus SMART Academy (K-8) follows standard disciplinary policies and procedures for investigating the facts, obtaining witness statements, and ensuring adherence to due process procedures. If the CEO/Lead Founder believes expulsion is warranted, the scholar will be expelled. The CEO/Lead Founder will also report any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons as outlined in TCA 39-17-1309 to the La Vergne and/or Smyrna Police Departments. Any decision to expel a scholar will require the Board of Directors' approval, and families may, first, appeal the decision to the CEO/Lead Founder before filing a grievance with the Board of Directors.

Appeals Process for Suspensions and Expulsions. Families reserve the right to appeal suspensions and/or expulsions within 10 school days by submitting an appeals letter to the CEO/Lead Founder of the school. Novus SMART Academy (K-8) will adopt the following procedure as a guide for families to appeal in the most effective manner:

1. The CEO/Lead Founder sets appointments with families within 48 hours of the appeal submission.
2. The CEO/Lead Founder and Director of Asset-Based Learning meet with families to listen to their concerns about why they disagree with the suspension and/or expulsion.
3. After listening to the appeal, the CEO/Lead Founder and Director of Asset-Based Learning presents evidence-based data related to the incidents that led to the final decision for the suspension and/or expulsion. Although there is an opportunity to negotiate the outcomes of the suspension and/or expulsion, the preponderance of evidence will be the deciding factor to determine whether the suspension and/or expulsion will be upheld, modified, or removed.

If families are still dissatisfied with the results of the appeal process with the CEO/Lead Founder, they have the right to submit a grievance letter to the Board of Directors within 10 days after meeting with the CEO/Lead Founder and the Director of Asset-Based Learning. If they do so, the follow process begins:

1. The Board Chair sets appointments with families within 48 hours of the grievance submission.
2. Members of the Board of Directors, the CEO/Lead Founder and Director of Asset-Based Learning meet with families to listen to their concerns about why they disagree with the suspension and/or expulsion.
3. After listening to the grievances of families, the Board Chair along with members of the Board of Directors present evidence-based data related to the incidents that led to the final decision for the suspension and/or expulsion. The Board of Directors is also able to ask clarifying questions that both the families and the CEO/Lead Founder and Director of Asset-Based Learning can answer.
4. After the grievance hearing, the Board Chair lets families know that although there was an opportunity to negotiate the outcomes of the suspension and/or expulsion, the preponderance of evidence will be the deciding factor to determine whether the suspension and/or expulsion will be upheld, modified, or removed.
5. Within 24 hours, families are notified by the CEO/Lead Founder about the decision of the Board of Directors, whether the suspension and/or expulsion will be upheld, modified, or removed.

Filing a Complaint. Families have the right to file a complaint by submitting a letter to the CEO/Lead Founder of the school. Novus SMART Academy (K-8) has the following procedure as a guide for families to file a complaint in the most effective manner:

1. The CEO/Lead Founder sets appointments with families within 48 hours of the complaint submission.
2. The CEO/Lead Founder and Director of Asset-Based Learning meet with families to listen to their concerns.
3. After listening to the concerns, the CEO/Lead Founder and Director of Asset-Based Learning will present any evidence-based data related to the complaint. Although there is an opportunity to negotiate the outcomes of the complaint, the preponderance of evidence will be the deciding factor to determine how the complaint is mitigated.

If families are still dissatisfied with the results of how the complaint is mitigated with the CEO/Lead Founder, they have the right to submit a complaint letter to the Board of Directors within 10 days of meeting with the CEO/Lead Founder and the Director of Asset-Based Learning.

1. The Board Chair sets up an appointment with families within 48 hours of the complaint submission.
2. Members of the Board of Directors, the CEO/Lead Founder and Director of Asset-Based Learning meet with families to listen to their concerns.
3. After listening to the complaints of families, the Board Chair along with members of the Board of Directors present evidence-based data related to the complaint. The Board of Directors is also able to ask clarifying questions that both the families and the CEO/Lead Founder and Director of Asset-Based Learning can answer.
4. After the complaint hearing, the Board Chair lets families know that although there is an opportunity to negotiate the outcomes of their complaints, the preponderance of evidence will be the deciding factor in how the complaint is mitigated.
5. Within 24 hours, families are notified by the CEO/Lead Founder about the final decision of the Board of Directors and how the complaint will be mitigated.

Code of Conduct. Novus SMART Academy (K-8) will align its Code of Conduct to the Rutherford County Schools' Code of Conduct regarding challenging behaviors, disciplinary procedures, and disciplinary options[87]. Our school culture and high behavioral expectations will include restorative practices that allow scholars to exercise their voices and choices through Collaborative Problem-Solving (CPS), and we will incentivize scholars and families, teachers and school leaders, and community members for modeling our Noble Core Values. We will meet these standards not by lowering the bar of excellence but by defending the bar of excellence with high-quality academic instruction and high behavioral expectations for all scholars.

High behavioral expectations for all scholars means dismantling marginalized practices and replacing them, first, with the belief that all scholars can and will achieve success holistically with the appropriate support systems in place. We will reinforce high behavioral expectations for every scholar and include structured opportunities to reinforce the desired outcomes we expect through their actions. Teachers and school leaders will practice emotional constancy in the spirit of being fair, firm, and consistent, and they will strive to deliver consequences with minimal distractions to the sacredness of instructional time. To that end, redirecting challenging behaviors and/or delivering a consequence should not antagonize or embarrass scholars, regardless of the circumstances.

[87] https://4.files.edl.io/1617/08/07/23/171823-fea30e62-004c-4dd7-9da7-fe07cf5b7538.pdf

Our approach to school culture and high behavioral expectations will be included in our Scholar-Family Handbook and translated for families in their home language. We have five levels for disciplinary procedures and options based on challenging behaviors that scholars may demonstrate in violation of our school culture and behavior system, as outlined in Figure 39.

Figure 39- Code of Conduct

Level I Challenging Behaviors This level includes minor challenging behaviors on the part of the scholar which impedes orderly classroom guidelines or interferes with the orderly operation of the school, but which can usually be handled by an individual teacher, school leader or staff member.		
Behavior	**Disciplinary Procedures**	**Disciplinary Options**
• Classroom disturbances • Classroom tardiness • Cheating and lying • Abusive language • Failure to do assignments or carry out directions • Wearing, while on the grounds of a public school during the regular school day, clothing that exposes underwear or body parts in an indecent manner that disrupts the learning environment • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying, cyber-bullying, and/or hazing)	• The staff member intervenes immediately. • The staff member determines what offense was committed and its severity. • The staff member determines who committed the offense and if he/she understands the nature of the offense. • The staff member employs appropriate disciplinary options. • The record of the offense and disciplinary action shall be maintained by the staff member.	• Verbal reprimand • Special assignment • Restricting activities • Counseling • Withdrawal of privileges • Issuance of demerits • Strict supervised study • Detention • In-school suspension • Community service • Reteaching of expectations • Restorative practices • Behavior contract • Mediation • Mentoring
Level II Challenging Behaviors This level includes challenging behaviors whose frequency or seriousness tends to disrupt the learning climate of the school. These behaviors do not represent a direct threat to the health and safety of others but have educational consequences serious enough to require corrective action on the part of the school leadership team.		
Behavior	**Disciplinary Procedures**	**Disciplinary Options**
• Continuation of unmodified Level I challenging behaviors • School or class tardiness • School or class truancy • Using forged notes or excuses • Disruptive classroom behavior • Possession of a personal communication device when not authorized, if not drug related • Victimization of any scholar (hara	• The scholar is referred to the principal for appropriate disciplinary action. • The principal meets with the scholar and the staff member. • The principal hears the accusation made by the staff member and allows the scholar the opportunity to explain his/her conduct. • The principal takes appropriate disciplinary action and notifies the staff	• Teacher/schedule change • Mediation • Modified probation • Behavior modification programs • Peer counseling • Referral to outside agency • Transfer • Detention • Suspension from school-sponsored activities or from riding school bus • In-school suspension • Out-of-school suspension • Referral for RTI2B

	member of the action. • The record of offense and disciplinary action shall be maintained by the principal.	• Revision • Reteaching of expectations • Referral to Tier 2 behavioral supports • Restorative practices • Review and revision of a behavior plan • Behavior contract • Mentoring • Community Service
Level III Challenging Behaviors This level includes acts directly against persons or property but whose consequences do not seriously endanger the health or safety of others in the school.		
Behavior	**Disciplinary Procedures**	**Disciplinary Options**
• Continuation of unmodified Level I and II challenging behaviors • Fighting • Vandalism (minor) • Use, possession, sale, distribution, and/or being under the influence of tobacco, alcohol, or a non-THC vape product • Use, possession, sale, or distribution of drug paraphernalia • Stealing • Threats to others (including staff) • Victimization of any scholar (harassment (sexual, racial, ethnic, religious), bullying, cyber-bullying, and/or hazing) • Elopement from classroom/school building • Possession of fireworks not deemed an explosive by law enforcement	• The scholar is referred to the principal for appropriate disciplinary action. • The principal meets with the scholar and the staff member. • The principal hears the accusation and allows the scholar the opportunity to explain his/her conduct. • The principal takes appropriate disciplinary action. • The principal may refer the incident to the Director of Schools and make recommendations for consequences. • If the scholar's program is to be changed, adequate notice shall be given to the scholar and his/her parent(s)/guardian(s) of the charges against him, his/her right to appear at a hearing, and his/her right to be represented by a person of his/her choosing. • Any change in school assignment is appealable to the Board. • The record of offense and disciplinary action shall be maintained by the principal.	• In-school suspension • Detention • Restitution from loss, damage, or stolen property • Out-of-school suspension • Social adjustment classes • Transfer • Referral to Tier 2 or 3 behavioral supports • Restorative practices • Review and revision of a behavior plan • Behavior contract • Mentoring • Community Service • Development of a safety plan
Level IV Challenging Behaviors This level of challenging behaviors include acts which result in violence to another's person or property or which		

pose a threat to the safety of others in the school. These acts are so serious that they usually require administrative actions which result in the immediate removal of the scholar from the school, the intervention of law enforcement authorities, and/or action by the Board of Directors. If a scholar's action poses a threat to the safety of others in the school, a teacher, school leader, or staff member may use reasonable force when necessary to prevent bodily harm or death to another person.

Behavior	Disciplinary Procedures	Disciplinary Options
• Continuation of unmodified Level I, II, and III behaviors • Death threats • Extortion • Vandalism • Theft/possession/sale of stolen property • Arson • Sexual misconduct not resulting in a charge deemed a zero tolerance in Policy 6.309. • Marketing/Possession/distribution/sale/transfer of any substance which is represented to be or is substantially similar in color, shape, size or markings to a controlled substance • Possession/use/sale/transfer of alcoholic beverages • Possession/distribution of any drug paraphernalia • Use/transfer of unauthorized substances • Victimization of any scholar (harassment (sexual, racial, ethnic, religious), bullying, cyber-bullying, and/or hazing) • Off-campus criminal behavior that results in the scholar being legally charged and/or convicted with a felony or with what would have been a felony if the scholar were an adult, and the scholar's continued presence in school poses a danger to persons or property, or disrupts the educational process.	• The principal confers with appropriate staff members and with the scholar. • The principal hears the accusations and allows the scholar the opportunity to explain his/her conduct. • The parent(s)/guardian(s) are notified. • Law enforcement officials are contacted. • The incident is reported, and recommendations are made to the Director of Schools. • If the scholar's placement is to be changed, adequate notice of the charges shall be given to the scholar and his/her parent(s)/guardian(s) and his/her right to appear at a hearing.	• Other hearing authority or Board action which results in appropriate placement • Long term out-of-school suspension • Expulsion up to one (1) year • Alternative schools • Other hearing authority or Board action which results in appropriate placement

Level V Challenging Behaviors

The below offenses have been deemed zero tolerance offenses under state law and by Rutherford County Schools

Board Policy. Except offenses deemed reasoned judgment offenses, notated with an asterisk, the below offenses shall result in an expulsion for a period of not less than one (1) calendar year, subject to modification by the Director of Schools on a case-by-case basis. Reasoned judgment offenses allow the principal to take into consideration intent and other factors to determine the appropriate level of discipline.

Behavior	Disciplinary Procedures	Disciplinary Options
• Unlawfully using or being under the influence of any narcotic or stimulant drug, prescription drug, or any other controlled substance, controlled substance analogue, or legend drug. • Possessing unlawfully any narcotic or stimulant drug, prescription drug, or any other controlled substance, analogue, or legend drug. • Sale/distribution/transfer of any narcotic or stimulant drug, prescription drug or any other controlled substance, controlled substance analogue, or legend drug. • Possession of a firearm. • Assault that results in bodily injury upon any teacher, principal, administrator, any other employee of the school, or a school resource officer. • Aggravated assault • Bomb threat • Threat of mass violence on school property or at a school-related activity. • Possession of substances or devices deemed to be explosives by law enforcement • scholars charged with committing an on-campus violent felony listed in Board Policy 6.309 • Possession/use/transfer of dangerous weapons other than firearms.* • Possession/use/transfer of other instruments and substances with the intent to do harm to self or others or in a manner that renders the item dangerous.*	• The principal confers with appropriate staff members and with the scholar. • The principal hears the accusations and allows the scholar the opportunity to explain his/her conduct. • The parent(s)/guardian(s) are notified. • Law enforcement officials are contacted. his/her parent(s)/guardian(s) and his/her right to appear at a hearing.	• For zero tolerance offenses, expulsion for no less than one (1) year. Scholars may make applications for modification to the Director of Schools. • For reasoned judgment offenses marked with an asterisk: ○ Suspension
Additional Guidelines		

1. A principal shall not impose successive short-term suspensions that cumulatively exceed ten (10) days for the same offense.
2. A teacher or other school official shall not reduce or authorize the reduction of a scholar's grade because of discipline problems except in deportment or citizenship.
3. A scholar shall not be denied the passing of a course or grade promotion solely on the basis of absences except as provided by Board Policy.
4. A scholar shall not be denied the passing of a course or grade promotion solely on the basis of failure to…
    a. Pay any activity fee;
    b. Pay a library or other school fine;
    c. Make restitution for lost or damaged school property.

Protecting the Rights of Scholars with Disabilities. Novus SMART Academy (K-8) will fully support scholars with disabilities who struggle with challenging behaviors. Our support model is collaborative and inclusive and engages families in partnership with related service providers offered by the school as a continuum of services, and in some cases, professional services that have been solicited by families. As part of the IEP process, the IEP team will create a behavior intervention plan (BIP) driven by the results of the functional behavior assessment (FBA) as an intervention to address the challenging behaviors moving forward. The BIP will explicitly outline rewards and consequences the scholar will receive and next steps to address new or recurring challenging behaviors should they surface**.** In the event a scholar with disabilities receives at least 10 days of out-of-school suspension, the IEP team will meet to facilitate a manifestation determination review (MDR) to determine whether or not the behavior in question is a direct result of the scholar's disability. If it is determined that the behavior in question is a direct result of the scholar's disability, the IEP team will review the current IEP to determine next steps regarding additional support and services needed. If it is determined that the behavior in question is not a direct result of the scholar's disability, then the scholar may be disciplined in a manner that is comparable to a scholar who receives general education services.

Parental Participation. In accordance with the Rules of State Board of Education for Special Education Programs and Services, Novus SMART Academy (K-8) will notify the families of scholars with a disability at least 10 days before an IEP meeting to ensure that they have an opportunity to attend. MDR meetings will be held after a 24-hour notice has been issued to families, as mandated in the Tennessee Rules of State Board of Education for parent participation (0520-01-09.15). When a scholar with disabilities returns to school, the services prescribed in the BIP based on the MDR will be provided to scholars immediately. These services ensure that scholars remain in the least restrictive learning environment and continue to have access to high-quality academic instruction in the general education classroom or in an inclusive classroom environment.

Description of Individuals Responsible for Carrying out Discipline Policies. The CEO/Lead Founder will uphold, reinforce, and oversee the discipline policies of the school. In the first year of operation, the CEO/Lead Founder will manage all tasks related to school culture and high behavioral expectations. In Year 3, the CEO/Lead Founder will hire an Asset-based Learning Coordinator, who will then manage school discipline with the support of the Executive and Lower School Principal in Year 4. The Asset-based Learning Coordinator will be hired preferably from within the school staff to ensure upward mobility and the investment of school staff and to ensure our school mission aligns with the work we do daily with consistency. The Asset-based Learning Coordinator will work collaboratively with the Scholar Access Coordinator, Lower School Principal, Upper School Principal, and Academics Coordinator. The leadership team, which also includes the Operations Manager, will meet at least once weekly to discuss the academic, school culture, and school operations vision and goals of the school. In Year 4 of school operation, the CEO/Lead Founder will officially hire the Lower School Principal, who will be directly responsible for managing the school leadership team. This team will be responsible for coaching and managing teachers in both academics and school culture. The Operations Manager and the Lower School Principal will report to the CEO/Lead Founder.

Informing Scholars and parents/guardians. We will always communicate our discipline policy to families before the start of the school year, during our scholar and family orientations. Scholars and families will receive a copy of the Scholar-Family Handbook annually in their home language. In accordance with our grievance policy to be adopted by the Board of Directors, any complaints and comments regarding our school culture and high behavioral expectations, or regarding discipline actions or practices taken, will initially be addressed to and by the CEO/Lead Founder, DEI Coordinator, or the Lower School Principal or Upper School Principal, as applicable. The CEO/Lead Founder will reflect on current practices to ensure they are equitable and culturally responsive. CEO/Lead Founder will also make decisions on revisions to the Scholar-Family Handbook as necessary and will submit those revisions to the Board of Director for final review and approval. Modifications to the Scholar-Family Handbook can also be made based on feedback and the general consensus of the Board of Directors

before final review and approval, and then they will vote on the final iteration of the handbook to be used as the official school culture and discipline policy.

1.9 - Recruitment and Enrollment

1.9a - Provide as Attachment F the proposed school's Enrollment Policy. Please **see Attachment F** for our proposed Enrollment Policy.

1.9b - Describe how parents/guardians and other members of the community will be informed about the proposed school.

Novus SMART Academy (K-8) has attended local community events (e.g., RCS County-Wide Rezoning Meeting, 19th Annual Heritage Festival, Pumpkin Spice Craft & Gift Fair, etc.), and will continue to attend community events to meet families, community members, and business owners/organizational leaders. Since the end of January 2024, our CEO/Lead Founder has been volunteering at the Smyrna Boys and Girls Club on Tuesdays to provide homework and tutoring support as part of our community service commitment. It is our intent to partner with community stakeholders and attend events regularly to establish strong relationships and to showcase our commitment to this community.

The CEO/Lead Founder has also met with local community politicians, such as Mayor Jason Cole in La Vergne, and local church leaders, such as Pastor Tony Hinton at Stones River Baptist Church and Apostle Amos Howard, Senior at Living Truth Christian Center in Smyrna (see **Attachment G** for Letter of Commitment from Apostle Amos Howard, Senior at Living Truth Christian Center). We will continue to gather quantitative data by distributing surveys at community events, setting up an informational table monthly in high traffic areas, and hosting smaller monthly events of our own.

Our CEO/Lead Founder has been in collaboration with Jack Minor, the Vice President of Advocacy and Strategy at Tennesseans for Student Success. During this collaboration, Jack guided us on the process of gathering the contact information of scholars and families using the following descriptors: children between the ages of 3-7; residents living within a 5-mile radius of our proposed location (102 Ridley Street, Smyrna, Tennessee 37167); and 37167 and 37086 zip codes. This data allowed us to collect updated contact information for 1,951 residents who may become our founding scholars and families in Year 1. We will also gather data by targeting focus groups, such as families, community members, and business owners/organizational leaders. We will speak with five to eight individuals in each group to gather detailed insights. We will also make connection calls with community members and within existing networks to share the work we are doing and to request their support and access to their networks to receive additional insights. Novus SMART Academy (K-8) has informed and will continue to inform families and other community members about our proposed school in the following ways.

Until the school receives full authorization to open, we will maintain the following means of informing the community and garnering support:

- Host a school website: https://www.novussmartacademy.org/
- CEO/Lead Founder and members of the founding team will host informational sessions.
- CEO/Lead Founder and members of the founding team will continue to host table events in high traffic public spaces.
- CEO/Lead Founder and members of the founding team will attend community events and Rutherford County School Board meetings.
- Maintain social media accounts, to include the following:
    - Facebook: https://www.facebook.com/NovusSMARTAcademyK8?mibextid=LQQJ4d
    - Instagram: https://instagram.com/novus_smart_academy_k8?utm_source=qr
    - LinkedIn: https://www.linkedin.com/in/novus-smart-academy-k-8-3a102429a/
    - and Twitter: https://x.com/novussa_k8?s=21
- Publish monthly newsletters to inform our community about progress and upcoming events.
- Maintain and nurture community partnerships and relationships with local churches.
- Continue ongoing conversations with community stakeholders.
- Establish community partnerships with local agencies to meet the needs of scholars.

During Year 0 of planning, Novus SMART Academy (K-8) will leverage our relationships with community organizations, local churches, community centers, local business owners, and local early childhood facilities to help us communicate with families about the opportunity for their scholars to attend a high-quality college and career readiness public charter school. Our CEO/Lead Founder and members of the founding team have established relationships with early childhood facilities throughout Rutherford County, and we will build on the relationships we have already established with families to continue to engage with more families in our targeted community.

To inform families about Novus SMART Academy (K-8), we will leverage the expertise of the CEO/Lead Founder and members of the founding team. Dominique Anderson, a Real Estate and Community Development Consultant at Populace Community Strategy, has extensive experience in start-up charter schools and marketing. Our marketing strategies will include (a) door-to-door canvassing and boots-on-the-ground events to pass out flyers; (b) social media blasts to increase virtual presence; (c) website updates and radio advertising; (d) tabling events; (e) information sessions and town hall meetings organized in partnership with community groups; (f) posting print material (i.e. flyers and postcards) in English and Spanish in local businesses; and (g) building relationships in the community. As a founding team, we fully understand that full enrollment will rely on how much time and energy we dedicate to building strong relationships and connections within our community.

1.9c - Describe how you are assessing the demand for your school. Include data and factors, including methodology and calculations used to determine projected enrollment and needs within the community.

Novus SMART Academy (K-8) will continue to assess the demand for our school to determine our level of effectiveness over time. We fully understand that the key factor to our success is to build trusting and lasting relationships with the scholars and families that we intend to serve. Our CEO/Lead Founder and Board of Directors will do due diligence to establish presence in the community through support and services before, during, and well after the opening of our school. As mentioned before, our CEO/Lead Founder has been in collaboration with Jack Minor, the Vice President of Advocacy and Strategy at Tennesseans for Student Success. During this collaboration, Jack guided us on the process of gathering the contact information of scholars and families using the following descriptors: children between the ages of 3-7; residents living within a 5-mile radius of our proposed location (102 Ridley Street, Smyrna, Tennessee 37167); and 37167 and 37086 zip codes. This data allowed us to collect updated contact information for 1,951 residents who may become our founding scholars and families in Year 1. We see this as an opportunity to strengthen our community engagement plan while also fostering trusting and lasting relationships with our community.

Along with fostering trusting and lasting relationships with our community, it is essential that we take time to listen and reflect on the needs and desires of our community members. Previous interactions with scholars and families and teachers and school leaders, we get the impression that most want to be known, loved, and respected as concerned stakeholders in their school communities. What is clear about Rutherford County Schools is that the district has several amazing schools; however, underserved communities like La Vergne and Smyrna need additional school options to provide a high-quality academic experience to diverse learners with unique needs. Novus SMART Academy (K-8) began working with its founding team members in Fall 2023 to determine purposeful placement of our school to deliver what scholars and families need in Rutherford County, Tennessee. The rapidly growing communities of La Vergne and Smyrna were most in need. In initial conversations with Jeff McCann, the Coordinator of Choice and Charter Schools at Rutherford County Schools, and Serena Sayles, the Charter School Consultant at Rutherford County Schools, we acknowledged the possible saturation of charter schools in this community over the next 3 to 5 years. Novus SMART Academy (K-8) is open to partnering with Rutherford County Schools to reevaluate and determine the most beneficial location to serve scholars and families who will thrive in our school environment.

We have administered family connections and community connections surveys, which are still available on the home page of our school's website: https://www.novussmartacademy.org/. We decided to dissolve the scholar connections survey on the site because only two scholars completed and the data were from one middle school scholar and one high school scholar. We will continue to target parents and guardians using our prospective families' contact information with over 1,500 families within a 5-mile radius of our proposed school site, and leverage our partnerships with early childhood facilities within our La Vergne and Smyrna communities. We will continue to collect and analyze data from the surveys; to date, families and community members have responded to questions about what they like, dislike, and wish they had access to in their current schools. Novus SMART Academy (K-8) honors the fact that Rutherford County Schools does have great schools; however, every scholar in the county does not have access to equitable school experiences.

To ensure groundbreaking and sustainable success as Year 0 leads into Year 1 of operation, our CEO/Lead Founder will serve as the Lower School Principal and is projected to serve in this role through Year 5. The CEO/Lead Founder will work alongside an assistant principal during Year 5. The assistant principal will also serve as the principal-in-residence during Year 5 and then transition to Lower School Principal in Year 6. Spending one school year as the assistant principal will allow the principal-in-residence to build trust and lasting relationships with scholars and families, teachers and leaders, and community members as we continue to engage in community outreach activities. In collaboration with our Community Engagement Task Force, we will continue to develop ongoing strategies to reach our recruitment goal of 150% applications for enrollment with scholars on the waitlist from year to year.

WKRN reported that hundreds of scholars in Rutherford County will likely change schools over the next couple of years after the school board voted to approve the countywide rezoning plan[88]. Such plans have driven Novus SMART Academy (K-8)'s projected enrollment plans, seeing an opportunity to partner with Rutherford County Schools to provide an additional school option for scholars and families that could keep families in their preferred communities with access to the conveniences they deserve, appreciate, and in several cases, need. Although Rutherford County Schools' rezoning plan may allow schools to transition most scholars from portable buildings into brick-and-mortar school buildings, according to Director of Schools Dr. James Sullivan, uprooting scholars and families from their current schools may not be equitable for all family dynamics. We also see an opportunity to proactively embed culturally sensitive, equity-centered practices into our school model, ensuring that all scholars and families feel known, loved, and respected as contributors to our decision-making processes.

Novus SMART Academy (K-8) will provide scholars with a two-teacher model in Grades K-5 (in all their classrooms) and Grades 6-8 (in literacy and math classes only). In the inclusion classrooms, a three-teacher model will allow the special education teachers and the English as second language teachers to provide push-in services in the classroom. Collaboration in planning instructional delivery is essential for this teacher model to work. It also allows scholars to receive small group instruction with a ratio of 1:12 in Grades K-5 and Grades 6-8 (math and literacy only). Each teacher will serve an even smaller group with the three-teacher model in the inclusion classroom. A strong academic foundation in literacy and math will enable our scholars to succeed in all their learning.

1.9d - Describe your plan to recruit scholars in the year prior to opening with this authorizer, including the strategies, activities, events, responsible parties, and a timeline. What established community organizations are you targeting for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.

Novus SMART Academy (K-8) has established and will continue to establish partnerships with community organizations by hosting monthly community events, collaborating with Early Childhood Facilities and community organizations, canvassing, hosting tabling events, attending/hosting information sessions and town hall meetings; sharing monthly newsletters, printing materials in English and Spanish for mailers, social media blasts, website updates, and radio advertising. The established community organizations we are targeting for partnerships, marketing and recruitment are outlined in Figure 40.

Figure 40 - Targeted Partnerships, Marketing, and Recruitment

Timeline	Activity or Event	Responsible Parties	Benchmark and Outcome
December 2023 (ongoing)	Change.org Petition	CEO/Lead Founder	Request the support of the general public to support Novus SMART Academy (K-8).
January 2024 (ongoing)	Elected Officials	CEO/Lead Founder	Secure partnership with Letter of Support. Secure in-kind support and monetary donations from community members.
	Leadership Rutherford	CEO/Lead Founder	Secure partnership with Letter of Support. Secure in-kind support and monetary donations from community members.
	Middle Tennessee State University	CEO/Lead Founder	Secure partnership with Letter of Support from the College President, and inquire about facilities support for Year 1 of operation. Secure in-kind support and monetary donations from community members.
	Motlow State Community College- Smyrna Campus	CEO/Lead Founder	Secure partnership with Letter of Support from the College President, and inquire about facilities support for Year 1 of operation. Secure in-kind support

			and monetary donations from community members.
	Tennessee College of Applied Technology Smyrna Campus	CEO/Lead Founder	Secure partnership with Letter of Support from the College President, and inquire about facilities support for Year 1 of operation. Secure in-kind support and monetary donations from community members.
	Email monthly newsletters to scholars and families, and community organizations.	CEO/Lead Founder	Secure partnerships with Letters of Support. Secure Intent to Enroll forms; application opens January 1, 2025. Establish ongoing communication with the intent to enroll scholars and families. Secure in-kind support and monetary donations from community members.
	Build trusting and lasting partnerships with community organizations.	CEO/Lead Founder Founding Team Members Community Engagement Task Force	Secure partnerships with Letters of Support. Secure Intent to Enroll forms; application opens January 1, 2025. Secure in-kind support and monetary donations from community members.
	Host weekly tabling events and meetings with scholars and families at Early Childhood Facilities.	CEO/Lead Founder Founding Team Members Community Engagement Task Force	Secure partnerships with Letters of Support. Secure Intent to Enroll forms; application opens January 1, 2025.
	Ongoing social media blasts and website updates. Radio Advertising	CEO/ Lead Founder	Post-authorization, ongoing communication to secure Intent to Enroll forms per month from families; application opens January 1, 2025.
March 2024	Rutherford County Schools Capacity Interview	CEO/Lead Founder Founding Team Members	Participate in the Capacity Interview to answer questions about Novus SMART Academy (K-8).
	Monthly canvassing events beginning in March 2024 (ongoing).	CEO/Lead Founder Founding Team Members Community Engagement Task Force	Secure Intent to Enroll forms; application opens January 1, 2025.
April 2024	Rutherford County Schools Board Meeting	CEO/Lead Founder Founding Team Members	Attend Rutherford County Schools Board Meeting to receive the final vote on the Novus SMART Academy (K-8) charter school application.

May 2024	Tennessee Charter School Center	CEO/Lead Founder Board Members	Make revisions to the initial application as prescribed by Rutherford County Schools and resubmit no later than May 20th. Collaborate with facilities to learn of zoning laws and funding opportunities.
June 2024	Edtech	CEO/Lead Founder Board Treasurer	Secure vendor for financial back office support and guidance on fundraising with a financial development plan. See **Attachment G** for Letter of Support.
	Build trusting and lasting partnerships with community organizations.	CEO/Lead Founder Founding Team Members Community Engagement Task Force	Secure partnerships with Letters of Support. Secure Intent to Enroll forms; application opens January 1, 2025. Secure in-kind support and monetary donations from community members.
	Host weekly tabling events and meetings with scholars and families at Early Childhood Facilities.	CEO/Lead Founder Founding Team Members Community Engagement Task Force	Secure partnerships with Letters of Support. Secure Intent to Enroll forms; application opens January 1, 2025.
	Ongoing social media blasts and website updates. Radio Advertising	CEO/ Lead Founder	Ongoing communication to secure Intent to Enroll forms; application opens January 1, 2025.
July 2024	Build trusting and lasting partnerships with community organizations.	CEO/Lead Founder Founding Team Members Community Engagement Task Force	Secure partnerships with Letters of Support. Secure Intent to Enroll forms; application opens January 1, 2025. Secure in-kind support and monetary donations from community members.
	Host weekly tabling events and meetings with scholars and families at Early Childhood Facilities.	CEO/Lead Founder Founding Team Members Community Engagement Task Force	Secure partnerships with Letters of Support. Secure Intent to Enroll forms; application opens January 1, 2025.
	Ongoing social media blasts and website updates. Radio Advertising	CEO/ Lead Founder	Ongoing communication to secure Intent to Enroll forms; application opens January 1, 2025.
August 2024	Build trusting and lasting partnerships with community organizations.	CEO/Lead Founder Founding Team Members	Secure partnerships with Letters of Support. Secure Intent to Enroll forms; application opens January 1,

		Community Engagement Task Force	2025. Secure in-kind support and monetary donations from community members.
	Host weekly tabling events and meetings with scholars and families at Early Childhood Facilities.	CEO/Lead Founder Founding Team Members Community Engagement Task Force	Secure partnerships with Letters of Support. Secure Intent to Enroll forms; application opens January 1, 2025.
	Ongoing social media blasts and website updates. Radio Advertising	CEO/ Lead Founder	Ongoing communication to secure Intent to Enroll forms; application opens January 1, 2025.
September 2024	Build trusting and lasting partnerships with community organizations.	CEO/Lead Founder Founding Team Members Community Engagement Task Force	Secure partnerships with Letters of Support. Secure Intent to Enroll forms; application opens January 1, 2025. Secure in-kind support and monetary donations from community members.
	Host weekly tabling events and meetings with scholars and families at Early Childhood Facilities.	CEO/Lead Founder Founding Team Members Community Engagement Task Force	Secure partnerships with Letters of Support. Secure Intent to Enroll forms; application opens January 1, 2025.
	Ongoing social media blasts and website updates. Radio Advertising	CEO/ Lead Founder	Ongoing communication to secure Intent to Enroll forms; application opens January 1, 2025.
October 2024	Scholar and family information session in partnership.	CEO/Lead Founder Board of Directors Community Engagement Task Force	Secure Intent to Enroll forms; application opens January 1, 2025.
November 2024	Food Drive	CEO/Lead Founder Board of Directors Community Engagement Task Force	Secure Intent to Enroll forms; application opens January 1, 2025.
December 2024	Scholar and family information session in partnership.	CEO/Lead Founder Board of Directors Community Engagement Task Force	Secure Intent to Enroll forms; application opens January 1, 2025.
	Mistletoe & Muffins Toy Drive	CEO/Lead Founder	Secure Intent to Enroll forms; application opens January 1, 2025.

		Board of Directors Community Engagement Task Force	
January 2025	Application Goes Live	CEO/Lead Founder Board of Directors Community Engagement Task Force Operations Manager Office Secretary	Secure applications for enrollment from families.
	Teach for America-Nashville/Middle Tennessee	CEO/Lead Founder	Share the mission and vision of Novus SMART Academy (K-8) to secure partnership to hire high-quality teacher candidates for Year 1 of operation.
	Relay Graduate School of Education- Tennessee	CEO/Lead Founder	Share the mission and vision of Novus SMART Academy (K-8) to secure partnership to hire high-quality teacher candidates for Year 1 of operation.
	Nashville Teacher Residency	CEO/Lead Founder	Share the mission and vision of Novus SMART Academy (K-8) to secure partnership to hire high-quality teacher candidates for Year 1 of operation.
February 2025	Scholar and family information session in partnership.	CEO/Lead Founder Board of Directors Community Engagement Task Force Operations Manager Office Secretary	Secure applications for enrollment from families.
March 2025	Novus SMART Academy (K-8) Community Day #1: Touchpoints with committed scholars and families.	CEO/Lead Founder Board of Directors Community Engagement Task Force Operations Manager Office Secretary	Secure applications for enrollment from families. Secure in-kind support and monetary donations from community members.
April 2025	Scholar and family information session in	CEO/Lead Founder	Secure applications for enrollment from families.

	partnership.	Board of Directors Community Engagement Task Force Operations Manager Office Secretary	
May 2025	Cinco de Mayo Celebration in Collaboration in partnership with Murfreesboro Area Hispanic Chamber of Commerce.	CEO/Lead Founder Board of Directors Community Engagement Task Force Operations Manager Office Secretary	Secure applications for enrollment from families. Secure in-kind support and monetary donations from community members.
June 2025	Scholar and family information session in partnership.	CEO/Lead Founder Board of Directors Community Engagement Task Force Operations Manager Office Secretary	Secure applications for enrollment from families.
July 2025	Novus SMART Academy (K-8) Community Day #2: Touchpoints with committed scholars and families. Uniform Fitting Wellness Health Checks School Tours	CEO/Lead Founder Operation Manager Office Secretary	96 scholars enrolled and present to pick up school uniforms for the first day of school on Monday, August 4th. Uniforms are not required the week of scholar orientation.

1.9e - Describe in detail the recruitment and marketing strategies that will be used, the timelines for implementing these strategies, and who will be responsible for implementing these strategies?

The recruitment and marketing strategies that Novus SMART Academy (K-8) will employ to recruit scholars and families in Year 0 will require the collaboration of the CEO/Lead Founder and members of the founding team and staff members hired in Year 0 (Operations Manager and Office Secretary). We will intentionally make personal connections to the community, holding several events for scholars and families to learn about our school model. We will provide several virtual and in-person interactions through flyers, social media, mailings, tabling, and door-to-door canvassing.

Six months after we receive authorization, the Board Chair will appoint a Community Engagement Task Force to reach our goal of applications at 150% of Year 1 enrollment, allowing for 96 enrolled with 48 on our waitlist. The timelines for implementing these strategies are outlined in Figure 41.

[88]https://www.wkrn.com/news/local-news/murfreesboro/rutherford-county-schools-approve-rezoning-plan-with-caveat-hundreds-of-students-will-likely-need-to-change-schools/

Figure 41 - Implementing Recruitment and Marketing Strategies

Timeline	Activity or Event	Responsible Parties	Benchmark and Outcome
December 2023	Intro meeting with Rutherford Choice and Charter Schools Office.	CEO/Lead Founder Founding Team Member	Establish rapport and present Letter of Intent to Rutherford County Schools.
January 2024 (ongoing)	Email monthly newsletters to scholars and families, and community organizations.	CEO/Lead Founder	Establish ongoing communication with the intent to enroll scholars and families. Secure in-kind support and monetary donations from community members.
	Host weekly tabling events and meetings with scholars and families at Early Childhood Facilities.	CEO/Lead Founder Founding Team Members Community Engagement Task Force	Secure Intent to Enroll forms; application opens January 1, 2025.
	Monthly canvassing events beginning in March 2024.	CEO/Lead Founder Founding Team Members Community Engagement Task Force	Secure Intent to Enroll forms; application opens January 1, 2025.
	Build trusting and lasting partnerships with community organizations.	CEO/Lead Founder Founding Team Members Community Engagement Task Force	Secure in-kind support and monetary donations from community members.
	Intro meeting with Rutherford Choice and Charter Schools Office.	CEO/Lead Founder Founding Team Members Community Engagement Task Force	Partnering together to determine the best location for Novus SMART Academy (K-8); successful completion of capacity interview in March 2024.
	Ongoing social media blasts and website updates. Radio Advertising	CEO/ Lead Founder	Ongoing communication to secure Intent to Enroll forms; application opens January 1, 2025.
September 2024	Community Action Planning Meeting with BES Leadership Coach.	CEO/Lead Founder Board of Directors Community Engagement Task Force	Approved Community Action Plan in collaboration with BES and Founding Team.
October 2024	Scholar and family information session in partnership.	CEO/Lead Founder Board of Directors Community Engagement	Secure Intent to Enroll forms; application opens January 1, 2025.

		Task Force	
November 2024	Food drive in partnership.	CEO/Lead Founder Board of Directors Community Engagement Task Force	Secure Intent to Enroll forms; application opens January 1, 2025.
December 2024	Scholar and family information session in partnership.	CEO/Lead Founder Board of Directors Community Engagement Task Force	Secure Intent to Enroll forms; application opens January 1, 2025.
	Mistletoe & Muffins Toy Drive in partnership.	CEO/Lead Founder Board of Directors Community Engagement Task Force	Secure Intent to Enroll forms; application opens January 1, 2025.
January 2025	Contact families who submitted an Intent to Enroll to complete the application.	CEO/ Lead Founder Operations Manager Office Secretary	Secure at least 10-15 applications per week for enrollment from families (40-60 scholars).
	Host town hall meeting in partnership.	CEO/Lead Founder Board of Directors Community Engagement Task Force Operations Manager Office Secretary	Secure applications for enrollment from families.
	Host community service event in partnership.	CEO/Lead Founder Board of Directors Community Engagement Task Force Operations Manager Office Secretary	Secure in-kind support and monetary donations from community members.
February 2025	Scholar and family information session in partnership.	CEO/Lead Founder Board of Directors Community Engagement Task Force Operations Manager	Secure applications for enrollment from families.

		Office Secretary	
March 2025	Novus SMART Academy (K-8) Community Day #1: Touchpoints with committed scholars and families.	CEO/Lead Founder Board of Directors Community Engagement Task Force Operations Manager Office Secretary	Secure applications for enrollment from families. Secure in-kind support and monetary donations from community members.
April 2025	Scholar and family information session in partnership.	CEO/Lead Founder Board of Directors Community Engagement Task Force Operations Manager Office Secretary	Secure applications for enrollment from families.
May 2025	Cinco de Mayo Celebration in Collaboration in partnership with Murfreesboro Area Hispanic Chamber of Commerce.	CEO/Lead Founder Board of Directors Community Engagement Task Force Operations Manager Office Secretary	Secure applications for enrollment from families. Secure in-kind support and monetary donations from community members.
June 2025	Scholar and family information session in partnership.	CEO/Lead Founder Board of Directors Community Engagement Task Force Operations Manager Office Secretary	Secure applications for enrollment from families.
	Novus SMART Academy (K-8) Community Day #2: Touchpoints with committed scholars and families. Uniform Fitting Wellness Health Checks School Tours	CEO/Lead Founder Operation Manager Office Secretary	96 scholars enrolled and present to pick up school uniforms for the first day of school on Monday, August 4th. Uniforms are not required the week of scholar orientation.
July 2025	Family Orientations Scholar Orientations School Tours	CEO/Lead Founder Operation Manager Office Secretary	Secure applications for enrollment from families; 100% of scholars and families attend orientations

		Founding School Team	enrollment packets. Scholars and families ready for the first day of school.

1.9f - Describe how scholars will be given an equal opportunity to attend the proposed school.

- *Specifically describe any plans for outreach to families in poverty, academically low- achieving scholars, scholars with disabilities, English learners, and other scholars at risk of academic failure.*
- *If your school has a specific area of focus, describe the plan to market that focus*.

Novus SMART Academy (K-8)'s mission is inclusive and gives all scholars and families equal opportunities. As a public charter school with open enrollment, Novus SMART Academy (K-8) will accept all scholars as often as seats are available. To ensure that all scholars in Rutherford County learn of the opportunity to attend, we will conduct extensive outreach and strategic marketing with our targeted population and will always employ inclusive communication with our community members.

Outreach Plan. Based on the need to provide an additional public school option with high-quality academic instruction and keep families in their preferred communities, we will target our recruitment primarily to the La Vergne and Smyrna communities. Our outreach plan includes collaborating with local apartment complexes, early childhood educational facilities and community organizations, and daycares to inform scholars and families about the upcoming opportunity to enroll at Novus SMART Academy (K-8). Our partnerships with early childhood facilities and community organizations will give us the advantage of hosting family informational sessions where families learn about our school model. As mentioned before, our CEO/Lead Founder has been in collaboration with Jack Minor, the Vice President of Advocacy and Strategy at Tennesseans for Student Success. During this collaboration, Jack guided us on the process of gathering the contact information of scholars and families using the following descriptors: children between the ages of 3-7; residents living within a 5-mile radius of our proposed location (102 Ridley Street, Smyrna, Tennessee 37167); and 37167 and 37086 zip codes. This data allowed us to collect updated contact information for 1,951 residents who may become our founding scholars and families in Year 1. We see this as an opportunity to strengthen our community engagement plan while also fostering trusting and lasting relationships with our community.

Strategic Marketing. Since the end of January 2024, our CEO/Lead Founder has been volunteering at the Smyrna Boys and Girls Club on Tuesdays to provide homework and tutoring support as part of our community service commitment. We plan to host family learning sessions, where both scholars and families can learn more about our school model, and we will give families research-based strategies to support their scholars at home. We have planned recruitment in this way to support all scholars and families, but specifically equitable access to academically low-achieving scholars, scholars with disabilities, English Language Learners, and scholars at risk of academic failure. For example, we give scholars with disabilities and/or scholars at risk of academic failure free informal reading assessments or informal kindergarten readiness inventories. We also demonstrate research-based strategies that families can use at home to support learning. We will also partner with local community centers to provide tutoring services to potential scholars and families during summer camps in 2024 and 2025. For English language learners, our CEO/Lead Founder is working to build a relationship with community servants to support addressing the needs of ELL scholars desiring to enroll in our school and will collaborate on community events scheduled by those organizations.

Inclusive Communication. Novus SMART Academy (K-8) expects our school population to reflect the ethnic makeup of the schools in LaVergne and Smyrna, which is 23% Black, 28% Hispanic, and 6% two or more races. Given these demographics, we will carry out our recruitment and marketing efforts in English and Spanish. We will clearly communicate our plan to support all scholars, regardless of their present level of academic performance, behaviors and mindsets, socioeconomic status, or cultural backgrounds and differences. Marketing efforts will specifically target academically low-achieving scholars, scholars with disabilities, English language learners, and scholars at-risk of academic failure. Although we will primarily recruit scholars and families in the cities of La Vergne and Smyrna, all scholars and families in Rutherford County will have the option to choose our school.

1.9g - Describe scholar recruitment after the proposed school has opened. How will it differ from pre-opening recruitment?

During Year 1 of operation, we will continue to recruit scholars and families to ensure we meet our enrollment projects; however, our strategies will expand to include visits to our physical school building by scholars and families. We will begin recruiting for Year 2 of operation (AY 2026-2027) in September 2025, and we may include the following strategies: canvassing, informational sessions, ongoing partnerships with early childhood facilities, and informational sessions entitled

“A Day in the Life,” led by our Operations Manager and CEO/Lead Founder. During this time, potential scholars will participate in the literacy and/or math lessons to experience how we provide high-quality academic instruction at Novus SMART Academy (K-8). During our college and career nights, potential scholars and families will be invited to participate and see how our school community focuses on college and career readiness beginning in kindergarten. We will also invite our community partners, especially representatives from early childhood facilities, to attend our school events.

Novus SMART Academy (K-8) will actively recruit scholars year-round to make sure we are positioned to meet the needs of all scholars in our proposed community. Our goal is to maintain applications at 150% of enrollment annually with a waitlist. The waitlist will ensure we back fill seats in the event an enrolled scholar transfers or cannot attend our school for any reason.

1.10 - Parent and Community Engagement and Support

1.10a - What feedback regarding the startup of the school has been provided by the community, including parents/guardians interested in enrolling their scholar(s) in your school, and how has this feedback been incorporated into this application? Provide a detailed explanation of how the feedback was collected, and a strong rationale for the validity of responses.

Our CEO/Lead Founder has engaged with and collected feedback from teachers and school leaders, scholars and families, and community members in person, by phone call and virtual meeting, by email, and social media since August 2023 to inform them about the mission and vision of Novus SMART Academy (K-8). Some of the feedback we have received regarding the opening of the school has been incorporated into this application in descriptions of the school model and design. Families from the community offered this feedback to the CEO/Lead Founder during phone conversations, and one community member wrote a letter of support expressing their feelings about bringing a charter school to this community. Please note that the names, genders, and locations of families have been de-identified; otherwise, the following feedback is quoted verbatim from community members.

Parent A stated, “I believe in the school’s mission and vision to provide all scholars with rigor and a quality instruction. One of the things I have experience with is that we recently transitioned our child from public school to private school because we noticed the difference in curriculum. I believe in public schools and [I am] a product of public school but needed a unique experience for my child. We are looking for a public school that challenges the students to be prepared for life. We want a community that fosters a love for learning and encourages personal growth. When kids are in a positive community, they thrive and excel more. The community my child was in before was not as inviting, but that has since changed when we transferred to another school. My child has developed a love for learning and is able to learn from others as well. Novus will have an unwavering commitment to excellence. Excellence is being on the top of the top to excel beyond to get where you are going.”

Parent B shared, “I’ve been trying to get my child in Thurman Francis for years, but we are always denied every year. My child meets all the qualifications to get in, but there are no available spaces. Our only other option is Smyrna Middle School, and I am not in the space to pay for private school. Although my child will not be able to attend this school, I wish you had another middle school my child could go to now that is better suited for my child.”

Parent C stated, “I live in this community, but my children go to a school outside the county. We live in walking-distance to all their schools near my house, but I do not trust them. I feel they are not learning anything, and I need my children to have great options for college. I would love for you to speak to them and their friends, other kids in the neighborhood, about their experiences in school and this community. This will be a blessing to this community. We need something better.”

To date, Novus SMART Academy (K-8) has secured signatures of support through online and paper petitions from community members, organizations, and most importantly, scholars and families who support the opening of Novus SMART Academy (K-8) in Rutherford County, Tennessee. We have well over 100 individuals signed up for our monthly newsletters and are engaging with our social media followers on a weekly basis. We have hosted events in collaboration with local businesses and community organizations to engage with our proposed community and will continue to engage with our community in Year 0.

1.10b - Describe how you will engage parents/guardians and community members and how this engagement strategy will adjust from the time that the proposed school is approved by this authorizer through the school’s opening. What specific strategies would you rely on to establish buy-in from local parents/guardians and community members during the pre-opening period?

Novus SMART Academy (K-8) will host five informational sessions and community events for scholars and families in October 2024, December 2024, February 2025, April 2025, and June 2025. We are intentional about sharing our mission,

vision, core values, and high-quality academic expectations for our scholars. Our CEO/Lead Founder and the founding team have also conducted research in our community and identified 34 preschools and early childhood facilities; we have contacted these organizations and are working to build trusting and lasting relationships. Our CEO/Lead Founder has already made introductions and spoken to directors in over half the facilities in an effort to build strong and lasting partnerships with a viable option for scholars and families.

Our CEO/Lead Founder, members of the founding team, and staff members hired in Year 0 (Operations Manager and Office Secretary) will commit to organize canvassing events in our targeted community to secure potential scholars and families for Year 1 of operation. We will also host tabling events, attend/host information sessions and town hall meetings, distribute monthly newsletters and print materials in English and Spanish, and leverage social media blasts, website updates, and radio advertising. We understand that we must be committed to strong and lasting engagement strategies that will expose our community to our unique school design, organizational structure, and operational success.

During Year 0 (AY 2024-2025), Novus SMART Academy (K-8) will leverage our community partnerships to secure Intent-to-Enroll forms from families. In fact, one of our proactive recruitment strategies to meet our enrollment projections from year to year will be to collect Intent-to-Enroll forms in September. This strategy will help our Community Engagement Task Force develop ongoing strategies to reach our recruitment goal of 150% applications for Year 1 of enrollment with scholars on the waitlist. Our CEO/Lead Founder and the founding team are working to build strong and lasting community partnerships with teachers, school leaders, and scholars and families for Year 1 recruitment.

1.10c - Provide, as Attachment G, any of the following: letters of support, including those within the local community, outreach to parents/guardians, intents to enroll, or memoranda of understanding, that indicate the proposed school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and/or reflects the community's needs and interests. Note: General letters of support that include generic language such as "this school will provide a high-quality option" or "we will work to support the school once opened" do not satisfy this expectation. Instead, letters of support should demonstrate a clear commitment that is measurable and that is likely to result in enrollment targets being met, demonstrate financial support, or sustainable community engagement.

Please see **Attachment G** for our Letters of Support.

1.10c - Outline any community organization, business, or other educational institutions that the proposed school will partner with. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich scholar learning opportunities.

Novus SMART Academy (K-8) will implement a strategic recruitment and marketing plan through trusting and lasting partnerships, as outlined in Figure 42.

Figure 42 - Implementing Recruitment and Marketing Strategies

Organization	Mission/Vision	Alignment to Novus	Purpose Partnership
100 Black Men Middle Tennessee Region	Our mission is to nurture and enhance the growth, development and opportunities for young black males of Middle Tennessee.	Supports the character development of scholars through asset-based learning tasks and community projects.	Secure partnership with, in-kind support, and/or monetary donation. See **Attachment G** for Letter of Support.
Amazing Leaders Child Care La Vergne	Amazing Leaders Child Care provides nurturing child care ages 1 year to 5 years. We also provide care for school-aged children up to 12 years for before and after care. We work hard to ensure the safety of your little one to reach their full potential through play, learning and	Supports the early development of children to ensure they are prepared for elementary school through inquiry-based learning.	Secure partnership and at least 10-15 Intent to Enroll forms from families.

	exploring. We teach educational skills to prepare them for elementary school.		
Aunty K's Child Care Center La Vergne Murfreesboro	As a homegrown operation, Aunty K's Child Care Center, LLC originally began in 2011 and later expanded to two centers in La Vergne and Murfreesboro, TN. With over 15 years of experience, we are dedicated to providing compassionate and educational care in a safe and welcoming environment. With an emphasis on growth through hands-on learning, we incorporate love and fun into everything we do.	Supports the early development of children to ensure they are prepared for elementary school through project-based learning.	Secure partnership and at least 10-15 Intent to Enroll forms from families.
Big Hearts Little Hands Child Care and Early Learning Center Smyrna	At Big Hearts Little Hands Childcare and Early Learning Center, our mission is to provide a solid foundation that ensures your child will reach his or her full potential and is ready for school and ready for life. We treat children of all races, religions, family backgrounds, and cultures with equal respect and consideration.	Supports the early development of children to ensure they are prepared for elementary school through asset-based learning.	Secure partnership and at least 10-15 Intent to Enroll forms from families.

Carpe Artista Smyrna	Carpe Artista provides artistic training, leadership development and community engagement opportunities for artists in Smyrna, North Rutherford County, and surrounding areas. We create and manage a wide range of art related classes, events, performances and camps for local residents of all ages, interests and skill levels. Carpe Artista achieves our mission through the strict adherence to our four core values of character, calling, craft and community.	Supports the creative development of children through asset-based learning.	Secure partnership with in-kind support, and/or monetary donation. See **Attachment G** for Letter of Support.
Center for the Arts Murfreesboro	The mission of the Center for the Arts is to enhance the quality of life in our community by providing cultural and economic enrichment through the arts.	Supports the creative and character development of children through asset-based learning.	Secure partnership with in-kind support, and/or monetary donation.
Community Servants Smyrna	Community Servants started as an outreach mission of SpringHouse Church in 1994. Bruce Coble, Missions Pastor, received permission from Wherry Housing Authority to remodel an apartment and use it for 1 year to help a couple of homeless families get a fresh start. Founded and still based on the Biblical mandate to care for the poor, widows & the fatherless, Community Servants became a non-profit in 2003. Now with many local churches and visiting mission teams coming to serve in this community, the ministry continues to expand to serve our greater community.	Supports the character development of children through asset-based learning.	Secure partnership with in-kind support, and/or monetary donation.
Discovery Center	Our vision is to build a	Supports the critical	Secure partnership with

Murfreesboro	community with the courage to ask thoughtful questions, the drive to find creative solutions, and the confidence to implement positive changes.	thinking skills of children to ensure they are prepared to be solutions-oriented individuals in school through project-based learning.	in-kind support, and/or monetary donation.
Early Learning Adventures at Jaymes Academy La Vergne	We are a community child care center based in Smyrna. We care for children from 6 weeks to 12 years old and provide a range of age-appropriate resources and activities to encourage their development right up until they are ready to join kindergarten.	Supports the early character development of children through asset-based learning.	Secure partnership with at least 10-15 Intent to Enroll forms from families.
Early Learning Adventures at Jaymes Academy Smyrna	We are a community child care center based in Smyrna. We care for children from 6 weeks to 12 years old and provide a range of age-appropriate resources and activities to encourage their development right up until they are ready to join kindergarten.	Supports the early character development of children through asset-based learning.	Secure partnership with at least 10-15 Intent to Enroll forms from families.
First United Methodist Church Preschool Smyrna	We believe that each child is a child of God and has the right to develop his/her fullest potential. Our responsibility as a church-sponsored school is to provide a program that will foster development of the whole child: emotionally, intellectually, socially, physically, and spiritually.	Supports the early character development of children through asset-based learning.	Secure partnership with at least 10-15 Intent to Enroll forms from families.
Gingerbread House Child Care Center Smyrna	The Gingerbread House CLC is committed to providing your child with quality care by encouraging each child to express themselves through language, art, music, and physical activity. With the emphasis on learning through play, they are gaining knowledge and building socialization as	Supports the early character development of children through asset-based learning.	Secure partnership with at least 10-15 Intent to Enroll forms from families.

	well as self help skills that build up their self esteem, which is needed to succeed in all areas of life.		
H.O.P.E. Early Learning Center La Vergne	At H.O.P.E. Early Learning Center, we value education, faith, and family. Our approach to education encompasses the heart, head, and hands. Our curriculum is comprehensive and blends Christian principles with social and emotional learning, rigorous academics, and practical hands-on applications. Using the Abeka curriculum, every subject is approached from a Christian perspective, with Scripture and biblical principles used to emphasize or illustrate academic concepts. Additionally, our curriculum will integrate and align with the TN Early Learning Development Standards.	Supports the early character development of children through asset-based learning.	Secure partnership with at least 10-15 Intent to Enroll forms from families.
Kiddies Kollege Learning Center Smyrna	Preparing our Kiddies for Kollege.	Supports the early critical thinking and development of children through inquiry-based learning.	Secure partnership with at least 10-15 Intent to Enroll forms from families.
Kidz Adventure Center Smyrna	Fun, safe, unique, and interactive activities; seed pit, climbing wall, giant two story soft play castle, interactive toys and lots more!	Supports the early active learning and development of children through project-based learning.	Secure partnership with at least 10-15 Intent to Enroll forms from families.
La Petite Academy Smyrna	We provide strong social and educational foundations that prepare your child for success in elementary school and beyond. Our schools and classrooms are designed to give children room to grow, room to share, and room to be themselves. Here, children work together, have constructive fun together,	Supports the early character development of children through asset-based learning.	Secure partnership with at least 10-15 Intent to Enroll forms from families.

	and discover how enjoyable learning can be.		
Learning Zone Smyrna	Learning Zone Child Care is one of the most unique preschools and daycares in Murfreesboro and Nashville, TN. We are a child development center dedicated to a fun filled learning experience during the early years. We serve families with children 6 weeks to five years of age. We believe in providing quality care and education during these critical years of development.	Supports the early character development of children through asset-based learning.	Secure partnership with at least 10-15 Intent to Enroll forms from families.
Leadership Rutherford Murfreesboro	Leadership Rutherford is designed to sustain and supplement the high quality of local leadership which continues to be the key ingredient in making Rutherford County, Tennessee the outstanding community that it is today.	Supports the organizational management and development of community organizations as they continue to thrive and support its stakeholders.	Secure partnership with in-kind support, and/or monetary donation.
Little Journey Preschool La Vergne	Our mission is to equip our students with a strong educational foundation for success in kindergarten and beyond.	Supports the early critical thinking skills development of children through inquiry-based learning.	Secure partnership with at least 10-15 Intent to Enroll forms from families.
Little Miracles Smyrna	Little Miracles is committed to providing your child with quality care by encouraging each child to express themselves through language, art, music, and physical activity. With the emphasis on learning through play, they are gaining knowledge and building socialization as well as self-help skills that build up their self-esteem, which is needed to succeed in all areas of life.	Supports the early creative development of children through asset-based learning.	Secure partnership with at least 10-15 Intent to Enroll forms from families.
Mid-Cumberland Head Start	We empower children and families to reach their potential now and	Supports the early character development of children through	Secure partnership with at least 10-15 Intent to Enroll forms from

Smyrna	throughout life.	asset-based learning.	families.
Middle Tennessee State University Murfreesboro	Middle Tennessee State University takes pride in its role as a comprehensive, diverse, and innovative institution whose distinctive bachelor's, master's, specialist, and doctoral programs prepare graduates to thrive in their chosen professions and a changing global society. Students, faculty, and staff generate, preserve, and disseminate knowledge and collaboratively promote excellence through teaching and learning, research, creative activity, and public engagement.	Supports students on their chosen college and career paths to have access to a satisfying career that supports the development of the surrounding community.	Secure partnership with in-kind support and monetary donations from community members.
Motlow State Community College Smyrna	Motlow State Community College is a public, multi-campus college offering certificates, associate degrees, and flexible learning pathways for early transfer, college preparation, and workforce training. Students are prepared for employment, career advancement, and a four-year college or university transfer. The College serves an eleven-county area comprised of full-time, part-time, traditional, and non-traditional age students from diverse socio-economic populations with disparate educational and cultural backgrounds. The College offers high quality accredited academic programs and various support services emphasizing and promoting student success.	Supports students on their chosen college and career paths to have access to a satisfying career that supports the development of the surrounding community.	Secure partnership with Letter of Support from the College President. Secure in-kind support and monetary donations from community members. See **Attachment G** for Letter of Support.
Ms. Kimberly's Playground	A place where children love to play.	Supports the early active learning and development	Secure partnership with at least 10-15 Intent to

La Vergne		of children through project-based learning.	Enroll forms from families.
Ms. Nichole's, Inc. Smyrna	We strive for quality and safety. One of our many focal points is making the lives of parents/guardians a fragment easier. The challenge of working all day and coming home to find that your day has just begun can be tiresome. We are committed to helping children complete their homework correctly, exercise in a way that is enjoyable and stimulating, try and experiment with a healthy choice of snack and let's not forget the basics of just having some fun!	Supports the early character development of children through asset-based learning.	Secure partnership with at least 10-15 Intent to Enroll forms from families.
Murfreesboro Area Hispanic Chamber of Commerce	We advocate, connect, inform, and fight for business growth and America's success.	Supports the organizational management and development of community organizations as they continue to thrive and support its stakeholders.	Secure partnership with in-kind support, and/or monetary donation.
New Hope Learning Center & Lily's Playhouse and Preschool Smyrna	Peace of mind is the way a parent feels when they know their child is in an environment with people they can trust.	Supports the early character development of children through asset-based learning.	Secure partnership with at least 10-15 Intent to Enroll forms from families.
North Rutherford Family YMCA Smyrna	A worldwide charitable fellowship united by a common loyalty to Jesus Christ for the purpose of helping people grow in spirit, mind and body.	Supports the character development of scholars through asset-based learning tasks and community projects.	Secure partnership with in-kind support, and/or monetary donation.
Rotary Club La Vergne	The Rotary Club is a worldwide group of business leaders, community leaders and individuals who believe in delivering compassionate service benefitting our fellow humans throughout the world.	Supports the organizational management and development of community organizations as they continue to thrive and support its stakeholders.	Secure partnership with in-kind support, and/or monetary donation.
Rotary Club Smyrna			
Smyrna Boys and Girls Club	Boys & Girls Clubs work to save and change the lives of children and	Supports the character development of scholars through asset-based	Secure partnership with in-kind support, and/or monetary donation.

	teens, especially those who need us most, by providing a safe, positive, and engaging environment and programs that prepare and inspire them to achieve great futures. We have three clubs in Murfreesboro, Shelbyville and Smyrna.	learning tasks and community projects.	
Sports*Com Murfreesboro	Sports*Com is a community recreational facility run by the Murfreesboro Parks and Recreation Department.	Supports scholars and families through a safe and fun environment that provides opportunities for families to achieve health goals together.	Secure partnership with in-kind support, and/or monetary donation.
Tennessee College of Applied Technology Murfreesboro	The Tennessee Colleges of Applied Technology serve as the premier suppliers of workforce development throughout the State of Tennessee.	Supports students on their chosen college and career paths to have access to a satisfying career that supports the development of the surrounding community.	Secure partnership with in-kind support and monetary donations from community members.
Tennessee Robotics Center Murfreesboro	Our driving vision is to accelerate talent development for K-12 students in Technology, Robotics, and Computer Science (TRC), inspiring them to pursue careers and education in STEAM to become the future leaders in Science and Technology.	Supports the critical thinking skills of children to ensure they are prepared to be solutions-oriented individuals in school through project-based learning.	Secure partnership with in-kind support, and/or monetary donation.
Tots' Spot Academy La Vergne	Our mission is to provide a safe and loving environment where children will be free to learn and flourish. For every child to feel special and know that there is only one "them".	Supports the early character development of children through asset-based learning.	Secure partnership with at least 10-15 Intent to Enroll forms from families.
Tots' Spot Academy Smyrna	Our mission is to provide a safe and loving environment where children will be free to learn and flourish. For every child to feel special and know that there is only one "them".	Supports the early character development of children through asset-based learning.	Secure partnership with at least 10-15 Intent to Enroll forms from families.

1.10e - Outline how the proposed school will engage parents/guardians and community members prior to the school's opening and throughout the life of the school (in addition to any proposed governance roles).

In accordance with T. C. A. § 49-13-109, we will ensure that our Board of Directors adds at least one parent representative whose scholars is currently enrolled at Novus SMART Academy (K-8) within six months of operation. We will form a Novus Noble Family Advisory Council consisting of the CEO/Lead Founder, the parent representative (who will serve as Chair of the Council), at least one teacher per grade level, and at least two parents/guardians per grade level. The Advisory Council will meet at a minimum of once per quarter, and as often as once per month.

The primary purpose of the council is to engage families of the school, create opportunities for families to be engaged often at the school, launch annual listening campaigns wherein the council actively seeks the input of families, and find ways to support and encourage the teachers in our school. Novus Noble Family Advisory Council Chair will present family satisfactions, suggestions, and/or feedback for improvement to the Board of Director following their meetings. We will use this information to review the effectiveness of our academics plan, school culture, and operations procedures.
At minimum, we ask all families to commit to the following:

- Annually review, sign, and meet the expectations of our Scholar-Family-School Commitments.
- Share concerns and support school decisions and policies.
- Support scholars at home in completing lifework, reading assignments, and any other school-related tasks.
- Actively communicate with scholars regarding academic results and behavioral progress and communicate with the Council about concerns.
- Attend Noble Nights (family learning nights), Report Card Pick Ups, Scholar-led Conferences, and any other requested meetings from the school to enhance the quality of learning.
- Return phone calls from the school.
- Communicate scholars' needs and changes in behavior for the school to effectively partner in monitoring character development.

1.10f - Describe how parents/guardians will be informed and educated on all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents/guardians.

Novus SMART Academy (K-8) will inform and educate families about all school policies, commitments, and/or volunteer opportunities first through canvassing events and home visits. Aligned to purposes (6) in T.C.A. § 49-13-102(a), Novus SMART Academy (K-8) will afford parents/guardians substantial meaningful opportunities to participate in the education of their children. We are dedicated to empowering our scholars and families, and teachers and staff members, to break free from limiting beliefs by unlocking their true potential. We will foster a school community where all scholars thrive as changemakers, partnering together to model transformational leadership and stewardship, reaching new heights of greatness, and making a positive impact on the world.

Our families will have multiple opportunities to engage with our teachers, school leaders, and staff members throughout the school year at various school events including but not limited to College & Career Nights, learning expeditions (i.e., field trips), and schoolwide events and celebrations (i.e., National Hispanic Heritage Month celebrations, awards ceremonies, etc.). All families will attend summer orientation meetings before the start of the school year and will attend scholar-led conferences to learn more about their scholars' present level of performance throughout the school year.

Scholars need culturally responsive structures and safety in the school environment to feel a sense of belonging and authentic joy. We understand that structure and safety require high levels of accountability that may lead to disciplinary action. We also believe that structure and safety require the presence of grace and accountability. With this in mind, we will host summer orientations for our families (parents/guardians/guardians) on Wednesday, July 23, 2025, at 6:00 p.m.-8:00 p.m. and Wednesday, July 30, 2025, at 6:00 p.m.-8:00 p.m. (parents/guardians will choose the evening they wish to attend).

During summer orientations, families will receive a copy of our Scholar-Family Handbook and we will explicitly communicate our expectations for high-quality academic instruction, school culture with high behavioral expectations, and school operations so that our families understand how their partnership and cooperation leads to high impact and successful outcomes in everything we do in our school community. Families will also learn how they can become actively engaged members of our school community through events, such as our weekly celebrations on Fridays known as Noble Fest.

We will also host a scholar orientation for three half-days on July 29-31, 2025, from 8:00 a.m.-12:00 p.m. (scholars must attend all three days). Scholar orientation provides teachers and school leaders with the opportunity to develop relationships with scholars and families before the first day of school on August 4, 2025.

Before the scholar-family orientations, we will host a requisite 15-day summer orientation for teachers, school leaders, and staff members to receive professional learning and development on July 14th through August 1st from 8:00 a.m.-3:00 p.m. This orientation is essential to provide all our stakeholders with the plans and practice to provide our scholars and families with a high-quality academic experience where everyone is known, loved, respected, and most importantly, safe. During all orientations, we will review and demonstrate our Noble Core Values and discuss how we will model these values in everything we do in our school.

1.10g - If not already identified, describe any programs and resources you will offer to parents/guardians and/or the community and how they may support the school's mission and vision.

In alignment with our Scholar-Family-School Commitments & Accountability document, which scholars and families will sign, Novus SMART Academy (K-8) expects our families to participate in their scholars' learning throughout the school year. Families may attend Noble College and Career Nights (family learning nights), Report Card Pick Ups, Scholar-led Conferences, and any other requested meetings from the school to enhance the quality of learning. Throughout the year, we will host activities such as Community Circle, service-learning projects and community service, Muffins with Mom, Donuts with Dad, and Goodies for Grandparent's Day to engage our scholars and families.

Novus SMART Academy (K-8) will host College and Career Nights several times throughout the school year. College and Career Nights will benefit families and community members in the following ways: (a) providing a chance for them to participate in learning activities and scholars' experiences, (b) disseminating information about high school preparation and supporting scholars' learning needs, (c) engaging community partners to assist families with expressed needs, (d) showcasing scholars' work, and (e) communicating schoolwide progress toward major goals. We will seek out community organizations, such as local high schools and colleges, nonprofit organizations, and other businesses to participate in our efforts to support the scholars and families in our school community. This effort aligns to our mission and vision of providing all scholars (and families and community members) access to resources that foster a love for learning, encourage innovation and creativity, and support personal growth so scholars may thrive in their chosen college and career paths, making a positive impact on society.

1.10h - Provide a needs analysis and description of the need for the proposed school, including how the proposed school would serve the interests and meet the needs of scholars and families in the communities the charter school intends to serve.

The Tennessee Department of Education Report Card data show that Rutherford County Schools is outperforming the state of Tennessee in math proficiency (38% versus 31% statewide) and in ELA proficiency (43% versus 37% statewide), and the graduation rate is 95% (versus the 89% statewide rate). However, on average, 61%-66% of scholars in La Vergne and Smyrna are performing below the statewide average in math (in all 3 high schools), and 64% of scholars perform below the statewide average in ELA (in one high school). Novus SMART Academy (K-8) is aligned to Rutherford County Schools' strategic priority to provide early interventions that address scholars' academic needs and support the whole child. We see an opportunity to provide high-quality academic instruction with extended time and blended learning in literacy and math using a strategic two-teacher model, to respond to the gap between high-achieving and low-achieving scholars in this community, beginning in kindergarten.

Additionally, because hundreds of scholars in Rutherford County will likely change schools over the next couple of years, Novus SMART Academy (K-8) sees an opportunity to partner with Rutherford County Schools to provide an additional school option for scholars and families. Although Rutherford County Schools' rezoning plan may allow schools to transition most scholars from portable into brick-and-mortar buildings, uprooting scholars from their current schools may not be feasible for all families. We also see an opportunity to proactively embed culturally sensitive, equity-centered practices into our school model to ensure that all scholars and families feel known, loved, and respected as contributors to our decision-making processes.

1.11 - Phase-In/Turnaround Planning

Not Applicable

1.12 - High School Graduation and Postsecondary Readiness

Not Applicable

Section II - Operations Plan and Capacity

2.1 - Governance

2.1a - Describe the composition and size of the governing board and board committees. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders and will ensure the proposed school will be an educational and operational success.

Novus SMART Academy (K-8)'s Board of Directors consists of active and effective members who will ensure our school is an educational and operational success. Members will work in relationship with the proposed CEO/Lead Founder, who will serve on the Board of Directors in a non-voting, *ex officio* capacity. The Board of Directors consists of at least seven and no more than 15 Directors. Four members serve as Board Officers as follows: Board Chair, Board Vice Chair, Board Treasurer, and Board Secretary. Initially, the Board Chair and Board Treasurer will be appointed by the CEO/Lead Founder in collaboration with our BES Senior Director of Leadership Development and Board Governance Coach, and the Board Vice Chair and Board Secretary will be appointed by the CEO/Lead Founder in collaboration with our Board Chair.

The Board Chair is the senior volunteer leader of Novus SMART Academy (K-8) and appointed as Chair for the Governance Committee, presiding at all meetings of the Board of Directors and other meetings as required. The Board Chair is an ex officio member of all committees of Novus SMART Academy (K-8) and oversees implementation of Board and school policies and ensures that appropriate administrative practices are established and maintained. The Board Vice Chair is the secondary volunteer leader of Novus SMART Academy (K-8) and as such discharges the duties of the Chair as required in the Chair's absence. The Board Vice Chair also supports the activities of the Board Chair, including sharing responsibilities as appropriate. The Board Treasurer is a volunteer leader who provides direction for the financial management of Novus SMART Academy (K-8) and facilitates the Board in meeting its financial oversight responsibilities, appointed as Chair for the Finance Committee. The Board Secretary is a volunteer leader who provides direction for the keeping of legal documents including minutes for all Board meetings.

Our proposed CEO/Lead Founder began searching for founding team members in August 2023, strategically vetting prospects through the following process: (a) an initial email and/or phone call, (b) an in-person and/or Zoom interaction, (c) a final capacity interview with the proposed CEO/Lead Founder and the BES Senior Director of Leadership Development and Governance Coach via Zoom, (d) an internet-based prospect research analysis, and (e) a follow-up phone call or Zoom call to share feedback from the final capacity interview. After the feedback was presented, the proposed CEO/Lead Founder shared the final decision, and when the answer was yes, shared next steps for the process moving forward as a founding team member. If the answer was no, the proposed CEO/Lead Founder shared feedback that led to that decision.

To that end, Novus SMART Academy (K-8) will be governed by a fully vetted Board of Directors, made up of high-quality, expert professionals who are committed to the mission of providing all scholars in Rutherford County access to rigorous curricula and high-quality academic instruction. Our founding teammates have diverse backgrounds and skill sets in board governance, commercial real estate, community service/outreach, DEI, education (academics/curricula), facilities (logistics/operations), finance, fundraising and grant writing, legal expertise, management and organizational experience, marketing, parent and community involvement, personnel/human capital, public relations, strategic planning, and technology.

This rigorous selection process was designed to ensure alignment to our mission, vision, and Noble core values, and to assess the capacity of prospects that will govern the educational and operational success of Novus SMART Academy (K-8) over time. This process also established mutual expectations concerning how our Board of Directors will approach our work as a cohesive team post-authorization to continue designing, founding, and leading our school successfully and responsibly. BES has supported our founding team and will continue to support our Board of Directors through professional learning and development on best practices, accountability requirements, tools and processes, the separation of governance and management, and community action planning.

The Board of Directors will also ensure the educational and operational success of Novus SMART Academy (K-8) by developing committees that will focus on the following areas: academics, development, finance, and governance. The purpose of the Academics Committee is to work with the CEO/Lead Founder to define academic achievement, ensure that all Board members know the charter promises made to the community and the authorizer, and to devise clear and consistent measures to monitor enrollment, student demographics, and achievement of academic outcomes.

The purpose of the Development Committee is to ensure that Novus SMART Academy (K-8)'s total development program is in concert with the organization's strategic direction and needs and serves as the mechanism by which Board members and other volunteers are involved in the fundraising process.

The Finance Committee will work with the CEO/Lead Founder to create the upcoming fiscal year budget, present budget recommendations to the Board, monitor implementation of the approved budget on a regular basis and recommend proposed budget revisions, and recommend appropriate policies for the management of the organization's assets.

The purpose of the Governance Committee is to build and maintain an effective Board for Novus SMART Academy (K-8) and to establish and drive a continuous improvement process to help the Board and individual Directors to become more valuable as strategic assets of the school, contributing to long-term success. During all meetings, our Board will review key performance indicators in academics, development, finance, and governance to ensure the overall governance of our school is healthy and sustains compliance with Rutherford County Schools as our authorizer and the Tennessee Department of Education.

Since October 2023, members of the founding team have met monthly, engaged in community outreach, and reviewed and contributed to the charter application to ensure the educational and operational success of Novus SMART Academy (K-8) Charter School. Our Board of Directors understands the clear distinction between governing the school versus managing the school, which are equally important to our sustainability over time. The Board of Directors will hold the CEO/Lead Founder accountable to leading the daily operations of the school towards accomplishing its goals related to academics, school culture, and school operations. As the charter is directly issued to the Board of Directors, we will ensure the attainment of goals explicitly outlined in this charter application.

2.1b - Describe how the board will evaluate the success of the proposed school, the school leader, and its own performance.

School. The Board of Directors will evaluate the success of Novus SMART Academy (K-8) by reviewing schoolwide data in academics, school culture, and operations. The Governance Committee will determine the format of the assessment tool to evaluate the success of our school and will submit it to the entire Board of Directors to vote and/or make revisions before its use. The CEO/Lead Founder will collect and present transparent reports of schoolwide data to the Board of Directors that include but are not limited to progress towards academic benchmarks, staff retention, scholar enrollment and retention, school culture and discipline, family engagement, fiscal and operations management, and progress towards meeting the mission, vision, and core values.

Charter schools receive autonomy over their fiscal management and academic programing in exchange for accountability, which measures the school's attainment of specific mission-oriented academics, school culture, operations, and governance goals. The Board of Directors' key responsibility is to govern the school through the performance management of the CEO/Lead Founder of Novus SMART Academy (K-8). There are four core purposes of the school's evaluation:

- to recognize areas of particular strength and success,
- to identify areas for improvement and/or focus,
- to articulate areas for improvement and/or focus, and
- to inform the Board of Director's request for a plan of action from the CEO/Lead Founder that addresses how the school's goals in the charter application will be met.

School Leader. Novus SMART Academy (K-8)'s Board will evaluate the success of the proposed CEO/Lead Founder annually by convening an ad hoc CEO/Lead Founder Evaluation Committee to consist of three members of the Board, including the Board Chair, Board Treasurer, and a member of the Academics Committee. The Evaluation Committee will conduct the evaluation using the KIPP Leadership Framework and Competency Model as a primary indicator of the CEO/Lead Founder's performance in the areas of driving results, managing people, and building relationships[89]. The Evaluation Committee will establish a timeline for the evaluation activities that aligns with the current school year and guidelines for gathering artifacts and crafting written responses in preparation for the evaluation.

Board of Directors. Novus SMART Academy (K-8)'s Board of Directors will evaluate the success of its own performance to determine its impact on the school's success and competencies in governance. The Board, through guidance of the Governance Committee, will conduct an annual assessment of its own services. The Governance Committee shall determine the format of the assessment and must include a formal written survey and self-assessment tool. The evaluation process should be designed to encourage constructive feedback aimed towards continuous improvement. Ultimately, the Board's goal is to safeguard the success of the organization with sound evaluative tools for the CEO/Lead Founder in addition to an evaluation of the Board itself. The Board of Directors will provide effective and sound oversight of the school through the following measures:

- The Board will conduct a formal annual review of the CEO/Lead Founder.
- The Board will conduct an annual self-evaluation to assess strengths and weaknesses.

[89] https://www.kipp.org/wp-content/uploads/2016/11/KIPP_Leadership_Competency_Model.pdf

- The Board will conduct a formal annual review of bylaws and policies.
- The Board will conduct an annual review of organizational strengths and weaknesses.

2.1c - How will the board develop over time? Explain plans for recruiting board members with identified skills and addressing board member attrition.

Novus SMART Academy (K-8) has a diverse founding team with expertise in community service and outreach, business law and estate planning, public relations, education, organizational management, parent and community involvement, finance, marketing, fundraising and grant writing, and personnel/human capital. Our Board will develop over time by conducting ongoing evaluations of its current members and practices and providing ongoing professional learning and development to increase capacity and to remain current and innovative.

Professional learning and development are crucial for ensuring that all Board members are set up for success, respectively and collectively for the sake of the school, and equipped to assume Board leadership roles as needed. The Board will also receive follow-on support from Build. Excel. Sustain (BES) to facilitate its development, training, and overall effectiveness in collaboration with the CEO/Lead Founder. BES will offer expertise, resources, and guidance to help the Board achieve its goals in academics, development, finance, and governance.

The Board's plans for recruiting Board members with identified skills and addressing Board member attrition involve an ongoing recruitment process to bring in new members who can contribute effectively to the Board. The Board will perform a formal gap analysis of skill sets and leadership roles annually; however, the frequency may increase as needed to address evolving challenges and changes in the Board's development and strategic direction. As a proactive measure to prevent skill gaps, we will add two additional members in the area of finance to ensure we have a strong finance committee that will govern our fiscal affairs with integrity. We currently have one member with an extensive background in finance who will function as our Board Treasurer; however, as we grow over time, we want to ensure our Finance Committee has the sustainability and capacity to govern our school budget successfully.

To support our financial efforts, we will work with our proposed back-office provider, EdTec, to support decision-making and to receive professional learning and development in fiscal governance, policies, and procedures over time (see **Attachment G** for letter of support). Members of the founding team have also encouraged the proposed CEO/Lead Founder to participate in the Leadership Rutherford cohort post-authorization as a networking opportunity to receive in-kind support and/or donations from community experts in Education and Organizational Management. The CEO/Lead Founder will also leverage networks with other high-performing charter schools and organizations like Gestalt Community Schools and Memphis Merit Academy in Memphis; LEAD Public Schools, Purpose Prep, Valor Collegiate, and STEM Preparatory Academy in Nashville; and the Tennessee Charter School Center for support as needed in the areas of academics, development, finance and governance.

Prospective Board members must have an unwavering belief that all children can and will learn, regardless of their present level of academic performance, behaviors and mindsets, socioeconomic status, and/or cultural backgrounds and differences. They should also have expertise in their respective professions, bringing relevant skills and knowledge to the Board as contributors to our strategic goals while staying aligned with our mission, vision, and Noble Core Values. Prospective Board members are expected to commit their time, resources, and networks to support the mission of Novus SMART Academy (K-8) with a commitment to serve on one or more Board committees as needed and/or in the role of Board Officer as needed.

This requirement emphasizes the importance of active participation and a willingness to invest personal and professional resources in furthering the organization's mission and goals. Serving on committees indicates a hands-on approach to governance and strategic involvement in specific areas. These criteria also collectively aim to ensure that Board prospects not only possess the necessary skills and expertise but also share a deep commitment to the organization's mission and are prepared to actively contribute to its success. These policies align the recruitment process with the core values and goals of the organization, setting the stage for a Board that is dedicated, diverse, and capable of driving positive impact.

In alignment with our by-laws, the Governance Committee will present potential Directors for election to the Board of Directors. The Board of Directors will approve our process for nominating Directors to the Board of Directors through the Governance Committee, and there will be annual meetings dedicated to the selection of nominated Directors. Directors will serve staggered terms to balance continuity with new perspectives. Directors will serve a term of 3 years or until their successors are seated. A full 3-year term will be considered to have been served upon the passage of three annual meetings following elections. After election, the term of a Director may not be reduced, except for cause as specified in our by-laws. No Director shall serve more than three consecutive terms. Any vacancy occurring on the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled upon recommendation of a qualified

candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Directors. A Director elected to fill the vacancy will be elected for the unexpired term of their predecessor in Office.

New Board members will receive training led by the Board Chair and Governance Committee to orient them to the mission and vision of the school, the needs of the community, the separate roles of governance and management, our academic model and design, and to the committee structures of the Board. Pursuant to §T.C.A. 49-13-109, our Board of Directors shall include at least one parent representative whose child is currently enrolled at Novus SMART Academy (K-8). The Novus SMART Academy (K-8) Board of Directors will appoint the parent representative within 6 months of the school's opening date. Annually, all current and new members of the Board will review our by-laws and Conflict of Interest Policy and will complete a Conflict-of-Interest disclosure form.

Upon authorization, the founding team will transition to a Board of Directors with no fewer than seven and no more than 15 members. The Board will vote and adopt the proposed by-laws and Conflict of Interest Policy establish the committee structures in the first meeting post-authorization. The Board of Novus SMART Academy (K-8) will also propose Jeremy Sager to serve as the CEO/Lead Founder and Lower School Principal of Novus SMART Academy (K-8) to serve in Year 0 of operation and beyond. The Board will establish evaluation timelines, set compensation for this unique role, and hire the CEO/Lead Founder to accomplish the mission of Novus SMART Academy (K-8).

The CEO/Lead Founder will be charged with all managerial decisions for the school, from hiring all staff to making curricular decisions. The Board will set evaluation measures in place to monitor and report on the effectiveness of the CEO/Lead Founder. The Board will provide an annual written evaluation of the CEO/Lead Founder using the KIPP Leadership Framework and Competency Model as a primary indicator of performance and maintain this evaluation as part of the personnel file for the CEO/Lead Founder. Post-authorization, the CEO/Lead Founder will serve in the capacity as an *ex officio* member of the Board without voting rights. The Board will include four elected positions to meet specific organizational needs (Figure 43).

Figure 43 – Officers of the Board of Directors

Elected Board Officers	
Proposed Board Chair	Paula Collick
Proposed Board Vice Chair	Charles Frazier
Proposed Board Treasurer	Dwight Gordon II
Proposed Board Secretary	Celest Davis

2.1d - Describe the training or orientation new board members will receive. What ongoing development will existing board members receive? Please note that Tenn. Code Ann. § 49-13- 111(o) requires all annual board training to be approved by the State Board of Education; documentation of this training must be provided to the authorizer.

New board members will receive training from a Board member from the Governance Committee. The member will lead sessions about (a) the mission, vision, and core values of the school, (b) the need for Novus SMART Academy (K-8) as a high-quality school option in Rutherford County, (c) the differences between Board governance and management, and (d) the role and responsibilities of all Board members, Board Officers, and Board Committees. Once new Board members have been trained and attended at least three consecutive monthly Board meetings, they will be asked to join a Board Committee related to their area of expertise.

As prescribed by T.C.A. § 49-13- 111(o), all members of Novus SMART Academy (K-8)'s Board of Directors will participate in professional learning and development annually; this training will be approved by the State Board of Education, and documentation will be provided to Rutherford County Schools. BES will also provide needs-based support and governance-specific professional learning and development to our Board, which is authorized by the BES Senior Director of Leadership Development and Governance Coach as part of our BES Follow-on Support agreement. Part of BES Follow-on Support includes monthly coaching calls with our Board Chair and auditing our monthly Board meetings, materials, and minutes.

As led by the Board Chair, the Governance Committee will ensure that the Board receives continuous professional learning and development and will encourage ongoing searches for high-capacity individuals with skill sets in crucial areas like

finance, fundraising, marketing, and operations. The Board Chair, in partnership with the Governance Committee, will also facilitate annual board self-assessments, which will provide space and opportunity for Board Officers and members to receive feedback with opportunities for continued professional learning and development.

Novus SMART Academy (K-8) will ensure the professional learning and development of our Board of Directors, just as we are devoted to the professional learning and development of our scholars and families, teachers and school leaders, and staff members. Our founding team, soon to become our founding board, has received professional learning and development, and we are projecting more opportunities for professional learning and development, as summarized in Figure 44.

Figure 44 – Professional Learning and Development for Board of Directors

Date	Session Name	Content of Development
August 2023 - December 2023	Founding Novus SMART Academy (K-8)	The CEO/Lead Founder led ongoing sessions with Founding Team members about (1) the mission, vision, and core values of the school; (2) discussed the need for more high-quality school options in Rutherford County, Tennessee; (3) the differences between Board governance and management; and (4) the role and responsibilities of all Board members, Board Officers, and Board Committees.
January 20, 2024	Inaugural Board Retreat	The Founding Team attended the inaugural Board retreat that was facilitated by our proposed CEO/Lead Founder and participated in the following sessions: (1) team building; (2) understanding the educational landscape in our community by exploring challenges and needs; (3) understanding and defining our DEI lens; (4) reviewed all components of the charter school application; and (5) practiced for our Capacity Interview with Rutherford County Schools with support from our BES Senior Director of Leadership Development and Governance Coach.
January 2024 - February 2024	Preparation for the Rutherford County Schools Capacity Interview	The Founding Team met weekly to prepare for the Capacity Interview with Rutherford County Schools and used the time during our monthly Board meeting for a final Capacity Interview practice round with our BES Senior Director of Leadership Development and Governance Coach.
March 2024	Participating in the Rutherford County Schools Capacity Interview	The Founding Team will participate in the Capacity Interview with Rutherford County Schools. We

	Understanding the Roles and Responsibilities of Board Officers and Committees	will use the time during our monthly Board meeting the CEO/Lead Founder and to do another review of the role and responsibilities of all Board members, Board Officers, and Board Committees in preparation to appoint Board Officers and Committees post-authorization in April 2024.
April 2025	Forming High-Quality Teams	Post-authorization, the Board Chair and CEO/Lead Founder will form the Governance Committee to begin planning professional learning and development for our Board of Directors. The Board Chair and CEO/Lead Founder will facilitate professional learning and development related to Patrick Lencioni's book, *The Five Dysfunctions of a Team* and forming high-quality Board Committees. We will also leverage support and guidance from our BES Senior Director of Leadership Development and Governance Coach.
May 2024	High-Quality Community Engagement and Execution Planning	The CEO/Lead founder will lead a session on implementing a high-quality community engagement plan for execution. The Founding Team will review, amend, and vote on our Community Engagement Plan to be implemented over the next 15 months leading up to Year 1 of operation in August 2025. This plan will remain iterative as community needs surface. We will also leverage support and guidance from our BES Senior Director of Leadership Development and Governance Coach.
June 2024 - December 2024	Board Committee Professional Learning and Execution Planning	The Governance Committee will facilitate professional learning and development related to the roles and responsibilities of each Committee to ensure our focus areas and execution strategies are aligned to the goals established in our charter school application.

		We will also receive support and guidance from our BES Senior Director of Leadership Development and Governance Coach.

2.1e - Describe the circumstances under which complaints will be brought to the board, and the process for addressing them.

The CEO/Lead Founder is the primary contact for handling complaints at the school level; however, if a complaint cannot be resolved at the school level, our formal process will be led by the Board Chair in partnership with the Board of Directors. Families have the legal right to bring complaints to the school or the Board. When it receives a complaint, our Board is bound to act within the law and in accordance with the written policy to address it.

For clarity, initially, the Board will direct complaints to the CEO/Lead Founder, but there are exceptions when the Board will assume the responsibility for addressing complaints that are related to legal, ethical, or safety concerns, which the Board addresses immediately and appropriately. The Board will hear formal complaints in accordance with our written Filing a Complaint Procedures, detailed in our School-Family Handbook and updated, published, and distributed to families annually. Please see Attachment D or Attachment E for our Filing a Complaint Procedures located in our Scholar-Family Handbook. The Scholar-Family Handbook is given free of charge to families in their home language during our scholar and family orientations in the summer.

The procedure for handling allegations of discrimination on the basis of disability related to identification, evaluation, or educational placement is outlined in the Tennessee Department of Education's Students' Rights Brochure. The Academics Coordinator (in Years 1-4; Scholar Access Coordinator in Year 5) will provide access to the brochure for scholars and families and staff in our front office. Any scholar or staff member who believes they have experienced discrimination or harassment may file a complaint with the CEO/Lead Founder. If the complaint involves the CEO/Lead Founder, it may be filed immediately and appropriately with the Board of Directors. The CEO/Lead Founder or Board Chair will communicate with the individual who filed the complaint. An investigation will be conducted, including securing documentation and conducting interviews, and a resolution will be proposed with the intent to stop the harassment or discrimination.

Novus SMART Academy (K-8) has a zero-tolerance policy for discrimination and harassment and will commit to providing due process to alleged victims. Individuals or groups can bring complaints or objections to policies, decisions, administrative procedures, or school practices. The Board will address complaints on an as-needed basis and respond at or before its next regular public meeting. Every effort will be made to address each matter to the satisfaction of the individual or group presenting the complaint. The Board may direct the CEO/Lead Founder or other responsible parties to act upon the complaint and report to the Board. The Board shall make a determination in writing if appropriate or required.

2.1f - Complete the provided template for Table 3: Board Members. List all current and identified board members and their areas of focus or expertise in the following table, adding rows as needed.

Table 3 - Board Members

Name	Address	Employer and Job	Areas of Focus and Expertise	Board Position	Proposed Total Term Length
Dominique Anderson	41 Peabody Street, Nashville, TN 37210	Populace Community Strategy, Real Estate & Community Development Consultant	Parent and Community Involvement	Board Member	3 years or until a successor is seated.
Brian Bradshaw	7594 Old Hickory Blvd, Whites Creek, TN 37189	Mount Zion Nashville, Pastor of External &	Public Relations	Board Member	3 years or until a successor is seated.

		Ministerial Development			
Marisa Cannata	2104 18th Avenue South, Nashville, TN 37212	Vanderbilt University, Professor of the Practice of Education Policy and School Reform	Education and Research	Proposed Academics Committee Chair	3 years or until a successor is seated.
Paula Collick	845 Glastonbury Court, Clarksville, TN 37043	McDonald's USA, Franchising Strategy Development Manager	Management and Organizational Experience	Proposed Board Chair and Governance Committee Chair	3 years or until a successor is seated.
Celest Davis	431 Dellwood Drive, Smyrna, TN 37167	DaVita, Credentialing Coordinator	Parent and Community Involvement and Fundraising	Proposed Board Secretary	3 years or until a successor is seated.
Charles Frazier	5358 Murfreesboro Road, La Vergne, TN 37086	Law Offices of Charles R. Frazier, Tax & Estate Planning Attorney	Legal Expertise and Attorney	Proposed Board Vice Chair	3 years or until a successor is seated.
Dwight Gordon	1414 Christina Hayes Lane, La Vergne, TN 37086	Allstate Insurance Company, Insurance Agent	Finance and Insurance	Board Treasurer and Finance Committee Chair	3 years or until a successor is seated.
Jantrice Johnson	1200 Walnut Grove, Christiana, TN 37037	Intero Real Estate Services, Realtor	Residential and Commercial Real Estate and Education	Proposed Development Committee Chair	3 years or until a successor is seated.
Daniel Kadeba	5521 Dory Drive Antioch, TN 37013	Finance Transformation, Senior Consultant	Finance	Board Member and Finance Committee Member	3 years or until a successor is seated.
Travonnie Mackey	950 Terraceside Circle, Clarksville, TN 37040	Empact Work, LLC, Co-Founder	Personnel Human Capital and Education	Board Member	3 years or until a successor is seated.
Jeremy Sager	7257 Santeelah Way, Antioch, TN 37013	Build. Excel. Sustain.,BES Fellow & Proposed CEO/Lead Founder	Education and Grant Writing	Proposed CEO/Lead Founder and Exofficio, Non-voting Board Member	3 years or until a successor is seated.

Regina Verdin	5002 Motlow College Blvd, Smyrna, TN 37167	Motlow State Community College, Executive Vice President of Academic Affairs	Education	Board Member	3 years or until a successor is seated.

2.1g - Provide the following governance documents as attachments:

- Articles of Incorporation as **Attachment H.**
- Proof of non-profit and tax-exempt status as **Attachment I.**
- By-laws as **Attachment J.**
- Code of Conduct as **Attachment K.**
- Conflict of Interest Policy as **Attachment L.**
- Board member resumes or biographies as **Attachment M.**
- Board policies (including frequency of meetings, open meetings, and open records) as **Attachment N.**

2.2 - Start-Up Plan

2.2a - Provide a detailed timeline for starting the proposed school, specifying tasks and responsible individuals (including compensation for those individuals). This timeline should align with the Start-Up (Year 0) Budget in the Budget Workbook.

Post-authorization, the Board will officially vote to approve by-laws, the Board Chair and CEO/Lead Founder will appoint Officers for the positions of Vice Board Chair and Board Secretary, and the Board will adopt committee structures. The Board will also vote to officially hire Dr. Jeremy Sager as the CEO/Lead Founder of Novus SMART Academy (K-8).

A conservative start-up budget has been submitted with this charter application, encompassing various categories such as compensation, contracted services, legal fees, benefits, supplies and materials, staff recruitment and development, and other necessary equipment for education and operational success of the school. Dr. Sager, as the named CEO/Lead Founder of Novus SMART Academy (K-8), will undertake tasks including curriculum planning, staff recruitment, securing and executing a facility lease, and continued community engagement for scholar enrollment. The Board will form committees to include Academics, Development, Finance, Governance, Facilities Task Force, and Community Engagement Task Force.

The purpose of the Academics Committee is to work with the CEO/Lead Founder to define academic achievement, ensure that all Board members know the charter promises made to the community and the authorizer, and to devise clear and consistent measures to monitor enrollment, student demographics, and achievement of academic outcomes. The purpose of the Development Committee is to ensure that Novus SMART Academy (K-8)'s total development program is in concert with the organization's strategic direction and needs and serves as the mechanism by which board members and other volunteers are involved in the fundraising process. The purpose of the Finance Committee is to work with the CEO/Lead Founder to create the upcoming fiscal year budget, present budget recommendations to the Board, monitor implementation of the approved budget on a regular basis and recommend proposed budget revisions, and recommend appropriate policies for the management of the organization's assets.

The purpose of the Governance Committee is to build and maintain an effective Board for Novus SMART Academy (K-8) and to establish and drive a continuous improvement process to help the Board and individual Directors to become more valuable as strategic assets of the school, contributing to long-term success. During all Board meetings, our Board will review key performance indicators in academics, development, finance, and governance to ensure the overall governance of our school is healthy and sustains compliance with our authorizer and the state department of education.

The purpose of the Facilities Task Force is to work with the CEO/Lead Founder to secure suitable facilities within budget constraints for Year 1 of operation and ensure that the expenditure on facilities does not exceed 10%-15% of the total operational budget. The purpose of the Community Engagement Task Force is to work with the CEO/Lead Founder to plan and execute a high-quality community engagement plan to engage with scholars and families, teachers, and school leaders (aspiring and current), staff members, community members, and organizations to establish trusting and lasting relationships that will support us in exceeding our enrollment goal for Year 1 of operation at 150% (132 scholars and families).

Curricula Planning and Implementation. The CEO/Lead Founder will plan curricula, procurement processes, and development efforts for the school. The CEO/Lead Founder will solicit support from the Board's Academics Committee, Memphis Merit Academy and other charter school partners in the BES network, and BES follow-on support. Our rigorous curricula will prepare scholars to collaborate appropriately with their peers, to think critically and creatively across all content, and to solve real-world challenges through ABL in arts/electives and character education, IBL in science and research (i.e., reading, writing, and social studies), and PBL in science, math, and technology. Specifically, our mission and vision are clearly aligned to the overall purpose of T.C.A. § 49-13-104: to implement an academic focus and academic plan that will improve learning for all scholars and to close the achievement gap between high-achieving and low-achieving scholars.

Our CEO/Lead Founder will conduct searches using platforms like EdReports to ensure our curricula are aligned to Tennessee Academic Standards and select research-based curricula that are culturally relevant to the scholars and families we will serve. As we monitor academic progress, our instructional leadership team through the guidance of our CEO/Lead Founder will make needs-based adaptations to the curricula in response to data.

The CEO/Lead Founder will secure contracts with vendors for various educational resources, including assessments, curricula, technology, blended learning tools, and library books. This procurement process is set to be completed by May 2025, suggesting a timeline for securing necessary resources well in advance before Year 1 of operation in August 2025. Figure 45 provides details regarding the start-up plan in key areas related to curriculum planning, procurement, and development.

Figure 45 – Startup Plan and Timeline: Curricula

Action Item	Members Responsible	Action Item Detailed	Completion Date
Choose curricula resources for Kindergarten.	CEO/Lead Founder	The CEO/Lead Founder will determine literacy and math curricula based on the usage of other high-performing charter schools. The CEO/Lead Founder will review all curricula to ensure alignment to Tennessee Academic Standards.	August 30, 2024
Create Internal Assessments	CEO/Lead Founder	The CEO/Lead Founder will review curriculum documents from other high-performing charter schools and adjust to meet both the academic calendar and coverage of all assessed standards for Tennessee. The CEO/Lead Founder will also create quarterly interim assessments to measure scholar performance and growth.	October 31, 2024
Review Unit Plans and Assessments	CEO/Lead Founder	The CEO/Lead Founder will review curricula unit plans and assessments to assess alignment to Tennessee Academic Standards and make necessary adjustments. These actions will take	December 20, 2024

		place if unit plans are provided. If the unit plans are not provided, the CEO/Lead Founder will create unit plans and assessments detailing the daily objectives and lesson structures of the school.	
Curricula Feedback and Revisions	CEO/Lead Founder, Academics Committee	BES follow-on support will review the plans created and/or adapted by the CEO/Lead Founder. The CEO/Lead Founder will submit revisions to BES with changes incorporated by January 17, 2025 for feedback. The CEO/Lead Founder will incorporate all feedback by February 28, 2025.	February 28, 2025
Securing of Contracts	CEO/Lead Founder	The CEO/Lead Founder will follow-up on pre-planning conversations with vendors to negotiate contracts for curricula, and assessments, such as STEP and NWEA MAP, and blended learning software.	May 30, 2025

Start-up Recruitment. The CEO/Lead Founder will leverage connections with various organizations including but not limited to local colleges/universities with education programs, Teach for America, Nashville Teacher Residency, Relay Graduate School of Education, and BES to recruit high-quality teachers, school leaders, and staff members. The CEO/Lead Founder will hire the Operations Manager and Office Secretary and aims to finalize their offers by December 2024 for a full-time start date in April 2025. The CEO/Lead Founder will take the lead in hiring all teachers, school leaders, and staff members for Year 1 of operation and aims to finalize all offers by May 2025 for a full-time start date in July 2025. Figure 46 provides details regarding the start-up plan for staff recruitment.

Figure 46 – Startup Plan and Timeline: Staff

Action Item	Members Responsible	Action Item Detailed	Completion Date
Develop Job Descriptions	CEO/Lead Founder Board of Directors	The CEO/Lead Founder will draft job descriptions for all positions for Year 1 of operation and submit to the Board of Directors for review by September 2, 2024; the Board will approve or return for revisions by September 13, 2024; the CEO/Lead Founder will finalize job	September 27, 2024

		descriptions by September 27, 2024 and acquire final board approval.	
Create Interview Process	CEO/Lead Founder Board of Directors	The CEO/Lead Founder will draft the interview process, ensuring we follow applicable laws and non-discriminatory practices, and will submit the process to Board of Directors for legal review by September 2, 2024; the Board will approve or return for revisions by September 12, 2024; CEO/Lead Founder will finalize the interview process by September 27, 2024.	September 27, 2024
Post Jobs	CEO/Lead Founder	The CEO/Lead Founder will post the job descriptions on the school website and other job search sites.	September 30, 2024
Recruitment	CEO/Lead Founder	The CEO/Lead Founder will partner with local schools of education and teacher preparation and recruitment programs to build relationships with pipelines for high-quality talent.	October 2024 - April 2025
Interviews	CEO/Lead Founder	The CEO/Lead Founder will execute the interview process and report summary results of hiring status to the Board of Directors.	October 2024 - April 2025
Other Positions	CEO/Lead Founder	The CEO/Lead Founder will make offers based on the strengths of the interview.	By May 30, 2025

Facilities Start-up. The CEO/Lead Founder will lead the search for a facility for Novus SMART Academy (K-8) in partnership with the Finance Committee, Development Committee, Facilities Task Force, and local architects, Community Advisors, and Cameron Quick at the Tennessee Charter School Center, who will provide support and expertise in the facility search process. Board member Jantrice Johnson, an expert in residential and commercial real estate, will play a crucial role in leveraging her skill sets for our facilities search.

The CEO/Lead Founder will also solicit support from Head of School and Founder Lakenna Booker at Memphis Merit Academy in Memphis, Tennessee, Head of School and Founder Dr. Calandra Sales at Independence Preparatory Academy in Huntsville, Alabama, and Chief Operating Officer Thomas Branch at Valor Collegiate Academies in Nashville, Tennessee, all of whom have experience successfully opening an independent charter school. Lakenna Booker and Thomas Branch have

successful oversight of managing multimillion-dollar construction projects and contribute expertise in managing large-scale construction endeavors. Figure 47 provides details regarding the start-up plan to ensure facilities are ready on or before August 4, 2025.

Figure 47 – Startup Plan and Timeline: Facilities

Action Item	Members Responsible	Action Item Detailed	Completion Date
Preliminary Planning	CEO/Lead Founder Board of Directors	Develop facilities strategic plan and project definition.	August 2023 - December 2023
Execution of Transaction	CEO/Lead Founder Finance Committee Facilities Task Force Architect	Identification of facilities options; selection of potential properties; conducting needs assessment for space in Years 1-5; negotiation options and actions; and final facilities negotiations.	January 2024 - May 2024
Project Implementation	CEO/Lead Founder Facilities Task Force Construction Company Architect	Design, construction, closeout, and complete.	May 2024 2025 - June 2025

Recruitment of Scholars and Families. The CEO/Lead Founder will lead recruitment efforts in partnership with the Academics Committee, which will have an essential role in recruitment efforts and during planning in Year 0, will function as the Community Engagement Task Force. We will collaborate with community organizations, such as the Smyrna Boys and Girls Club, and we will build other partnerships to enhance our community engagement efforts. Our goal is to achieve 150% enrollment for our first kindergarten class, which is 132 scholars and families.

Meeting this milestone involves filling 100% of available seats (96 scholars and families) and creating a waitlist with 50% of the total enrollment goal (44 or more scholars and families). A lottery will be held on February 15, 2025, when all planned seats will be filled. Efforts will be made to identify partner organizations that can contribute to enhancing our scholars' educational experiences, which may include mentoring organizations, before and after school programs, and field experience opportunities. Figure 48 provides details regarding the start-up plan to recruit scholars and families.

Figure 48 – Startup Plan and Timeline: Recruitment of Scholars and Families

Action Item	Members Responsible	Action Item Detailed	Completion Date
Survey of Proposed Communities	CEO/Lead Founder Community Engagement Task Force	The CEO/Lead Founder will collect information about the census of children between ages of 3 to 4. The Task Force will identify businesses and organizations who offer services to this population in Rutherford County, Tennessee.	Add to plans for pre-authorization by July 2024.
Community Engagement	CEO/Lead Founder Community Engagement Task Force Community Members	We will collaborate with local organizations and host educational events, such as but not limited to, summer camp collaborations, Town Hall meetings, and information sessions; secure more partnerships.	Pending Authorization

Ongoing Social Media Campaign	CEO/Lead Founder	The CEO/Lead Founder will begin social media campaigns for families to complete their letter of intent; increase interest in future enrollment via our school website and social media platforms.	Ongoing
Communication, Marketing and Branding	CEO/Lead Founder Community Engagement Task Force Community Members	The CEO/Lead Founder will secure a contract with a local marketing company to update the school website, brochures, flyers, and print materials.	August 30, 2024
Postal Marketing	CEO/Lead Founder Community Engagement Task Force	Postcards will go out to families inviting them to our first monthly community engagement event. The mailers will go to families with children between the ages of 3-7.	December 2024
Ongoing Early Childhood Facilities Events and Collaboration	CEO/Lead Founder Community Engagement Task Force Others	Host events and information sessions with early childhood facilities in Rutherford County, Tennessee, and send print materials home in scholar backpacks.	January 2025 (ongoing)
Application Cycle	CEO/Lead Founder Engagement Task Force Operations Manager Office Secretary	Begin application cycle on January 1st and close on February 1st to allow scholars and families to know their status of acceptance early enough to make school choice decisions.	February 1, 2025
Lottery	CEO/Lead Founder Community Engagement Task Force	The lottery will occur within fifteen (15) days of the close of application period, on/before February 15th, during which names will be randomly selected for each available seat. Within ten (10) days, on/before February 25th, notifications will be sent to scholars and families about the lottery via email and through the United States postal services.	February 25, 2025
Uniform Fitting Day	CEO/Lead Founder	Host festive event where	July 2025

	Operations Manager Office Secretary	families receive scholar uniforms and take pictures of their child in Novus SMART Academy (K-8) gear.	

2.2b - Describe what you anticipate will be the challenges of starting a new school and how you expect to address these challenges.

Novus SMART Academy (K-8) anticipates challenges in starting our new school; however, we will remain optimistic with proactive plans in place to mitigate these challenges. Figure 49 below details regarding our anticipated challenges and plans for mitigation as it relates to curricula, staffing, facilities, and recruitment.

Figure 49 – Potential Challenges and Mitigations

Anticipated Challenge	Primary Challenge	Mitigation
Curricula Resources	Identification of curriculum aligned to Tennessee State Standards with rigorous assessments.	The CEO/Lead Founder will receive STEP assessments training and will begin conversations with UChicago Impact to use this literacy assessment in Year 1 of operation. The CEO/Lead Founder will maintain partnerships with Lakenna Booker at Memphis Merit Academy and 2017 BES Fellow in Memphis, Tennessee and Lagra Newman, CEO/Lead Founder at Purpose Preparatory Academy and 2011 BES Fellow in Nashville, Tennessee, to ensure successful delivery of curriculum and program design. The CEO/Lead Founder will also leverage partnerships with additional high-performing charter schools in the BES network. The proposed CEO/Lead Founder has a strong background in curriculum and instruction, and has also served as Dean of Instruction, School Principal, and District Literacy Lead with a Doctor of Education degree in Administrative Leadership for Teaching and Learning.
Saturation of school choice in Rutherford County, Tennessee	With 2 charters schools already approved to open in August 2024 in the La Vergne and Smyrna communities, and one charter school in the Murfreesboro community, the concern is that as more school choices become available to Rutherford County, Tennessee at large, schools may begin to experience under-enrollment and cause several schools to be at risk of lacking	For anticipated challenges in scholar recruitment, we have identified 30 preschools and early childhood facilities for the pipeline of Kindergarten enrollment in August 2025 and will begin building trusting and lasting relationships with their directors, scholars and families. Our Founding Team has worked to engage the targeted community via events, monthly newsletters, online

	educational and operational success.	petitions, and social media. See Section 1.10 of this charter application for more details.
Staff Recruitment	In the Nashville-Metro area, to include Rutherford County, Tennessee, there is a shortage of teacher talent.	Teacher talent challenges will be mitigated by securing trusting and lasting relationships with local colleges/universities with education programs, Teach for America, Nashville Teacher Residency, Relay Graduate School of Education, BES, and candidates through the CEO/Lead Founder's network how have expressed interest in Novus SMART Academy (K-8). We will participate in recruitment events hosted by the Tennessee Charter School Center for teachers. We will leverage strong connections the CEO/Lead Founder has to the educational community to recruit mission-aligned, high-capacity, coachable, feedback-oriented, passionate individuals.
Facilities	Limitations to start-up facilities options, funding, and timeline for procurement and potential renovation of facilities.	The CEO/Lead Founder and Founding Team are in collaboration with the following local churches as options for hosting our school in start-up and potentially long term: Stones River Baptist Church 361 Sam Ridley Pkwy East Smyrna, Tennessee 37167 Springhouse Church 14119 Old Nashville Highway Smyrna, Tennessee 37167 Lifepoint Church- Smyrna 506 Legacy Drive Smyrna, Tennessee 37167 Living Truth Christian Center 102 Ridley Street Smyrna, Tennessee 37167 Smyrna Church of Christ 112 Division Street Smyrna, Tennessee 37167 Our CEO/Lead Founder has also begun working with Community Advisors Chris Hill at Keller Williams and Tifinia Capehart at Parks West Nashville to discuss available real estate in 37086 and 37167.

2.3 - Facilities

2.3a - Describe the proposed school's facility needs based on the educational program and projected enrollment, including number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Identify additional school spaces and their square footage, including science labs, art room, computer labs, library/media center, cafeteria, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher work rooms, restrooms, and other spaces.

During Year 1 of operation, we will require an ADA-compliant building with four general education classrooms, one specialty classroom that also functions as a community space, four office spaces, two support spaces for special populations services, and two bathroom and storage spaces. We have budgeted for a space of approximately 10,000 square feet, and Figure 50 depicts the desired components of our facility for Years 1-5.

Figure 50 – Space Needs: Years 1 Through 5

Grade	Enrollment Projections				
	Year 1	Year 2	Year 3	Year 4	Year 5
	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Kindergarten	96	96	96	96	120
Grade 1	0	96	96	96	96
Grade 2	0	0	96	96	96
Grade 3	0	0	0	96	96
Grade 4	0	0	0	0	96
Grade 5	0	0	0	0	0
Grade 6	0	0	0	0	0
Grade 7	0	0	0	0	0
Grade 8	0	0	0	0	0
Total Enrollment	96	192	288	384	504
General Education Classroom Space Needed					
# of Classrooms	4	8	12	16	21
Square Footage Per Classroom	800	800	800	800	800
Total Space	3,200	6,400	9,600	12,800	16,800
Specialty Classrooms & Community Space					
# of Classrooms	1	2	2	3	4
Square Footage Per Classroom	2,000	2,000	2,000	2,000	2,000
Total Space	2,000	4,000	4,000	6,000	8,000
Administration					

Offices	4	4	4	4	5
Square Footage Per Office	300	300	300	300	300
Total Space	1,200	1,200	1,200	1,200	1,500
Support Space (SWD/ELL Pull Out/Intervention)					
Special Education Classroom	1	1	1	2	2
ELL Classroom	1	1	2	2	3
Square Footage Per Classroom	800	800	800	800	800
Total Space	1,600	1,600	2,400	3,200	4,000
Other					
Bathroom and Storage	2	2	3	4	5
Square Footage Per Support Space	1,000	1,000	1,000	1,000	1,000
Total Space	2,000	2,000	3,000	4,000	5,000
Minimum Square Footage Space Required					
Overall Total Space	10,000	15,200	20,200	27,200	30,800

2.3b - Explain how the above-described facility needs to be tied to the related items in the proposed school's budget.

Projected Enrollment and Proposed Budget. Novus SMART Academy (K-8)'s facilities needs are based on our projected enrollment of 462 scholars and families at full capacity in Year 5 of operation and our proposed school budget. Our CEO/Lead Founder presented various options to the founding team, who concluded that the building should be able to facilitate the academic model in a safe environment, providing adequate space for all scholars' learning needs while also remaining at or below the proposed school budget.

The founding team also determined that non-traditional school facilities that are ADA compliant can meet our school's needs without compromising the quality of education. For example, Valor Collegiate Academies and Purpose Preparatory in Nashville and Memphis Merit Academy, Gestalt Community Schools, and Memphis Rise Academy in Memphis, Tennessee, are all successful charter schools that opened in modular buildings and/or renovated business complexes as they continued to grow over time.

Square Footage. The CEO/Lead Founder, in collaboration with our Facilities Task Force, has reached out to BES experts and local experts for guidance to initiate the facilities search process. The CEO/Lead Founder has also reached out to Cameron Quick, the Chief Operating Officer at the Tennessee Charter School Center, and Adam Dodd, the Director of County Buildings for the Rutherford County Government. We are also leveraging the skills of founding team member Jantrice Johnson, an expert in residential and commercial real estate, who provides weekly updates on commercial properties for sale or lease in Rutherford County. In alignment with a conservative budget for Year 1 of operation, the amount of space needed has been estimated at 70-100 square feet per scholar; based on industry practice and informed by budget considerations, our target facility size of approximately 10,000 square feet has been established.

Classrooms and Common Areas. During Year 1 of operation, our minimum requirement is four general education classrooms for four kindergarten cohorts. We will also require an indoor or outdoor space for physical education and recess, classroom spaces for our special education and ESL teachers, and a teacher workroom. Additional requirements include a common area to host breakfast and lunch, space to host Noble Fest and community events, and general office space for school leaders and staff members.

Progress Towards Facility. The CEO/Lead Founder and founding team are in collaboration with several local churches, as listed in Figure 47, as options for hosting our school during start-up and potentially over the long term. Our CEO/Lead Founder has also begun conversations with Community Advisors Chris Hill at Keller Williams and Tifinia Capehart at Parks West Nashville to discuss available real estate in the 37086 and 37167 zip codes. We have identified two locations currently available for lease in the La Vergne and Smyrna areas, respectively, as shown in Section 2.3h of this charter application.

2.3c - Describe the experience of the board and/or leadership team in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Novus SMART Academy (K-8)'s day one goal is to host our scholars and families, teachers and school leaders, and staff members in the most suitable and fiscally responsible facilities to provide a high-quality academic experience in our community. Our Facilities Task Force includes our proposed CEO/Lead Founder, Dr. Jeremy Sager, and founding team members Dominique Anderson (real estate and community development), Paula Collick (organizational management and franchising), Charles Frazier (business law and estate planning), Dwight Gordon (finance and real estate), Jantrice Johnson (commercial real estate), and the school's Operations Manager (beginning in April 2025).

We will seek partnerships with Cameron Quick, the Chief Operating Officer at the Tennessee Charter School Center, and Adam Dodd, the Director of County Buildings for the Rutherford County Government to support our efforts in securing the most affordable facilities in a prime location. Depending on the needs of the facilities acquisition, more members from within the school's network will be leveraged to advise the facilities procurement process. We will also receive support from our Advisory Council Member Brandon Harvey at Kingdom Development Group, Incorporated (KDGi). KDGi was co-founded in 2016 by Brandon Harvey with partners who share the beliefs that talents, professional experiences, and life experiences help to shape equitable, sustainable, and intriguing human environments that alleviate limiting and debilitating trajectories; their personal translation of transformative design. KDGi has taken the charge to create spaces and places that will inspire and unify people, enrich the human experience, and broaden the possibilities of the built environment in our ever-changing world. KDGi embraces the life, love, and diversity of its communities and promotes this same culture within the body of the professional workforce. KDGi endeavors to utilize its resources, technology, and networks to create environments that foster a better quality of life.

2.3d - Describe the process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.

Novus SMART Academy (K-8) plans to lease facilities during Years 1-3. During our period of leasing, we will conduct an ongoing search for permanent property and will build a reserve fund to purchase facilities as we transition into Year 4 of operation. As we are searching for sites, we will consider proximity to our targeted population; transportation options and accessibility; costs to sublease (if any); renovation projects; maintenance of purchased space over time; parking availability and outdoor playground options; safety and security for our scholars and families, teachers and school leaders, and staff members; and potential to increase leased space over time (if available).

All facilities decisions will be planned in collaboration with the Finance Committee and Facilities Task Force and presented to the entire Board of Directors for consideration and final approval. At the point of this application submission, we are considering several churches as potential facilities. The churches identified in Figure 47 satisfy our overall square footage needs with the potential to lease more space as our enrollment increases. These church facilities could function as our Years 1-5 school site; however, substantial renovations may be necessary for school operation. Our CEO/Lead Founder and Board will continue to generate more facilities options. We will consider all the following: Rutherford County Schools district co-locations, other church co-locations, business district renovations, and modular facilities options.

Our partnerships with Cameron Quick and Adam Dodd will support our efforts in securing the most affordable and well positioned options. Advisory Council Member Brandon Harvey and our Community Advisors Chris Hill at Keller Williams and Tifinia Capehart at Parks West Nashville will also assist. Ultimately, we will secure a facility that meets the needs of our academic program and is in proximity to our proposed communities. The facilities acquisition process will occur in two stages, as detailed in Figure 51.

Figure 51 – Timeline for Facilities Acquisition

Preliminary Planning Stage			
Planning	**Stage**	**Goals/Tasks**	**Timeline**
Strategic Planning	Assessment of requirements, objectives, budget.	CEO/Lead Founder and Founding Board determined the mission and vision, needs for the academic program, and anticipated budgetary needs.	Fall 2023
	Discussion of facilities and market options.	CEO/Lead Founder and Founding Board identified proposed scholars to educate, researched historical demographic data, and determined availability of facilities in Rutherford County, Tennessee	August 2023 - May 2024
	Development of academic program needs.	Continuation of facilities needs assessment based on program development.	Ongoing
	Forecast growth of school.	Identify short and long-term needs of facilities.	Ongoing
Project Definition	Reassess goals and program needs.	Make revisions and analyze facilities that allow for the implementation of our academic program.	January 2024
	Set Goal Date	Set a goal date for facilities procurement and occupancy.	Spring 2024
	Establishment of facilities timeline.	Establish project management timeline based on goal date for facility procurement.	Spring 2024

Facilities Procurement Stage			
Planning	**Stage**	**Goals/Tasks**	**Timeline**
Identify Options	Review and survey of proposed area.	Initial conversation with local real estate owners and contractors.	August 2023 - April 2024
	Creation of specific and strategic facilities options.	Based on our goals and objectives, identify at least 3 facilities options to	August 2023 - April 2024

		meet the needs of our academic program for Years 1-3 at minimum.	
Select Potential Properties	Analysis and evaluation of facilities options.	Evaluate on the basis of layout and conduciveness to the educational environment. Evaluate building systems and existing conditions	December 2023
	Final determination of site.	Engage architects to provide code, safety, and accessibility feedback for each potential property.	January 2024
Refine Selection/Space Planning	Send lease proposals and Requests for Proposal (RPFs) for the identified properties.	Submission of RPF to the identified potential properties.	May 2024 - June 2024
	Review of RFP responses	Compare actual costs and mission alignment; consideration of impact on overall budget.	May 2024 - June 2024
	Devise and illustrate floor plans for each location.	Estimation of construction costs based on interaction with an architect that considers changes or improvement of facilities.	May 2024 - June 2024
	Response to RFPs.	The Finance Committee and Facilities Task Force respond to RFPs.	May 2024 - June 2024
	Evaluation of counter proposals.	Evaluation and review of counter RFPs by property owners.	May 2024 - June 2024
Negotiation Strategy and Actions	Analyze facilities to reduce options.	The Facilities Task Force narrows facilities selection to the best facility option based on RFPs, mission alignment, and budget.	May 2024 - June 2024
	Devise negotiation strategy.	The CEO/Lead Founder, Finance Committee, Facilities Task Force, and hired real estate consultants will devise a negotiation strategy to secure the facility.	May 2024 - June 2024
	Preparation of Letter of Intent.	Draft and send Letter of Intent to 1st facilities choice to sign lease	May 2024 - June 2024

		agreement.	
	Determination of other facilities needs.	Consult with the property owner about other potential changes or needs for the facilities.	May 2024 - June 2024
Final Negotiation	Preparation of final terms and conditions.	Prepare and review lease agreement with a hired consultant, the Finance Committee, the Facilities Task Force, and the CEO/Lead Founder.	June 2024
	Negotiation of Lease Agreement	Outline of responsibilities and negotiation of terms of lease.	
	Negotiation of Contracted Services Letter	Negotiation of contracted services letter for the remodeling and reconstruction of facilities as necessary.	
	Completion of Lease Agreement	On/before December 20, 2024, completion of lease agreement.	
	Documentation of additional amenities with property site,	Documentation of all provisions and additional amenities on behalf of the school and the facilities owner.	

2.3e - Describe the plan for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per Tenn. Code Ann. § 49-13-107. Include associated costs in budget details.

As Novus SMART Academy (K-8) assesses options, we will do our due diligence to ensure compliance with all laws associated with managing a school facility. Our Facilities Task Force, in partnership with our Finance Committee, community advisor, and architect, will perform initial assessments on the existing sites to provide information to the Board about the existing structures and any improvements that must be made for ADA compliance. We will consult with professional code assessors, preferably Cameron Quick, the Chief Operating Officer at the Tennessee Charter School Center, and Adam Dodd, the Director of County Buildings for the Rutherford County Government, to assist in all required due diligence. After reviewing the code assessment, the Facilities Task Force will ensure compliance with ADA, Rutherford County, Tennessee planning review requirements, and safety requirements per T.C.A. § 49-13-107.

2.3f - Present a timeline with reasonable assumptions for facility selection, requisition, renovation, state fire marshal and health inspections, and occupation.

Our Facilities Task Force conducted a facilities walkthrough on Monday, 5/6 with the operations team at our proposed facilities site: 102 Ridley Street, Smyrna, Tennessee 37167. We are aggressively engaged in conversations about the potential of this facility option (and other options) in Rutherford County. By June 2024, we will determine our best facilities option within our budget and inside our proposed recruitment area with the goal of executing a lease agreement by December 20, 2024. In April 2024, we began the process of contracting an architect (proposed architect is Ethan Levine at MZA Architecture)[90] and a general contractor (proposed general contractor is John Morss at Chase Construction Group)[91] to

[90] https://mza-us.com/
[91] https://dfchase.com/

oversee code compliance and any needed renovations for safety or usage.

By September 2024, renovation of the school facility should begin and be completed by the end of April 2025. Summer professional learning and development will begin for scholars and families, teachers and school leaders, and staff members in July 2025, and Day 1 of instruction will be August 4, 2025. Novus SMART Academy's timeline has been developed in collaboration with Ethan Levine, including reasonable assumptions for facilities selection, requisition, renovation, state fire marshal and health inspections, and occupation, outlined in Figure 52.

Figure 52 – Project Management and Implementation Timeline

Project Management and Implementation Stage			
Planning	**Stage**	**Goals/Tasks**	**Timeline**
Design (8-12 weeks)	Development of construction documents.	Consult with construction companies, architects, and engineers on development of construction documents.	May 2024 - July 2024
	Security and technology infrastructure.	Implement and secure security plans and IT software and hardware necessary for Year 1.	
	Review budget to ensure alignment to construction.	Project management review of facilities timeline and budget.	
	Secure and monitor construction documents.	The Finance Committee and Facilities Task Force monitor progress and paperwork for construction work.	
	Review of project.	THe CEO/Lead Founder, Finance Committee, and Facilities Task Force review project documentation.	
	Physical preparation of building and outfitting of facilities.	Order and coordinate RFP for furniture, cable, and classroom equipment for Year 1.	
Permits (4-8 weeks)	Smyrna has a fast permitting process; however, the State Fire Marshal's office could take up to 8 weeks to finalize the permits approval.	The Facilities Task Force will monitor this process alongside the General Contractor and Architect.	July 2024 - August 2025
Construction (4-8 months)	Bidding and commencement of construction documents.	RFP needs to be sent with selection of general contractor and beginning of construction.	September 2024 - April 2025

	Talk with various vendors for cable and furniture.	Ongoing construction; response to proposals from RFPs and secured contracts from accepted vendors.	
Close-Out/Completion (4-8 weeks)	Final stage punch list.	Secure safety, regulatory sign off building in adherence to all codes and laws by the architect; Fire Marshall and Health Inspections.	May 2025 - June 2025
	Maintenance agreements documentation.	Meet with the property owner to finalize maintenance agreement and outline responsibilities.	
	Review of budgetary plans.	Review budget and plans.	
	Lien Waivers	Documentation from contractors to demonstrate receipt of payment and waive rights to building.	
	Develop lease abstract.	Prepare summary of key financial, business and legal information that exists between facilities owner and the school.	
	Contact the authorizer with facility documentation.	Board Chair communicates with the authorizer appropriate documentation to schedule Rutherford County Schools charter school office for walkthrough.	
	Occupancy		Mid–to-late June 2025

2.3g - Broadly describe a contingency plan, should your facility fall through.

If our primary facilities options cannot be secured, we will have built a clear set of contingency plans that collectively provide us further security in our pursuit of a location that suits our short-term and long-term needs. The initial response of the Board will be to engage our relationships with other local churches, institutions, and businesses to identify where we could most quickly change course of action for Year 1 of operation. If we need additional funding for a facilities contingency plan, we will engage our partners and local foundations to raise the necessary support. Once a facility plan is agreed upon, the CEO/Lead Founder will notify parents/guardians and families of the change and reassure them that our facility was never the key to delivering a high-quality academic school option.

We also recognize the potentiality of utilizing a cost-effective modular building, constructed by and leased to Novus SMART Academy (K-8) by an organization such as Vesta Modular, formerly known as Innovative Modular Solutions (IMS), who has worked with charter schools such as Memphis Rise Academy Middle School and Aurora Collegiate Academy in Memphis, Tennessee. The timeline from agreeing to terms on the construction of a modular building to the end of critical phase installation is traditionally between three and five months, with the majority of that time spent waiting for the buildings to be fabricated and shipped from the organization’s Georgia-based manufacturing center.

If our lease negotiations and/or tenant improvement projections prove to be more challenging than we envision, we believe that we can amend the above action plan to execute the production of a modular designed to serve the same educational and administrative needs as mentioned above, while readying a pre-identified ground site in parallel such that installation and state/local compliance tasks can be completed before August 2025. Should we pursue this option, we would tentatively set late January 2025 as our timeframe to begin considering this contingency option, and will begin looking, with the support of Advisory Council Member Brandon Harvey and our Community Advisors Chris Hill at Keller Williams and Tifinia Capehart at Parks West Nashville, for commercially-zoned ground lease or purchase options in Rutherford County, Tennessee immediately upon authorization to accommodate this potential need.

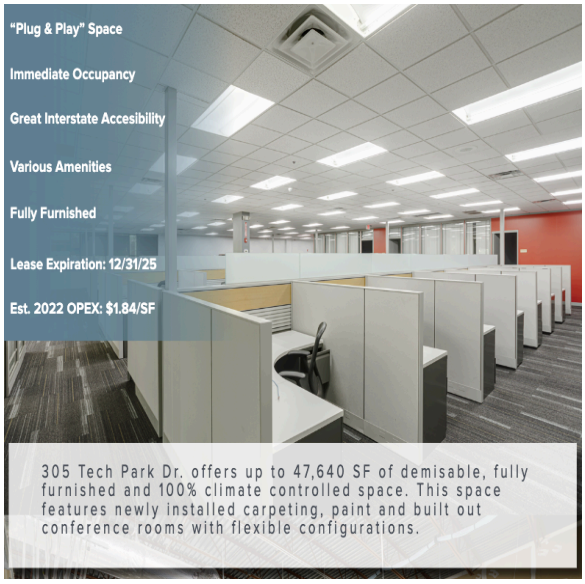
2.3h - List any properties you have considered and may have already identified as suitable to meet the proposed school's facility needs.

a. ***If the current proposed property is under a non-disclosure agreement, in lieu of listing the property address, describe the general geographic location/neighborhood/zip codes. Describe any modifications and/or revisions necessary prior to opening.***
b. ***If no suitable facility and/or property has been identified, how has the sponsor determined that suitable facilities exist within the proposed geographic location.***

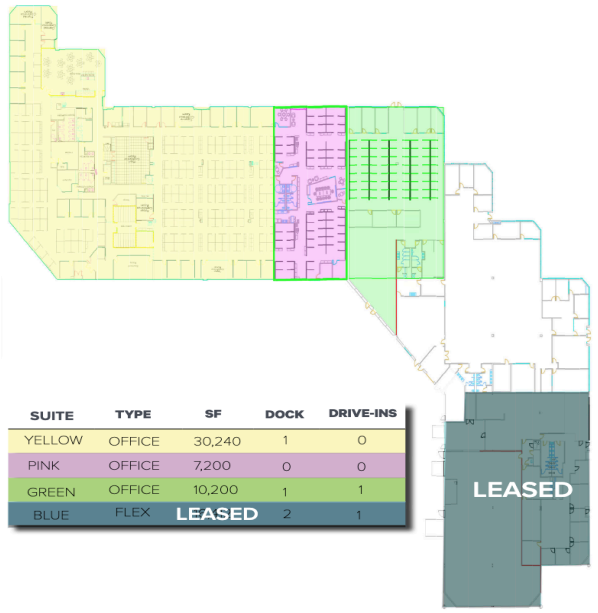
Novus SMART Academy (K-8) has identified two potential options for our school facilities, and both options provide what we believe to be an achievable route to procurement, as well as an option for long-term viability. Two members of our founding team are experienced in commercial real estate acquisition and school start-up. Dominique Anderson and Jantrice Johnson have been integral in the identification and assessment of all facility options for Novus SMART Academy (K-8) thus far. See Section 2.3(c) for more details on the capacity of our team to procure a facility.

We also informed our decisions from the guidance and input from our Community Advisors Chris Hill at Keller Williams and Tifinia Capehart who are experienced commercial real estate brokers. Our Board's search for co-location options with local community-based organizations in the La Vergne and Smyrna communities to reduce costs is still in progress; however, we have chosen two options should these co-location opportunities not materialize. See Figure 53 to review two options and their viability to house our school at full-scale.

Figure 53 – Two Potential Locations

Option 1 (see Attachment G for commitment letter)	Option 2
102 Ridley Street Smyrna, Tennessee 37167	305 Tech Park Drive La Vergne, Tennessee 37086
 	











Total Available Space	Total Available Space
37,343sq. ft. (without additional modular space)	46,740 sq. ft. (without additional modular space)
Budget Assumptions	**Budget Assumptions**
• The building is currently available, and the term is negotiable. • The rental rate is available upon request. • We have budgeted $50k for tenant improvements in Year 0; $25k for tenant	• The building is currently available, and the term is negotiable. • The rental rate is available upon request in exchange for proof of funding; includes $1.84 per square foot in operations expenses.

improvements in Years 1-5.	• We have budgeted $50k for tenant improvements in Year 0; $25k for tenant improvements in Years 1-5.
Length of Facility Viability	**Length of Facility Viability**
Years 1-4 of Operation (grades K-3)	Full Scale

2.4 - Personnel/Human Capital

2.4a - Describe the school's proposed leadership structure. Include a copy of the school's organizational chart for Year 1 as Attachment O and at full capacity as Attachment P. The organizational chart should clearly delineate the roles and reporting structure of the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.

Novus SMART Academy (K-8)'s organizational charts can be found in the following attachments:
- Year 1 Organizational Chart **(see Attachment O)**.
- Full Capacity Organizational Chart **(see Attachment P)**.

2.4b - Give a thorough description of the process and timeline for hiring the school leader, identifying the skills, qualifications, and characteristics the applicant will seek in a leader.
- ***If the leader has already been identified, attach the leader's resume as Attachment Q.***

The CEO/Lead Founder shall be hired by and report directly to the Board of Directors in August 2025. The CEO/Lead Founder is the Board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the Board is concerned, is considered the authority and accountability of the CEO/Lead Founder. Furthermore, the Board will never give instructions to persons who report directly or indirectly to the CEO/Lead Founder, the Board will refrain from evaluating any staff other than the CEO/Lead Founder, and the Board will use the performance of the school as a primary indicator of the CEO/Lead Founder's performance.

The CEO/Lead Founder will be responsible for the daily administration of Novus SMART Academy (K-8)'s affairs and will manage and direct all activities of the organization as prescribed by the Board. Post authorization, the Operations Manager and Office Secretary will be hired by the CEO/Lead Founder in April 2025, and the Academics Coordinator will be hired in July 2025. The CEO/Lead Founder will have the power to hire and discharge employees of the school and will oversee and direct their activities in carrying out the work of the school.

The CEO/Lead Founder will, directly or indirectly, supervise all other staff members employed by the Novus SMART Academy (K-8) and is responsible for selecting staff members, conducting staff evaluations, and recommending compensation levels. The CEO/Lead Founder will conduct school-based leaders' evaluations using the TEAM Administrator Rubric[92] as a primary indicator of their performance in the areas of (a) Instructional Leadership for Continuous Improvement, (b) Culture for Teaching and Learning, (c) Professional Learning and Growth, and (d) Resource Management[93].

The CEO/Lead Founder will possess the following skills and qualifications:
- Belief that all scholars can and will learn at high levels.
- Commitment to the mission and vision of the school.
- Experience in educational leadership and school management with teachers and scholars.
- Knowledge of data analysis and ability to effectively utilize data to inform decisions.
- Ability to plan and enact budgeting practices to meet the goals in the school's accountability plan and sustain the overall health of the organization.
- Ability to perform accounting and allocation of financial resources for the academic program.
- Ability to communicate effectively across stakeholders both verbally and in writing.
- Demonstrated organizational skills and ability to manage competing priorities at once.
- Optimistic, resilient, approaches work with excellence; takes personal and professional accountability.
- All scholars must read at or above grade level by the end of the third grade to be positioned for academic success through graduation.

[92] https://team-tn.org/
[93] https://team-tn.org/wp-content/uploads/2022/06/TEAM-Administrator-Rubric1.pdf

- Strong partnerships between home and school enhances scholar success.
- Receptive to feedback.
- Ability to galvanize and inspire both a Board of Directors and school staff.
- Strategic planner to ensure the school meets both long and short-term goals.
- Deeply reflective and constantly seeks out ways to improve self, school, and overall organization.
- Critical thinker and able to adapt and make sound decisions under pressure.
- Assessment data are essential to identifying and addressing individual and class-wide weaknesses in achievement.
- Minimum of a master's degree in educational leadership with an administrative certification preferred.

Novus SMART Academy (K-8) will be an equal opportunity employer and will not discriminate against candidates or employees on the basis of ethnicity, national origin, gender, sexual orientation, religion, race, disability, or any other protected class in accordance with all applicable laws. All employment will be at will, which will be communicated during the interview process and prior to offers of employment.

Dr. Jeremy Sager, the proposed CEO/Lead Founder of Novus SMART Academy (K-8) will function as the school's Lower School Principal in Years 1-4. Dr. Sager has over 17 years of experience in public schools education and higher education in Tennessee. Dr. Sager understands that while many are called to the field of education, only a few pursue the unique responsibility to serve and lead in underserved communities of color with disparities that often seem insurmountable to remediate. As a first-generation college graduate who grew up in a blended family, he was taught the value of education and the weight it carries as a Black man.

Dr. Sager defied the obstacles and statistics of an American society that perpetuates preconceived notions and implicit biases towards Black and Brown students, specifically Black boys. Because he understands the nuances of growing up as a Black boy in today's society, he proposes to design a school model that caters to the unique needs of underserved families through his commitment to BES as a 2023 Fellow. Dr. Sager joined the BES Fellowship in Summer 2023 to further his comprehension of founding, designing, and leading high-performing charter schools and to increase his leadership capacity to deliver on Novus SMART Academy (K-8)'s mission. The BES Fellowship permitted Dr. Sager to observe over 30 high-performing urban charter schools, spend more than 500 hours in rigorous training, coaching, development, and practice, and to recruit a team of mission-aligned, committed, and high-capacity individuals for the Founding Board of Directors. This school model will serve as a catalyst for change in underserved communities to reimagine learning experiences for all scholars and families on their chosen college and career paths and beyond.

Dr. Sager most recently served as the Lead Secondary Literacy Specialist for the Schools of Innovation at Metropolitan Nashville Public Schools in Tennessee, where he was responsible for coaching and supporting school-based literacy coaches in priority schools through district-wide literacy initiatives. Previously, he served as the Middle School Principal at Nashville Prep with RePublic Schools in Tennessee where he led the school to TVAAS Level 5 Reward School Status during the 2021-22 school year and was named a 2022 Public Charter School Changemaker by the National Alliance for Public Charter Schools.

Previously, Dr. Sager spent over 15 years in education as a college admissions executive assistant, student finance coordinator, classroom teacher, adjunct professor, instructional coach, curriculum specialist, academy dean, dean of instruction, assistant principal, and ninth grade academy principal. Dr. Sager received his Bachelor of Science degree in Secondary English Education from Crichton College, his Master of Education degree from Union University, and holds a Doctor of Education degree in Administrator Leadership for Teaching and Learning from Walden University. He also successfully completed the Emerging Leaders Program with New Leaders in 2015 and the National Principals Academy Fellowship in 2017 with the Relay Graduate School of Education, and holds a Tennessee Department of Education certification in Professional English 7-12 and Professional Administrator PreK-12 with a Superintendent endorsement, and his resume is included as **Attachment Q**.

2.4c - Explain the responsibilities of the school leader, how the school leader will be supported and developed, and the state-approved administrator evaluation model that you will be using for this individual, as required by State Board Rule 0520-02-01 and State Board Policy 5.201.

Responsibilities. The responsibilities of the CEO/Lead Founder include but are not limited to the following:
- Manages Board relationships and all communications with the Board.
- Leads and manages the School Leadership Team.
- Makes all final decisions per hiring and termination of staff.
- Develops evaluations in alignment with TEAM rubric to evaluate all staff members.

- Creates and fosters a school culture that is inclusive and equitable for all staff, families, and scholars.
- Establishes annual and long-term strategy and goals for the school with Board approval.
- Develops educational programs, including curricular, assessment, and enrichment programming.
- Trains or coordinates training of all staff members, including teachers, leaders, and operations staff.
- Selects and trains staff on assessment tools used by the school in addition to state tests.
- Creates and maintains marketing and fundraising plans for school.
- Works with the Finance committee and EdTec to create the annual budget for the school.
- Coordinates and manages Operations Manager to conduct enrollment lottery and waitlist as regulated in the T.C.A. 49-13-113.
- Oversees and implements scholar discipline policy, behavior expectations, and Code of Conduct.
- Reviews all scholar RTI2 data, report card data, IEPs, Section 504 plans, scholar support plans, scholar safety plans, and any plans related to monitoring the progress of all scholars' academic growth. At full scale, responsible for the delegation of duties of school to ensure the continuation of monitoring scholar progress.
- Communicates all reports and data to the Board of Directors as outlined in the By-laws of Novus SMART Academy (K-8) about financial, regulatory, and academic accountability of the school.
- Works with back-office provider, Dean of Operations, and other leadership team members to prepare, review, analyze, and submit required reports, evaluations, and documentation to the authorizer and/or external funders.
- Provides supervision over the daily management of accounting, cash receipts, disbursements, payroll benefits, IRS documentation, and staff.

Support and Development of the School Leader. To ensure the educational and operational success of Novus SMART Academy (K-8) over time, the proposed CEO/Lead Founder will be supported and developed through BES Follow-on Support in the areas of academics, school culture, and school operations. The proposed CEO/Lead Founder will also seek mentorship from other charter school executive leaders, such as Head of School and Founder Lakenna Booker at Memphis Merit Academy in Memphis, Tennessee; Head of School and Founder Dr. Calandra Sales at Independence Preparatory Academy in Huntsville, Alabama; and Chief Operating Officer Thomas Branch at Valor Collegiate Academies in Nashville, Tennessee. All of these leaders have experience successfully leading high-performing public charter schools in their communities, and they will continuously reflect upon and work towards improving performance and level of effectiveness. The CEO/Lead Founder will have opportunities to attend national and local education conferences such as but not limited to the National Charter School Conference[94], the Tennessee Charter School Center Conference[95], curricula conferences, character education conferences, and other professional leading and development opportunities that align to the mission and vision of our school.

State-Approved Administrator Evaluation Model. As mentioned before, Novus SMART Academy (K-8)'s Board will evaluate the success of the proposed CEO/Lead Founder annually by convening an ad hoc CEO/Lead Founder Evaluation Committee to consist of three members of the Board, including the Board Chair, Board Treasurer, and a member of the Academics Committee. The Evaluation Committee will conduct the evaluation using the KIPP Leadership Framework and Competency Model as a primary indicator of the CEO/Lead Founder's performance in the areas of (a) Driving Results, (b) Managing People, and (c) Building Relationships[96].

The Evaluation Committee will establish a timeline that aligns with the current school year and guidelines for gathering artifacts and crafting written responses in preparation for the evaluation. The CEO/Lead Founder will seek mentorship from other charter school executive leaders and educational organizations like the Tennessee Charter School Center and the Relay Graduate School of Education Leadership Program and Framework for support and development in the areas of evaluation.

The evaluation metric will include the following pursuant to Tennessee State Board of Education Policy 5.201: 50% of the evaluation criteria shall be composed of student achievement data, including 35% based on student growth data and 15% based on other measures of student achievement. The remaining 50% of the evaluation criteria shall be based on a rating using qualitative measures such using the KIPP Leadership Framework and Competency Model[97].

[94] https://conference.publiccharters.org/2024/exhibitors/
[95] https://tnchartercenter.org/2023-conference/
[96] https://www.kipp.org/wp-content/uploads/2016/11/KIPP_Leadership_Competency_Model.pdf
[97] https://www.kipp.org/wp-content/uploads/2016/11/KIPP_Leadership_Competency_Model.pdf

2.4d - Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators, and teachers.

- ***Identify key selection criteria, required experience, and any special considerations relevant to your school design.***
- ***Provide previous scholar achievement data for the individuals responsible for academic programming (if available) as Attachment R.***

Novus SMART Academy (K-8) understands the challenges all schools are facing, especially in Tennessee, to recruit and retain high-quality educators; however, we are positive that we will recruit and hire the best teachers, school leaders, and staff members to support our scholars and families. To deliver on our mission, we will recruit staff members using the following strategies: develop and maintain relationships with local, state, and national graduate schools and university career service centers; tap into CEO/Lead Founder's local and national connections in education through various colleges/universities and organizations; leverage national organizations such as Teach for America, Nashville Teacher Residency, Relay Graduate School of Education, TNTP's alumni networks, and BES, to recruit high-quality teachers, school leaders and staff members. We will also build a social media profile, including Facebook, Twitter, Instagram, and LinkedIn and advertise positions in monthly school newsletters.

Novus SMART Academy (K-8) will post all open positions no later than October 1st. The CEO/Lead Founder, will be responsible for the hiring process. The application review and interview process for the posted jobs will be conducted throughout the school year on an ongoing basis according to the needs of the school. We will ensure that all teachers and school leaders meet required licensure standards and participate in the state retirement system. Staff members who are not in positions that require licensure will be offered a separate retirement plan, and teachers may choose to participate in that in addition to the state retirement system.

The CEO/Lead Founder will hire the Operations Manager and Office Secretary and aims to finalize their offers by December 2024 for a full-time start date in April 2025. The CEO/Lead Founder will take the lead in hiring all teachers, school leaders, and staff members for Year 1 of operation and aims to finalize all offers by May 2025 for a full-time start date in July 2025. Figure 54 provides details regarding the start-up plan for staff recruitment.

Figure 54 – Start-Up Plan for Staff Recruitment

Action Item	Members Responsible	Action Item Detailed	Completion Date
Develop Job Descriptions	CEO/Lead Founder Board of Directors	The CEO/Lead Founder will draft job descriptions for all positions for Year 1 of operation and submit to the Board of Directors for review by September 2, 2024; the Board will approve or return for revisions by September 13, 2024; the CEO/Lead Founder will finalize job descriptions by September 27, 2024, and acquire final board approval.	September 27, 2024
Create Interview Process	CEO/Lead Founder Board of Directors	The CEO/Lead Founder will draft the interview process, ensuring we follow applicable laws and non-discriminatory practices, and will submit the process to Board of Directors for legal review by September 2, 2024; the Board will approve or return for revisions by September 12, 2024; CEO/Lead Founder will finalize the interview process by September 27, 2024.	September 27, 2024
Action Item	**Members Responsible**	**Action Item Detailed**	**Completion Date**
Post Jobs	CEO/Lead Founder	The CEO/Lead Founder will post the job descriptions on the school website and other job search sites.	September 30, 2024

Recruitment	CEO/Lead Founder	The CEO/Lead Founder will partner with local schools of education and teacher preparation and recruitment programs to build relationships with pipelines for high-quality talent.	October 2024 - April 2025
Interviews	CEO/Lead Founder	The CEO/Lead Founder will execute the interview process and report summary results of hiring status to the Board of Directors.	October 2024 - April 2025
Other Positions	CEO/Lead Founder	The CEO/Lead Founder will make offers based on the strengths of the interview.	By May 30, 2025

Key selection criteria, required experience, and other special considerations for teachers to be hired at Novus SMART Academy (K-8) include but are not limited to the following:

- Teachers must have at least a bachelor's degree to be fully licensed as prescribed by the Tennessee Department of Education in the grades and subjects applying to teach.
- Teachers-in-residence must be enrolled in a teacher education program that ensures licensure as prescribed by the Tennessee Department of Education in the grades and subjects applying to teach.
- Teachers must subscribe to the belief that all scholars can and will learn at high levels.
- Teachers must be willing to commit to the mission and vision of the school.
- Teachers must have knowledge of data analysis and/or willingness to effectively utilize data to inform decisions.
- Teachers must be able to communicate effectively with scholars, families, and colleagues verbally and in writing and understand that strong partnerships between home and school enhance scholar success.
- Teachers must demonstrate organizational skills and ability to manage competing priorities at once.
- Teachers must be optimistic, resilient, approach work with excellence, and take personal and professional accountability.
- Teachers must understand that all scholars must read at or above grade level by the end of the third grade to be positioned for academic success through graduation.
- They must be receptive to feedback.
- Teachers must be strategic planners to ensure the school meets both long and short-term professional goals.
- Teachers must be deeply reflective and constantly seek out ways to improve self and practices.
- Teachers must understand that assessment data are essential to identifying and addressing individual and class-wide weaknesses in achievement.

The procedure for interviewing teachers, school leaders, and staff members include but are not limited to the following steps:

- Candidates must complete the online application.
- The CEO/Lead Founder will review all applications.
- The CEO/Lead Founder will verify candidates who are applying for teacher, school leader, and/or staff member positions that require a license as prescribed by the Tennessee Department of Education. Only candidates who are fully licensed or currently enrolled in a Teacher Education Program will be considered for positions that require a license.
- The CEO/Lead Founder will conduct a public search on the Tennessee Department of Education website to look up candidates' licensure information[98]. When the information cannot be found, or appears to be inactive, then the CEO/Lead Founder will take an extra step to verify credentials and licensure with candidates before moving them forward in the interview process.
- Eligible candidates will be contacted by the CEO/Lead Founder to complete an initial phone interview. Ineligible candidates will receive an email explaining why they will not continue through the interview process.
- Eligible candidates who completed a successful initial phone interview will receive an email with a task tailored to the positions they applied for with directions and timelines for submission. Ineligible candidates will receive an email explaining why they will not continue through the interview process.

Once candidates complete their applications, all materials will be reviewed by the CEO/Lead Founder in preparation for the final in-person interview. For tasks that are not submitted with quality, these candidates will receive an email explaining why

[98] https://tdoe.tncompass.org/public/search

they will not continue through the interview process. Members of the Board of Directors may be asked to participate on the final interview panel; however, the final decision to offer positions to candidates will be at the sole discretion of the CEO/Lead Founder. Please see previous scholar achievement data as evidenced by the leadership of the proposed CEO/Lead Founder in **Attachment R**.

2.4e - How will your recruiting and hiring practices ensure that the composition of the leadership team and staff reflects the diversity of the scholar body and surrounding community?

Novus SMART Academy (K-8) is committed to being an equal opportunity employer and will ensure our staff reflects the diversity of the scholars, families, and surrounding community we serve. We will also ensure that candidates and employees are not discriminated against based on various factors, including ethnicity, national origin, gender, sexual orientation, religion, race, disability, or any other protected class. We will know we have achieved this goal of recruiting and hiring staff that reflects the diversity of the scholars and families we serve when there is demonstrated evidence of our Noble Core Values as champions for equity through habits for humanity.

We will intentionally promote equal opportunity through our processes and practices of providing personalized development that eliminate barriers to opportunities so that our staff all can thrive, valuing differences as we unite around providing a high-quality educational experience. We will create a sense of belonging as we meet people where they are as humans, promoting and sustaining a culture in which teachers, school leaders, and staff members can thrive and contribute their personal best. Our staff will experience the joy and humanity of working in a high-performing charter school by seeing self and others first and committing to the work to achieve results for our scholars and families.

We will employ a variety of strategies to attract the best candidates for teachers, school leaders, and staff members. Recruitment efforts will include local, state, and national initiatives such as the following: posting job openings on school website, sharing job postings with the Tennessee Charter School Center, developing and maintaining relationships with local, state, and national graduate schools and university career service centers, and tapping into the CEO/Lead Founder's local and national connections in education through various colleges/universities and organizations. We will also leverage national organizations such as Teach for America, Nashville Teacher Residency, Relay Graduate School of Education, TNTP's alumni networks, and BES to recruit high-quality teachers, school leaders and staff members. Finally, we will build a social media profile, including Facebook, Twitter, Instagram, and LinkedIn and engage with like-minded professionals through BES.

2.4f - How will you ensure that teachers are licensed and endorsed in their content areas?

Any teacher serving in a classroom for over 20 days is required to hold a minimum of a bachelor's degree and a Tennessee teaching license as prescribed by Tennessee state law. During our hiring processes, our CEO/Lead Founder will focus on recruiting licensed and credentialed teaching staff and will communicate this licensure requirement during the interview process. Following the successful recruitment, application, and interview processes of candidates, offers for employment will be extended to qualified applicants. Finalizing the employment process involves various steps, including the extended verification of qualifications, signing and submitting the offer letter, completing payroll and tax forms, submitting personnel forms, providing certification documents, undergoing background checks and fingerprinting, and complying with any additional certification requirements.

Novus SMART Academy (K-8) will confirm previous employment, verification of licensure, state and federal background checks, and reference checks before making an offer of at-will employment. A condition of employment includes verifying and reviewing each individual's credentials on the Tennessee Department of Education's website. Furthermore, all employment offers will be contingent upon the candidate's providing necessary certification documents, registering for PRAXIS assessments as needed, and enrolling in the required Teacher Education Program as necessary. Upon completion of all requirements, an employment contract will be finalized. The dismissal of any staff member may occur for failure to meet licensure requirements, unless enrolled in a Teachers Education Program working toward licensure, or failure to comply with written warnings, corrective action and success plans, or behaviors that are misaligned with our school's mission and professional norms. Immediate termination without warning is possible for unethical or illegal behaviors or gross misconduct.

2.4g - Indicate the state-approved evaluation model used for teachers, required by State Board Rule 0520-02-01 and State Board Policy 5.201.

Novus SMART Academy (K-8) will use the state-approved Tennessee Educator Acceleration Model (TEAM) to assess teacher performance required by State Board Rule 0520-02-01 and State Board Policy 5.201 for Instruction, Planning, and Environment. Our proposed CEO/Lead Founder has used the TEAM evaluation for teachers during his time as the Upper School Dean of Instruction at LEAD Neely's Bend in Nashville, Tennessee during the 2017-2018 school year, and was

certified to evaluate and upload scores into theTNCompass data system. At Novus SMART Academy (K-8), all school leaders must have an administrative certification through the Tennessee Department of Education and complete the TEAM evaluator training with successful completion before they can evaluate the effectiveness of teachers and staff members.

Scholar performance data will also be taken into consideration during teacher evaluations throughout the school year. Teachers will receive ongoing feedback and support weekly throughout the school year. Teachers will also receive formal evaluations three times per school year using the TEAM rubric after interim assessments. Thirty-five percent of teachers' formal evaluations will be determined by scholars' performances on the TNReady state assessments. To receive an evaluation that is aligned to meeting or exceeding goals, scholars must meet the performance goals established for each interim assessment.

2.4h - Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.

Our school design is informed by the models of high-performing charter schools such as BES school Purpose Preparatory Academy in Nashville, TN, Memphis Merit Academy in Memphis, TN, and Uncommon Schools' North Star in Newark, NJ. High-quality academic instruction measured by scholar performance is a vital element of these proven models, as it will be with Novus SMART Academy (K-8).

The CEO/Lead Founder and a growing leadership team over the course of our enrollment from year to year will ensure the growth of scholars (first), teacher and staff members' understanding of our academic model, content and rigorous curricula, and research-based instructional practices. Teacher growth will be facilitated by ongoing observations, coaching sessions, evaluations, and celebrations. All teachers will receive at least one full class observation per week. After the observation, teachers will complete a self- assessment of the observed lesson. Following the self-assessment, all teachers will complete a debriefing to discuss the observation and receive coaching from the CEO/Lead Founder or Academics Coordinator in Years 1-4. The leadership team members for the remainder of this section will be referred to as an instructional coach.

In addition to weekly coaching meetings and informal evaluations, teachers will have formal observations in alignment with Tennessee State Board of Education Teacher and Administrator Evaluation Policy 5.201. Formal evaluations will include coach-collected notes, scholar performance data, classroom management and culture data, and a self-assessment completed by the teacher. The purpose of the evaluation system is to quantifiably convey a teacher's strengths and growth areas for the categories of instruction (high-quality instruction), planning (intellectual prep), and environment (core taxonomies) to drive upcoming coaching meetings and professional development. The instructional coach and teacher will meet to discuss evaluation results and to build a plan to meet their growth goals. Likewise, the second formal evaluations will occur at the start of the third quarter and will have the same components as the first cycle of evaluations. The formal evaluations will be a factor in determining a renewal contract for the following year. End-of-year evaluations and debriefs will occur during the last month of school and before the end of staff closeout.

When staff members are excelling and positively responding to their professional learning and development, it will be recognized as NOBLE. We will evaluate excellence for our staff members by the following metrics: (a) scholar achievement measured in lower elementary using STEP data and in all grades measured by the growth and achievement of scholars on NWEA MAP, interim assessments, and standardized state assessments; (b) classroom culture measured by the teacher's cultural data from observations and the teacher's ability to effectively implement the school's cultural procedures; (c) and Noble Core Values measured by teacher's ability to convey the core values. Specific measures connected to each core value will be determined by teachers' punctuality, collaboration with other teachers, submission of lesson internalization/intellectual preparation, and attendance.

Non‑Instructional Staff Performance Evaluation. Non-instructional staff members will report to either the CEO/Lead Founder or another designated leadership team member, such as the Operations Manager, and will be evaluated on a quarterly basis in the areas of production and efficiency. The components of the evaluation will be individually designed to reflect the expectations of each role. For staff members who demonstrate satisfactory performance and contribute to the school's operations and culture, the formal evaluations will serve as a transparent method to continue their development. Satisfactory evaluation will ultimately lead to an offer of contract renewal for the subsequent school year, and the staff member will also receive NOBLE recognition.

Future Leadership Capacity. Through our aggressive plans for coaching and supporting teachers, we will simultaneously support the future leadership capacity of our school. During the one-on-one coaching sessions, school leaders will seek knowledge about the personal and professional goals of every staff member. To cultivate long-term sustainability, we will make the development of our leadership pipeline a priority. Our current staffing model and budget projections demonstrate our intent to promote from within the organization first and to develop the leadership capacity and potential among our

current staff members. When the CEO/Lead Founder determines, based on observations and scholar data, that candidates are on track for leadership roles, those candidates will receive coaching to develop their instructional, operational, or cultural leadership.

In the first year of operation, our Academics Coordinator and Operations Manager will work alongside our CEO/Lead Founder. These two roles will develop into the Assistant Principal and Director of Operations in Year 5. From Year 2 of operation, teachers with leadership potential will be given the opportunity to serve as grade level and content chairs. Teachers serving in these capacities will be developed and coached in preparation for coordinator roles and other leadership roles as they become available. In Year 5, the Assistant Principal will be intentionally developed for the role of Director of Lower School. This structure will enable teachers to gain leadership experience and development opportunities within the school structure. We firmly believe strong school leadership is grounded in demonstrated instructional effectiveness. Novus SMART Academy (K-8)'s proposed leadership structure demonstrates a pipeline for leadership capacity and overall sustainability of our school's model.

2.4i - Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, including termination, as well as leadership/teacher changes.

Novus SMART Academy (K-8)'s systems, protocols, overall school structure, and school design are responsive to the needs of our scholars in the Rutherford County Schools community. Our high expectations of scholars are the responsibility of the adults to maintain and will require every adult to have the unwavering belief that every child can achieve at high levels. Teachers will receive professional learning and development to ensure the educational and operational success of the school in academics, culture, and operations to support our schoolwide growth and development over time.

Our ongoing observation and feedback cycle will permit coaching interactions to take place weekly. If a teacher demonstrates a consistent failure to meet staff expectations, the initial communication to that effect will come from their coach, followed by a written warning and professional improvement plan. Examples of actions that could constitute a written warning and/or a professional improvement plan include chronic tardiness to work; chronic absenteeism or tardiness to assigned duty posts; negligence in communication with staff or families; lack of adherence to deadlines; use of inappropriate language or tone when communicating with scholars, staff, or any other stakeholders; failure to comply with Professional Code of Conduct expectations outlined in the Employee Handbook; and any behavior detrimental to the mission of Novus SMART Academy (K-8). "Chronic" is defined for this purpose as more than three occurrences during a two-week period.

A written warning will be issued, with exceptions for circumstances approved at the discretion of the CEO/Lead Founder. After a written warning, both instructional and non-instructional staff members will have 2-weeks to show improvement in the area of concern. In the event the behavior is a repeated offense, the staff member may be placed directly on a professional improvement plan. If improvement is demonstrated by the staff member based on the goals outlined in the professional improvement plan, the staff member will be released from the professional improvement plan. If improvement is not demonstrated by the staff member, the staff member is subject to termination at the discretion of the CEO/Lead Founder.

In the event we experience the termination of a teacher, school leader, or staff member, or experience high turnover with staffing, we will review data that led to the termination of staff members and request that staff members who decide to resign complete an exit interview. This data will help us to determine causes leading to these adverse outcomes, which impact the quality of our entire school experience, and we will develop a comprehensive plan to enhance the support and development of our remaining staff members as response to staffing intervention. We will also conduct surveys with scholars and families, teachers and school leaders, and staff members throughout the school year so that we can monitor perceptions and assess trends about our school culture. In the face of high turnover with staffing, we will keep our teacher positions and some leadership and staff positions posted throughout the year and will conduct interviews to keep viable candidates in the pipeline to fill immediate and/or future vacancies.

Some behaviors warrant immediate written warnings, such as failure to follow professional expectations or using inappropriate language or tone with stakeholders. The professional improvement plan will consist of the following components: identified behavior to be corrected, clear timeline behavior must be corrected, support given to ensure development and correction, staff involved in supporting the staff member to reach the expectation, and next steps. We hold all staff to the professional expectations outlined in the Employee Handbook. We also hold teachers and leaders accountable for the academic achievement and growth of scholars. Teachers whose scholars do not demonstrate progress as assessed by NWEA MAP, interim assessments, STEP assessments, and TNReady assessments may not have their contracts renewed. Leaders who do not provide the support teachers need to be successful may not have their contracts renewed.

In the case of gross underperformance of scholars along with the teacher's lack of accountability or willingness to change actions leading to underperformance, immediate dismissal may be warranted. The following are examples of situations that constitute unsatisfactory scholar performance: STEP assessments show less than one-year growth in an academic year, MAP assessments show less than one-year growth, TVAAS evaluation from the State shows less than Level 3 scholar growth, or scholar achievement deteriorates between interim assessment cycles.

Ultimately, the Board holds the CEO/Lead Founder responsible for making progress towards our school's goals and mission. The Board will evaluate the CEO/Lead Founder on academic performance as measured by our goals and benchmarks, scholar enrollment and attendance, disciplinary issues, parental engagement, fiscal responsibility, and timely and regular reports to the Board. The CEO/Lead Founder can be immediately dismissed for the following: unethical or illegal behavior, gross misconduct, mishandling of school funds, or gross underperformance of responsibilities. Figure 55 describes the actions the school will take in the event of an emergency leadership transition.

Figure 55 – Plans to Handle Emergency Leadership Transitions

Action Step	Description of Transfer of Responsibilities
Communication	The Board Chair will be identified as the primary point of contact, notifying all Board members of the transition, and leading the discussion on next steps. The Board Chair will send communication on circumstances and the recommended plan of action to the Board for approval and school staff for information. Once the full Board has approved a plan of action, the Board Chair will send a message to the organization's key stakeholders, e.g., the authorizer, funders, parents/guardians, and BES detailing the plan. The Board will ensure ongoing access to key stakeholder contact lists and to critical passwords, such as those used for social media accounts.
Financial Oversight	The Board will ensure that the Board Chair and Board Treasurer are signatories to the school's checking accounts to enable business to continue in the case of an emergency CEO/Lead Founder transition. The Board will ensure ongoing access to current contact details for all financial advisors, accountants and back-office providers, and key funders. Finally, the Board will ensure that a schedule of key activities and deadlines, such as the IRS Form 990 is current and accessible.
Interim Management	In case of an emergency transition, the Board will designate a school leadership team member as acting CEO/Lead Founder. The acting CEO/Lead Founder has limited executive power. This person will be appointed by the Board to provide leadership during planning and/or implementation phases of the executive search.
Executive Coach	The Board will immediately convene an ad hoc committee composed of the Board Chair and two other Board members and will be chaired by the Chair in partnership with the Governance Committee.

2.4j - Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system.

The minimum qualification for all teachers will be a bachelor's degree, and leadership staff must hold a master's degree with administrative licensure. Novus SMART Academy (K-8)'s compensation structure strives to be competitive with the local district and other charter schools, and our salary scale will acknowledge the level of education and years of service for all teachers, school leaders, and staff members. Proposed base salaries for Year 1 positions are included in Figure 56.

Figure 56 – Proposed Salary Ranges and Employment Benefits

Position	Description
Licensed Teacher	● Base Salary ○ Bachelor: $50,000 ○ Master: $52,000 ○ Master +45: $56,000 ○ Education Specialist: $58,000

	○ Doctorate: $60,000 ● 2% raise annually. ● Joins the team with 2-3 years of measurable data showing scholar gains (acceptable forms include TVAAS, state assessments (TNReady), or national normed assessment data). ● Eligible to apply for grade level leader.
Teacher-in-Residence	● Base Salary: $40,000 ● 2% raise annually. ● Proof of enrollment in a Teacher Education Program. ● Will transition to the teacher salary scale once fully licensed.
Education Assistant	● Base Salary: $30,000 ● 2% raise annually. ● Proof of enrollment in a Teacher Education Program. ● Will transition to the teacher salary scale once fully licensed.
Academics Coordinator DEI Coordinator	● Base Salary ○ Master: $65,000 ○ Master +45: $67,500 ○ Education Specialist: $70,000 ○ Doctorate: $72,500 ● 2% raise annually. ● Joins 2-3 years of measurable data showing scholar gains (acceptable forms include TVAAS, state assessments (TNReady), or national normed assessment data).
Operation Manager	● Base Salary: $60,000 ● 2% raise annually.
Office Secretary	● Base Salary: $35,000 ● 2% raise annually.

We also understand that the structure of our school model continues through the summer in June with more extensive breaks throughout the school year. And while there is no way to compensate teachers enough for ensuring our scholars are successful after high school on their chosen college and career paths, we will continue to work to secure funds through grants and private donations that will expand how we invest in the expertise of our school staff. This investment will include increased salaries, more offerings for professional learning and development, and opportunities for professional growth in leadership within our school structure. We will also provide teachers with the state retirement system benefits and a retirement plan comparable to the one offered by our authorizing district. Compensation packages include medical, dental, and vision coverage plan options that will also be competitive with local district options.

Our proposed salary pay scales are based on hiring teachers, school leaders, and staff members at Step 0, and we have some room in the budget to support up to STEP 5 as needed. Our Board of Directors will work to create a Fund Development Plan that will help to increase the amount of revenue in our budget so that our staff are duly compensated within reason for the services they provide our scholars and families using these scales. Our proposed salary scales for Year 1 of operation appear in Figure 57.

Figure 57 – Proposed Salary Scales

Instructional Staff Pay Scale (licensed and non-licensed)							
Degree →	**Bachelor**	**Master**	**Master +45**	**Education Specialist**	**Doctorate**	**Teacher-in-Residence**	**Education Assistant**
Step 0	$50,000.00	$52,000.00	$56,000.00	$58,000.00	$60,000.00	$40,000.00	$30,000.00
1	$51,000.00	$53,040.00	$57,120.00	$59,160.00	$61,200.00	$40,800.00	$30,600.00

2	$52,020.00	$54,100.80	$58,262.40	$60,343.20	$62,424.00	$41,616.00	$31,212.00
3	$53,060.40	$55,182.82	$59,427.65	$61,550.06	$63,672.48	$42,448.32	$31,836.24
4	$54,121.61	$56,286.47	$60,616.20	$62,781.07	$64,945.93	$43,297.29	$32,472.96
5	$55,204.04	$57,412.20	$61,828.52	$64,036.69	$66,244.85	$44,163.23	$33,122.42
6	$56,308.12	$58,560.45	$63,065.10	$65,317.42	$67,569.75	$45,046.50	$33,784.87
7	$57,434.28	$59,731.65	$64,326.40	$66,623.77	$68,921.14	$45,947.43	$34,460.57
8	$58,582.97	$60,926.29	$65,612.93	$67,956.24	$70,299.56	$46,866.38	$35,149.78
9	$59,754.63	$62,144.81	$66,925.18	$69,315.37	$71,705.55	$47,803.70	$35,852.78
10	$60,949.72	$63,387.71	$68,263.69	$70,701.68	$73,139.67	$48,759.78	$36,569.83
11	$62,168.72	$64,655.46	$69,628.96	$72,115.71	$74,602.46	$49,734.97	$37,301.23
12	$63,412.09	$65,948.57	$71,021.54	$73,558.02	$76,094.51	$50,729.67	$38,047.25
13	$64,680.33	$67,267.54	$72,441.97	$75,029.18	$77,616.40	$51,744.27	$38,808.20
14	$65,973.94	$68,612.90	$73,890.81	$76,529.77	$79,168.73	$52,779.15	$39,584.36
15	$67,293.42	$69,985.15	$75,368.63	$78,060.36	$80,752.10	$53,834.73	$40,376.05
16	$68,639.29	$71,384.86	$76,876.00	$79,621.57	$82,367.14	$54,911.43	$41,183.57
17	$70,012.07	$72,812.55	$78,413.52	$81,214.00	$84,014.49	$56,009.66	$42,007.24
18	$71,412.31	$74,268.80	$79,981.79	$82,838.28	$85,694.77	$57,129.85	$42,847.39
19	$72,840.56	$75,754.18	$81,581.43	$84,495.05	$87,408.67	$58,272.45	$43,704.34
20	$74,297.37	$77,269.26	$83,213.05	$86,184.95	$89,156.84	$59,437.90	$44,578.42
21	$75,783.32	$78,814.65	$84,877.32	$87,908.65	$90,939.98	$60,626.65	$45,469.99
22	$77,298.98	$80,390.94	$86,574.86	$89,666.82	$92,758.78	$61,839.19	$46,379.39
23	$78,844.96	$81,998.76	$88,306.36	$91,460.16	$94,613.96	$63,075.97	$47,306.98
24	$80,421.86	$83,638.74	$90,072.49	$93,289.36	$96,506.23	$64,337.49	$48,253.12
25	$82,030.30	$85,311.51	$91,873.94	$95,155.15	$98,436.36	$65,624.24	$49,218.18

Coordinator Pay Scale (licensed)				
Degree →	Master	Master +45	Education Specialist	Doctorate
Step 0	$65,000.00	$67,500.00	$70,000.00	$72,500.00
1	$66,300.00	$68,850.00	$71,400.00	$73,950.00
2	$67,626.00	$70,227.00	$72,828.00	$75,429.00
3	$68,978.52	$71,631.54	$74,284.56	$76,937.58
4	$70,358.09	$73,064.17	$75,770.25	$78,476.33
5	$71,765.25	$74,525.45	$77,285.66	$80,045.86
6	$73,200.56	$76,015.96	$78,831.37	$81,646.78
7	$74,664.57	$77,536.28	$80,408.00	$83,279.71
8	$76,157.86	$79,087.01	$82,016.16	$84,945.31

9	$77,681.02	$80,668.75	$83,656.48	$86,644.21
10	$79,234.64	$82,282.12	$85,329.61	$88,377.10
11	$80,819.33	$83,927.77	$87,036.20	$90,144.64
12	$82,435.72	$85,606.32	$88,776.93	$91,947.53
13	$84,084.43	$87,318.45	$90,552.46	$93,786.48
14	$85,766.12	$89,064.82	$92,363.51	$95,662.21
15	$87,481.44	$90,846.11	$94,210.78	$97,575.45
16	$89,231.07	$92,663.04	$96,095.00	$99,526.96
17	$91,015.69	$94,516.30	$98,016.90	$101,517.50
18	$92,836.01	$96,406.62	$99,977.24	$103,547.85
19	$94,692.73	$98,334.75	$101,976.78	$105,618.81
20	$96,586.58	$100,301.45	$104,016.32	$107,731.19
21	$98,518.31	$102,307.48	$106,096.64	$109,885.81
22	$100,488.68	$104,353.63	$108,218.58	$112,083.53
23	$102,498.45	$106,440.70	$110,382.95	$114,325.20
24	$104,548.42	$108,569.51	$112,590.61	$116,611.70
25	$106,639.39	$110,740.90	$114,842.42	$118,943.93

Support Staff Pay Scale (classified)		
Step	Operations Manager	Office Secretary
0	$60,000.00	$35,000.00
1	$61,200.00	$35,700.00
2	$62,424.00	$36,414.00
3	$63,672.48	$37,142.28
4	$64,945.93	$37,885.13
5	$66,244.85	$38,642.83
6	$67,569.75	$39,415.68
7	$68,921.14	$40,204.00
8	$70,299.56	$41,008.08
9	$71,705.55	$41,828.24
10	$73,139.67	$42,664.80
11	$74,602.46	$43,518.10
12	$76,094.51	$44,388.46
13	$77,616.40	$45,276.23
14	$79,168.73	$46,181.76
15	$80,752.10	$47,105.39
16	$82,367.14	$48,047.50
17	$84,014.49	$49,008.45
18	$85,694.77	$49,988.62
19	$87,408.67	$50,988.39

20	$89,156.84	$52,008.16
21	$90,939.98	$53,048.32
22	$92,758.78	$54,109.29
23	$94,613.96	$55,191.47
24	$96,506.23	$56,295.30
25	$98,436.36	$57,421.21

2.4k - Explain the school's proposed strategy for retaining high-performing teachers.

Novus SMART Academy (K-8) proposes to adopt a robust Teacher Incentive Fund (TIF) that will compensate high-performing teachers beyond their annual salaries and cost-of living increases (i.e., planned stipends, tutoring pay, and performance-based bonuses) as a strategy to retain high-performing teachers. High-performing teachers will also receive opportunities for leadership development and advancement. Our health insurance package will also conservatively include, but not limited to, access to local fitness center options and employee assistance programs (EAPs). This TIF is aligned to our mission and academic priorities, will attract and retain high-quality teachers, and will be disbursed based on the following amounts and criteria:

After School Tutoring (see **Attachment AA**): Fully licensed teachers will have the opportunity to earn up to $1,875 per school year by providing small group tutoring support for at least 5 scholars per session and will receive payment of $25 per hour at the end of each learning cycle. The SMART Tutoring Academy will be managed by the Academics Coordinator on Mondays, Tuesdays, and Thursdays for 1 hour after school beginning annually in Year 4 with grade 3 and beyond; starting in September and continuing up to state testing (up to 25 weeks; 16 fully licensed teachers in Year 4; 21 fully licensed teachers in Year 5).

Grade-level Chairs (see **Attachment AA**): Fully licensed teachers serving as Grade-level Chairs will receive an additional $500 stipend at the end of each learning cycle, totaling $2,500 per school year. This compensation will begin in Year 3 with Grade 2, totaling $7,500 in Year 3; $10,000 in Year 4; and $12,500 in Year 5. This graduated expense is also included in our proposed school budget.

Classroom Coverage Compensation (see **Attachment AA**): Instructional staff-based members covering for an absent instructional staff-based member during an assigned planning period will receive a $25 stipend per class period at the end of each learning cycle. The purpose of this compensation is to maintain the integrity of our Two-Teacher Model. We have initially budgeted up to $500 (20 days) for instructional staff-based roles (11 instructional staff in Year 1; 20 instructional staff in Year 2; 29 instructional staff in Year 3; 40 instructional staff in Year 4; 52 instructional staff in Year 5.

Performance-based Bonuses (see **Attachment AA**)

- <up to $3,000> EOY Tennessee Comprehensive Assessment Program (TCAP)
    - 95% Teacher Attendance Rate
    - TEAM Evaluation Cumulative Score: 3 (At Expectations) or above.
    - Beginning in Year 4 with grade 3.
    - Achievement: Meet/exceed the schoolwide goal percentage of scholars with Met Expectations (Level 3) or Exceeded Expectations (Level 4) levels in English/Language Arts (grades 3-8), Math (grades 3-8), Science (grades 3-8), and Social Studies (grades 6-8).
        - Fully Licensed Instructional Staff
            - $600 per assessment in grades 3-5 (totaling up to $1,800).
            - $1,800 in grades 6-8, respectively by grade level and subject taught.
        - Practitioner Licensed Staff and Non-licensed Instructional Staff
            - $300 per assessment in grades 3-5 (totaling up to $900).
            - $900 in grades 6-8, respectively by grade level and subject taught.
    - Growth: Meet/exceed the schoolwide goal percentage of scholars with Level 3 (evidence that the students made growth as expected), Level 4 (moderate evidence that the students made more growth than expected), and/or Level 5 (significant evidence that the students made more growth than expected) effectiveness levels in English/Language Arts (grades 3-8), Math (grades 3-8), Science (grades 3-8), and Social Studies (grades 6-8).
        - Fully Licensed Instructional Staff
            - $400 per assessment in grades 3-5 (totaling up to $1,200).

                - $1,200 in grades 6-8, respectively by grade level and subject taught.
            - Practitioner Licensed Staff and Non-licensed Instructional Staff
                - $200 per assessment in grades 3-5 (totaling up to $600).
                - $600 in grades 6-8, respectively by grade level and subject taught.
- <up to $3,000> English Language Proficiency Assessment for the 21st Century (ELPA21):
    - 95% Teacher Attendance Rate
    - TEAM Evaluation Cumulative Score: 3 (At Expectations) or above.
    - Beginning in Year 1 with Kindergarten.
    - Achievement: Meet/exceed the schoolwide goal percentage of scholars with a qualifying score for exit of 4 or above in the four language domains of reading, writing, speaking and listening; $1,800 for fully licensed ESL Teacher; $900 for Practitioner Licensed Staff.
    - Growth: Meet/exceed the schoolwide goal percentage of scholars with the following scores: only one 2 and/or two or more scores of 3 or above in the four language domains of reading, writing, speaking and listening; an overall proficiency level of Progressing; $1,200 for fully licensed ESL Teacher; $600 for Practitioner Licensed Staff.
- <up to $2,500> EOY NWEA MAP Assessments
    - 95% Teacher Attendance Rate
    - TEAM Evaluation Cumulative Score: 3 (At Expectations) or above.
    - Beginning in Year 1 with Kindergarten.
    - Achievement (shows how scholars are performing compared to their current grade-level peers): Meet/exceed the schoolwide goal percentage of scholars who met/exceeded their Projected RIT Score as evidenced by the final (spring) assessment in Reading, Language, Math, and Science.
        - Fully Licensed Instructional Staff
            - $375 per assessment in grades K-5 (totaling up to $1,500).
            - $1,500 in grades 6-8, respectively by grade level and subject taught.
        - Practitioner Licensed Staff and Non-licensed Instructional Staff
            - $187.50 per assessment in grades K-5 (totaling up to $750).
            - $750 in grades 6-8, respectively by grade level and subject taught.
    - Growth (shows how much growth scholars have experienced since the previous assessments, regardless of whether they are performing at grade level or not): Meet/exceed the schoolwide goal percentage of scholars who met/exceeded their Projected Growth as evidenced by the final (spring) assessment in Reading, Language, Math, and Science.
        - Fully Licensed Instructional Staff
            - $250 per assessment in grades K-5 (totaling up to $1,000).
            - $1,000 in grades 6-8, respectively by grade level and subject taught.
        - Practitioner Licensed Staff and Non-licensed Instructional Staff
            - $125 per assessment in grades K-5 (totaling up to $500).
            - $500 in grades 6-8, respectively by grade level and subject taught.
- Year 6 Proposed Stipends (not included in the 5-year budget plan):
    - Sponsors of National Academic Organizations (i.e., National Honor Society, BETA Club, FBLA, etc.) will receive a $300 stipend at the end of each learning cycle, totaling $1,500 per school year.
    - This compensation will begin in Year 6 when we establish Grade 5, and scholars are eligible to begin joining these organizations.
- Year 7 Proposed Stipends (not included in the 5-year budget plan):
    - Sports (baseball, basketball, cheerleading, football, rugby, soccer, track, etc.)
    - Head coaches will receive a $1,500 stipend, and Assistant Coaches (as deemed necessary) $750 at the end of the season.
    - The Athletics Director (preferably the Physical Education teacher) will receive a $1,000 stipend at the end of each learning cycle, totaling $5,000 per school year.
    - This compensation will begin in Year 7 when we establish Grade 6, and scholars in Grades 6 through 8 will be eligible to play sports.
    - Please Note: For scholars and families in Grades K-5 who want to participate in sports, we will leverage our future partnerships with the North Rutherford Family YMCA and the Smyrna Boys and Girls Clubs to access their sports programs at the grassroots of our development.

Novus SMART Academy (K-8) will also recruit and retain high-performing teachers to cement our reputation in the community as an agency of change. Our goal is to remain among the top 5% of top-performing schools in Tennessee and will be known as the top charter school option for scholars and families in Rutherford County. We will be known as the best place

to work for teachers, school leaders, and staff members, and we will have a positive reputation for creating a safe, fun, and engaging learning environment for scholars and families, teachers and school leaders, and staff members.

We will not only focus on what it takes to enroll and retain scholars and families but also on hiring, investing in, and retaining high-quality teachers, school leaders, and staff members who want to serve in an extraordinary school environment that strives to do what is best for all stakeholders. We also envision our school leading the way by providing teachers, school leaders, and staff members with on-campus social-emotional learning and support through community circles, emotional resilience training and development, collaborative problem-solving, and with access to a campus-based licensed therapist at full scale. We want to create a positive working environment with psychological safety for our entire school community, which will support in retaining our high-performing staff.

2.4l. Explain whether the employees will be at-will or whether the school will use employment contracts.

At Novus SMART Academy (K-8), all relationships with employees will be classified as “at-will.” The employment relationship at Novus SMART Academy (K-8) can be terminated at any time, with or without cause, by either the employee or the school. The CEO/Lead Founder is the only person who can enter into any agreement for employment (full-time, part-time, or contracted services) for any specified period of time, and any employment agreement must be in writing. If a teacher or staff member leaves before the end of the school year, the CEO/Lead Founder's priority will be to fill the vacated position as soon as possible. The CEO/Lead Founder will maintain a teacher and staff candidate pool using an online application process and will host ongoing recruitment events and open houses to secure high-quality candidates in our pipelines.

2.4m - Include a copy of the school’s employee manual and personnel policies as Attachment S.

Please see **Attachment S** for our proposed Employee Manual and Personnel Policies.

2.4n - Complete the provided template for **Table 4: Staffing Chart** to outline your staffing projections.

Table 4: Staffing Chart

Position	Year of Operations					
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
CEO/Lead Founder and Lower School Principal	1.0	1.0	1.0	1.0	1.0	1.0
Assistant Principal	0.0	0.0	0.0	0.0	0.0	1.0
Academics Coordinator	0.0	1.0	1.0	1.0	1.0	1.0
DEI Coordinator	0.0	0.0	1.0	1.0	1.0	1.0
Scholar Access Coordinator	0.0	0.0	0.0	0.0	0.0	1.0
General Education Classroom Teachers	0.0	4.0	8.0	12.0	16.0	21.0
Arts/Elective Teachers	0.0	1.0	1.0	2.0	3.0	4.0
Special Education Teachers (e.g., Special Education, 504, ELL, etc.)	0.0	2.0	3.0	3.0	5.0	6.0
Teacher-in-Residence	0.0	4.0	8.0	12.0	16.0	21.0
Paraprofessionals (i.e., Teaching Aides or Assistants)	0.0	0.0	1.0	1.0	1.0	1.0

Scholar Support (i.e., Social Workers, Psychologists, etc.)	Contracted Special Education Services w/ Project Play Therapy School Nurse, Contracted Services Provider w/ Express Healthcare Staff					
Office Manager	0.0	0.0	0.0	1.0	1.0	1.0
Operations Manager	0.25	1.0	1.0	1.0	1.0	1.0
Office Secretary	0.25	1.0	1.0	1.0	1.0	1.0
Total FTEs	**1.5**	**15.0**	**26.0**	**36.0**	**47.0**	**60.0**

2.5 - Professional Development

2.5a Describe the expected number of days and hours for professional development throughout the school year and explain how the proposed school's calendar, daily schedule, and staffing structure support this plan. Include time scheduled for collaborative planning and how such time will typically be used.

Days and Hours for Professional Development. Professional learning and development are ways of supporting teachers, school leaders, and staff members so they can ensure scholars receive high-quality academic instruction, high behavioral expectations, and safety through sustainable operations systems as seen in Figure 58. When any of our systems are not meeting the expectations that are prescribed in this charter application, our professional learning and development will be adjusted to address those areas of concern as identified by data.

Figure 58 – Professional Learning and Development Schedule

Professional Learning and Development	Session Description	Total Days
Summer Training: Novus SMART Institute	The school leadership team will facilitate professional learning and development as follows: CEO/Lead Founder ● Mission and Vision ● Core Values ● Academic Model ● School Culture Academics Coordinator ● RTI2-Academics ● Special Populations DEI Coordinator ● RTI2-Behavior ● 504 Plans Operations Manager ● Systems and Routines ● Master Schedule ● Arrival and Dismissal ● Lunch and Recess ● After School Care ● Transportation	● 12 full days ● 3 partial days
Professional Learning and Development	Teachers, school leaders, and staff members will engage in professional learning and development aligned to academics, culture, and operations as evidenced by schoolwide data. We will engage in cycles of professional learning and development using the following frameworks. ● Get Better Faster Scope and Sequence ○ Management	39 days after Novus SMART Institute

	○ Rigor ● Leading an Equity-Centered Culture ● Giving Effective Feedback (i.e., See It, Name It, Do It) ● Practice Clinics ● Weekly Planning Meetings ● Weekly Data Meetings ● Reteaching Structures ● Emotional Resilience These frameworks provide time for us to review teacher observations, look at scholar work and assessments, engage in lesson planning and deliberate practice, and to develop corrective action plans aligned to our goals.	

Novus SMART Academy (K-8) has set aside 39 staff-only days of professional learning and development to include deep data dives and reflections in academics, culture, and operations. Year 1 of operation will begin with 13 full days and 3 partial days of professional learning and development before the first day of school on August 4, 2025. The 3 partial days of professional learning and development include rolling start days on July 29-31, when our founding kindergarten scholars will attend scholar orientation for 70% of the school day. We have strategically planned ongoing professional learning and development throughout the school year for teachers, school leaders, and staff members to engage in data analysis related to academics, culture, and operations; to develop content; and to plan needs-based intervention for our scholars as evidenced by data.

In addition to full-day professional learning and development, we will provide the following: individual check-ins with the CEO/Lead Founder or coach as our team grows with scholar enrollment and staffing, weekly grade-level lesson planning and deliberate practice, content-based professional learning communities, weekly instructional observations with feedback and coaching (delivered one-on-one), and weekly and interim data meetings. We will provide teachers with daily planning time to permit meetings to occur.

To maintain high levels of professionalism, all teachers, school leaders, and staff members will receive professional learning and development regarding how to interface with scholars, families, and colleagues to ensure a school culture of customer service and excellence led by our CEO/Lead Founder. Non-instructional staff will also have professional learning and development opportunities support such as but not limited to back-office support, school transportation, PowerSchool training, food services, and contracted service providers. The Operations Manager will also lead professional learning and development for schoolwide operations systems and routines and professional learning and development tailored to supporting non-instructional staff on the daily operations of the school. All teachers, school leaders, and staff members will attend professional learning and development that is specifically related to the authorizer as needed. We will also provide ongoing professional learning and development on our technology systems related to Microsoft Office, Google Suite, inventory reporting, and other needs-based supports.

Calendar. Our academic calendar supports our professional development plan by allowing teachers, school leaders, and staff members to collaboratively engage in 2 hours of professional learning and development on Wednesdays from 2:00 p.m. to 4:00 p.m. During the first hour, professional learning and development will focus on schoolwide systems and routines aligned to academics, culture, and operations as evidenced by schoolwide data. During the second hour, professional learning and development will focus on subjects such as RTI2 data meetings, lesson planning and deliberate practice, grade-level meetings, and/or content-based sessions led by the CEO/Lead Founder or Academics Coordinator.

Daily Schedule. Our daily schedule supports our professional development plan by allowing teachers and school leaders to solely focus on providing high-quality academic instruction during the instructional day with school leaders pushing in to support instruction in the classroom by modeling and providing in-the-moment feedback that teachers can implement quickly. This feedback also helps school leaders to plan one-to-one coaching sessions with next steps to strengthen teacher practices in the classroom. These sessions take place during teachers' planning periods one day per week. This plan also allows school leaders to use classroom observations data to identify trends across classrooms to decide how to plan for professional learning and development on Wednesdays.

Staffing Structure. Our two-teacher model/staffing structure supports our professional development plan by allowing teachers and school leaders to share in the responsibility of planning solid lessons using the curricula resources as they are designed. Our model will fully support all scholars during whole-class learning, small group instruction, and blended learning experiences with one teacher to 12 scholars in grades K-5 and one teacher to 12 scholars in Grades 6-8 for English/language arts and math. Our inclusion classrooms, which include scholars with disabilities and English language learners, will experience learning with two to three teachers in the classroom. Teachers will receive professional learning and development on best coteaching strategies to activate presence and full leadership of the classroom culture and delivery of the lesson and support achieving our prescribed goals in this charter school application. Teachers will have opportunities to co-plan daily and to receive one-on-one coaching with next steps to strengthen teacher practices in the classroom.

2.5b - Identify the person or position responsible for professional development.

The primary person responsible for professional learning and development is the CEO/Lead Founder. In Year 1, the CEO/Lead Founder, Academic Coordinator, and Operations Manager will plan and facilitate all professional learning and development sessions. At full scale, the Lower School Principal and the Upper School Principal will collaborate with their school leadership teams to determine the division of responsibility using the MOCHA (manager, owner, consultant, helper, approver) structure, as illustrated in Figure 59.

Figure 59 – Personnel Responsible for Professional Development

Role	Responsibilities
Manager	Supports and holds the owner of the task accountable through delegation. Serves as a resource, shares feedback, asks probing questions, reviews progress, and intervenes if the work is off-track. At full scale, the CEO/Lead Founder, Director of Academics, Lower School Principal, and Upper School Principal will fulfill this role.
Owner	Has overall responsibility for driving the project forward and coordinating steps to accomplish the goal. Ensures all the work gets done, directly or with helpers, and involves other members of the team in a meaningful way.
Consultant	Provides input and perspective and may share resources or referrals.
Helper	Implements aspects of the work and actively contributes to project success.
Approver	Signs off on final product or key decisions. At full scale, the CEO/Lead Founder, Director of Academics, Lower School Principal, and Upper School Principal will approve school-based projects.

More specifically, at full scale, the leadership team will consist of one Lower School Principal who will manage in Grades K-5, one Upper School Principal who will manage in Grades 6-8, one Data and Assessments Coordinator who will support across Grades K-8, four deans who will support across Grades K-8, one Director of Operations who will support across Grades K-8, three coordinators who will support in Grades K-5, three coordinators who will support in Grades 6-8, one Operations Manager who will support in Grades K-5, and one Operations Manager who will support in Grades 6-8. These school leaders will be responsible for professional learning and development in the areas that they manage, as illustrated in Figure 60.

Figure 60 – School Leaders' Responsibility for Professional Development

Lower School Grades K-5	Upper School Grades 6-8
Lower School Principal (Manager)	**Upper School Principal (Manager)**
Academics Coordinator • RTI2-Academics • Character Education (helper) • Building Test Coordinator (owner)	Academics Coordinator • RTI2-Academics • Character Education (helper) • Building Test Coordinator (owner)
DEI Coordinator	DEI Coordinator

<table>
<tr><td>RTI2-Behavior
Character Education (owner)
Collaborative Problem-Solving
Building Test Coordinator (helper)</td><td>RTI2-Behavior
Character Education (owner)
Collaborative Problem-Solving
Building Test Coordinator (helper)</td></tr>
<tr><td>Scholar Access Coordinator
Special Populations
RTI2-Academics/Behavior (helper)
Character Education (Helper)
Building Test Coordinator (helper)</td><td>Scholar Access Coordinator
Special Populations
RTI2-Academics/Behavior (helper)
Character Education (Helper)
Building Test Coordinator (helper)</td></tr>
<tr><td>Operations Manager: All systems and routines related to schoolwide operations.</td><td>Operations Manager: All systems and routines related to schoolwide operations.</td></tr>
<tr><td colspan="2">The following positions will report to the CEO/Lead Founder and own professional learning and development at full scale:
Director of Academics to support the following positions:
Data and Assessments Coordinator
Dean of Inquiry-based Learning
Dean of Project-based learning
Dean of Scholar Access
Lower School Principal
Upper School Principal
Director of Asset-based Learning, DEI, and School Culture to support the following positions:
Dean of Asset-based Learning and School Culture
Director of Operations to support the following positions:
Contracted Services Providers
School-based Nurse
Staff-based Therapist</td></tr>
</table>

To ensure teachers, school leaders, and staff members are exposed to the highest-quality professional learning and development, the CEO/Lead Founder will also provide access to professional learning and development from outside consultants and/or organizations when necessary. To support his own professional learning and development for the success of Novus SMART Academy (K-8) over time, the CEO/Lead Founder will maintain a collaborative relationship with Lakenna Booker, Founder/Head of School at Memphis Merit Academy and 2017 BES Fellow and Lagra Newman, CEO/Lead Founder at Purpose Preparatory Academy and 2011 BES Fellow. The CEO/Lead Founder will also maintain relationships with guest trainers from UChicago for delivery of the STEP Assessment and analysis of scholar literacy development and any other trainers aligned to our rigorous curricula and resources. The CEO/Lead Founder will build relationships with Instructure, which offers assessments through MasteryConnect, as we use their services to assess our scholars' Met Expectations (Level 3) or Exceeded Expectations (Level 4) of the Tennessee Academic Standards.

2.5c - Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan. Be sure to address the areas of special education and English learners, including implementation of individualized educational plans (IEPs), discipline of scholars with disabilities, and communication with EL families.

The core components of Novus SMART Academy (K-8)'s professional learning and development plan will support effective implementation of our academic plan as summarized in Figure 61.

Figure 61 - Core Components of Professional Learning and Development

Core Components of Professional Learning and Development	
Academics	
Core Component	**Effective Implementation of Academic Plan**
Assessments Get Better Faster Scope and Sequence: Rigor Trajectory Practice Clinics Weekly Planning Meetings Weekly Data Meetings Reteach Structures	**Assessments.** The Academics Coordinator will provide professional learning and development on how all schoolwide assessments will be delivered throughout the school year. There will be before, during, and after assessments protocols for all teachers, school leaders, and staff members to follow so that our test environments are not compromised by ineffective or immoral practices. Scholars will participate in all school wide assessments in their assigned testing groups, based on any testing accommodations or modifications that must be offered as outlined in scholars' IEP, ILP, and/or 504 Plans. **Get Better Faster Scope and Sequence: Rigor Trajectory.** Teachers and school leaders will participate in weekly coaching cycles for continuous improvement of their instructional practices in the classroom. Teachers will receive feedback using the Get Better Faster Scope and Sequence for rigor. Teachers will receive live coaching from their instructional coaches (CEO/Lead Founder in Year 1). Live coaching is when the instructional coach gives feedback to the teacher to implement in the moment to push instructional practices. This may also include the instructional coach modeling a strategy with scholars during class for the teacher. All teachers will meet 1:1 with their instructional coach each week to discuss observation feedback, practice strategies and upcoming lessons, and check-in on professional development goals. At full scale, the school leadership team will split the coaching load of teachers. Each school leader will be coached by the CEO/Lead Founder and will participate in a weekly leadership team meeting to discuss goals for the school and individual leadership goals. **Practice Clinics.** Throughout the school year, teachers and school leaders will engage in regular practice of academic techniques within a defined feedback protocol. Teachers may be expected to deliver portions of an upcoming lesson, receive feedback from their colleagues, and implement the feedback in the moment to improve their practice as follows: (1) Teach a lesson

	segment with colleagues present. (2) Receive feedback from colleagues. (3) Implement feedback from colleagues. (3) Develop clear next steps to improve future instruction. **Weekly Data Meetings.** Teachers and school leaders will collect and analyze scholar work and assessments to determine next steps for Tiered intervention support in the general education classroom and for RTI2-Academics. **Reteach Structures.** After collecting and analyzing scholars' work and assessments, teachers and school leaders will develop reteaching structures to support student learning in the general education classroom, using one of the following structured strategies: Activating Prior Knowledge, Academic Monitoring, Modeling, and/or Guided Discourse.
Special Populations ● Scholars with Disabilities ● English Language Learners ● Gifted Scholars ● Scholars w 504 Plans ● Scholars At-Risk	The Academics Coordinator (Years 1-4) and Scholar Access Coordinator (Year 5 and following) will provide professional learning and development support to teachers and school leaders on how to support scholars in our special populations in the general education classroom setting. All scholars have the right to receive an education in the inclusion classroom educators are required to provide the appropriate accommodation modification to support their academic success towards reaching schoolwide goals. **Scholars with Disabilities.** Professional learning and development will consist of reviewing policies and procedural safeguards that support scholars and families; reviewing procedures for identifying a scholar who may qualify for special education services; reviewing the anatomy of an Individualized Education Plan (IEP); reviewing an IEP for a scholar who has been identified; lesson planning with special education teachers to incorporate learning goals, accommodations, and/or modifications as outlined in the scholars' IEP; participating in mock IEP meetings to understand what happens during the meeting and expected outcomes developed in partnership with families, contracted services providers, and our school; ongoing review of the IEP At-a Glance to ensure institutional delivery is inclusive of goals that support the learning and development of scholars with disabilities; and ongoing support on how to build trusting and lasting relationships and communicate effectively with families who have scholars with disabilities. **English Language Learners.** Professional learning and development will consist of reviewing policies that support scholars and families; reviewing procedures for identifying a scholar who may qualify for ELL services; reviewing the anatomy of an Individualized Learning Plan (ILP); reviewing an ILP for a scholar

	who has been identified; lesson planning with ESL teachers to incorporate reading, writing, speaking, and listening goals and accommodations and/or modifications as outlined in the scholars' ILP; participating in mock ILP meetings to understand what happens during the meeting and expected outcomes developed in partnership with families, contracted services providers, and our school; ongoing review of the ILP At-a Glance to ensure institutional delivery is inclusive of goals that support the learning and development of English language learners; and ongoing support on how to build trusting and lasting relationships and communicate effectively with families who have English language learners. **Gifted Scholars.** Professional learning and development will consist of reviewing policies and procedural safeguards that support scholars and families; reviewing procedures for identifying a scholar who may qualify for Gifted services; reviewing the anatomy of an Individualized Education Plan (IEP); reviewing an IEP for a scholar who has been identified; lesson planning with the Academics Coordinator (Years 1-4) and Scholar Access Coordinator (Year 5 and following) to incorporate learning goals, accommodations, and/or modifications as outlined in the scholars' IEP; participating in mock IEP meetings to understand what happens during the meeting and expected outcomes developed in partnership with families, contracted services providers, and our school; ongoing review of the IEP At-a Glance to ensure institutional delivery is inclusive of goals that support the learning and development of scholars with disabilities; and ongoing support on how to build trusting and lasting relationships and communicate effectively with families who have scholars who are Gifted. **Scholars with 504 Plans. Scholars with Disabilities.** Professional learning and development will consist of reviewing policies that support scholars and families; reviewing procedures for identifying a scholar who may qualify for services provided in a 504 Plan; reviewing the anatomy of a 504 Plan; reviewing a 504 Plan for a scholar who has been identified; lesson planning with the DEI Coordinator to incorporate learning goals, accommodations, and/or modifications as outlined in the scholars' 504 Plan; participating in mock 504 Plan meetings to understand what happens during the meeting and expected outcomes developed in partnership with families, contracted services providers, and our school; ongoing review of the 504 Plan to ensure institutional delivery is inclusive of goals that support the learning and development of scholars with 504 Plans; and ongoing support on how to build trusting and lasting relationships and communicate effectively with families who have scholars with 504 Plans.

	Scholars At-Risk. Professional learning and development will consist of reviewing policies that support scholars and families; reviewing procedures for identifying a scholar who may be identified as At-Risk; reviewing the anatomy of an At-Risk Scholar Corrective Action Plan; reviewing an At-Risk Scholar Corrective Action Plan for a scholar who has been identified; lesson planning with the DEI Coordinator to incorporate learning goals, accommodations, and/or modifications as outlined in the scholars' At-Risk Scholar Corrective Action Plan; participating in mock At-Risk Scholar Corrective Action Plan meetings to understand what happens during the meeting and expected outcomes developed in partnership with families, contracted services providers, and our school; ongoing review of the At-Risk Scholar Corrective Action Plan to ensure institutional delivery is inclusive of goals that support the learning and development of scholars with At-Risk Scholar Corrective Action Plans; and ongoing support on how to build trusting and lasting relationships and communicate effectively with families who have scholars with At-Risk Scholar Corrective Action Plans.
Culture	
Core Component	**Effective Implementation of Academic Plan**
Get Better Faster Scope and Sequence: Management Trajectory Leading an Equity-Centered Culture ● Social-Emotional Learning and Support ● Character Education ● Collaborative Problem-Solving ● Emotional Resilience Practice Clinics	**Get Better Faster Scope and Sequence: Management Trajectory.** Teachers and school leaders will participate in weekly coaching cycles for continuous improvement of their instructional practices in the classroom. Teachers will receive feedback using the Get Better Faster Scope and Sequence for management. Teachers will receive live coaching from their instructional coaches (CEO/Lead Founder in Year 1). Live coaching is when the instructional coach gives feedback to the teacher to implement in the moment to push instructional practices. This may also include the instructional coach modeling a strategy with scholars during class for the teacher. All teachers will meet 1:1 with their instructional coach each week to discuss observation feedback, practice strategies and upcoming lessons, and check-in on professional development goals. At full scale, the school leadership team will split the coaching load of teachers. Each school leader will be coached by the CEO/Lead Founder and will participate in a weekly leadership team meeting to discuss goals for the school and individual leadership goals. for the school and individual leadership goals. **Leading and Equity-Centered Culture.** To remain culturally responsive to the needs of our scholars and families, teachers and school leaders, and staff members, we will engage in ongoing professional learning and development to ensure our practices are fully aligned to our mission and vision, and to identify

	best practices and models, inside and outside our school, that demonstrate the school culture we want to reinforce and refine over time. This work will be led by our CEO/Lead Founder in partnership with the Lower School Principal, Upper School Principal, Director of Asset-Based Learning, and DEI Coordinators at full scale. **Practice Clinics.** Throughout the school year, teachers and school leaders will engage in regular practice of academic techniques within a defined feedback protocol. Teachers may be expected to deliver portions of an upcoming lesson, receive feedback from their colleagues, and implement the feedback in the moment to improve their practice as follows: (1) Teach a lesson segment with colleagues present. (2) Receive feedback from colleagues. (3) Implement feedback from colleagues. (3) Develop clear next steps to improve future instruction.
Operations	
Core Component	**Effective Implementation of Academic Plan**
Schoolwide Systems and Routines	The Operations Managers will provide ongoing professional learning and development to support our schoolwide operations systems and routines. Our systems and routines will be adaptive over time as our school continues to grow.

2.5d - Provide a schedule and overview of professional development that will take place prior to the school's opening.

Summer Training (Novus SMART Institute). The onboarding process for teachers, school leaders, and staff members will begin with reflection on why each member of our team chose Novus SMART Academy (K-8). We will internalize our mission and vision through meaningful discussions concerning the demographics and academic needs of our scholars. Teachers, school leaders, and staff members will be introduced to the core taxonomies that we will use to build our positive school culture and deliver high-quality academic instruction and schoolwide programming. Teachers, school leaders, and staff members will engage in deliberate practice of these strategies as they relate to academics, culture, and operations. We will provide constructive feedback to ensure we are fully prepared to provide a high-quality experience for our scholars and families on the first day of school. Teachers, school leaders, and staff members will receive human resources orientation and will review our school policies. Internal and external human resources staff and vendors will also be on site to provide support through the onboarding process as needed.

Summer Training (Novus SMART Institute) focuses on preparing teachers to deliver a rigorous academic environment that fosters our Noble Core Values: Academic Excellence, Beacon of JOY, Champion for Equity, Character Development, Habits for Humanity, and Intellectual Curiosity. Our school-based leaders team will prepare teachers to deliver on all academic, school culture, and school operations expectations as prescribed in our charter school application. Based on practices of high-performing schools, we will incorporate deliberate practice towards precise outcomes every day. Our training schedule appears in Figure 62.

Figure 62 - Summer Training (Novus SMART Institute): Professional Development Before School Opening

July 2025	
Date	**Content**
14	Mission & Vision Investment Building a Positive School Culture

	Reading360 Virtual Training Literacy Instruction (Great Habits, Great Readers) Read Aloud, Reading Comprehension), Strategic Teaching and Evaluation of Progress (STEP) Literacy Assessment Training (led by UChicago) Lifelong Readers Phonics Instruction Training
15	Reading360 Virtual Training Literacy Instruction (Great Habits Routines, Lesson Plans) Progress (STEP) Literacy Assessment Training (led by UChicago) Lifelong Readers Phonics Instruction Training
16	Reading360 Virtual Training RTI2 (Structure, Lesson, Compliance), Special Populations RTI2 Benchmarking and Universal Screening
17	Reading360 Virtual Training Special Populations and Foundational Literacy Skills, Behavior Intervention RTI2 Benchmarking and Universal Screening
18	Reading360 Virtual Training Special Populations and Foundational Literacy Skills, Behavior Intervention RTI2 Benchmarking and Universal Screening
21 - 25	Rigorous Academics Orton Gillingham Training by IMSE (phonological awareness, phonemic awareness, phonics, fluency, and vocabulary) 8:00 am - 3:00 pm
28	High-Quality Academic Instruction Reading360 In-person Training Blended Learning and Literacy (FastBridge, IXL, and/or Imagine MyPath for ELL scholars only) RTI2 Benchmarking and Universal Screening
29	Reading360 In-person Training Blended Learning and Literacy (FastBridge, IXL, and/or Imagine MyPath for ELL scholars only) RTI2 Benchmarking and Universal Screening
30	Reading360 In-person Training Intake Round for STEP literacy Assessment in Kindergarten NWEA
31	Reading360 In-person Training Intake Round for STEP literacy Assessment in Kindergarten NWEA
August 2025	
Date	**Content**
1	Reading360 In-person Training Intake Round for STEP literacy Assessment in Kindergarten NWEA

- Mission & Vision Investment: Teacher investment plans aligned to Noble Core Values; Seminal text connections and rationale for why we do the work; establishment of staff morning circle; HR staff orientation; teacher and leaders demonstrate investment and understanding of the mission and vision.
- Rigorous Academics: Attend curricula-based training. Take a 3rd and 8th grade PARCC and practice TNReady assessment for reading and math. Take ACT Aspire; teachers annotate standards and backwards map objectives to meet the depth of the standard; teachers analyze assessment items for all

subjects to understand the level of rigor for daily instruction for all content areas.

- High-Quality Academic Instruction:
    - Teachers participate and demonstrate understanding of regulations and compliance to SPED, ELL, and Section 504 instruction; teachers receive training on ESSA, IDEA, and Child Find; teachers receive mandatory training on reporting suspected incidents of child endangerment and abuse to appropriate agency; teachers have clear understanding of inclusion; any remaining home visits will be conducted in the last hour of the day.
    - Teachers understand how to use NWEA to support RTI2 Implementation; teachers understand file documentation required based on state requirements; teachers deliberately practice progress monitoring data analysis for ROI calculations; any remaining home visits will be conducted in the last hour of the day.
    - Teachers practice routines, procedures, and practices used across school to foster a positive college and career preparatory environment; teachers develop and practice classroom level routines and procedures to ensure daily instruction can happen at high levels; teachers are trained on behavior management and tracking systems (SchoolRunner); teachers are trained on language to communicate to parents/guardians for scholar behavior; teachers are trained on customer service for family engagement; final home visits conducted by staff; all teachers participate in Morning Meeting as scholars would participate.
    - Teachers and school leaders receive specific guidelines for any remaining physical space needing to be set up before scholars arrive the following week.
    - Teachers receive training on the first University Night of the school year, July 2025. This event will focus on getting families excited about their child attending Novus SMART Academy and entering the doors of college in 2038; families will get the opportunity to view exactly what a daily phonics and read aloud lesson looks like in kindergarten.

2.5e - Describe the training that will be provided to all staff on the topics of diverse, inclusive, and culturally relevant pedagogies.

Novus SMART Academy (K-8) understands that respecting the culture and lived experiences of scholars and families, teachers and school leaders, and staff members is essential to meeting academic and social needs within our school community. We are committed to promoting inclusiveness as champions for equity, advocating for practices that foster dialogue and understanding so that our scholars and families, teachers and staff members, and members of the school community feel known, loved, and respected. We believe inclusivity should not be a separate priority, but an ongoing consistent focus woven into our daily practices and professional learning and development.

Furthermore, we will intentionally incorporate diverse, inclusive, and culturally relevant pedagogies in how our scholars and families, teachers and school leaders, and staff members interact through our daily learning experiences. Professional learning and development that strengthens these practices will include lessons in activating prior knowledge, making learning contextual, strategically setting up classrooms, and building authentic relationships among all stakeholders. The daily focus and discussion surrounding our mission, vision, and Noble Core Values keep these important topics in the forefront of our daily practices.

Novus SMART Academy (K-8) is also committed to soliciting feedback and using the feedback from all stakeholders to inform the diversity, inclusivity, and cultural practices of the school. To remain culturally responsive to the needs of our scholars and families, teachers and school leaders, and staff members, we will engage in ongoing professional learning and development to ensure our practices are fully aligned to our mission and vision. We will also identify best practices and models, inside and outside our school, that demonstrate the school culture we want to reinforce and refine over time. This work will be led by our CEO/Lead Founder in Year 1 and beyond in partnership with the Lower School Principal, Upper School Principal, Director of Asset-Based Learning, and DEI Coordinators at full scale.

2.5f - Describe the plan to cultivate future leadership capacity.

To ensure the successful operation and continuation of Novus SMART Academy (K-8) over time, we will strategically identify, support, and develop future leaders in our school community. Our goal is to train and develop talent within our organization, a practice that will help us retain high-quality teachers and leaders over time. During Year 1, the CEO/Lead Founder will hire an Academics Coordinator and DEI Coordinator with the capacity to train and support teachers in academics and culture for the overall success of the school.

In Year 1, the Academics Coordinator will lead RTI2-Academics, oversee Special Populations, support Character Education, and serve as our Building Test Coordinator. Coordinators will be supported and developed with the intention to transition into roles such as School Principal, Assistant Principal, and network-based roles as they become available over time and at full scale. The Coordinators will ultimately transition into the roles of Lower School Principal and Upper School Principal, pending their capacity to handle the roles and responsibilities and their level of effectiveness in their current roles. High-performing teachers within our organization will always be considered for school leadership roles as they become available.

2.5g - Explain plans for differentiating professional development for different groups of teachers, such as new versus experienced teachers.

All teachers, school leaders, and staff members will receive professional learning and development to ensure a uniform understanding of the core components that support the effective implementation of our mission, vision, and Noble Core Values. As teachers become highly skilled in the core components of our curricula resources, we will be able to accommodate more tailored and personalized professional learning and development plans.

As with scholars, differentiation of learning and development is important with adult learners. To ensure we are meeting the needs of all teachers, school leaders, and staff members, we will administer professional development surveys and review schoolwide data to determine what professional learning and support to offer, and we will provide options to increase and/or sustain engagement, which will also cause ownership of personal and professional learning goals. This structure will also serve as a recruitment tool as teachers will have budget allocations to participate in professional development within a range of acceptable topics.

Novus SMART Academy (K-8) will also benefit from professional learning and development accessed through the Tennessee Department of Education Best for All Central Online Academic Tool for Families and Educators[99]. Beginning in January 2023, new programs were available to Tennessee's teachers regarding the teacher occupation apprenticeship models. Novus SMART Academy (K-8) fully intends to collaborate with Rutherford County Schools, its authorizer, to explore these and other options available under Tennessee's Grow Your Own initiative. On an ongoing basis, individualized professional development will address the needs of new staff and gaps or deficiencies identified throughout the year.

2.5h - Explain how the proposed school will provide orientation to teachers that are hired mid-year.

Novus SMART Academy (K-8) will work strategically and ensure we hire teachers and school leaders who are fully and appropriately licensed before the school year begins. Teachers hired before July 2025 will attend Novus SMART Institute; however, should a teacher, school leader, or staff member be hired mid-year, we will set aside time to ensure they receive proper onboarding support and professional learning and development aligned to their role. This training will fully explain who we are through our mission, vision, Noble Core Values, and schoolwide systems and routines.

All new staff members will also be partnered with a colleague who works at their grade level or serves in a similar role or capacity to provide an additional layer of support through the onboarding process. Mid-year hires will be given scheduled time during onboarding to review previous professional learning and development resources and presentations that are tailored to their roles. The primary goal for mid-year hires is to understand the priorities of the school and its practices and to encourage open communication with scholars and families, as well as fellow teachers, school leaders, and staff members. They will also receive one-on-one support to ensure they are able to adapt to the school community and achieve success during their onboarding process to continue in the new role over time.

2.6 Insurance

2.6a - A list of the types and corresponding amounts of insurance coverage the proposed school will secure. Types of insurance should include, at a minimum, workers' compensation, employer liability, property, professional liability, surety bonds pursuant to Tenn. Code Ann. §49-13- 111(n), and sexual abuse.

As instructed in the 2023 and 2024 State of Tennessee and Rutherford County Public Schools as Authorizers of Charter Schools request for proposals, we have outlined an insurance program for the charter school and a timeline of when policies should begin. Limits are examples and will vary with each school based on coverage needs (Figure 63).

[99] https://bestforall.tnedu.gov/

Figure 63 – Insurance Coverage

Coverage	Description	Limits
Building, Business Personal Property, Business Income and Extra Expense, Equipment Breakdown	Blanket Limits as needed by school (special form, replacement cost, agreed value)	
General Liability	General Aggregate	2,000,000
	Products/Completed Ops Aggregate	2,000,000
	Personal/Advertising Injury	1,000,000
	Each Occurrence Limit	1,000,000
	Fire Damage	300,000
	Medical Expense	15,000
	Professional Aggregate	1,000,000
Educators Protection Plus Professional Liability (Educators Legal Liability)	Defense Reimbursement - Aggregate	300,000
	Occurrence	100,000
Violent Event Response	Aggregate Limit	1,000,000
	Each Violent Event Limit	1,000,000

Additional Insureds/Loss Payees. Our policies will include the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition, our General Liability policy includes a blanket Additional Insured status for Managers or Lessors of Premises, By Contract, Agreement or Permit. Loss Payees can be added to the property policy upon our review of the lease contracts.

Tentative Timeline for Insurance Coverages. As part of the planning process, we have prepared a timeline for buying the insurance package before the start of the school year. See Figure 64 for each coverage.

Figure 64 – Timeline for Insurance Coverage

Coverage	Timeline
Directors and Officers/Educators Legal Liability; Surety bonds pursuant to Tenn. Code Ann. §49-13- 111(n)	As soon as board is formed and making school-based decisions (contracts)
Employment Practices Liability (1% of all wages)	Before first employee is hired
Workers' Compensation	When first employee is hired or board is formed
General Liability, Excess, Crime, Cyber, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage) • 3,000,000 aggregate • 1,000,000 each occurrence	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

2.6b - A letter of coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. The letter should include provisions for assuring that the insurance provider will notify TDOE within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to Tenn. Code Ann. § 49-13-107(b)(19).

We have contacted representatives of several insurance carriers that have charter school programs. We have also leveraged the expertise of members of our Board of Directors with charter school and insurance experience, Dominique Anderson and Dwight Gordon. We look forward to designing an insurance program that meets the expectations of Rutherford County Schools and the needs of our school. We will ensure any carrier with whom we contract will abide by the 10-day cancellation provision, pursuant to T.C.A. § 49-13-107(b)(19). Attachment T contains a timeline for securing the insurance coverage.

2.6c - Note: if the proposed school intends to have school athletics, additional liability coverage will be required.

During Year 1 of operation, Novus SMART Academy (K-8) does not propose to offer school athletics. Should an athletics program be added to our programming, we will consult with Ross and Yerger for additional liability coverage.

2.7 - Transportation

2.7a - How will you transport the scholars to and from your proposed school daily, if applicable?

Novus SMART Academy (K-8) will provide transportation for scholars. During Year 1, we have budgeted $125,000 towards bus ridership, assuming $75,000 per bus with a 30% participation rate, and the budget includes an additional $50K to cover busing for students with disabilities. Budgets for subsequent years are $127,500 in Year 2, $130,050 in Year 3, $265,302 in Year 4, and $270,608 in Year 5. We will provide one bus route for the first two years; in all other years, we will provide two bus routes and add additional bus routes as our school expands and transportation needs increase. Our buses will run during regular school days but not for after-school activities. Buses will be provided for learning expeditions (i.e., field trips) and other activities that require transporting scholars.

To ensure all scholars receive a free and appropriate education, special transportation will be provided as specified in IEPs and/or 504 Plans. We will ensure that personnel and staffing directly related to scholars' transportation needs receive the professional learning and development needed. In the event the cost of providing additional transportation impacts our budget, the CEO/Lead Founder will work with the Operations Manager and back-office provider to iterate and devise a budget that will compensate for these additional costs. The Board of Directors will review the budget and determine if the proposed plan is acceptable or if other plans need to be made to accommodate the increased costs associated with special transportation to ensure compliance with all state and federal laws and regulations.

We plan to contract with a local school bus company for the operation of all buses and to work with the provider to formulate bus routes in response to our families' transportation needs. The Board will solicit competitive bids and approve transportation vendor selections. The Operations Manager will provide daily oversight of the transportation company to ensure that the company adheres to all aspects of our contract. We will ensure that personnel for the transportation of scholars with disabilities will have training in compliance with all state and federal laws and regulations.

2.7b - How will you transport scholars to any extracurricular or after school activities, Saturday school, and/or field trips (where applicable)? Include budgetary assumptions and the impact of transportation on the overall budget.

Novus SMART Academy (K-8) plans to establish a trusting and lasting relationship with an experienced transportation provider, such as First Student, Grayline Tennessee, or any other reputable school transportation company that offers local transportation services. We intend to contract with the chosen transportation provider for learning expeditions (i.e., field trips) and special activities as needed. For extracurricular activities such as but not limited to clubs, tutoring, or after-school programming, the plan is for parents/guardians to provide transportation. The impact of transportation on the overall budget is included in the assumptions listed in Attachment AA.

2.7c - Describe how the transportation vendor will be selected or, in the alternative, how the proposed school will provide transportation.

We will regularly assess the need for transportation services for our scholars and families to ensure there are no challenges with attending school every day. If transportation proves to be a needed service, the Board will develop a request for proposal (RFP) and solicit competitive bids for transportation services. We will also collaborate with Rutherford County Schools to determine best practices for securing affordable transportation options.

When the Board decides to proceed with a transportation contract, we will select the best service provider for bus transportation. The Operations Manager will collaborate with the selected transportation provider to establish policies and processes that adhere to state requirements. Novus SMART Academy (K-8)'s budget includes a specific line item for transportation, ensuring financial provisions for transportation services (Attachment AA).

2.7d - If applicable, outline your proposed transportation plan as follows:

- *Describe the plan for oversight of transportation operations (e.g., whether the proposed school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight.*
- *Describe how the school will transport scholars with special transportation needs and how that will impact your budget.*
- *Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.*
- *Explain how you will ensure compliance with Tenn. Code Ann. § 49-6-2116.*

Once Novus SMART Academy (K-8)'s Board finalizes the contract for transportation services, the Operations Manager will oversee transportation needs and serve as the transportation supervisor. The Operations Manager will work with the transportation provider to ensure compliance with all requirements and procedures in accordance with rules and law. The Operations Manager will collaborate with the CEO/Lead Founder and the Board to adopt appropriate policies and establish processes complying with State Board Policy 3400.

Any scholar with an IEP who receives transportation will be provided with appropriate transportation accommodations to comply with IEP requirements. Novus SMART Academy (K-8) is committed to meeting scholars' special needs and will collaborate with a reputable service for required transportation. If transportation services are determined to be needed for scholars to regularly attend school, the Board will develop a request for proposal (RFP) and enter into a contract during the planning year. The Operations Manager will obtain the required professional learning and development needed to ensure that our school policies are adopted and followed in compliance with State Board requirements, T.C.A. 49-6-2116, and any additional contractual requirements.

Our CEO/Lead Founder has been in collaboration with Jack Minor, the Vice President of Advocacy and Strategy at Tennesseans for Student Success. During this collaboration, Jack guided us on the process of gathering the contact information of scholars and families using the following descriptors: children between the ages of 3-7; residents living within a 5-mile radius of our proposed location (102 Ridley Street, Smyrna, Tennessee 37167); and 37167 and 37086 zip codes. This data allowed us to collect updated contact information for 1,951 residents who may become our founding scholars and families in Year 1. Our initial consideration for transportation services will be to work with our transportation services provider to decide the parameters, likely residents living within a 5-mile radius of our proposed location, for establishing bus routes that are most convenient for our scholars and families.

Whether transportation is provided for individual field trips, special needs, special activities, or regular transportation for all scholars, the Board will adopt policies and procedures to comply with rule, law, and contract requirements. The Operations Manager will participate in supervisory management professional learning and development, and follow board-adopted policies and procedures in compliance with the Tennessee State Board of Education's Authorized Charter School Transportation Procedures[100].

2.7e - If you are not providing transportation, describe how scholars will get to and from your school and how the school will address equity and access for scholars in the absence of a comprehensive transportation plan.

As mentioned in Section 2.7(a), Novus SMART Academy (K-8) will provide transportation for scholars and families as needed. To ensure this is possible, Novus SMART Academy (K-8)'s budget includes a specific line item for transportation as listed in Attachment AA. Post-authorization, the CEO/Lead Founder will collaborate with the Operation Manager to finalize our comprehensive transportation plan based on the transportation needs of our scholars and families who have submitted, and who will continue to submit, their intent to enroll forms.

[100] https://www.tn.gov/content/dam/tn/stateboardofeducationschools/documents/procedures/TransportationProcedures_Current_Accessible.pdf

2.8 - Food Service

2.8a - Describe the proposed school's proposed food service plan and include the following:

a. A clear description of how the proposed school will offer food service to the scholars.

b. How the school will comply with applicable district, state, and federal guidelines and regulations.

Novus SMART Academy (K-8) will develop a request for proposal (RFP) process to explore competitive options for food services during Year 0. If the opportunity is available, we will also explore the possibility of contracting food services through Rutherford County Schools, which could contribute to increased revenue for the district and leverage its existing infrastructure. Otherwise, Novus SMART Academy (K-8) will consult with other school districts and public charter schools across Tennessee for recommendations based on their experience in food service. Novus SMART Academy (K-8) will consider partnerships with both local and national food service providers with the most affordable and high-quality options, such as Sage Dining Services, SLA Management, and Sodexo, as potential alternatives to contracting food services from Rutherford County Schools. Regardless of the food service provider chosen, Novus SMART Academy (K-8) will commit to meeting all federal nutritional requirements and will ensure that all meals (i.e., breakfast, lunch, and snacks) provided by our chosen contracted food service provider meet nutritional guidelines and comply with federal, state, and contractual food service program guidelines.

We will also collect income verification forms during the enrollment process to submit the required documentation for Free and Reduced Lunch program eligibility. Novus SMART Academy (K-8) will offer a breakfast and lunch program every day beginning in Year 1 of operation and beyond, and the contracted food service provider will handle all documentation, reimbursement requests, and record-keeping in compliance with federal, state, and contractual guidelines.

2.8b - Describe how the school food service plans meet the needs of low-income scholars.

Our school food service plan will ensure that all scholars have access to the high-quality food options throughout the school day, regardless of their socioeconomic status. Our food services plan will meet the needs of low-income scholars by ensuring these families have low-to-no costs for meals and/or snacks served throughout school days. Novus SMART Academy (K-8) will consider contracting food services through Rutherford County Schools, and we will identify a location within our facilities with warmers for food to be served and coolers for milk and beverages to be stored at required temperatures. Novus SMART Academy (K-8) will also pursue contracted services with both local and national food service providers with the most affordable and high-quality options for our scholars as potential alternatives to contracting food services, such as Sage Dining Services, SLA Management, and/or Sodexo, through Rutherford County Schools. Contingent on the facilities space secured, breakfast and lunch may be served in our cafeteria space or in classrooms.

Novus SMART Academy (K-8) will commit to serving all scholars and families throughout Rutherford County, Tennessee; however, our targeted population is scholars and families in underserved communities. Within our targeted communities of LaVergne and Smyrna, 21% of scholars and families are considered to be economically disadvantaged. We will ensure all families report household income earnings so that free or reduced-price lunch can be offered to all families who qualify. Our goal is to ensure every scholar has access to food daily and this documentation will help us to submit and maintain compliance with federal, state, and contractual food service program guidelines.

2.8c - How the proposed school intends to collect free and reduced-price lunch information from qualified families (including those schools that will participate in the Community Eligibility Provision).

To collect information on scholars who qualify for free or reduced-price lunch, Novus SMART Academy (K-8) will ensure all families report household income earnings so that free or reduced lunch can be offered to all families who qualify during the enrollment process. Participation in the free and reduced program will be anonymous, ensuring that scholars and families eligible for reduced-rate meals are not subject to discrimination or stigma. During the scholar enrollment process, Novus SMART Academy (K-8) will collect income verification forms from all families to determine if the free or reduced-price lunch program can be offered to families who qualify.

We will always communicate the importance of providing income verification information to our families. This information is crucial for determining eligibility for the National School Lunch Program's free and reduced program and connecting families with lower income levels to additional support services. Depending on scholar demographics in Year 1 of operation, Novus SMART Academy (K-8) will explore the possibility of becoming a National School Lunch Program Community Eligibility Provision (CEP) school. If CEP designation is not available in Year 1 of operation, we will collect scholar meal fees at an appropriately reduced rate from all scholars and families.

2.8d - Describe how the food service vendor will be selected or, in the alternative, how the proposed school will provide meals in-house.

As mentioned before, Novus SMART Academy (K-8) will consider contracting food services through Rutherford County Schools, and we will identify a location within our facilities with warmers for food to be served and coolers for milk and beverages to be stored at required temperatures. Novus SMART Academy (K-8) will also pursue contracted services with both local and national food service providers with the most affordable and high-quality options for our scholars as potential alternatives to contracting food services through Rutherford County Schools, such as Sage Dining Services, SLA Management, and/or Sodexo. Contingent on the facilities space secured, breakfast and lunch may be served in our cafeteria space or in classrooms.

We will ensure compliance with all applicable district, state, and federal guidelines and regulations pertaining to food service in schools. The practices and regulations of handling food and drinks will be closely monitored. We will closely monitor how to discard waste and how to distribute food to scholars. In the event that we seek to select a food service provider outside of what Rutherford County Schools has to offer, we will create a request for proposal (RFP) process for our food services. The Board will evaluate the price per meal (a 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). Vendors 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:

1. Maintaining Tennessee Health Department bi-annual inspection with a passing score.
2. Having a Hazard Analysis Critical Control Point (HACCP) program in place and being able to provide proof of such.
3. Maintaining daily individual meal food production records.
4. Maintaining daily individual meal component documentation.
5. Maintaining 21-day monthly cycle menus.
6. Making accommodations for food allergies.
7. Ensuring hot meals are maintained at 140 degrees or above and cold meals at 40 degrees or below prior to and during transport and delivery.
8. Providing meals that are individually packaged and sealed.
9. All meals are priced as a unit and meet USDA requirements.
10. Any provider shall implement the “Traditional Menu Planning Approach.”
11. All meals and menus will be appropriate to the age of Novus SMART Academy (K-8) scholars.
12. The provider substitutes food components for a scholar with disabilities that restricts their diet.

The Operations Manager will manage vendors and oversee food service operations. The budget includes estimated expenses related to the food service program to be reimbursed by the National School Lunch Program.

2.9 - Additional Operations

2.9a - Technology

- ***a. List the technology that will be required to meet the academic and operational needs of the proposed school.***
  - ***Include any technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.***
- ***b. Describe how the proposed school will ensure scholar access to the technology required for state-mandated assessments; include infrastructure requirements and costs in the budget section.***

Technology that will be required to meet the academic and operational needs of Novus SMART Academy includes but is not limited to the items listed in Figure 65.

Figure 65 – Requisite Technology

School Spaces & Staff-based Roles	Technology Needs Per Classroom
General Education Classrooms	● Projector and Screen ● Document Camera ● Speakers (for sound)
Support Space (SWD/ELL/ Pull Out/Intervention)	● Projector and Screen ● Document Camera

	● Speakers (for sound)
Scholars	● 1:1 Chromebook Usage ● Instructional Technology Resources ○ Curricula-based Resources ○ Blended Learning Resources
Teachers	● 1:1 Laptop Usage ● Instructional Technology Resources ○ Curricula-based Resources ○ Blended Learning Resources ● Access to copier to print materials.
School Leaders	● 1:1 Laptop Usage ● Instructional Technology Resources ○ Curricula-based Resources ○ Blended Learning Resources ● Access to copier to print materials.
Staff Members	● 1:1 Laptop Usage ● Job-Related Technology Resources ● Access to copier to print materials.
Science Lab (at full scale)	● Projectors and Screens ● Document Camera ● Speakers (for sound) ● Instructional Technology Resources ○ Curricula-based Resources ○ Blended Learning Resources
Main Office	● Laptops (2) ● Visitor Management System (i.e., Raptor) ● Access to copier to print materials.
Copy Room/Teacher Workroom	● Poster Maker ● Laminator ● Copier
Library/Media Center (at full scale)	● Projector and Screen ● Document Camera ● Speakers (for sound)
Auditorium/Cafe	● Projector and Screen ● Document Camera ● Sound Equipment

To provide access to technology for our literacy program, state assessments, and RTI2 Implementation, we have included in our budget to purchase Chromebooks for scholars' use during the instructional day. These Chromebooks will also be set up to accommodate student privacy as required in state testing technical documentation. The CEO/Lead Founder will continue to apply for grants to increase the amount of technology available to scholars, teachers, and school leaders each year.

Currently, our budget includes a laptop for every scholar, teacher, school leader, and staff member. Additionally, teachers will receive a document camera, projector and screen, and speakers to support the delivery of daily instruction. We have included in our budget the outfitting of the school facilities with phones and wireless internet to effectively deliver instruction to our scholars. All teachers, school leaders, and staff members will have access to a copier, included in our budget as a copier lease. Novus SMART Academy (K-8) will contract with a reputable technology service provider that is experienced in working with schools and educational institutions to install cable, internet, phones, and the network infrastructure to ensure that the school is equipped with the necessary resources as part of our blended learning model and to meet our technological needs.

2.9b - Scholar information management:

a. ***Describe how the proposed school will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and state regulations regarding scholar privacy and disclosure of scholar data and records.***

We will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and state regulations regarding scholar privacy and disclosure of scholar data and records by protecting scholars' names and other information during the lottery process, before and during enrollment, and after a scholar has completed our academic program or withdraws. Our Operations Manager with the oversight of the CEO/Lead Founder will directly manage the scholar Information Management system, PowerSchool SMS, and any other system housing scholar information and data. The Operations Manager, CEO/Lead Founder, and Office Manager (Year 3 and beyond) will be responsible for safeguarding scholars' personal identifiable information.

Scholar information will only be released with written permission from the parent/guardian to disclose any personally identifiable information from scholars' records, in alignment with FERPA scholar information such as grades, evaluations, behavioral data, IEPs, 504 Plans, and health records. If scholar information is shared with permission, this information will be documented within the scholar file. The CEO/Lead Founder, Operations Manager, and Office Manager will have access to PowerSchool SMS to update attendance, grades, and promotional data. The CEO/Lead Founder, Operations Manager, and Office Manager will proactively notify scholars and families prior to disclosing personally identifiable information from the scholar's education records.

Teachers and school leaders will have access to PowerSchool SMS and scholars' physical files for accessing scholar information for family contacts or to support the analysis of academic progress. All staff members are prohibited from sharing any scholars' information as outlined in FERPA without the consent of the families and the CEO/Lead Founder. In accordance with FERPA, if a scholar's information is shared with the family or permissible entity, documentation in the scholar's file will describe what information was disclosed and to whom it was provided.

Scholars' records will be stored in fireproof storage in our facility with only the CEO/Lead Founder, Office Manager, and Operations Manager having access. The Academic Coordinator (Years 1-4) and Scholar Access Coordinator (Year 5 and beyond) will have access to IEP files in a locked location and will maintain and oversee log entry for any staff or shared services reviewing scholar files. The scholar DEI Coordinator (Year 2 and beyond) will have access to 504 Plans in a locked location and will maintain and oversee log entry for any staff or shared services reviewing scholar files.

2.9c - School health and nursing services: per Tenn. Code Ann. § 49-1-1002

a. ***Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a school nurse.***
b. ***Include who at the proposed school will supervise the school nurse and his/her role in ensuring compliance with health regulations.***

Our Coordinated Health Program incorporates movement through the school day that will enhance the cognitive capacity of our scholars as prescribed by the Tennessee Department of Education and Health. When scholars are active, they process and retain information more effectively, leading to improved academic performance. Active scholars also tend to have greater attention spans, better behavior, and can have better overall mental health. The Tennessee Departments of Education and Health are teaming up to help bring tools, success stories, and evidence to education decision makers that illustrate the immense impacts of physical movement on the whole student, particularly academic performance. Taken together, movement and educational instruction will help our scholars to be the best learners they can possibly be while creating lasting impacts on their physical and mental health[101].

When scholars arrive at our school every day, they will participate in our morning routines that include chants and celebrations with movements (7:15 - 7:45). Throughout the day as notated on the daily academic schedule, scholars in Grades K-5 will have up to three structured brain breaks (of 5 minutes each) when teachers will have the autonomy to facilitate mindfulness moments to recenter and refocus scholars or brief and meaningful physical activity of their choice (See Attachment C to review schedules brain breaks).

All scholars in grades K-8 will participate in movement during a physical education class that incorporates ABL approaches through scholar collaboration and cooperation, fitness, sports, and other innovative tasks that encourage movement (30 minutes in Grades K-3; 45 minutes in Grades 4-5; and 55 minutes in Grades 6-8). Scholars in Grades K-5 will also participate

[101] https://www.tn.gov/content/tn/education/districts/active-academics.html

in movement at recess during the 55-minute lunch and recess block (30 minutes for lunch; 25 minutes for recess); and scholars in Grades 6-8 will participate in movement during their 30-minute lunch block with autonomy to eat lunch with friends in the cafeteria that will be supervised by staff members or to hang out in our scholar recreational space that will be supervised by staff members. IBL in science and research (i.e., reading, writing, and social studies) and PBL in science, math, and technology will also incorporate opportunities for scholars to participate in movement through tasks they are assigned throughout the curriculum.

The CEO/Lead Founder and Board of Directors has included in our proposed budget template contracted services for contracted health services to ensure alignment with the Coordinated School Health Program. If our scholar population has needs that exceed the services offered by a contracted services provider, the Board will enact our contingency budget to reallocate resources to hire a full-time school nurse with experience in the health services as outlined in scholars' health plans or medical records. If the needs and services provided by the health provider exceed the cost allocated in our initial budget, the CEO/Lead Founder and Operation Manager will collaborate with the Board Treasurer, Finance Committee, and back-office provider (EdTEc) to reevaluate the budget in an effort to meet the needs of all scholars. If the school nurse is hired on staff, the Operations Manager, with the support of the CEO/Lead Founder, will develop a job description with clear roles and responsibilities and will supervise to ensure compliance with all school-based health regulations.

2.9d - Safety and security: executive order, etc.

a. ***Describe your plan for ensuring the safety and security of scholars, staff, guests, and property. Identify the person or position responsible for school safety operations.***
b. ***What will be the process and timeline for creating a school crisis plan?***

Novus SMART Academy (K-8) will apply for the Statewide School Resource Officer Program Grant annually[102]. The grant provides funding to local law enforcement entities to place one full-time, POST-certified School Resource Officer in each K-12 public school and public charter school in Tennessee (SRO). Local law enforcement agencies are eligible to apply for funding not to exceed $75,000 per year, per SRO, per school for which they are responsible for providing SRO services (see **Attachment AA**). According to this grant's Memorandum of Understanding (MOU), the grant funding program requires an annual application for funding and an annual execution of an MOU.

SROs provide the crucial link between schools and law enforcement agencies in their continued efforts to establish and maintain safe and secure learning environments (see **Attachment AA**). An SRO acts as a liaison between the police, the school, and the community. As part of their day-to-day operations, SROs are responsible for responding to all criminal acts committed at the school. Most of an SRO's time is spent interacting with youth. An SRO should connect with students, develop beneficial and enriching relationships, and have a positive effect on the school's overall climate. The duties of SROs include monitoring those who visit schools, providing assistance for disruptive students, and enforcing applicable laws.

To ensure the safety and security of our scholars and families, teachers and school leaders, and staff members and guests, we will establish and enforce visitor guidelines for entry, create and execute a protocol and policy for visitors and/or tours in the building, and will ensure strong protocols and procedures for dropping off scholars after morning arrival and picking up scholars for early dismissal. All building tours will be scheduled with the Operations Manager at least 48 hours in advance, and guests must sign in at the front desk, denote the purpose of their visit, and provide a state-issued ID for our visitation records. All volunteers must be cleared by the CEO/Lead Founder and subject themselves to a background check prior to interacting with our scholars. Only persons named on the authorized list in our SIS may pick-up a scholar from school after verifying their identity with a state issued ID card. If this authorized list needs to be updated, the school must be notified in person by the authorized parent(s) or guardians(s) already listed in the system to make these changes.

Linda Stubblefield, President at Unlimited Security, conducted a facilities walkthrough with our Facilities Task Force on Monday, 5/6. It was determined that there is an existing security system that will only require upgrades and bringing it up to code. To upgrade the security system of our proposed facilities, Novus SMART Academy (K-8) will partner with Unlimited Security who specializes in innovative commercial and residential security alarm solutions[103]. We will solicit the following services for our proposed school facilities:

- Intrusion Detection: Protect the most exposed parts of our school facilities and property and all entry points via the camera perimeter monitoring system.
- Video Surveillance: A video monitoring system with surveillance cameras to provide activity records for hard-to-monitor areas, and to document events at all entry points to protect our stakeholders.

[102] https://www.tn.gov/safety/homeland-security/grants/sro/faqs.html#:~:text=What%20is%20the%20School%20Resource,public%20or%20public%20charter%20school.
[103] https://unlimitedsecurity.net/

- Access Control: With access control added to our security systems, we can manage, monitor, and audit entry to our facilities and restricted sensitive areas.
- Stay Connected to our security system with any internet-ready device, 24/7. Some features include the ability to arm and disarm the system with a Smartphone app, which makes it possible to view the event log as well as to see our facilities via video.
- Personal Safety: Hold-up/panic buttons, wearable emergency transmitters, and medical/panic buttons on the security panel to provide an inside action/response system that adds to employee safety.
- Environmental Monitoring: Protect our facilities with sensors that detect fire and smoke, carbon monoxide, water leaks, flooding, and high temperature freezing.
- Service Agreements: Unlimited Security Service Agreements cover normal repair costs with a low monthly fee.

Novus SMART Academy (K-8) has also been in negotiations with Crowe Overwatch Security as a contingency plan should we have to consider another option for on-campus security (see **Attachment G**). It is our priority to ensure the safety of our scholars and families, teachers and school leaders, and staff members every day.

The Operations Manager and the CEO/Lead Founder will work together to develop our school crisis and emergency plans and identify roles and responsibilities of members of staff to ensure the safety of all scholars within six months post-authorization. We will create and enact a crisis and emergency plan tailored to our facilities and the needs of our scholars, properly train our staff on all safety policies and protocols, conduct monthly drills, and practice all safety and crisis plans. The CEO/Lead Founder and Operation Manager will ensure all entry points of the school are locked at all times during school hours and that there is one main entry point where visitors can access the main office staff members as their first point of contact. Two months before the start of school, the Operations Manager and CEO/Lead Founder will revisit our plans to ensure they have met all our scholars' needs, such as ADA considerations, and to ensure emergency plans and the specifics regarding the facilities are taken into consideration. We will also review the school crisis plan with our Facilities Task Force to ensure the plan is practical and fully provides the provisions needed to keep our scholars and families, teachers and school leaders, and staff members and guests safe. The Operations Manager will develop a calendar of drills for the crisis and emergency plans, not limited to the following: (a) intruder in the building, (b) lockdown of facilities due to dangerous situation on the exterior of building, (c) evacuation/relocation, (d) fire, (e) tornado, (f) earthquake, (g) incident near school property, (h) serious injury, and (i) bomb threat.

2.9e - School Maintenance

a. ***Discuss the plan for school maintenance, including maintenance staff or plans to contract for maintenance services.***
b. ***Describe any additional operations, as applicable.***

We will contract custodial services and staffing for school maintenance in Years 0-7 and beyond. We plan to contract one person to be on hand during school hours for incidents, clean-ups, or maintenance throughout the day and one person for the evening to ensure the school is ready for the next day. If our facilities have needs greater than we anticipated, the Operations Manager and CEO/Lead Founder will work with the Board Treasurer, Finance Committee, and back-office provider (proposed to be EdTec) to consider the cost impact of hiring a part-time Building Engineer earlier than Year 8. At full scale and with 990 scholars in Grades K-8, we will hire a full-time building engineer and custodial staff to ensure the maintenance of our facilities.

The CEO/Lead Founder and Board of Directors has developed a relationship with EdTec to support budget development and plans to contract with them upon authorization to continue to support on the following items: (a) budget iteration and management, (b) monthly financial review and reports submitted to CEO/Lead Founder for submission to Board of Directors, (c) establishment of payroll logistics, and (d) assistance with contingency budget iterations and enactment.

Novus SMART Academy (K-8) does not intend to contract with specific educational service providers, such as charter management organizations (CMO). In accordance with Tennessee Charter law, § 49-13-111, a sponsor of a proposed charter school may apply to either the authorizer or to the Commissioner of Education for a waiver of any state board rule or statute that inhibits or hinders the proposed charter school's ability to meet its goals or comply with its mission. With that said, Novus SMART Academy (K-8) is requesting waivers of state statutes as listed in Figure 66 and board ruling upon the authorization of its charter to be able to fully implement its operational and academic plans.

Figure 66 – Requests for Waivers of State Statutes

T.C.A. Citation	Description of Statute	Proposed Replacement Policy or Practice	How will this waiver increase scholar achievement?
T.C.A. § 49-3-306(a)	Licensed Personnel Salaries	We will ensure our staff are paid appropriately, at regular intervals, and in a timely manner, disclosed at the start of each year. We have selected a fiscal year of July 1 to June 30. Our payroll system will reflect the appropriate allocation of public funds.	Compensation pay scale will reflect our school design and model, which will help to retain high-quality teachers, school leaders, and staff members.
T.C.A. § 49-3- 311	Capital Outlay	We will ensure a facilities plan that is ADA compliant and meets all occupancy safety codes. We have sought facilities in our proposed zip codes and targeted communities.	The capacity to make a determination of our own facilities gives us the ability to find a location that fits both our financial projections and the needs of our school model and design. This will allow us to leverage our resources for other program needs.
T.C.A. § 49-5-501-513	Tenure	We will contract teachers, school leaders, and staff members through "at-will" employment based on performance evaluations and performance management of all its employees.	To maximize scholar academic progress, we require more demand over our staffing infrastructure to retain, recruit, and support high-quality talent.
T.C.A. § 49-6- 2206	Use of Unapproved Books and Instructional Materials	We will determine the curriculum necessary for each school year, which may include textbooks not listed on approved books or approved instructional materials list. Our team will ensure instructional material and books selected are aligned to Tennessee Academic Standards and scholars will participate in the required state assessments.	To ensure that we can provide our scholars with the tools and knowledge they need to be successful in high school, college, and life, we will require a high amount of flexibility in our curriculum and instructional materials.
T.C.A. § 49-6- 3004	School Term	Scholars will attend 195 days with extended instructional days based on our annual school calendar (See Attachment B). Instructional days on	We understand the impact of high-quality academic instruction and implications for scholar success as we work to reduce the amount of

		Mondays, Tuesdays, Thursdays and Fridays: 152 days with 510 minutes in grades K-5 and 152 days with 510 minutes in grades 6-8. Instructional days on Wednesdays: 43 days with 390 minutes in grades K-5 and 43 days with 390 minutes in grades 6-8.	learning loss before, during, and after the COVID-19 pandemic. We will ensure scholars have high-quality academic instruction through the month of June.
T.C.A. § 49-6-4012(b)	Formulation and administration of behavior discipline codes.	We will align partially with the Rutherford County School discipline policy; however, under direction of CEO/Lead Founder, we will formulate and administer discipline policy that meets all scholars' needs to produce a learning environment conducive to learning that is safe and supportive. Our disciplinary policy will ensure there is no discrimination by race, gender, religion, disability or any other demographic factor.	Our college and career focused school and culture is safe and supportive, and it focuses on the academic and behavioral needs of all scholars. We understand behavior and academics are parallel and invest our time with character development of our scholars through our character education program.
State Board of Education Policy	**Description of Policy**	**Proposed Replacement Policy or Practice**	**How will this waiver increase scholar achievement?**
0520-01-03- .07(1)	School Library Information Center	We will not have a library information specialist in Years 1-5; however, we will have leveled classroom libraries in our classrooms with general education teachers directly managing the libraries and monitoring scholar usage of library materials.	Libraries inside the classroom allow us to save resources and differentiate reading across all levels of readers. If scholars are ready to access books beyond their grade level, they may access books at other grade levels.
0520-01-02- .02	Salary Schedules	We will create a system of determining salary and bonuses of teachers based on scholar achievement data and/or previous teaching experience.	Scholar achievement is our school's first priority. We commit to hiring based on effectiveness and ensuring that high-quality quality individuals hold positions in our school.

2.10 - Charter Management Organization

Not Applicable

2.11 - Network Vision, Growth Plan & Capacity

Not Applicable

2.12 - Network Management

Not Applicable

Table 5 - Decision-Making Responsibilities

Not Applicable

2.13 - Network Governance

Not Applicable

2.14 - Network-Wide Personnel & Human Capital Projections

Not Applicable

Table 6: School Projections

Not Applicable

Table 7: Network Staff Projections

Not Applicable

Table 8: Elementary School Staff Projections

Not Applicable

Table 9: Middle School Staff Projections

Not Applicable

Table 10: High School Staff Projections

Not Applicable

2.15 - School Replication

Not Applicable

Section III - Financial Plan and Capacity

3.1: Planning and Budget Worksheet

Please see **Attachment AA** for our proposed school budget.

3.2: Budget Narrative

Please see **Attachment BB** for our proposed school budget narrative.

3.3: Network Financial Plan

Not Applicable

Attachment A

Daily Foundational Skills Instructional Time in Grades K-2. Novus SMART Academy (K-8) will use Core Knowledge Language Arts (CKLA) Amplify curriculum for literacy in grades K-5, and its resources are aligned to the Tennessee Academic Standards. In early literacy for grades K-2, scholars will engage in 150 minutes of instruction with three (3) literacy rotations as follows:

CKLA Literacy Focus in Grades K-2	
Literacy Rotations	**Description**
Rotation #1: Skills Strand Lessons **(60 minutes)**	All Skills lessons include some or all of the following segments: ● Foundational Skills: Scholars learn print concepts, phonological and phonemic awareness, phonics and word recognition, and fluency. ● Language: Scholars focus on writing mechanics, language conventions, spelling, and vocabulary. ● Reading: Scholars practice decoding and comprehension with decodable chapter-books, text-based questions, and written response activities. ● Writing: Scholars learn about the writing process and the key text types. ● Speaking and Listening (integrated into other segments): Scholars engage in collaborative discussion including partner and small-group work. ● Additional Support: Each lesson features an Additional Support section at the end with targeted activities for additional practice. The precise timing and activities within each lesson reflect the skills being taught and whether they are new exposure or practice.
Rotation #2: Knowledge Strand **(60 minutes)**	All Knowledge lessons follow the same structure as follows: ● Core Connections (lesson 1 only): Review prior knowledge from past domains and previous years of CKLA. ● Introducing the Read-Aloud: Review the previous day's Read-Aloud and introduce the day's topic (10 minutes). ● Presenting the Read-Aloud: Teachers present the day's complex read-aloud, asking text-dependent questions and engaging scholars with rich visuals. Read-alouds also include Word Work (30 minutes). ● Application: Scholars apply what they've learned through dynamic collaboration and writing activities (20 minutes).
Rotation #3: Blended Learning Intervention (BLI) **(30 minutes)**	Scholars will work independently on their personalized learning paths from phonics and reading comprehension to writing strategies, which helps them develop the communication skills needed for success in chosen college and career paths after high school. IXL and/or Imagine MyPath for ELL scholars only offers personalized skill recommendations based on what each scholar needs to review so they can grow from where they are.

Artifact 1: Grades K-2 Master Schedule

Sample Instructional Schedule for Grades K-2 (M, T, Th)		
Time	**Minutes**	**Activity**
7:15 - 7:45	30	Arrival, Breakfast, Morning Routine: Quick Hits, Chants, & Celebrations
7:45 - 8:15	30	SEL Advisory Lesson (Character Education)
8:15 - 9:15	60	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL)
9:15 - 9:20	**5**	**Transition & Brain Break**
9:20 - 10:20	60	Literacy Rotation #1: Skills Strand Lesson
10:20 - 11:20	60	Literacy Rotation #2: Knowledge Strand Lesson
11:20 - 11:25	**5**	**Brain Break**
11:25 - 11:55	30	Literacy Rotation #3: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
11:55 12:50	**55**	**Lunch (30 minutes) & Recess (25 minutes)**
12:50 - 1:10	20	Math Rotation #1: Project-based Learning
1:10 - 1:40	30	Math Rotation #2: Visual Learning
1:40 - 2:00	20	Math Rotation #3: Small Group Instruction (Assess & Differentiate)
2:00 - 2:30	30	Math Rotation #4: Blended Learning Intervention on Math IXL and/or Imagine MyPath for ELL scholars only.
2:30 - 2:35	**5**	**Brain Break**
2:35 - 3:05	30	Exploratory Activities w/ Inquiry-based Learning • Science w/ Technology Integration (Mondays & Tuesdays) • Social Studies (Thursdays & Fridays)
3:05 - 3:35	30	Physical Activities w/ Asset-based Learning • Physical Education (beginning Year 1) • Music (beginning Year 3) • Art (beginning Year 4) • Technology (beginning Year 5)
3:35 - 3:45	10	Afternoon Routine & Dismissal
7:15 - 3:45	510	Total Minutes

Sample Instructional Schedule for Grades K-2 (Wednesday)		
Time	**Minutes**	**Activity**
7:15 - 7:45	30	Arrival, Breakfast, Morning Routine: Quick Hits, Chants, & Celebrations
7:45 - 8:15	30	SEL Advisory Lesson (Character Education)

8:15 - 9:15	60	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL) • 1:1 Progress Monitoring • Blended Learning Intervention on Literacy IXL and/or Imagine MyPath for ELL scholars only.
9:15 - 9:20	**5**	**Transition & Brain Break**
9:20 - 10:20	60	Literacy Rotation #1: Skills Strand Lesson
10:20 - 11:20	60	Literacy Rotation #2: Knowledge Strand Lesson
11:20 - 11:25	**5**	**Brain Break**
11:25 - 11:55	30	Math Rotation #1: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
11:55 - 12:25	**30**	**Lunch (no recess)**
12:25 - 12:45	20	Math Rotation #2: Project-based Learning
12:45 - 1:15	30	Math Rotation #3: Visual Learning
1:15 - 1:35	20	Math Rotation #4: Small Group Instruction (Assess & Differentiate)
1:35 - 1:45	10	Afternoon Routine & Dismissal
7:15 - 1:45	390	Total Minutes

Sample Instructional Schedule for Grades K-2 (Friday)		
Time	**Minutes**	**Activity**
7:15 - 7:45	30	Arrival, Breakfast, Morning Routine: Quick Hits, Chants, & Celebrations
7:45 - 8:15	30	SEL Advisory Lesson (Character Education)
8:15 - 9:15	60	Literacy Rotation #1: Skills Strand Lesson
9:15 - 9:20	**5**	**Brain Break**
9:20 - 10:20	60	Literacy Rotation #2: Knowledge Strand Lesson
10:20 - 10:50	30	Literacy Rotation #3: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
10:50 - 10:55	**5**	**Brain Break**
10:55 - 11:15	20	Math Rotation #1: Project-based Learning
11:15 - 11:45	30	Math Rotation #2: Visual Learning
11:45 - 12:40	**55**	**Lunch (30 minutes) & Recess (25 minutes)**
12:40 - 1:00	20	Math Rotation #3: Small Group Instruction (Assess & Differentiate)
1:00 - 1:30	30	Math Rotation #4: Blended Learning on IXL Math and/or Imagine MyPath for ELL scholars only.

1:30 - 1:35	5	Brain Break
1:35 - 2:05	30	Exploratory Activities w/ Inquiry-based Learning ● Science w/ Technology Integration (Mondays & Tuesdays) ● Social Studies (Thursdays & Fridays)
2:05 - 2:35	30	Physical Activities w/ Asset-based Learning ● Art (beginning Year 4) ● Music (beginning Year 3) ● Physical Education (beginning Year 1) ● Technology (beginning Year 5)
2:35 - 3:35	60	Noble Fest Celebration
3:35 - 3:45	10	Afternoon Routine & Dismissal
7:15 - 3:45	510	Total Minutes

Daily Foundational Skills Instructional Time in Grade 3. Novus SMART Academy (K-8) will use Core Knowledge Language Arts (CKLA) Amplify curriculum for literacy in grades K-5, and its resources are aligned to the Tennessee Academic Standards. In early literacy for grade 3, scholars will engage in 150 minutes of instruction with two (2) literacy rotations as follows:

CKLA Literacy Focus in Grade 3	
Literacy Rotations	**Description**
Rotation #1: Skills and Knowledge Strands Integration **(120 minutes)**	Each unit is organized around a central anchor text. All grade 3 lessons include some or all of the following segments: ● Core Connections (lesson 1 only): Review prior knowledge from past domains and units and previous years of CKLA (5 minutes). ● Reading: Each lesson is organized around knowledge-rich reading on the unit's topic (up to 70 minutes). ● Writing: Close reading and writing are interconnected as scholars take on more complex writing projects (up to 60 minutes). ● Language: Scholars sharpen their grammar, morphology, and spelling skills (up to 25 minutes).
Rotation #2: Blended Learning Intervention (BLI) **(30 minutes)**	Scholars will work independently on their personalized learning paths from phonics and reading comprehension to writing strategies, which helps them develop the communication skills needed for success in chosen college and career paths after high school. IXL and Imagine MyPath offer personalized skill recommendations based on what each scholar needs to review so they can grow from where they are.

Artifact 2: Grade 3 Master Schedule

Sample Instructional Schedule for Grade 3 (M, T, Th)		
Time	**Minutes**	**Activity**
7:15 - 7:45	30	Arrival, Breakfast, Morning Routine: Quick Hits, Chants, & Celebrations
7:45 - 8:15	30	SEL Advisory Lesson (Character Education)
8:15 - 9:15	60	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL)
9:15 - 9:20	**5**	**Transition & Brain Break**
9:20 - 10:20	60	Literacy Rotation #1: Skills and Knowledge Strands Integration
10:20 - 10:25	**5**	**Brain Break**
10:25 - 11:25	60	Literacy Rotation #1: Skills and Knowledge Strands Integration Continued
11:25 - 11:55	30	Literacy Rotation #2: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
11:55 12:50	**55**	**Lunch (30 minutes) & Recess (25 minutes)**
12:50 - 1:10	20	Math Rotation #1: Project-based Learning
1:10 - 1:40	30	Math Rotation #2: Visual Learning
1:40 - 2:00	20	Math Rotation #3: Small Group Instruction (Assess & Differentiate)
2:00 - 2:30	30	Math Rotation #4: Blended Learning Intervention on Math IXL and/or Imagine MyPath for ELL scholars only.
2:30 - 2:35	**5**	**Brain Break**
2:35 - 3:05	30	Exploratory Activities w/ Inquiry-based Learning ● Science w/ Technology Integration (Mondays & Tuesdays) ● Social Studies (Thursdays & Fridays)
3:05 - 3:35	30	Physical Activities w/ Asset-based Learning ● Physical Education (beginning Year 1) ● Music (beginning Year 3) ● Art (beginning Year 4) ● Technology (beginning Year 5)
3:35 - 3:45	10	Afternoon Routine & Dismissal
7:15 - 3:45	510	Total Minutes

Sample Instructional Schedule for Grade 3 (Wednesday)		
Time	**Minutes**	**Activity**
7:15 - 7:45	30	Arrival, Breakfast, Morning Routine: Quick Hits, Chants, & Celebrations
7:45 - 8:15	30	SEL Advisory Lesson (Character Education)

8:15 - 9:15	60	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL) • Progress Monitoring • Blended Learning Intervention on Literacy IXL and/or Imagine MyPath for ELL scholars only.
9:15 - 9:20	**5**	**Transition & Brain Break**
9:20 - 11:20	120	Literacy Rotation #1: Skills and Knowledge Strands Integration
11:20 - 11:25	**5**	**Brain Break**
11:25 - 11:55	30	Math Rotation #1: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
11:55 - 12:25	**30**	**Lunch (no recess)**
12:25 - 12:45	20	Math Rotation #2: Project-based Learning
12:45 - 1:15	30	Math Rotation #3: Visual Learning
1:15 - 1:35	20	Math Rotation #4: Small Group Instruction (Assess & Differentiate)
1:35 - 1:45	10	Afternoon Routine & Dismissal
7:15 - 1:45	390	Total Minutes

Sample Instructional Schedule for Grade 3 (Friday)		
Time	**Minutes**	**Activity**
7:15 - 7:45	30	Arrival, Breakfast, Morning Routine: Quick Hits, Chants, & Celebrations
7:45 - 8:15	30	SEL Advisory Lesson (Character Education)
8:15 - 9:15	60	Literacy Rotation #1: Skills and Knowledge Strands Integration
9:15 - 9:20	**5**	**Brain Break**
9:20 - 10:20	60	Literacy Rotation #1: Skills and Knowledge Strands Integration Continued
10:20 - 10:50	30	Literacy Rotation #2: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
10:50 - 10:55	**5**	**Brain Break**
10:55 - 11:15	20	Math Rotation #1: Project-based Learning
11:15 - 11:45	30	Math Rotation #2: Visual Learning
11:45 - 12:40	**55**	**Lunch (30 minutes) & Recess (25 minutes)**
12:40 - 1:00	20	Math Rotation #3: Small Group Instruction (Assess & Differentiate)
1:00 - 1:30	30	Math Rotation #4: Blended Learning on IXL Math and/or Imagine MyPath for ELL scholars only.
1:30 - 1:35	**5**	**Brain Break**

1:35 - 2:05	30	Exploratory Activities w/ Inquiry-based Learning ● Science w/ Technology Integration (Mondays & Tuesdays) ● Social Studies (Thursdays & Fridays)
2:05 - 2:35	30	Physical Activities w/ Asset-based Learning ● Art (beginning Year 4) ● Music (beginning Year 3) ● Physical Education (beginning Year 1) ● Technology (beginning Year 5)
2:35 - 3:35	60	Noble Fest Celebration
3:35 - 3:45	10	Afternoon Routine & Dismissal
7:15 - 3:45	510	Total Minutes

Daily Foundational Skills Instructional Time in Grades 4-5. Novus SMART Academy (K-8) will use Core Knowledge Language Arts (CKLA) Amplify curriculum for literacy in grades K-5, and its resources are aligned to the Tennessee Academic Standards. In early literacy for grades 4-5, scholars will engage in 120 minutes of instruction with two (2) literacy rotations as follows:

CKLA Literacy Focus in Grades 4-5	
Literacy Rotations	**Description**
Rotation #1: Skills and Knowledge Strands Integration **(90 minutes)**	Each unit is organized around a central anchor text. All grades 4-5 lessons include some or all of the following segments: ● Core Connections (lesson 1 only): Review prior knowledge from past domains and units and previous years of CKLA (5 minutes). ● Reading: Each lesson is organized around knowledge-rich reading on the unit's topic (up to 90 minutes). ● Writing: Close reading and writing are interconnected as scholars take on more complex writing projects (up to 60 minutes). ● Language: Scholars sharpen their grammar, morphology, and spelling skills (up to 40 minutes). ● Speaking and Listening (grades 4-5 only): As read-alouds become less prominent, Speaking and Listening is integrated into other segments in later grades (up to 60 minutes).
Rotation #2: Blended Learning Intervention (BLI) **(30 minutes)**	Scholars will work independently on their personalized learning paths from phonics and reading comprehension to writing strategies, which helps them develop the communication skills needed for success in chosen college and career paths after high school. IXL and Imagine MyPath offer personalized skill recommendations based on what each scholar needs to review so they can grow from where they are.

Artifact 2: Grades 4-5 Master Schedule

Sample Instructional Schedule for Grades 4-5 (M, T, Th)		
Time	**Minutes**	**Activity**
7:15 - 7:45	30	Arrival, Breakfast, Morning Routine: Quick Hits, Chants, & Celebrations
7:45 - 8:15	30	SEL Advisory Lesson (Character Education)
8:15 - 9:15	60	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL)
9:15 - 9:20	**5**	**Transition & Brain Break**
9:20 - 10:05	45	Literacy Rotation #1: Skills and Knowledge Strands Integration
10:05 - 10:10	**5**	**Brain Break**
10:10 - 10:55	45	Literacy Rotation #1: Skills and Knowledge Strands Integration Continued
10:55 - 11:25	30	Literacy Rotation #2: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
11:25 12:20	**55**	**Lunch (30 minutes) & Recess (25 minutes)**
12:20 - 12:40	20	Math Rotation #1: Project-based Learning
12:40 - 1:10	30	Math Rotation #2: Visual Learning
1:10 - 1:30	20	Math Rotation #3: Small Group Instruction (Assess & Differentiate)
1:30 - 2:00	30	Math Rotation #4: Blended Learning Intervention on Math IXL and/or Imagine MyPath for ELL scholars only.
2:00 - 2:05	**5**	**Brain Break**
2:05 - 2:50	45	Exploratory Activities w/ Inquiry-based Learning ● Science w/ Technology Integration (Mondays & Tuesdays) ● Social Studies (Thursdays & Fridays)
2:50 - 3:35	45	Physical Activities w/ Asset-based Learning ● Physical Education (beginning Year 1) ● Music (beginning Year 3) ● Art (beginning Year 4) ● Technology (beginning Year 5)
3:35 - 3:45	10	Afternoon Routine & Dismissal
7:15 - 3:45	510	Total Minutes

Sample Instructional Schedule for Grades 4-5 (Wednesday)		
Time	**Minutes**	**Activity**
7:15 - 7:45	30	Arrival, Breakfast, Morning Routine: Quick Hits, Chants, & Celebrations
7:45 - 8:15	30	SEL Advisory Lesson (Character Education)

8:15 - 9:15	60	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL) • Progress Monitoring • Blended Learning Intervention on Literacy IXL and/or Imagine MyPath for ELL scholars only.
9:15 - 9:20	**5**	**Transition & Brain Break**
9:20 - 10:50	90	Literacy Rotation #1: Skills and Knowledge Strands Integration
10:50 - 11:20	30	Literacy Rotation #2: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
11:20 - 11:50	**30**	**Lunch (no recess)**
11:50 - 12:10	20	Math Rotation #1: Project-based Learning
12:10 - 12:40	30	Math Rotation #2: Visual Learning
12:40 - 12:45	**5**	**Brain Break**
12:45 - 1:05	20	Math Rotation #3: Small Group Instruction (Assess & Differentiate)
1:05 - 1:35	30	Math Rotation #4: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
1:35 - 1:45	10	Afternoon Routine & Dismissal
7:15 - 1:45	390	Total Minutes

Sample Instructional Schedule for Grades 4-5 (Friday)		
Time	**Minutes**	**Activity**
7:15 - 7:45	30	Arrival, Breakfast, Morning Routine: Quick Hits, Chants, & Celebrations
7:45 - 8:15	30	SEL Advisory Lesson (Character Education)
8:15 - 9:00	45	Literacy Rotation #1: Skills and Knowledge Strands Integration
9:00 - 9:05	**5**	**Brain Break**
9:05 - 9:50	45	Literacy Rotation #1: Skills and Knowledge Strands Integration Continued
9:50 - 10:20	30	Literacy Rotation #2: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
10:20 - 10:25	**5**	**Brain Break**
10:25 - 10:45	20	Math Rotation #1: Project-based Learning
10:45 - 11:15	30	Math Rotation #2: Visual Learning
11:15 - 12:10	**55**	**Lunch (30 minutes) & Recess (25 minutes)**
12:10 - 12:30	20	Math Rotation #3: Small Group Instruction (Assess & Differentiate)
12:30 - 1:00	30	Math Rotation #4: Blended Learning on IXL Math and/or Imagine MyPath for

		ELL scholars only.
1:00 - 1:05	**5**	**Brain Break**
1:05 - 1:50	45	Exploratory Activities w/ Inquiry-based Learning ● Science w/ Technology Integration (Mondays & Tuesdays) ● Social Studies (Thursdays & Fridays)
1:50 - 2:35	45	Physical Activities w/ Asset-based Learning ● Art (beginning Year 4) ● Music (beginning Year 3) ● Physical Education (beginning Year 1) ● Technology (beginning Year 5)
2:35 - 3:35	60	Noble Fest Celebration
3:35 - 3:45	10	Afternoon Routine & Dismissal
7:15 - 3:45	510	Total Minutes

Adopted Foundational Skills Instructional Materials

Grades K-2 Curriculum Choice. For grades K-2, Novus SMART Academy (K-8) will use Orton-Gillingham's Institute for Multi-Sensory Education (IMSE) curriculum that integrates research around personalized best practices and instructional strategies based on the science of reading to focus on letter recognition, letter sounds, phonological awareness, decoding skills, vowel team, blends and digraph recognition, word reading fluency, writing and expression, reading fluency and accuracy applying decoding skills. This curriculum is in alignment with the deficit areas that will be progress-monitored on Wednesdays using FastBridge. We will also utilize IXL and/or Imagine MyPath for ELL scholars only for Blended LEarning Intervention on Wednesdays while teachers administer 1:1 progress monitoring during the RTI2-Academics block.

Grades 3-5 Curriculum Choice. For grades 3-5, Novus SMART Academy (K-8) will use Orton-Gillingham's Institute for Multi-Sensory Education (IMSE) curriculum that integrates research around personalized best practices and instructional strategies based on the science of reading to focus on letter recognition, letter sounds, phonological awareness, decoding skills, vowel team, blends and digraph recognition, word reading fluency, writing and expression, reading fluency and accuracy applying decoding skills. This curriculum is in alignment with the deficit areas that will be progress-monitored on Wednesdays using FastBridge. We will also utilize IXL and/or Imagine MyPath for ELL scholars only for Blended Learning Intervention on Wednesdays while teachers administer 1:1 progress monitoring during the RTI2-Academics block.

Universal Reading Screener. Novus SMART Academy selected the FastBridge Universal Screener as our Universal Reading Screener. This screener assesses scholars in the following reading areas: letter names, letter sounds, phonemic segmenting, comprehension, word reading fluency, and passage reading fluency.

FastBridge also serves a twofold purpose:

- **Multi-Tiered System of Support (MTSS) Management:** Universal screening and progress monitoring assessments for academics and social-emotional behaviors, combined with whole scholar data visualizations and built-in tools for key MTSS practices.
- **Equity & Disproportionality:** Data and tools to monitor for equity in daily practices and outcomes, identify areas of inequity and disproportionality, track progress in real time, and drive action and change.

In alignment with Tennessee Department of Education's RTI2 framework, we will also administer the NWEA MAP to all scholars in grades K-8 three times per year (Fall, Winter, Spring). We will use a triangulation of data to determine Tier groups for RTI2 placement and use NWEA and FastBridge data to compare data for placement of our scholars in the RTI2 model in academics and behavior. We will review the NWEA MAP benchmark data within one week of administration, and scholars performing at/below the 24th percentile in one or more areas will receive further assessment with FastBridge so that we can determine scholar placement of Tiers for instruction and intervention. Novus SMART Academy (K-8) will monitor scholar reading levels through the administration of Strategic Teaching and Evaluation of Progress (STEP) at least four 4 times throughout the school year. We will store all data in scholars files and conduct data meetings on Wednesdays during our early release time for scholars and families.

Dyslexia Screening Process

Step 1. Novus SMART Academy (K-8) will administer NWEA, a nationally normed assessment, as a part of the universal screening process three times a year. In addition, Novus SMART Academy (K-8) will administer FastBridge to further triangulate data and determine scholar deficiencies and areas of focus for intervention. The assessment areas will also include assessment of basic reading, reading fluency, and written expression.

Step 2. Novus SMART Academy (K-8)'s RTI2-Academics team will consider the results of the NWEA skills-based universal screener in comparison to STEP, other classroom-based assessments, teacher observations, grades, formative assessments, summative assessments, and other relevant family medical history or information. Novus SMART Academy (K-8) will consider any additional requests for screenings.

Step 3. Novus SMART Academy (K-8)'s RTI2-Academics team will identify "at risk" scholars based on the multiple sources of data, survey level and/or diagnostic assessments to determine scholar intervention needs. The assessments will measure phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills.

Step 4-5. Novus SMART Academy (K-8)'s RTI2-Academics team will make decisions about interventions, accommodations, and etc. Parent notifications will be made after the screening process and the intervention plan with Tiered Instruction will be implemented based on scholar deficit areas associated with the characteristics of dyslexia.

RTI2 Reading Intervention Structure

Intervention Schedules. Novus SMART Academy (K-8) scholars receive hybrid instruction with direct instruction and computer-based RTI2 Instruction, Monday through Thursday. Both Tier II and Tier III receive 60 minutes of skills-based targeted instruction in grades K-5; 45 minutes of skills-based targeted instruction in grades 6-8; additionally with blended learning intervention using IXL and/or Imagine MyPath for ELL scholars only. See the following intervention schedules below:

Artifact 3: Intervention Schedule

Intervention Schedule (Monday through Thursday at 8:15 am to 9:15 am).			
Instructional Focus	**Frequency & Duration**	**Blended Learning Intervention**	**Progress Monitoring**
Tier II Literacy **Scholars in the 10th - 24th percentile.**	In K-5, 60 minutes per day of direct instruction for 4 days per week. In 6-8, 45 minutes per day of direct instruction for 4 days per week.	120-150 minutes per week (4-5 30-minute sessions).	Biweekly
Tier III Literacy **Scholars in the 0 - 9th percentile.**	For grades K-5, 60 minutes per day of direct instruction for 4 days per week. For grades 6-8, 45 minutes per day of direct instruction for 4 days per week.	150 minutes per week (5 30-minute sessions).	Weekly

Evidence-Based Curriculum. Novus SMART Academy (K-8) will use the Orton-Gillingham-based curriculum provided through the Institute for Multi-sensory Education (IMSE), the IXL teacher toolbox, the IXL digital platform, and the Imagine MyPath digital platform and resources for ELL scholars only for Blended Learning Intervention. These intervention resources allow scholars to break down how and why letters and words sound the way they do. Using multiple senses, scholars can understand the rules of the English language. Scholars will work independently on their personalized learning paths from phonics and reading comprehension to writing strategies, which helps them develop the communication skills

needed for success in chosen college and career paths after high school. IXL and Imagine MyPath offer personalized skill recommendations based on what each scholar needs to review so they can grow from where they are. The curriculum is divided into specific phonological skills and intervention is delivered based on scholar specific deficit areas in Tier II or Tier III. Both Tier II and Tier III receive 60 minutes of skills-based targeted instruction in grades K-5; 45 minutes of skills-based targeted instruction in grades 6-8; additionally with blended learning intervention using IXL and/or Imagine MyPath for ELL scholars only.

Progress Monitoring and Addressing Scholar Deficits. The Orton-Gillingham-based curriculum will focus on the following skills: letter recognition, letter sounds, phonological awareness, decoding skills, vowel team, blends and digraph recognition, word reading fluency, writing and expression, reading fluency and accuracy applying decoding skills. This is in alignment with the deficit areas (letter names, letter sounds, phoneme segmenting, word reading fluency, passage reading fluency) being progress monitored through FastBridge. Progress monitoring will occur biweekly for scholars in Tier II and weekly for scholars in Tier III.

Data Team Structure. Novus SMART Academy (K-8)'s RTI2-Academics team consists of the following members: RTI2-Academics Chair, teachers who facilitate Tier II and TIer III instruction, CEO/Lead Founder, Academics Coordinator, DEI Coordinator, Scholars Access Coordinator, and a School Psychologist from Project Play Therapy (our contracted special education services provider). The RTI2-Academics team will track progress monitoring data weekly through FastBridge to determine next steps for scholars based on performance in intervention. If scholars are operating below the 10th percentile consistently for a time exceeding four (4) weeks, the team will consider the following adjustments: change when intervention time is implemented on the master schedule; build deeper investment for progress monitoring with incentives; change the time when progress monitoring is administered; reduce the number of scholars in an intervention group to provide critical support for scholars at risk with more intentional support.

Description of Support for At Risk Scholars. Scholars identified as at risk for significant reading deficiency engage in the following amounts of reading intervention daily based on reading skill deficits identified through the Universal Screening process and receive the following instruction:

1. Tier II: In grades K-5, 60 minutes per day of direct instruction for 4 days per week. In grades 6-8, 45 minutes per day of direct instruction for 4 days per week.
2. Tier III: In grades K-5, 60 minutes per day of direct instruction for 4 days per week. In grades 6-8, 45 minutes per day of direct instruction for 4 days per week.
3. Additional targeted intervention focused on foundational literacy skills daily.
4. IXL and/or the Imagine MyPath for ELL scholars only digital platforms focused on literacy based on scholar deficits.
5. After school tutoring provided by licensed teachers.

Novus SMART Academy (K-8) will use the Orton Gillingham-based curriculum as a research-based intervention that uses a multi-sensory approach while focusing on developing phonological awareness. Novus SMART Academy (K-8)'s Tiers of instruction are differentiated on several levels: intensity of instruction, amount of time, teacher ratio, and level of progress monitoring.

When delivering instruction, Novus SMART Academy (K-8) will use direct instruction of lessons from the IXL Toolbox, IMSE lessons, and Imagine MyPath resources for ELL scholars only to deliver intervention for Reading and Math. Teachers will utilize the online platform and teacher toolbox resources in combination with the strategies gained from Orton Gillingham training through IMSE to ensure survey level instruction for all tiered instruction. IXL, IMSE, and Imagine MyPath provide regular practice in foundational literacy skills and reading comprehension on a daily basis in small groups. These programs will provide opportunities for teachers to address individual scholar reading levels based on nationally normed assessments and universal screeners. Scholars will engage in regular practice with complex text and academic vocabulary while applying foundational literacy skills in all lessons. The RTI2-Academics team will meet monthly to review progress monitoring data for all scholars in all Tiers of instruction.

Parent Notification Plan: Home Literacy Reports

After each universal reading screener, parents will receive letters detailing their scholars' specific deficit area(s) in reading and what that entails. Parents will receive parent communication monthly around the progress of their scholars' gains in a 4-week period. Parents will also receive their scholar's progress around Tier I literacy instruction being measured by the STEP assessment every 5-6 weeks. Parents are provided a letter that details the scholar STEP level and how it correlates to being below, on track, or above grade level with details on what parents can do at home to support learning in literacy.

Novus SMART Academy (K-8) will also provide parents with a letter if their scholar is identified as "at risk" based on their reading deficiency percentile, demonstrating mastery of skills from 0-25th percentile and classified as Tier II or Tier III in RTI2-Academics for reading. At the end of the universal screening process, parents will also receive notification of this deficiency on progress reports and report cards. The parent letter will utilize parent-friendly language and will provide resources and next steps they can take to support their scholar on their individual reading level. We will emphasize all scholars and families, respectively, the importance of third grade reading proficiency. We will also explain that scholars who are reading on grade level by third grade are more likely to graduate from high school, enter and complete post-secondary programs, and remain gainfully employed later in life. Novus SMART Academy (K-8) is dedicated to providing each scholar with the support they need to reach these outcomes.

Artifact 4: Sample Grades K-2 Letter

Scholar Name: _____ **Date:** _____

Re: Placement inf RTI2 for Reading K-2

Dear Parent/Guardian,

We recently completed benchmark testing at Novus SMART Academy (K-8). This test is given three times during the school year: Fall (August), Winter (December), and Spring (March/May). The benchmark test is designed to identify whether your scholar is performing on grade level in reading or if your scholar needs additional help with reading skills.

Based on the results from the most recent benchmark, your scholar will receive intervention in reading for the rest of the school year. This means that your scholar will work on basic reading skills, including comprehension and writing, in a small group setting with a qualified instructor.

Based on your scholar's performance on the benchmark your scholar has been identified as needing help in the following areas:

- ❏ Letternames(the alphabet)
- ❏ Letter Sounds/Word Parts(phonological awareness)
- ❏ Sounding Out Words (decoding)
- ❏ Reading Words And Sentences In The Same Way You Speak (fluency)
- ❏ Spelling

Third grade is an important marker for reading proficiency. Scholars who are reading on grade level by third grade are more likely to graduate from high school, enter and complete post-secondary programs, and remain gainfully employed later in life. We are dedicated to providing your scholar with the support needed to reach these outcomes and small group instruction is a great opportunity to target the specific gaps in reading skills your scholar is experiencing.

Currently your scholar is reading at the following Strategic Teaching and Evaluation of Progress (STEP) level:

Kindergarten	Grade 1	Grade 2	Grade 3
❏ Before STEP ❏ Pre-STEP ❏ STEP 1 ❏ STEP 2 ❏ STEP 3	❏ STEP 4 ❏ STEP 5 ❏ STEP 6	❏ STEP 7 ❏ STEP 8 ❏ STEP 9	❏ STEP 10 ❏ STEP 11 ❏ STEP 12

Based on your scholar's benchmark and current STEP Level, you can also help your scholar with these skills at home! Here are a few suggestions for ways to support your scholar's literacy skills at home:

- Read a book together every day.
- Ask questions while reading to your scholar to help develop deeper understanding.
    - What do you think will happen next?
    - Tell me about your favorite part of the story.
    - What is this story about?
    - What happened in the story?

- Play a rhyming game: Pick a word your scholar knows, for example, ball. Model several words that rhyme with ball (fall, tall, small). Have your scholar continue this rhyme.
- Practice sounding out words and talking about letters and sounds.
- Complete weekly homework packets together.
- Practice reading the same words and stories over and over to build fluency.

Both RTI2-Academics and the "Say Dyslexia" legislation are in place to support your scholar's success and growth. Please contact your school to learn more about the additional support and resources that are available to you.

Reports on your scholar's progress will/have been sent to you at least every four-and-a-half weeks. This reporting will also continue and will be updated as a note on your scholar's report card/progress report related to progress under the notes section. Some dyslexia-specific resources for parents are as follows:

- **IDA Dyslexia Basics**
  - https://dyslexiaida.org/dyslexia-basics/
  - https://app.box.com/s/zflmi0e4a6xjt7tey3i9pw8nrmezftaw (in Spanish)
- **Kids Health Fact Sheet:** http://kidshealth.org/en/parents/dyslexia-factsheet.html
- **Understanding Dyslexia: (NCLD):** https://www.understood.org/topics#item0

Novus SMART Academy (K-8) is committed to your scholar's academic success and glad to have the opportunity to provide your scholar with the necessary instruction and support. Please contact us for more information or if you have additional questions or concerns at 615-663-9680.

Becoming better together,

Dr. Jeremy Sager
CEO/Lead Founder

Artifact 5: Sample Grades 3-5 Letter

Scholar Name: _____ Date: _____

Re: Placement inf RTI2 for Reading 3-5

Dear Parent/Guardian,

We recently completed benchmark testing at Novus SMART Academy (K-8). This test is given three times during the school year: Fall (August), Winter (December), and Spring (March/May). The benchmark test is designed to identify whether your scholar is performing on grade level in reading or if your scholar needs additional help with reading skills.

Based on the results from the most recent benchmark, your scholar will receive intervention in reading for the rest of the school year. This means that your scholar will work on basic reading skills, including comprehension and writing, in a small group setting with a qualified instructor.

Based on your scholar's performance on the benchmark your scholar has been identified as needing help in the following areas:

- ❏ Letternames(the alphabet)
- ❏ Letter Sounds/Word Parts(phonological awareness)
- ❏ Sounding Out Words(decoding)
- ❏ Reading Words And Sentences In The Same Way You Speak (fluency)
- ❏ Spelling
- ❏ Passage Reading Fluency
- ❏ Grade Level Vocabulary
- ❏ Reading Comprehension

Third grade is an important marker for reading proficiency. Scholars who are reading on grade level by third grade are more likely to graduate from high school, enter and complete post-secondary programs, and remain gainfully employed later in life. We are dedicated to providing your scholar with the support needed to reach these outcomes and small group instruction is a great opportunity to target the specific gaps in reading skills your scholar is experiencing.

Currently your scholar is reading at the following Strategic Teaching and Evaluation of Progress (STEP) level:

Kindergarten	Grade 1	Grade 2	Grade 3
❏ Before STEP ❏ Pre-STEP ❏ STEP 1 ❏ STEP 2 ❏ STEP 3	❏ STEP 4 ❏ STEP 5 ❏ STEP 6	❏ STEP 7 ❏ STEP 8 ❏ STEP 9	❏ STEP 10 ❏ STEP 11 ❏ STEP 12

Based on your scholar's benchmark and current STEP Level, you can also help your scholar with these skills at home! Here are a few suggestions for ways to support your scholar's literacy skills at home:

- Read a book together every day.
- Ask questions while reading to your scholar to help develop deeper understanding?
    - What do you think will happen next?
    - Tell me about your favorite part of the story.
    - What is this story about?
    - What happened in the story?
- Play a rhyming game: Pick a word your scholar knows, for example, ball. Model several words that rhyme with ball (fall, tall, small). Have your scholar continue this rhyme.
- Practice sounding out words and talking about letters and sounds.
- Complete weekly lifework packet.
- Practice reading the same words and stories over and over to build fluency.

Both RTI2-Academics and the "Say Dyslexia" legislation are in place to support your scholar's success and growth. Please contact your school to learn more about the additional supports and resources that are available to you.

Reports on your scholar's progress will/have been sent to you at least every four-and-a-half weeks. In addition, this reporting will continue and also be updated as a note on your scholar's report card/progress reports related to RTI2 progress under the notes section. Some dyslexia-specific resources for parents are as follows:

- **IDA Dyslexia Basics**
  - https://dyslexiaida.org/dyslexia-basics/
  - https://app.box.com/s/zflmi0e4a6xjt7tey3i9pw8nrmezftaw (in Spanish)
- **Kids Health Fact Sheet:** http://kidshealth.org/en/parents/dyslexia-factsheet.html
- **Understanding Dyslexia: (NCLD):** https://www.understood.org/topics#item0

Novus SMART Academy (K-8) is committed to your scholar's academic success and glad to have the opportunity to provide your scholar with the necessary instruction and support. Please contact us for more information or if you have additional questions or concerns at 615-663-9680.

Becoming better together,

Dr. Jeremy Sager
CEO/Lead Founder

Professional Learning and Development Plan for Teachers

All Licensed Teachers and Teachers-in-Residence at Novus SMART Academy (K-8) will enroll in any upcoming Reading 360 training through the state of Tennessee on foundational skills beginning in Summer 2025. All Licensed Teachers and Teachers-in-Residence will also complete the following training:

- Week One: Reading360 Virtual Training
- Week Two: Orton Gillingham IMSE Training
- Week Three
  - Reading360 In-person Training
  - STEP Literacy Training
- Internal professional learning and development on foundational literacy skills based on Great Habits, Great Readers by Paul Bambrick, A. Settles, and J.Worrell, and Lifelong Readers led by Emily Hoefling.

The Novus SMART Academy (K-8) instructional leadership team will conduct ongoing teacher support in foundational literacy. All teachers will also participate in STEP training to align with Novus SMART Academy (K-8) assessment windows at least four (4) times per year to deepen knowledge on reading for grades K-3 and learn what strategies to implement to allow them to be successful. To support teaching, all RTI2-Academics teachers will engage in Orton Gillingham training through IMSE in the summer.

Teachers will engage in weekly planning and data team meetings to continue their development in foundational literacy strategies that will improve literacy instruction.

Artifact 6a: Professional Development Calendar

July 2025				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	1	**2**	**3**	**4**
7	**8**	**9**	**10**	**11**
14 **Reading360 Virtual Training**	**15** **Reading360 Virtual Training**	**16** **Reading360 Virtual Training**	**17** **Reading360 Virtual Training**	**18** **Reading360 Virtual Training**

Literacy Instruction (Great Habits, Great Readers) Read Aloud, Reading Comprehension), Strategic Teaching and Evaluation of Progress (STEP) Literacy Assessment Training (led by UChicago) **Lifelong Readers Phonics Instruction Training**	**Literacy Instruction (Great Habits Routines, Lesson Plans)** **Progress (STEP) Literacy Assessment Training (led by UChicago)** **Lifelong Readers Phonics Instruction Training**	**RTI2 (Structure, Lesson, Compliance), Special Populations** **RTI2 Benchmarking and Universal Screening**	**Special Populations and Foundational Literacy Skills, Behavior Intervention** **RTI2 Benchmarking and Universal Screening**	**Special Populations and Foundational Literacy Skills, Behavior Intervention** **RTI2 Benchmarking and Universal Screening**
21 **Orton Gillingham Training by IMSE (phonological awareness, phonemic awareness, phonics, fluency, and vocabulary)** **8:00 am - 3:00 pm**	**22** **Orton Gillingham Training by IMSE (phonological awareness, phonemic awareness, phonics, fluency, and vocabulary)** **8:00 am - 3:00 pm**	**23** **Orton Gillingham Training by IMSE (phonological awareness, phonemic awareness, phonics, fluency, and vocabulary)** **8:00 am - 3:00 pm**	**24** **Orton Gillingham Training by IMSE (phonological awareness, phonemic awareness, phonics, fluency, and vocabulary)** **8:00 am - 3:00 pm**	**25** **Orton Gillingham Training by IMSE (phonological awareness, phonemic awareness, phonics, fluency, and vocabulary)** **8:00 am - 3:00 pm**
28 **Reading360 In-person Training** **Blended Learning and Literacy (FastBridge, IXL, and/or Imagine MyPath for ELL scholars only)** **RTI2 Benchmarking and Universal Screening**	**29** **Reading360 In-person Training** **Blended Learning and Literacy (FastBridge, IXL, and/or Imagine MyPath for ELL scholars only)** **RTI2 Benchmarking and Universal Screening**	**30** **Reading360 In-person Training** **Intake Round for STEP literacy Assessment in Kindergarten** **NWEA**	**31** **Reading360 In-person Training** **Intake Round for STEP literacy Assessment in Kindergarten** **NWEA**	

August 2025				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
				1 **Reading360 In-person Training** **Intake Round for STEP literacy Assessment in Kindergarten**

				NWEA

Artifact 6a: Professional Development Calendar

Date	Professional Development
July 14-18	Reading360 Early Literacy Virtual Training
July 21-25	Orton Gillingham Training
July 28 - August 1	Reading360 Early Literacy In-person Training
August 2025 - June 2026	• Weekly Data Meetings • Weekly Planning Meeting • Get Better Faster Scope and Sequence
September 2025	Analysis of Fall 2025 benchmark data in RTI2-Academics team meeting.
September 2025	STEP Training: After Round 1
November 2025	STEP Training: After Round 2
January 2026	STEP Training: After Round 3
January 2026	Analysis of Winter 2026 benchmark data in RTI2-Academics team meeting.
March 2026	STEP Training: After Round 4
May 2026	STEP Training: After Round 5
April 2026 - May 2026	Reading360 Early Literacy Virtual Training
May 2026	Analysis of Spring 2026 benchmark data in RTI2-Academics team meeting and use data to inform instruction during the summer and next school year.

Attachment B

Novus SMART Academy (K-8) Academic Calendar

Extended School Year: 195 Instructional School Days (August 2025 - June 2026)

Calendar Legend			
	Staff PD, No Scholars		School in Session
	Vacation, No School		Half Day (70%) / PLD (30%)
	Leaders in Office		Half Day (70%) for All
	Rolling Start		Testing Windows

Cycle 1	August 4 - October 3	Cycle 2	October 20 - December 19
Cycle 3	January 7 - March 6	Cycle 4	March 23 - May 22
Cycle 5	May 26 - June 30	SY 26-27	Cycle 1 Begins August 3

June 2025

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	12	14
15	16	17	18	19	20	21
22	23	24	25	25	27	28
29	30					

July 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20

January 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17

February 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21

21	22	23	24	25	26	27
28	29	30	31			

18	19	29	21	22	23	24
25	26	27	28	29	30	31

22	23	24	25	26	27	28

March 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Important Dates & Events	
7/14-18	Novus SMART Academy (K-8) Summer Institute
7/21-25	Novus SMART Academy (K-8) Summer Institute
7/28	Novus SMART Academy (K-8) Summer Institute
7/29-31	Founding Scholars Orientation; Scholar Rolling Start Half Day (70%) + Staff PLD (30%)
8/1	Novus SMART Academy (K-8) Summer Institute
8/4	First Day of School: SY 25-26 C1 Begins
8/6	Scholar Half Day (70%) + Staff PLD (30%)
8/13	Scholar Half Day (70%) + Staff PLD (30%)
8/18-22	NWEA MAP Testing (Fall Baseline)
8/20	Scholar & Staff Half Day (70%)
8/27	Scholar Half Day (70%) + Staff PLD (30%)
9/1	Labor Day Observance (Vacation, No School)
9/3	Scholar Half Day (70%) + Staff PLD (30%)
9/3	C1 Progress Reports Issued (Parent Communication by Friday for Ds, Fs, and/or Behavior)
9/10	Scholar Half Day (70%) + Staff PLD (30%)

9/15-19	College & Career Field Experiences
9/17	Scholar & Staff Half Day (70%)
9/24	Scholar Half Day (70%) + Staff PLD (30%)
9/29-10/3	C1 Interim Assessments
10/6-10	Fall Break (Vacation, No School)
10/13-17	Staff PD/Deep Data Dives & Reflections in Academics, Culture & Operations (No Scholars)
10/15	C1 Report Card Pick Up (Scholars w/ Ds or Fs only)
10/22	Scholar Half Day (70%) + Staff PLD (30%)
10/29	Scholar & Staff Half Day (70%)
11/4	Election Day (No School)
11/5	Scholar Half Day (70%) + Staff PLD (30%)
11/11	Veterans Day Observance (No School)
11/17-21	Semester 1 Habits for Humanity Community Service Project
11/19	Scholar & Staff Half Day (70%)
11/19	C2 Progress Reports Issued (Parent Communication by Friday for Ds, Fs, and/or Behavior)
11/26-28	Thanksgiving Holiday (Vacation, No School)
12/3	Scholar Half Day (70%) + Staff PLD (30%)
12/8-12	Winter MAP Testing
12/10	Scholar Half Day (70%) + Staff PLD (30%)
12/15-19	C2 Interim Assessments
12/17	Scholar & Staff Half Day (70%)
12/22-26	Winter Break (Vacation, No School)
12/29-1/2	Winter Break (Vacation, No School)
1/5	Staff PD/Deep Data Dives & Reflections in Academics, Culture & Operations (No Scholars)
1/7	Scholar Half Day (70%) + Staff PLD (30%)
1/7	C2 Report Card Issued or Pick Up (Scholars w/ Ds or Fs only; PM only)
1/12-16	Semester 1 Reflection & Scholar-led Conferences
1/14	Scholar Half Day (70%) + Staff PLD (30%)
1/19	MLK Day Observance (No School)
1/21	Scholar & Staff Half Day (70%)
1/28	Scholar Half Day (70%) + Staff PLD (30%)
2/4	Scholar Half Day (70%) + Staff PLD (30%)
2/4	C3 Progress Reports Issued (Parent Communication by Friday for Ds, Fs, and/or Behavior; Potential Retained Meetings)
2/11	Scholar Half Day (70%) + Staff PLD (30%)
2/16	President's Day Observance (No School)
2/16-20	College & Career Field Experiences
2/18	Scholar & Staff Half Day (70%)

2/25	Scholar Half Day (70%) + Staff PLD (30%)
3/2-6	C3 Interim Assessments
3/4	Scholar Half Day (70%) + Staff PLD (30%)
3/9-13	Spring Break (Vacation, No School)
3/16-20	Staff PD/Deep Data Dives & Reflections in Academics, Culture & Operations (No Scholars)
3/18	C3 Report Card Pick Up (Scholars w/ Ds or Fs only)
3/25	Scholar & Staff Half Day (70%)
4/1	Scholar Half Day (70%) + Staff PLD (30%)
4/3	Good Friday Observance (No School)
4/8	Scholar Half Day (70%) + Staff PLD (30%)
4/13-17	TNReady State Testing
4/15	Scholar & Staff Half Day (70%)
4/20-24	TNReady State Testing
4/22	Scholar & Staff Half Day (70%)
4/22	C4 Progress Reports Issued (Parent Communication by Friday for Ds, Fs, and/or Behavior)
4/29	Scholar & Staff Half Day (70%)
5/6	Scholar Half Day (70%) + Staff PLD (30%)
5/11-15	Spring MAP Testing
5/13	Scholar Half Day (70%) + Staff PLD (30%)
5/18-22	End-of-Testing (EOT) Celebration Field Trip (schoolwide)
5/20	Scholar & Staff Half Day (70%)
5/25	Memorial Day Observance (No School)
5/27	Scholar Half Day (70%) + Staff PLD (30%)
6/3	Scholar Half Day (70%) + Staff PLD (30%)
6/3	C4 Report Card Pick Up (Parent Communication by Friday for Ds, Fs, and/or Behavior; Potential Retained Meetings) + Semester 2 Reflection & Scholar-led Conferences
6/10	Scholar Half Day (70%) + Staff PLD (30%)
6/17	Scholar Half Day (70%) + Staff PLD (30%)
6/19	Juneteenth Observance (No School)
6/22-26	Semester 2 Habits for Humanity Community Service Project
6/24	Scholar & Staff Half Day (70%)
6/30	Last Day of School: SY 25-26 C5 Ends (Scholar Half Day (70%) + Staff EOY Closeout (30%)) + C5 Report Card Pick Up (Scholars w/ Ds or Fs only; Retained Meetings)
7/1-10	Summer Break (Vacation, No School)
7/13-21	Leaders in Office for Retreat & Planning (No Scholars or Staff) + Teachers are welcome to come decorate their classrooms before Summer Institute
7/22-24	Novus SMART Academy (K-8) Summer Institute (New & Returning Staff; No Scholars)

7/27	Novus SMART Academy (K-8) Summer Institute (New & Returning Staff; No Scholars)
7/28-30	Scholar Rolling Start Half Day (70%) + Staff PLD (30%)
7/31	Novus SMART Academy (K-8) Summer Institute (New & Returning Staff; No Scholars)
8/3	SY 26-27 C1 Begins

Attachment C

Novus SMART Academy (K-8)'s proposed school schedule for core subjects in language arts, mathematics, science, and social studies are detailed below in grade bands as follows:

Sample Instructional Schedule for Grades K-2 (M, T, Th)		
Time	**Minutes**	**Activity**
7:15 - 7:45	30	Arrival, Breakfast, Morning Routine: Quick Hits, Chants, & Celebrations
7:45 - 8:15	30	SEL Advisory Lesson (Character Education)
8:15 - 9:15	60	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL)
9:15 - 9:20	**5**	**Transition & Brain Break**
9:20 - 10:20	60	Literacy Rotation #1: Skills Strand Lesson
10:20 - 11:20	60	Literacy Rotation #2: Knowledge Strand Lesson
11:20 - 11:25	**5**	**Brain Break**
11:25 - 11:55	30	Literacy Rotation #3: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
11:55 12:50	**55**	**Lunch (30 minutes) & Recess (25 minutes)**
12:50 - 1:10	20	Math Rotation #1: Project-based Learning
1:10 - 1:40	30	Math Rotation #2: Visual Learning
1:40 - 2:00	20	Math Rotation #3: Small Group Instruction (Assess & Differentiate)
2:00 - 2:30	30	Math Rotation #4: Blended Learning Intervention on Math IXL and/or Imagine MyPath for ELL scholars only.
2:30 - 2:35	**5**	**Brain Break**
2:35 - 3:05	30	Exploratory Activities w/ Inquiry-based Learning • Science w/ Technology Integration (Mondays & Tuesdays) • Social Studies (Thursdays & Fridays)
3:05 - 3:35	30	Physical Activities w/ Asset-based Learning • Physical Education (beginning Year 1) • Music (beginning Year 3) • Art (beginning Year 4) • Technology (beginning Year 5)
3:35 - 3:45	10	Afternoon Routine & Dismissal
7:15 - 3:45	510	Total Minutes

Sample Instructional Schedule for Grades K-2 (Wednesday)		
Time	**Minutes**	**Activity**

7:15 - 7:45	30	Arrival, Breakfast, Morning Routine: Quick Hits, Chants, & Celebrations
7:45 - 8:15	30	SEL Advisory Lesson (Character Education)
8:15 - 9:15	60	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL) ● 1:1 Progress Monitoring ● Blended Learning Intervention on Literacy IXL and/or Imagine MyPath for ELL scholars only.
9:15 - 9:20	**5**	**Transition & Brain Break**
9:20 - 10:20	60	Literacy Rotation #1: Skills Strand Lesson
10:20 - 11:20	60	Literacy Rotation #2: Knowledge Strand Lesson
11:20 - 11:25	**5**	**Brain Break**
11:25 - 11:55	30	Math Rotation #1: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
11:55 - 12:25	**30**	**Lunch (no recess)**
12:25 - 12:45	20	Math Rotation #2: Project-based Learning
12:45 - 1:15	30	Math Rotation #3: Visual Learning
1:15 - 1:35	20	Math Rotation #4: Small Group Instruction (Assess & Differentiate)
1:35 - 1:45	10	Afternoon Routine & Dismissal
7:15 - 1:45	390	Total Minutes

Sample Instructional Schedule for Grades K-2 (Friday)		
Time	**Minutes**	**Activity**
7:15 - 7:45	30	Arrival, Breakfast, Morning Routine: Quick Hits, Chants, & Celebrations
7:45 - 8:15	30	SEL Advisory Lesson (Character Education)
8:15 - 9:15	60	Literacy Rotation #1: Skills Strand Lesson
9:15 - 9:20	**5**	**Brain Break**
9:20 - 10:20	60	Literacy Rotation #2: Knowledge Strand Lesson
10:20 - 10:50	30	Literacy Rotation #3: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
10:50 - 10:55	**5**	**Brain Break**
10:55 - 11:15	20	Math Rotation #1: Project-based Learning
11:15 - 11:45	30	Math Rotation #2: Visual Learning
11:45 - 12:40	**55**	**Lunch (30 minutes) & Recess (25 minutes)**

12:40 - 1:00	20	Math Rotation #3: Small Group Instruction (Assess & Differentiate)
1:00 - 1:30	30	Math Rotation #4: Blended Learning on IXL Math and/or Imagine MyPath for ELL scholars only.
1:30 - 1:35	**5**	**Brain Break**
1:35 - 2:05	30	Exploratory Activities w/ Inquiry-based Learning • Science w/ Technology Integration (Mondays & Tuesdays) • Social Studies (Thursdays & Fridays)
2:05 - 2:35	30	Physical Activities w/ Asset-based Learning • Art (beginning Year 4) • Music (beginning Year 3) • Physical Education (beginning Year 1) • Technology (beginning Year 5)
2:35 - 3:35	60	Noble Fest Celebration
3:35 - 3:45	10	Afternoon Routine & Dismissal
7:15 - 3:45	510	Total Minutes

Sample Instructional Schedule for Grade 3 (M, T, Th)		
Time	**Minutes**	**Activity**
7:15 - 7:45	30	Arrival, Breakfast, Morning Routine: Quick Hits, Chants, & Celebrations
7:45 - 8:15	30	SEL Advisory Lesson (Character Education)
8:15 - 9:15	60	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL)
9:15 - 9:20	**5**	**Transition & Brain Break**
9:20 - 10:20	60	Literacy Rotation #1: Skills and Knowledge Strands Integration
10:20 - 10:25	**5**	**Brain Break**
10:25 - 11:25	60	Literacy Rotation #1: Skills and Knowledge Strands Integration Continued
11:25 - 11:55	30	Literacy Rotation #2: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
11:55 12:50	**55**	**Lunch (30 minutes) & Recess (25 minutes)**
12:50 - 1:10	20	Math Rotation #1: Project-based Learning
1:10 - 1:40	30	Math Rotation #2: Visual Learning
1:40 - 2:00	20	Math Rotation #3: Small Group Instruction (Assess & Differentiate)
2:00 - 2:30	30	Math Rotation #4: Blended Learning Intervention on Math IXL and/or Imagine MyPath for ELL scholars only.
2:30 - 2:35	**5**	**Brain Break**

2:35 - 3:05	30	Exploratory Activities w/ Inquiry-based Learning ● Science w/ Technology Integration (Mondays & Tuesdays) ● Social Studies (Thursdays & Fridays)
3:05 - 3:35	30	Physical Activities w/ Asset-based Learning ● Physical Education (beginning Year 1) ● Music (beginning Year 3) ● Art (beginning Year 4) ● Technology (beginning Year 5)
3:35 - 3:45	10	Afternoon Routine & Dismissal
7:15 - 3:45	510	Total Minutes

Sample Instructional Schedule for Grade 3 (Wednesday)		
Time	**Minutes**	**Activity**
7:15 - 7:45	30	Arrival, Breakfast, Morning Routine: Quick Hits, Chants, & Celebrations
7:45 - 8:15	30	SEL Advisory Lesson (Character Education)
8:15 - 9:15	60	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL) ● Progress Monitoring ● Blended Learning Intervention on Literacy IXL and/or Imagine MyPath for ELL scholars only.
9:15 - 9:20	**5**	**Transition & Brain Break**
9:20 - 11:20	120	Literacy Rotation #1: Skills and Knowledge Strands Integration
11:20 - 11:25	**5**	**Brain Break**
11:25 - 11:55	30	Math Rotation #1: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
11:55 - 12:25	**30**	**Lunch (no recess)**
12:25 - 12:45	20	Math Rotation #2: Project-based Learning
12:45 - 1:15	30	Math Rotation #3: Visual Learning
1:15 - 1:35	20	Math Rotation #4: Small Group Instruction (Assess & Differentiate)
1:35 - 1:45	10	Afternoon Routine & Dismissal
7:15 - 1:45	390	Total Minutes

Sample Instructional Schedule for Grade 3 (Friday)		
Time	**Minutes**	**Activity**
7:15 - 7:45	30	Arrival, Breakfast, Morning Routine: Quick Hits, Chants, & Celebrations
7:45 - 8:15	30	SEL Advisory Lesson (Character Education)

8:15 - 9:15	60	Literacy Rotation #1: Skills and Knowledge Strands Integration
9:15 - 9:20	**5**	**Brain Break**
9:20 - 10:20	60	Literacy Rotation #1: Skills and Knowledge Strands Integration Continued
10:20 - 10:50	30	Literacy Rotation #2: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
10:50 - 10:55	**5**	**Brain Break**
10:55 - 11:15	20	Math Rotation #1: Project-based Learning
11:15 - 11:45	30	Math Rotation #2: Visual Learning
11:45 - 12:40	**55**	**Lunch (30 minutes) & Recess (25 minutes)**
12:40 - 1:00	20	Math Rotation #3: Small Group Instruction (Assess & Differentiate)
1:00 - 1:30	30	Math Rotation #4: Blended Learning on IXL Math and/or Imagine MyPath for ELL scholars only.
1:30 - 1:35	**5**	**Brain Break**
1:35 - 2:05	30	Exploratory Activities w/ Inquiry-based Learning • Science w/ Technology Integration (Mondays & Tuesdays) • Social Studies (Thursdays & Fridays)
2:05 - 2:35	30	Physical Activities w/ Asset-based Learning • Art (beginning Year 4) • Music (beginning Year 3) • Physical Education (beginning Year 1) • Technology (beginning Year 5)
2:35 - 3:35	60	Noble Fest Celebration
3:35 - 3:45	10	Afternoon Routine & Dismissal
7:15 - 3:45	510	Total Minutes

Sample Instructional Schedule for Grades 4-5 (M, T, Th)		
Time	**Minutes**	**Activity**
7:15 - 7:45	30	Arrival, Breakfast, Morning Routine: Quick Hits, Chants, & Celebrations
7:45 - 8:15	30	SEL Advisory Lesson (Character Education)
8:15 - 9:15	60	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL)
9:15 - 9:20	**5**	**Transition & Brain Break**
9:20 - 10:05	45	Literacy Rotation #1: Skills and Knowledge Strands Integration
10:05 - 10:10	**5**	**Brain Break**
10:10 - 10:55	45	Literacy Rotation #1: Skills and Knowledge Strands Integration Continued

10:55 - 11:25	30	Literacy Rotation #2: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
11:25 12:20	**55**	**Lunch (30 minutes) & Recess (25 minutes)**
12:20 - 12:40	20	Math Rotation #1: Project-based Learning
12:40 - 1:10	30	Math Rotation #2: Visual Learning
1:10 - 1:30	20	Math Rotation #3: Small Group Instruction (Assess & Differentiate)
1:30 - 2:00	30	Math Rotation #4: Blended Learning Intervention on Math IXL and/or Imagine MyPath for ELL scholars only.
2:00 - 2:05	**5**	**Brain Break**
2:05 - 2:50	45	Exploratory Activities w/ Inquiry-based Learning • Science w/ Technology Integration (Mondays & Tuesdays) • Social Studies (Thursdays & Fridays)
2:50 - 3:35	45	Physical Activities w/ Asset-based Learning • Physical Education (beginning Year 1) • Music (beginning Year 3) • Art (beginning Year 4) • Technology (beginning Year 5)
3:35 - 3:45	10	Afternoon Routine & Dismissal
7:15 - 3:45	510	Total Minutes

Sample Instructional Schedule for Grades 4-5 (Wednesday)		
Time	**Minutes**	**Activity**
7:15 - 7:45	30	Arrival, Breakfast, Morning Routine: Quick Hits, Chants, & Celebrations
7:45 - 8:15	30	SEL Advisory Lesson (Character Education)
8:15 - 9:15	60	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL) • Progress Monitoring • Blended Learning Intervention on Literacy IXL and/or Imagine MyPath for ELL scholars only.
9:15 - 9:20	**5**	**Transition & Brain Break**
9:20 - 10:50	90	Literacy Rotation #1: Skills and Knowledge Strands Integration
10:50 - 11:20	30	Literacy Rotation #2: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
11:20 - 11:50	**30**	**Lunch (no recess)**
11:50 - 12:10	20	Math Rotation #1: Project-based Learning
12:10 - 12:40	30	Math Rotation #2: Visual Learning
12:40 - 12:45	**5**	**Brain Break**

12:45 - 1:05	20	Math Rotation #3: Small Group Instruction (Assess & Differentiate)
1:05 - 1:35	30	Math Rotation #4: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
1:35 - 1:45	10	Afternoon Routine & Dismissal
7:15 - 1:45	390	Total Minutes

Sample Instructional Schedule for Grades 4-5 (Friday)		
Time	**Minutes**	**Activity**
7:15 - 7:45	30	Arrival, Breakfast, Morning Routine: Quick Hits, Chants, & Celebrations
7:45 - 8:15	30	SEL Advisory Lesson (Character Education)
8:15 - 9:00	45	Literacy Rotation #1: Skills and Knowledge Strands Integration
9:00 - 9:05	**5**	**Brain Break**
9:05 - 9:50	45	Literacy Rotation #1: Skills and Knowledge Strands Integration Continued
9:50 - 10:20	30	Literacy Rotation #2: Blended Learning Intervention on IXL and/or Imagine MyPath for ELL scholars only.
10:20 - 10:25	**5**	**Brain Break**
10:25 - 10:45	20	Math Rotation #1: Project-based Learning
10:45 - 11:15	30	Math Rotation #2: Visual Learning
11:15 - 12:10	**55**	**Lunch (30 minutes) & Recess (25 minutes)**
12:10 - 12:30	20	Math Rotation #3: Small Group Instruction (Assess & Differentiate)
12:30 - 1:00	30	Math Rotation #4: Blended Learning on IXL Math and/or Imagine MyPath for ELL scholars only.
1:00 - 1:05	**5**	**Brain Break**
1:05 - 1:50	45	Exploratory Activities w/ Inquiry-based Learning • Science w/ Technology Integration (Mondays & Tuesdays) • Social Studies (Thursdays & Fridays)
1:50 - 2:35	45	Physical Activities w/ Asset-based Learning • Art (beginning Year 4) • Music (beginning Year 3) • Physical Education (beginning Year 1) • Technology (beginning Year 5)
2:35 - 3:35	60	Noble Fest Celebration
3:35 - 3:45	10	Afternoon Routine & Dismissal
7:15 - 3:45	510	Total Minutes

Sample Instructional Schedule for Grade 6 (M, T, Th)						
Time	Minutes	Period	601	602 ELL	603 SWD	604
7:15 - 7:30	15	Arrival, Breakfast, Morning Routine (Chants and Celebrations)				
7:30 - 7:45	15	Homeroom, Morning Announcements, SEL Advisory				
7:48 - 8:33	45	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL)				
8:36 - 9:31	55	P1	Science	Reading	Math	Social Studies
9:34 - 10:29	55	P2	Social Studies			Science
10:32 - 11:27	55	P3	Arts/Electives (Art, Music, Physical Education, Spanish, Technology Rotations)			
11:30 - 12:00	**30**	**Lunch**				
12:03 - 12:58	55	P4	Math	Math	Reading	Reading
1:01 - 1:56	55	P5				
1:59 - 2:54	55	P6	Reading	Social Studies	Science	Math
2:57 - 3:52	55	P7		Science	Social Studies	
3:55 - 4:05	10	Homeroom & Afternoon Announcements				
4:05 - 4:15	10	Dismissal				
7:15 - 4:15	510	Total Minutes				

Sample Instructional Schedule for Grade 7 (M, T, Th)						
Time	Minutes	Period	701	702 ELL	703 SWD	704
7:15 - 7:30	15	Arrival, Breakfast, Morning Routine (Chants and Celebrations)				
7:30 - 7:45	15	Homeroom, Morning Announcements, SEL Advisory				
7:48 - 8:33	45	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL)				
8:36 - 9:31	55	P1	Science	Reading	Math	Social Studies
9:34 - 10:29	55	P2	Social Studies			Science
10:32 - 11:27	55	P3	Math	Social Studies	Science	Reading
11:30 - 12:25	55	P4	Arts/Electives (Art, Music, Physical Education, Spanish, Technology Rotations)			
12:28 - 12:58	**30**	**Lunch**				
1:01 - 1:56	55	P5	Math	Math	Reading	Reading
1:59 - 2:54	55	P6	Reading			Math
2:57 - 3:52	55	P7		Science	Social Studies	
3:55 - 4:05	15	Homeroom & Afternoon Announcements				
4:05 - 4:15	10	Dismissal				
7:15 - 4:15	510	Total Minutes				

Sample Instructional Schedule for Grade 8 (M, T, Th)						
Time	Minutes	Period	801	802 ELL	803 SWD	804
7:15 - 7:30	15	Arrival, Breakfast, Morning Routine (Chants and Celebrations)				
7:30 - 7:45	15	Homeroom, Morning Announcements, SEL Advisory				
7:48 - 8:33	45	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL)				
8:36 - 9:31	55	P1	Science	~~Reading~~	~~Integrated~~	Social Studies

9:34 - 10:29	55	P2	Social Studies		Math I	Science
10:32 - 11:27	55	P3	Integrated Math I	Integrated Math I	Reading	Reading
11:30 - 12:25	55	P4				
12:28 - 1:23	55	P5	Reading	Social Studies	Science	Integrated Math I
1:26 - 1:56	**30**	**Lunch**				
1:59 - 2:54	55	P6	Reading	Science	Social Studies	Integrated Math I
2:57 - 3:52	55	P7	Arts/Electives (Art, Music, Physical Education, Spanish, Technology Rotations)			
3:55 - 4:05	15	Homeroom & Afternoon Announcements				
4:05 - 4:15	10	Dismissal				
7:15 - 4:15	510	Total Minutes				

Sample Instructional Schedule for Grade 6 (Wednesday)						
Time	Minutes	Period	601	602 ELL	603 SWD	604
7:15 - 7:30	15	Arrival, Breakfast, Morning Routine (Chants and Celebrations)				
7:30 - 7:45	15	Homeroom, Morning Announcements, SEL Advisory				
7:48 - 8:33	45	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL)				
8:36 - 9:31	55	P1	Science	Reading	Math	Social Studies
9:34 - 10:29	55	P2	Social Studies	Math	Reading	Science
10:32 - 11:02	**30**	**Lunch**				
11:05 - 12:00	55	P3	Reading	Science	Social Studies	Math
12:03 - 12:58	55	P4	Math	Social Studies	Science	Reading
1:01 - 1:31	30	P5	Extended SEL Advisory Lesson (Character Education)	Extended SEL Advisory Lesson (Character Education)	Extended SEL Advisory Lesson (Character Education)	Extended SEL Advisory Lesson (Character Education)
1:35 - 1:45	10	Homeroom, Afternoon Announcements, Dismissal				
7:15 - 1:45	390	Total Minutes (with transitions)				
Sample Instructional Schedule for Grade 7 (Wednesday)						
Time	Minutes	Period	701	702 ELL	703 SWD	704
7:15 - 7:30	15	Arrival, Breakfast, Morning Routine (Chants and Celebrations)				
7:30 - 7:45	15	Homeroom, Morning Announcements, SEL Advisory				
7:48 - 8:33	45	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL)				
8:36 - 9:31	55	P1	Science	Reading	Math	Social Studies
9:34 - 10:29	55	P2	Social Studies	Math	Reading	Science
10:32 - 11:27	55	P3	Reading	Science	Social Studies	Math
11:30 - 12:00	**30**	**Lunch**				
12:03 - 1:58	55	P4	Math	Social Studies	Science	Reading
1:01 - 1:31	30	P5	Extended SEL	Extended SEL	Extended SEL	Extended SEL

			Advisory Lesson (Character Education)	Advisory Lesson (Character Education)	Advisory Lesson (Character Education)	Advisory Lesson (Character Education)
1:35 - 1:45	10	Homeroom, Afternoon Announcements, Dismissal				
7:15 - 1:45	390	Total Minutes (with transitions)				
Sample Instructional Schedule for Grade 8 (Wednesday)						
Time	Minutes	Period	801	802 ELL	803 SWD	804
7:15 - 7:30	15	Arrival, Breakfast, Morning Routine (Chants and Celebrations)				
7:30 - 7:45	15	Homeroom, Morning Announcements, SEL Advisory				
7:48 - 8:33	45	RTI2-Academics (Tier I, Tier II, Tier III, SWD, ELL)				
8:36 - 9:31	55	P1	Science	Reading	Integrated Math I	Social Studies
9:34 - 10:29	55	P2	Social Studies	Integrated Math I	Reading	Science
10:32 - 11:27	55	P3	Reading	Science	Social Studies	Integrated Math I
11:30 - 12:25	55	P4	Integrated Math I	Social Studies	Science	Reading
12:28 - 12:58	**30**	**Lunch**				
1:01 - 1:31	30	P5	Extended SEL Advisory Lesson (Character Education)	Extended SEL Advisory Lesson (Character Education)	Extended SEL Advisory Lesson (Character Education)	Extended SEL Advisory Lesson (Character Education)
1:35 - 1:45	10	Homeroom, Afternoon Announcements, Dismissal				
7:15 - 1:45	390	Total Minutes (with transitions)				

Sample Instructional Schedule for Grade 6 (Friday)						
Time	Minutes	Period	601	602 ELL	603 SWD	604
7:15 - 7:30	15	Arrival, Breakfast, Morning Routine (Chants and Celebrations)				
7:30 - 7:45	15	Homeroom, Morning Announcements, SEL Advisory				
7:48 - 8:43	55	P1	Science	Reading	Math	Social Studies
8:46 - 9:41	55	P2	Social Studies			Science
9:44 - 10:39	55	P3	Arts/Electives (Art, Music, Physical Education, Spanish, Technology Rotations)			
10:42 - 11:12	**30**	**Lunch**				
11:15 - 12:10	55	P4	Math	Math	Reading	Reading
12:13 - 1:08	55	P5				
1:11 - 2:06	55	P6	Reading	Social Studies	Science	Math
2:09 - 3:04	55	P7		Science	Social Studies	
3:07 - 3:52	**45**	**Noble Fest Celebration**				
3:55 - 4:05	10	Homeroom & Afternoon Announcements				

4:05 - 4:15	10	Dismissal				
7:15 - 4:15	510	Total Minutes				
Sample Instructional Schedule for Grade 7 (Friday)						
Time	Minutes	Period	701	702 ELL	703 SWD	704
7:15 - 7:30	15	Arrival, Breakfast, Morning Routine (Chants and Celebrations)				
7:30 - 7:45	15	Homeroom, Morning Announcements, SEL Advisory				
7:48 - 8:43	55	P1	Science	Reading	Math	Social Studies
8:46 - 9:41	55	P2	Social Studies			Science
9:44 - 10:39	55	P3	Math	Social Studies	Science	Reading
10:42 - 11:37	55	P4	Arts/Electives (Art, Music, Physical Education, Spanish, Technology Rotations)			
11:40 - 12:10	**30**	**Lunch**				
12:13 - 1:08	55	P5	Math	Math	Reading	Reading
1:11 - 2:06	55	P6	Reading			Math
2:09 - 3:04	55	P7		Science	Social Studies	
3:07 - 3:52	**45**	**Noble Fest Celebration**				
3:55 - 4:05	10	Homeroom & Afternoon Announcements				
4:05 - 4:15	10	Dismissal				
7:15 - 4:15	510	Total Minutes				
Sample Instructional Schedule for Grade 8 (Friday)						
Time	Minutes	Period	801	802 ELL	803 SWD	804
7:15 - 7:30	15	Arrival, Breakfast, Morning Routine (Chants and Celebrations)				
7:30 - 7:45	15	Homeroom, Morning Announcements, SEL Advisory				
7:48 - 8:43	55	P1	Science	Reading	Integrated Math I	Social Studies
8:46 - 9:41	55	P2	Social Studies			Science
9:44 - 10:39	55	P3	Integrated Math I	Integrated Math I	Reading	Reading
10:42 - 11:37	55	P4				
11:40 - 12:35	55	P5	Reading	Social Studies	Science	Integrated Math I
12:38 - 1:08	**30**	**Lunch**				
1:11 - 2:06	55	P6	Reading	Science	Social Studies	Integrated Math I
2:09 - 3:04	55	P7	Arts/Electives (Art, Music, Physical Education, Spanish, Technology Rotations)			
3:07 - 3:52	**45**	**Noble Fest Celebration**				
3:55 - 4:05	10	Homeroom & Afternoon Announcements				
4:05 - 4:15	10	Dismissal				
7:15 - 4:15	510	Total Minutes				

Attachments D and E



NOVUS SMART ACADEMY (K-8)

Scholar-Family Handbook
2025-2026

College and career begin in Kindergarten!

Overview

Novus SMART Academy (K-8) will open its doors to 66 scholars and families in kindergarten and 60 in the fall of August 2025. We are committed to providing high-quality academic instruction and high behavioral expectations, which are the foundation of our mission, vision, and Noble Core Values.

Mission

Novus SMART Academy (K-8) provides all scholars access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

Vision

Novus SMART Academy (K-8) inspires all scholars to unlock their full potential through extraordinary learning experiences that lead to successful college journeys and fulfilling careers, empowering them to make a positive impact on society and to achieve extraordinary success in all aspects of life.

Noble Core Values	Meaning
Academic Excellence	We believe our scholars and families deserve access to a high-quality academic educational experience that fosters a relentless drive for academic success, innovation, and personal growth.
Beacon of Joy	We emanate JOY as ripples of inspiration, fostering a positive school culture of belonging(ness), acceptance, and character development for our scholars and families, teachers and staff members, and members of our school community.
Champions for Equity	We are committed to promoting inclusiveness as champions for equity, advocating for practices that foster dialogue and understanding so that our scholars and families, teachers and staff members, and members of the school community feel known, loved, and respected.
Character Development	We provide culturally-responsive experiences and promote values that cultivate self-awareness through the development of essential life skills, transforming lives and impacting our community for generations to come.
Habits for Humanity	We foster a school community as changemakers, partnering together to model transformational leadership and stewardship, reaching new heights of greatness, and making a positive impact on the world.
Intellectual Curiosity	We believe in fostering rigorous learning experiences between our teachers and scholars as they question, discover, and pursue knowledge relentlessly with culturally-relevant curricula.

College & Career Begin in Kindergarten

Establishing a culture where scholars and families, teacher and school leaders, and staff members understand the importance of college and career readiness is our first priority at Novus SMART Academy (K-8). High quality academic instruction and high behavioral expectations allow us to provide and sustain a consistent learning environment for our scholars. Over time, consistency builds trust, and trust builds investment and authentic engagement. When we celebrate our scholars for modeling our Noble Core Values, we invest in their goals of choosing their college and career paths. For scholars to access high-quality academic instruction in the classroom, teachers must have high behavioral expectations that are culturally-responsive to the needs of their scholars.

Scholar-Family-School Committments & Accountability. We are committed to fostering a culturally-responsive school environment for scholars and families, teachers and school leaders, and staff members so that every minute of the school day yields positive results. We know scholars and families deserve and have the right to attend schools that promote learning and achievement, pushing scholars towards their chosen college and career paths. We also understand that schools cannot have a high-quality academic instructional program without a strong school culture and with high behavioral expectations. We will collect and analyze data, use the data to plan and practice, teach and support, and model and monitor the character and high behavioral expectations we want to see in our scholars and families. We will reinforce our school culture expectations with research-based strategies that are scientifically proven to create high-performing schools with innovative practices. Nobly, we will promote a high-quality academic environment and reinforce our mission through our following commitments: Rigorous Curricula, High-Quality Academic Instruction, Equity-Centered Support, and Character Development.

We believe that high-quality academic instruction and high behavioral expectations require the collaboration and commitment of scholars and families, teachers and school leaders, and staff members to support overall success. Novus SMART Academy (K-8) will foster equity-centered support that is fairly, firmly and consistently implemented to create a positive learning environment where scholars feel known, loved and respected as humans, first, and psychologically safe to take risks and enjoy learning with their peers. We appreciate your commitment to Novus SMART Academy (K-8) and we will prioritize your scholar's education and future. We are a public charter school, therefore signing these contracts is not required for attendance in our school. We need to ensure there is clarity on our expectations at Novus SMART Academy (K-8). The commitments below outline our school culture and high behavioral expectations to ensure accountability to our mission, mission, and Noble Core Values.

Family Commitments

Attendance & Promotion

1. I commit to supporting Novus SMART Academy (K-8)'s high-quality academic instructional model and high behavioral expectations for my scholar's holistic success in school.
2. I commit to my scholar attending school during an extended day and extended school year.
3. I commit to ensuring my scholar arrives at school on time every day, in the proper uniform, for a full day of learning. Please Note: Exceptions are made when your scholar is sick or not able to attend school due to unforeseen family circumstances.

Homework & Academic Support

4. I commit to reviewing and monitoring my scholar's lifework, academic progress, and behavior reports regularly.
5. I commit to ensuring a calm and quiet place for my scholar to complete lifework and read each night.
6. I will sign my scholar's lifework folder and behavior log each night and support them when they need help and encouragement.
7. I commit to communicating and asking questions when I need clarification about my scholar's educational experience.

Behavior & Dress Code

8. I understand my scholar will have consequences and/or loss of privileges if my scholar does not comply with rules and expectations of the school.

9. I understand my scholar's behavior will be managed through the Response to Intervention-Behavior (RTI2-B) process, and an out-of-school suspension may be issued for challenging behaviors outlined in our Discipline Policy.
10. I understand Novus SMART Academy (K-8) works to ensure a safe environment for all scholars and bullying will not be tolerated in any form.
11. I understand my scholar will participate in a character development education program.
12. I commit to ensuring my scholar is fully dressed in the proper school uniform every day.

Family Support & Communication

13. I commit to communicating and working as part of the team to ensure my scholar excels both academically and behaviorally. I will review and sign daily behavior logs, progress reports, report cards, and any correspondence sent home by the school.
14. I have read and understand the Code of Conduct.
15. I commit to giving my effort to these commitments, giving my scholar the opportunities they deserve and need.

Parent/Guardian Signature: _____

Scholar Commitments

1. I understand the Noble Core Values and will do my best to always follow them.
2. I commit to attending school every day unless I experience sickness or unforeseen family circumstances.
3. I commit to completing all of my assignments with academic excellence, presenting quality work every time.
4. I commit to completing my lifework every night. My lifework will be neat, placed in my lifework folder, and submitted to my teacher every day.
5. I commit to the high behavioral expectations outlined in the Code of Conduct at Novus SMART Academy (K-8) and during all school functions, on and off campus.
6. I commit to following the Novus SMART Academy (K-8) uniform policy and dress code.
7. I commit to communicating with my parents/guardians about my progress, including grades, assignments, goals, and behavior.
8. I have read and understand the Code of Conduct.
9. I commit to making my best effort to these commitments to give myself the opportunities I deserve and need.

Scholar Print Name: _____

Scholar Signature: _____

Novus SMART Academy (K-8) Commitments

High-Quality Academic Instruction

1. We commit to being fully prepared to teach our scholars daily by completing daily prep, anticipating scholar misconceptions, and reviewing data for Tier I, II, III differentiated instruction as needed for Response to Intervention-Academics (RTI2-Academics).
2. We commit to continuous professional learning and development, and I desire to constantly refine my practices to provide scholars with a quality education.

Respect & Equity

3. We commit to creating a sense of belonging(ness) for every scholar so that they feel known, loved, and respected by their peers and all adults.
4. We commit to teaching and modeling Novus SMART Academy (K-8) Noble Core Values to develop each scholar's character over time. I commit to collaborating with my scholars' families on their

progress towards modeling our Noble Core Values.

5. We commit to recognizing and rewarding scholars that are excelling through our program and providing interventions for those experiencing challenges.
6. We commit to providing culturally-responsive consequences for challenging behaviors as warranted and outlined in our discipline policy.

Communication

7. We commit to communicating with families about our scholars' academic and behavior progress regularly.
8. We commit to returning parent phone calls, emails, and conference requests within 24 hours or next business day following a weekend and/or school break.

Homework (Lifework)

9. We commit to providing daily lifework to reinforce intellectual curiosity.
10. We commit to communicating with families when a scholar needs additional support or fails to complete lifework.

Safety

11. We commit to providing a safe school environment that is inclusive of all scholars. We commit to adhering to ADA compliance and regulations annotated in the Tennessee law regarding public charter schools.
12. We have read and understand the Code of Conduct.
13. We commit to providing a high-quality academic educational experience that ensures all scholars have opportunities for success, regardless of their present level of academic performance, behaviors and mindsets, socioeconomic status, and/or cultural backgrounds and differences.

Novus Representative Signature: _____

Attendance Policy

Novus SMART Academy (K-8) will align its Attendance Policy to the Rutherford County Schools' Attendance Policy. Attendance is a key factor in scholar achievement, and therefore, scholars are expected to be present each day school is in session. Novus SMART Academy (K-8) shall ensure that this policy is posted in each school building and disseminated to all scholars, parents, teachers, and administrative staff.

The Office Manager or designee shall oversee the entire attendance program which shall include:

1. All accounting and reporting procedures and their dissemination;
2. Alternative program options for scholars who severely fail to meet minimum attendance requirements;
3. Ensuring that all school age children attend school;
4. Providing documentation of enrollment status upon request for scholars applying for new or reinstatement of driver's permit or license; and
5. Notifying the Department of Safety whenever a scholar with a driver's permit or license withdraws from school.

Scholar attendance records shall be given the same level of confidentiality as other scholar records. Only authorized school officials with legitimate educational purposes may have access to scholar information without the consent of the scholar or parent/guardian.

Absences shall be classified as either excused or unexcused as determined by the CEO/Lead Founder. If an absence is unexcused, the work missed may be made up for credit within five (5) days of returning to school from said absence.

Out-of-school suspension days will be considered unexcused absences and scholars absent for out-of-school suspension shall be allowed to make up the work missed within five (5) days of returning to school from said absence and receive eighty percent (80%) of the grade earned. If a grade was not taken for the day missed, no deduction in grades will occur because of the absence.

Excused Absences

1. Personal Illness/Injury Attendance
    a. A note from the scholar's parent/guardian or legal custodian will be required upon the scholar's return to school. The note should include the reason(s) for and the date(s) of the absence.
    b. The school may accept a written note from a parent/guardian or legal custodian for up to a total of eight (8) accumulated days during the school year for any absence. However, if a scholar is absent more than a total of eight (8) accumulated days, a doctor's note specifying inclusive dates for illness must be submitted in order for any subsequent absences due to illness to be excused.
2. Illness of Immediate Family Member
    a. A doctor's statement is required after three (3) days. Immediate family member is defined as a scholar's parent/guardian or sibling.
3. Death in the Family
    a. One day shall be excused for the death of family members. Additional days will be excused at the discretion of the principal.
    b. If the death is not of a family member, the principal may approve as an unexcused absence with appropriate documentation.
4. Extreme Weather Conditions: If there are extreme weather conditions, such as, but not limited to, snow, Novus SMART Academy (K-8) will follow the direction of Rutherford County Schools' cancellation policy. We will also make announcements of closures on social media, local television and radio stations, and on our school website.
5. Religious Observances
6. Military Service of Parent/Guardian
    a. School principals shall provide scholars with a one-day excused absence prior to the deployment of and a one-day excused absence upon the return of a parent/guardian or immediate family member serving active military service.
    b. Principals shall also allow up to ten (10) excused cumulative absences per year for scholars to visit a parent/guardian during a deployment cycle. The scholar shall provide documentation to the school as proof of his/her parent's/guardian's deployment. Scholars shall be permitted to make up schoolwork missed during these absences.
7. Pregnancy
8. School-Endorsed Activities
9. Summons, Subpoena, or Court Order
    a. Written verification of the appearance and the time involved must be submitted upon the scholar's return to school. These excuses may be obtained through the Court Clerk's office.
10. Non-School-Sponsored Extracurricular Activities 39
    a. Documentation of the scholar's participation in the non-school-sponsored extracurricular activities must be submitted;
    b. The scholar's parent/guardian submits to the principal a written request for the excused absence no later than seven (7) business days prior to the scholar's absence.
    c. The principal, in writing, approves the scholar's excused absence.
    d. The principal may limit the number and duration of non-school-sponsored extracurricular activities for which excused absences may be granted to a scholar during the school year.
    e. The principal shall excuse no more than ten (10) absences each school year for scholars participating in non-school-sponsored extracurricular activities.
11. Circumstances which in the judgment of the principal create emergencies over which the scholar has no control.

The Office Manager shall be responsible for ensuring the following:

1. Attendance is checked and reported daily for each class;
2. Daily absentee sheets contain sign in/sign out sheets and indicate scholars present or absent for the majority of the day;
3. All scholar absences are verified;
4. Written excuses are submitted for absences and tardiness; and
5. System-wide procedures for accounting and reporting are followed.

Unexcused Absences & Truancy. Any scholar absent from school outside of the reasons outlined above will receive an unexcused absence. If a scholar has excessive unexcused absences he/she will be flagged for truancy. Novus SMART Academy (K-8) will follow Tennessee State Law (TCA 49-6-3007) when reporting truancy.

Annually, the CEO/Lead Founder or designee will provide written notice to the family that attendance at school is required. Scholars shall be present at least fifty percent (50%) of the scheduled school day in order to be counted present. Scholars receiving special education services may attend part time days, alternating days, or for a specific amount of time as indicated in their Individualized Education Plan (IEP) or 504 Plan, and shall be considered present for school attendance purposes. If a scholar is required to participate in a remedial instruction program outside of the regular school day where there is no cost to the families and the school system provides transportation, unexcused absences from these programs shall be reported in the same manner.

Scholars who are absent five (5) days without adequate excuse shall be reported to the CEO/Lead Founder or designee who will, in turn, provide written notice to the families of the scholar's absence. If a family does not provide documentation within adequate time excusing those absences or request an attendance hearing, then the CEO/Lead Founder or designee shall implement tier two of the progressive truancy plan described below prior to referral to juvenile court. The CEO/Lead Founder or designee shall develop appropriate administrative procedures to implement this policy.

Progressive Truancy Intervention Plan	
Tier I	Tier I of the progressive truancy plan shall apply to all scholars at Novus SMART Academy (K-8) and include schoolwide prevention-oriented supports to assist with satisfactory attendance. These supports shall include, but are not limited to, sharing of expectations online and in the Scholar-Family Handbook, communicating tardies and absences to families daily, providing transportation, and sharing community resources such as before and after-school care options.
Tier II	Tier II of the progressive truancy plan shall be implemented after the scholar accumulates five (5) unexcused absences, but before referral to juvenile court, and includes the following: 1. A conference with the scholar and the scholar's family; 2. An attendance contract, based on the conference, signed by the scholar, the family, and the Attendance CEO/Lead Founder or designee. The contract shall include: a. A specific description of the school's attendance expectations for the scholar; b. The period for which the contract is effective; and c. Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court. 3. Regularly scheduled follow-up meetings to discuss the scholar's progress; and 4. A school employee shall conduct an individualized assessment detailing the reasons a scholar has been absent from school. The employee may refer the scholar to counseling, community based services, or other services to address the scholar's attendance problems.
Tier III	Tier III shall be implemented if the truancy interventions under Tier II are unsuccessful. Tier III may consist of the following interventions, to be determined by the CEO/Lead Founder or designee as needed: 1. Utilizing truancy officers, peer mentors, social workers, or other appropriate staff to

encourage consistent attendance, and/or
2. Meet with families to ascertain needs and hindrances to attendance, offering recommendations for community resources such as before and after school care, and/or discuss transportation needs and assist with problem-solving those needs.

The interventions shall address scholars' needs in an age-appropriate manner. Finalized plans shall be approved by the CEO/Lead Founder or designee.

Make-up Work. Any scholar issued an excused absence may have the opportunity to make up any missed school work. All scholars will be expected to make-up work to receive credit for missed classwork within 10 days of the initial missed absence. Any missed work not made up during this time period may negatively impact a scholar's class grade. Scholars will be provided extra support on missed work during extracurricular time, recess, and choice time until the work is made up. For unexcused absences, students may have one day of makeup work time to complete missed assignments for each day missed for up to 5 days. If absences exceed 10 days, the family must attend a meeting with the CEO/Lead Founder or designee to determine a plan for make-up work and support for the scholar to be on track for the rest of the academic year.

Perfect Attendance. To be eligible for perfect attendance, a scholar must be in attendance for a length of time equal to the state's minimum hourly requirement for a school day. To have perfect attendance in a particular class, a scholar must be present every day for over half of the class period. Any scholar who misses class or a day of school because of observance of a day set aside as sacred by a religious denomination of which the scholar is a member or adherent, shall be deemed to have met the requirements of perfect attendance if his/her only absences were related to such observance. Any scholar who misses class or a day of school because of a scheduled visit to a college or university shall be deemed to have met the requirements of perfect attendance if his/her only absences were related to such visit. Any scholar who misses class or a day of school because of earning an exemption from exams shall be deemed to have met the requirements for perfect attendance if his/her only absences were related to the exemptions.

Positive Incentives for Perfect Attendance. Our goal is to maintain a 95% attendance rate or better throughout the school year and across all years. To support high attendance, we will provide incentives to individual scholars and to classes on each grade level. We will highlight individual scholars by recognizing them during our Friday Celebrations at Nobel Fest for weekly perfect attendance. We will highlight the class with the best monthly attendance rate at our Noble Fest at the end of each month. Each quarter, we will celebrate scholars with perfect attendance during our quarterly honors programs. Our Noble Fest occurs at the culmination of each school week, but we reserve the last Noble Fest of each quarter for members of our community to join us in celebrating our scholars and parents for meeting and exceeding our expectations in partnership.

Tardies. Being on time to school and class is essential for optimum teaching and learning. When a scholar is tardy, he/she disrupts this process for others and loses important learning time for himself/herself. School bus transportation will be provided free of charge to scholars of Novus SMART Academy (K-8). For this reason, tardies related to car problems, traffic, oversleeping, etc. are not valid reasons for tardiness. To receive an excused tardy when late to school, the scholar must either:

a. Have a doctor's statement;
b. An official court notice; or
c. Receive a parent conference or a parent's telephone call and approval by the administration. Personal illness would be excused.

Early Dismissal. Families must call the school in advance and provide a written notice to the school to explain the early dismissal. Novus SMART Academy (K-8) discourages early dismissal unless there are extenuating circumstances. The family must sign out the scholar in the main office with the Office Manager before removing the scholar from the school. The school will document early dismissals as absent if the student is present for less than 3 1⁄2 hours of instructional time on any given day.

Attendance Hearings. Scholars with excessive (more than 5) unexcused absences or those in danger of credit/promotion denial shall have the opportunity to appeal to an attendance hearing committee appointed by the CEO/Lead Founder or designee. If the scholar chooses to appeal, the scholar or his/her family shall be provided written or actual notice of the appeal hearing and shall be given the opportunity to address the committee. The

committee will conduct a hearing to determine if any extenuating circumstances exist or to determine if the scholar has met attendance requirements that will allow him/her to pass the course or be promoted. Upon notification of the attendance committee decision, the principal shall send written notification to the CEO/Lead Founder or designee and the family of the scholar of any action taken regarding the excessive unexcused absences. The notification shall advise parents/guardian(s) of their right to appeal such action within two (2) school days to the CEO/Lead Founder or designee.

The appeal shall be heard no later than ten (10) school days after the request for appeal is received.

Within five (5) school days of the Director of Schools/designee rendering a decision, the scholar's family may request a hearing by the board, and the board shall review the record. Following the review, the board may affirm or overturn the decision of the CEO/Lead Founder or designee. The action of the board shall be final.

State-Mandated Assessments. Scholars who are absent the day of their scheduled TNReady assessments must present a signed doctor's excuse or must have been given an excused release by the CEO/Lead Founder or designee prior to testing to receive an excused absence. Scholars who have excused absences will be allowed to take a make-up exam. Excused scholars will receive an incomplete in the course until they have taken the TNReady assessments. Scholars who have an unexcused absence shall receive a failing grade on the course exam which shall be averaged into their final grade.

Health

When a scholar becomes ill during school hours or is ill during the school day and not able to stay in class, families will be called to pick up the scholar for early dismissal. Therefore, accurate emergency contact information is needed on file for adequate communication. If a scholar needs to take any prescription medicine the family must obtain the appropriate documentation from the medical provider, giving the school nurse or designee permission to administer the medicine to the scholar. If at any time during the school year the scholar contracts one of the following infectious diseases, please seek medical attention and avoid bringing the child to school: flu, chickenpox, conjunctivitis, strep throat, lice, stomach flu/virus, ringworm.

Family Engagement

In alignment to our Scholar-Family-School Commitments & Accountability signed by scholars and families, Novus SMART Academy (K-8) expects our families to participate in their scholars' learning throughout the school year in the following ways, but not limited to: Noble Nights (family learning nights), Report Card Pick Ups, Scholar-led Conferences and any other requested meetings from the school to enhance the quality of learning. Throughout the year, we will host activities to engage our scholars and families in our community such as Community Circle, service learning projects and community service, Muffins with Mom, Donuts with Dad, and Goodies for Grandparent's Day.

Lifework (Homework)

Lifework is an essential component of our high-quality academic program. Novus SMART Academy (K-8) will assign homework Monday through Thursday, with opportunities to extend learning over the weekend as needed. We believe it is essential for families to review their scholars' lifework every night. Lifework includes 15 minutes of required reading every night, and all scholars will be given a lifework academic folder that includes the work they need to complete as well as a daily reading log. If lifework is consistently late, missing, incomplete, or poor in quality, the scholar's family will be notified.

Progress Reports, Report Cards, & Scholar-led Conferences

Teachers and staff members will use daily Noble progress reports and report cards to communicate scholars' academic and behavioral performance. Report cards will be picked up by families during our report card pick up days throughout the year. This will give teachers an opportunity to schedule required conferences with families whose scholars are failing classes or having challenges with behavior to discuss support. Our scholars will also engage in scholar-led conferences where they will present their own data to their accountability team (i.e., teachers, parents, and one other person of their choice) to support their learning and development over time.

Promotion Policy

Novus SMART Academy (K-8)'s promotion policy is rooted in a balance of understanding that while scholars learn at different rates and may experience plateaus at different times as they grow, mastery of grade level academic standards is the best measure for promotion to the next grade level. It ensures that a scholar can be successful in the academic challenges of the next grade level. Grade-level promotion is determined based on attendance, scholar mastery of content as depicted in final grades, and final exam requirements. Additionally, we consider the whole-child and may retain scholars who demonstrate significantly below grade level social development. Denial determinations may include scholar attendance; however, scholar attendance may not be the sole criterion. If attendance is a factor, prior to credit/promotion denial, the following shall occur:

1. The scholar and the parent/guardian shall be advised if the scholar is in danger of credit/promotion denial due to excessive absenteeism.
2. Procedures in due process are available to the scholar when credit or promotion is denied.

Special Education

Novus SMART Academy (K-8) believes in providing a free and appropriate public education (FAPE) to all scholars. FAPE mandates that the school provides access to general education and specialized educational services. A student may receive special education services only through the proper evaluation and placement procedures. Family involvement in this procedure is required. A family who believes their scholar may have a disability that interferes substantially with their ability to function properly in school should contact the CEO/Lead Founder or designee.

School Culture

Novus SMART Academy (K-8) will implement an equity-centered approach to discipline that is culturally-responsive and promotes restorative practices that empower scholars to move past their mistakes to make better decisions in the future. There will be times when challenging behaviors are addressed with disciplinary actions; however, we will fairly, firmly, and consistently use the RTI2-Behavior framework as a proactive approach to prevent scholars' challenging behaviors through data-driven planning and intervention practices that support their needs. We will use Collaborative Problem-Solving (CPS) to support scholars in their understanding of their lagging skills and to reduce their challenging behaviors, activating their voice and choice through Plan B conversations that lead to restoration and overall scholar success. Our RTI2-Behavior framework will provide space for grace with accountability while leveraging the support of teachers, school leaders and staff members to support scholars objectively over time without judgment.

Schoolrunner. Schoolrunner is an online platform that we will use to document and communicate scholar's positive and challenging behaviors for grades K-8. We will use data collected to inform our RTI2 Behavior Framework.

Practices to Promote Good Discipline, including Penalties and Incentives. Novus SMART Academy (K-8) will provide Tier I high behavioral expectations and support for all scholars. Our teachers and school leaders will consistently use the Get Better Faster Scope and Sequence for classroom management to support with school culture as follows:

Get Better Faster Scope & Sequence: Management Trajectory	
Phase 1: Summer Professional Development & Learning to Develop Essential Routines & Procedures	
What	**How**
1. Routines & Procedures 101 Design and roll out… ● Plan and practice critical routines and procedures moment-by moment. ● Plan and practice the roll out: how to introduce routine for the first time.	● Explain what each routine means and what it will look like. ● Write out what teachers and scholars do at each step, and what will happen with the scholars who do not get it right at first.
	● Plan the "I Do": how you will model the routine. ● Plan the practice and what you will do when scholars don't get it right the first time.
2. Confident Presence: Stand and speak with purpose.	● Confident Stance: When giving instructions, stop moving, and strike a formal pose. ● Warm-Demander Register: When giving directions, use a warm but firm register, including tone and word choice.
Phase 2: Roll Out & Monitor Routines & Build Trust & Rapport	
What	**How**
3. What to Do: Use the economy of language when giving directions.	● Chunk your directions by giving them one-by-one in a sequential order. ● Make them bite-sized (e.g., 3-5 words) and observable. ● Check for understanding of complex instructions.
4. See Your Scholars: Know when scholars are engaged or unengaged.	● Make eye contact by looking at all scholars for on-task engagement. Choose 3-4 focus areas (Places where you have scholars often off task) to look towards consistently. ● Circulate the room with purpose (break the plane). ○ Move along the desks and around the perimeter. ○ Stand at the corners by identifying 3 spots on the perimeter of the room to which you can circulate to stand and monitor scholar work. ○ Move away from the scholar who is speaking to monitor the whole room.
5. Routines & Procedures 201: Revise and perfect them.	● Revise any routine that needs more attention to detail or is inefficient, emphasizing what scholars and teachers are doing at each moment. ● Do it again by having scholars do the same

	routine again if initially incorrect.
6. **Build Trust & Rapport:** Narrate the Positive	• Warm welcome by making eye contact, smiling, and greeting scholars. • Narrate what scholars do well, not what they do wrong. ○ "Table two is ready. Their books are open and all are reading." ○ "I like how Javon has anticipated a counter-argument to strengthen his thesis". • Praise intellect, not just behavior and reinforce scholars getting smarter. ○ Affirm the effort, not just the outcome: "Your diligence on revising your thesis really paid off here". • When narrating the positive, look at scholars who are off task.
7. **Build Trust & Rapport:** Make Authentic Connections	• Memorize scholar names and use them each time you call on them. • Make a self-to-scholar connection when they share a struggle, interest, or passion: "I struggled when…" or "I love that, too!" • Show genuine concern by keeping a tracker or important details and dates for each scholar to follow up with them; checking in with them after class when something is off.
Phase 3: Engage Every Scholar	
What	**How**
8. **Whole-Class Reset**	• Implement a planned whole-class reset to reestablish scholar expectations when a class routine has slowly weakened over previous classes. ○ "I've noticed that only 40% of us are writing endnotes. These are important because they demonstrate your understanding of the text as a whole. Today I'll be looking for endnotes in all your annotations". • Implement an "in-the-moment reset" when a class veers off task during the class period. ○ Example: Stop teaching. Confident stance. Clear What-to-Do: "Pencil down. Eyes on me in 3-2-1. Thank you. That's what Harvard looks like". Pick up tone and energy again.
9. **Engage All Scholars:** Make sure all scholars participate.	• Cold call by recording which scholars participate in each class; cold call those scholars who do not to ensure everyone participates.

	• Pre-call/warm call by letting a scholar who needs more time know you are calling their person next. • Turn-and-talk by implementing briefly (15-60 seconds) and frequently. • Intentionally alternate among multiple methods in class discussion by cold calling, all hands, and turn-and-talks. • Provided support to scholars with pre-identified needs. ○ Executive Functioning (e.g., checklist, written steps, timer). ○ Social Support (e.g., communication strategies, strategies for resolving conflict). ○ Stress (e.g., strategies for naming and managing).
10. Individual Scholar Corrections	• Anticipate unengaged scholar behavior and rehearse the next two things you will do when that behavior occurs. Redirect scholar using the least invasive intervention necessary: ○ Proximity ○ Eye Contact ○ Use a Non-Verbal ○ Say scholar's Name Quickly ○ Small Consequence • Engage in "close the loop" conversations with scholars to process what happened and improve for next time.
Phase 4: Increase the Momentum of the Classroom	
What	**How**
11. Build the Momentum	• Give the scholars a simple challenge to complete a task. ○ Example: "Now I know you're only 4th graders, but I have a 5th grade problem that I bet you could master"! • Wmar Energy: Speak faster, walk faster, vary your voice, and smile.
12. Pacing: Create the illusion of speed so that scholars feel constantly engaged.	• Use a hand-held timer to stick to the time stamps in the lesson and give scholars an audio cue that it is time to move on. • Increase the rate of questioning no more than two seconds between when a scholar responds and a teacher picks back up instruction. • Use countdowns to work the clock: "Do that in 5, 4, 3, 2,1". • Use call and response for keywords.
13. Engaged Small Group Work: Maximize the learning for every scholar during group work.	• Deliver explicit step-by-step instructions for group work.

	○ Make the group tasks visible/easily observable (e.g., a handout to fill in, notes to take, product to build, etc.). ○ Create a role for every person (with each group no larger than the number of roles needed to accomplish the tasks at hand). ○ Give timed instructions, with benchmarks for where the group should be after each time window. ● Monitor the visual evidence of group progress. ○ Check in on each group every 5-10 minutes to monitor progress. ● Verbally enforce individual and group accountability. ○ "You are five minutes behind; get back on track". ○ "Lorena: focus".
Stretch It: Next Steps	
What	**How**
Keep it up!	Once you get this far, you can focus nearly entirely on rigor and deepening your content knowledge.

Novus SMART Academy (K-8) will maintain the sacredness of high-quality academic instruction through consistently implementing our school culture and high behavioral expectations, and proactively responding to the challenging behaviors of scholars immediately. We have modeled our school culture and high behavioral expectations after the schoolwide discipline plans from BES schools such as Memphis Merit Academy in Memphis, Tennessee; Power Center Academy Middle School-Hickory Hill in Memphis, Tennessee; and Purpose Preparatory Academy in Nashville, Tennessee.

We believe that a common system of rules and consequences consistently and fairly enforced by all teachers, school leaders, and staff members to maximize student time on task and overall academic achievement. The following chart displays our behavior management system for our Lower School (grades K-4).

Behavior Management System Description & Consequences

Novus SMART Academy (K-8) will use a physical clip chart in grades K-4 so that scholars can visually track their own behavior daily as teachers and school leaders provide clear What-to-Do directions, redirections, and consequences. Our behavior system is color-coded as follows:

Blue	Noble Behavior w/ No Redirections (0) Scholar demonstrates exemplary Noble Core Values in their actions, language and/or behaviors.
Green	Low-to-No Redirections (1-3) Scholar consistently demonstrates Noble Core Values during the instructional day.
Yellow	Moderate Redirections (4-6)

	Teacher has given an official warning to the scholar as a reminder of not meeting high behavioral expectations in the classroom. Consequently, the scholar's clip is moved to yellow on the clip chart.
Orange	Recurring Redirections & Recorded in SchoolRunner (7-9) Scholar has received two warnings and needs to be temporarily separated from teammates to reset or to cool down in the classroom. Classroom cooldowns will not take more than five (5) minutes. While scholars are cooling down, they will sit in a designated area in the classroom and are expected to sit in the chair, lace their fingers, and sit silently until the teacher calls them back to rejoin the class.
Red	Recurring Redirections & Challenging Behaviors, Teacher-Scholar Conferences, Call Hone, Recorded in SchoolRunner (10 or more) Scholar has demonstrated ongoing challenging behaviors and failed to get back on track independently. Scholar automatically moves to red when displaying a severe challenging misbehavior related to physical or verbal aggression. The scholar will be removed from class and required to conference with either the CEO/Lead Founder or designee. These Collaborative Problem-Solving (CPS) conferences are quick, direct and followed by an immediate call home. This may result in future loss of privilege, such as, but not limited to, attending Noble Fest, going on a field trip, and/or other school-based incentives.
Grey	Scholar removed from class at least two times and the challenging behavior continues to be significantly disruptive to the learning environment. The CEO/Lead Founder or designee will contact a family member to pick up the scholar from the school or to complete work separate from the classroom with a designated staff member.

Daily Behavior Logs	Noble Reports are sent home daily in scholars' take-home folders, identifying each scholars' color for behavior in the morning and after lunch, and any additional notes from the teacher concerning challenging behaviors. Parents are required to sign reports and can write messages back to the teacher.
Reinforced Positive Behaviors	Our goal is to build habits of character and help scholars achieve success through positive behaviors. We will use positive narrations, public praise and recognition, and formal awards- such as Novus Nobles of the Week and Novus Nobles of the Month- to highlight scholars during our weekly Noble Fest on Fridays, where we will also praise college cohorts for reaching team goals tied to academics, classroom culture, attendance and completion rates during blended learning.

Incentives. When scholars model positive behaviors that align to our high behavioral expectations and Noble Core Values, they will receive incentives. The first incentive that scholars can earn is being moved up a color on the behavior clip chart. We will also provide weekly rewards and incentives on Fridays in preparation for Noble Fest as follows:

- After two days of modeling positive behaviors in one week, scholars will receive a sticker.
- After three days of modeling positive behaviors in one week, scholars will receive a sticker and will be celebrated at Nobel Fest.
- After four days of modeling positive behaviors in one week, scholars will receive a sticker, be celebrated at Nobel Fest, and pull a prize from the Noble Chest of Treasures.

    - Scholars who are Blue or Green at least four days in one week will have the opportunity to be named the scholar of the week in their college cohorts.
    - The scholar of the week will receive a certificate and a free book of their choice to be presented during advisory time on Fridays.
    - Scholars of the week are automatically eligible to be named the scholar of the month as determined by academics, attendance and behavior.
- After five days in one week, scholars will receive a sticker, be celebrated at Nobel Fest, pull a prize from the Noble Chest of Treasures, and receive a special snack from our mobile desert cart.

We will recognize each grade-level scholar of the month by hanging their pictures outside of their classroom doors and on the main entrance bulletin board for the next month in celebration of their demonstration of our Noble Core Values and high behavioral expectations.

Our scholars in grades 5-8 have a separate high behavioral expectations system that includes the tracking of our Noble Core Values and minor/major infractions tied to challenging behaviors. These behaviors, whether positive or challenging, are logged in our SchoolRunner system as follows:

Modeling High Behavioral Expectations	
Noble Core Value	**Example**
Academic Excellence (+15)	• Taking skills learned to make future decisions that lead to success; capable of anything. • Relentlessly driven to succeed in pursuit of colleges and careers and beyond. • Academic honesty (exceeding school and/or classroom expectations). • Writing in college sentences when not specified in the directions. • Finding the third way to understand a skill (even when hard). • Embracing new ideas and/or challenging work. • Remaining on task throughout the class. • Taking notes in class when not required. • Thoroughness (redoing an assignment because you know you can do better).
Beacon of Joy (+15)	• Supporting others as a partner in pursuit of success. • Finding space in the world by tapping into joy as a means to spread it to others. • Acts of courageous behavior. • Noticing effort or growth in a classmate and encouraging them/shouting them out.
Champions for Equity (+15)	• Learning from other cultures and sharing one's own culture as a way to celebrate diversity; don't leave others out. • Have conversations in school that help to understand and respect other perspectives. • Standing up for a scholar who is being picked on. • Translating for a scholar without being asked to do so.

	• Helping another scholar clean up a spill in the cafeteria without being asked. • Standing up for a scholar who is being picked on; settling conflict appropriately.
Character Development (+15)	• Self-aware and understand how actions impact others. • Giving and receiving constructive feedback that helps self and others to learn and grow together. • Unafraid to fail, but learning how to succeed moving forward. • Willing and eager to say the right answer after previously giving a wrong answer. • Owning a mistake without being asked to own it and offering an apology without blaming others. • Organization of personal belongings and/or space. • Demonstration of self-control. • Telling the truth, even if it means someone will get the consequence. • Doing the right things when nobody is watching. • Responding quickly and appropriately to redirection.
Habits for Humanity (+15)	• Using creative talents to support the needs of others. • Breaking free from limiting beliefs to change the game for self and others. • Displaying positive leadership. • Establishing integrity among peers. • Providing group and individual support to classmates as needed. • Getting homework from another scholar because they left theirs at school.
Intellectual Curiosity (+15)	• Using curiosity to discover and pursue new knowledge. • Asking questions and using prior knowledge to develop my own solutions. • Asking for help or asking clarifying questions in class when others seem to understand the lesson/concept.
Minor Infractions	
Challenging Behavior	**Example**
Talking (-5)	• Talking out of turn. • Inappropriate volume. • Making inappropriate noises.
Off Task (-5)	• Reading a book instead of focusing during the

	lesson. ● Drawing on paper. ● Dozing off. ● Passing notes. ● Working on non-related work.
Disruptive (-5)	● Kicking the table or chair. ● Making any unnecessary noises in class or at whole school events. ● Pencil tapping, drumming, singing/rapping in class. ● Slamming book or door.
Organization/Unprepared (-5)	● Not having class materials (writing utensil, notebook, packet, etc). ● Does not have an agenda. ● Being late to class without a pass (give the mark but keep the scholar in class. Do not send them to get a pass).
Major Infractions	
Challenging Behavior & Rationale	**Example**
Disrespect to Adults (-15): All teachers, school leaders and staff members have the right to speak and redirect scholars throughout the building. Interactions between scholars and adults should always be positive and promoting; however, the adult must always remain emotionally constant when handling challenging behaviors.	● Talking back or yelling at or to an adult. ● Cursing at an adult. ● Walking away from an adult. ● Inappropriate physical actions toward an adult (may warrant a suspension).
Failure to Comply (-15): It is important that all scholars meet the expectations of teachers, school leaders, and staff members daily. When scholars do not meet expectations, it impacts the culture of the learning environment and takes the focus off learning. Teachers cannot allow scholars to undermine their authority as the leader of the classroom.	● Shouting out. ● Slow response to directions. ● Non-compliance with transition procedures. ● Sleeping in class. ● Prohibited use of technology (may lead to loss of technology use based on the nature of the offense).
Inappropriate Response (-15): It is important that scholars advocate for themselves. However, there are appropriate ways to disagree with someone that fosters discussion and growth. When responding, we want to help scholars become aware of those responses that are disrespectful and hinder a growth conversation.	● Rolling Eyes ● Smacking Lips ● Speaking back in a raised voice. ● Sucking Teeth
Unprofessional (-15): Dressing for success is important to help us cut down on the amount of distractions that take away from learning time. We all have a uniform we wear that shows that we are present and ready to work. In addition to looking professional, there are duties that come along with the "job." We are trying to build in the habit of accountability to major duties for our scholars.	● Combing/Braiding Hair in Class ● Writing on body or uniform. ● Putting on Makeup in Class ● Shirt Untucked (out of uniform generally) ● Sleeping in class after reminders to stand or walk around. ● Chewing gum, eating in class, etc. ● Horseplaying or Throwing Objects

	• Failure to turn in progress reports or other signed forms. • Phone rings in class. • On the wrong website, or inappropriate use of school materials.
Disrespect to Community (-15): As a school, we are fostering a culture of respect. Respect for each other and respect for learning must be paramount. We do not allow disrespect and take it very seriously because we want all scholars and staff members to work in a safe environment.	• Classroom Disruption • Cafeteria Disruption • Inappropriate body language. • Calling someone a negative name. • Pushing/kicking/hitting someone. • Use of profanity. • Seeking a different answer (one teacher says no, you ask another teacher). • Writing on school property. • Refusing to respond to a staff member. • Inappropriate use of technology. • Disrespect toward peers/adults. • Copying work/cheating on classwork, test, or quiz. • Refusing to follow a specific direction. • Walking away from a staff member. • Skipping others in line for breakfast or lunch.
Out of Area (-15): It is our responsibility to keep our scholars safe. Therefore, it is important that we know where scholars are at all times. This helps our scholars learn responsibility and communication skills.	• Skipping class: 15 minutes or later arrival to class without a note. • In the hallway during class without a pass (paper or digital). • Being anywhere in the building without permission.
6 Minor Infractions -5 (Automatic Detention)	**2 Major Infractions -15 (Automatic Detention)**
Distractions (D)	**Disrespect to Adults (DA)**
• Purposefully Being Loud • Purposefully Yawning/Burping • Any Inappropriate Noises	• Talking Back / Yelling at an Adult • Cursing Out an Adult • Walking away from an Adult
Talking (T)	**Disrespect to Community (DC)**
• Talking Out of Turn • Talking During Test • Excessive Volume	• Horseplaying • Disrupting Class Deliberately • Vandalizing School Property
Off Task (OT)	**Inappropriate Response (IR)**
• Not Following Directions • Disengaged • Misusing Resources	• Arguing • Sucking Teeth • Disrespectful Tone
Organization/Unprepared (O/U)	**Unprofessional (UP)**
• Unprepared, Unorganized • Out of Uniform	• Combing/Braiding Hair or Putting on Makeup • Sleeping in Class

• Late to Class	• Phone Rings in Class or on Inappropriate Website
	Failure to Comply (FC)
	• Slow Response to Directions • Repeatedly Not Following Directions • Not Completing Homework
	Out of Area (OA)
	• Skipping Class • In Hall Without Hall Pass • Being Anywhere in the Building Without Permission

Suspensions & Expulsion Procedures

Novus SMART Academy (K-8) will carry out the discipline policy adopted by the Board of Directors post-authorization to govern the discipline procedures used with all scholars. Our discipline policy defines suspensions and expulsions in the following ways:

Suspensions. The option to suspend a scholar will be considered when administering a consequence in response to a challenging behavior. A suspension is defined as any time a scholar is required to be removed from the instructional learning environment and not in attendance at school due to the display of challenging behaviors. To sustain a positive school culture and high behavioral expectations where everyone is known, loved and respected, Novus SMART Academy (K-8) will suspend scholars from our school when there are breaches to our school Code of Conduct and high behavioral expectations. A scholar may be suspended by decision of the CEO/Lead Founder (Years 1-3), and when the school is at full scale, by the Director of the Lower School (K-5) or the Director of Upper School (6-8). The Board of Directors will receive notice of all suspensions data during our state-of-the-school data snapshots presented at monthly board meetings. Families will be notified immediately when a scholar has been issued an in-school suspension and/or an out-of-school suspension. After the scholar serves the out-of-school suspension, the scholar and family will be required to attend a scheduled school reentry meeting to continue collaboration and support with restorative practices that will set the scholars up for success as they return to the school environment. Key stakeholders, such as the CEO/Lead Founder (replaced by the Lower and Upper School Principal as hired), Academics Coordinator (Y1-3), and the Assistant Principal of Asset-Based Learning (at full scale), will attend school reentry meetings to ensure that everyone, including the scholar, is aligned with the high behavioral expectations moving forward.

We will also create an equity-centered school that is culturally responsive to the needs of all scholars and their rights, especially for our scholars who receive prescribed services with an IEP, ILP, 504 Plan, tiered systems of support, and/or any other plans designed to support scholars where they are. We will implement the RTI2-Behavior framework to evaluate scholars' trends in challenging behavior and the impact it has on their academic progress.

Expulsions. The option to expel a scholar will always be our last resort when administering a consequence in response to a challenging behavior. Expulsions are the result of teachers and school leaders collaborating with scholars and families, and service providers, exhausting all efforts that the scholar has not responded to, such as but not limited to parental involvement, advisory support, school counseling, behavior improvement plans (BIP), Collaborative Problem-Solving (CPS), detentions, in-school suspensions, and out-of-school- suspensions. Novus SMART Academy (K-8) reserves the right to expel a scholar whose challenging behaviors constitute endangerment to self, other scholars, and/or staff members. There is zero tolerance for the possession and/or use of a gun or deadly weapon on our school campus, which could harm scholars and families, teachers and school leaders, and community members. We also reserve the right to expel a scholar for the possession, use of, and/or selling of alcohol or controlled substances of any kind while on the school campus. Scholars who have demonstrated challenging

behaviors and/or open defiance towards authority that have led to multiple suspensions over time are also at risk of expulsion.

For a scholar to be expelled, the process must be initiated by the CEO/Lead Founder to include discussions with the entire faculty, with a scheduled hearing to follow with the scholar and family. A scholar who is expelled will receive due process under Tennessee state law. At Novus SMART Academy (K-8), due process will include the following statement that is subject to legal review and the Board of Directors' approval: Novus SMART Academy (K-8) follows standard disciplinary policies and procedures for investigating the facts, obtaining witness statements, and ensuring adherence to due process procedures. If the CEO/Lead Founder believes expulsion is warranted, the scholar will be expelled. The CEO/Lead Founder will also report any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons as outlined in TCA 39-17-1309 to the La Vergne and/or Smyrna Police Departments. Any decision to expel a scholar will require the Board of Directors' approval, and families may, first, appeal the decision to the CEO/Lead Founder before filing a grievance with the Board of Directors.

Appeals Process of Suspensions and Expulsions. Families reserve the right to appeal suspensions and/or expulsions within ten school days by submitting an appeals letter to the CEO/Lead Founder of the school. Novus SMART Academy (K-8) has the following procedure as a guide for families to appeal in the most effective manner:

1. The CEO/Lead Founder sets appointments with families within 48 hours of the appeal submission.
2. The CEO/Lead Founder and Assistant Principal of Asset-Based Learning meet with families to listen to their concerns about why they disagree with the suspension and/or expulsion.
3. After listening to the appeal, the CEO/Lead Founder and Assistant Principal of Asset-Based Learning present evidence-based data related to the incidents that led to the final decision for the suspension and/or expulsion. Although there is an opportunity to negotiate the outcomes of the suspension and/or expulsion, the preponderance of evidence will be the deciding factor to determine whether the suspension and/or expulsion will be upheld, modified, or removed.

Grievance Process of Suspensions and Expulsions. If families are still dissatisfied with the results of the appeal process with the CEO/Lead Founder, they reserve the right to submit a grievance letter to the Board of Directors within ten days after meeting with the CEO/Lead Founder and the Assistant Principal of Asset-Based Learning.

1. The Board Chair sets appointments with families within 48 hours of the grievance submission.
2. Members of the Board of Directors, the CEO/Lead Founder and Assistant Principal of Asset-Based Learning meet with families to listen to their concerns about why they disagree with the suspension and/or expulsion.
3. After listening to the grievances of families, the Board Chair along with members of the Board of Directors present evidence-based data related to the incidents that led to the final decision for the suspension and/or expulsion. The Board of Directors is also able to ask clarifying questions that both the families and the CEO/Lead Founder and Assistant Principal of Asset-Based Learning can answer.
4. After the grievance hearing, the Board Chair lets families know that although there was an opportunity to negotiate the outcomes of the suspension and/or expulsion, the preponderance of evidence will be the deciding factor to determine whether the suspension and/or expulsion will be upheld, modified, or removed.
5. Within 24 hours, families are notified by the CEO/Lead Founder about the decision of the Board of Directors, whether the suspension and/or expulsion will be upheld, modified, or removed.

Code of Conduct

Novus SMART Academy (K-8) will align its Code of Conduct to the Rutherford County Schools' Code of Conduct related to challenging behaviors, disciplinary procedures, and disciplinary options. Our school culture and high behavioral expectations will include restorative practices that allow scholars to contribute voice and choice through Collaborative Problem-Solving (CPS), and we will incentivize scholars and families, teachers and school leaders, and community members for modeling our Noble Core Values. This will happen by not lowering the bar of excellence, but by defending the bar of excellence with high-quality academic instruction and high behavioral expectations for all scholars. High behavioral expectations for all scholars means dismantling marginalized practices and replacing them, first, with the belief that all scholars can and will achieve success holistically with the appropriate support systems in place. We will reinforce our high behavioral expectations for every scholar and

include structured opportunities to reinforce the desired outcomes we expect through their actions. Teachers and school leaders will practice emotional constancy in the spirit of being fair, firm and consistent, and to deliver consequences with minimal distractions to the sacredness of instructional time. To that end, redirecting challenging behaviors and/or delivering a consequence should not antagonize or embarrass scholars, regardless of the circumstances.

Our approach to school culture and high behavioral expectations will be included in our Scholar-Family Handbook, and translated for families in their home language. We have five levels for disciplinary procedures and options based on challenging behaviors that scholars may demonstrate in violation of our school culture and behavior system ans follows (aligned to Rutherford County Schools Code of Conduct):

Level I Challenging Behaviors This level includes minor challenging behaviors on the part of the scholar which impedes orderly classroom guidelines or interferes with the orderly operation of the school, but which can usually be handled by an individual teacher, school leader or staff member.		
Behavior	**Disciplinary Procedures**	**Disciplinary Options**
• Classroom disturbances • Classroom tardiness • Cheating and lying • Abusive language • Failure to do assignments or carry out directions • Wearing, while on the grounds of a public school during the regular school day, clothing that exposes underwear or body parts in an indecent manner that disrupts the learning environment • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying, cyber-bullying, and/or hazing)	• The staff member intervenes immediately. • The staff member determines what offense was committed and its severity. • The staff member determines who committed the offense and if he/she understands the nature of the offense. • The staff member employs appropriate disciplinary options. • The record of the offense and disciplinary action shall be maintained by the staff member.	• Verbal reprimand • Special assignment • Restricting activities • Counseling • Withdrawal of privileges • Issuance of demerits • Strict supervised study • Detention • In-school suspension • Community service • Reteaching of expectations • Restorative practices • Behavior contract • Mediation • Mentoring
Level II Challenging Behaviors This level includes challenging behaviors whose frequency or seriousness tends to disrupt the learning climate of the school. These behaviors do not represent a direct threat to the health and safety of others but have educational consequences serious enough to require corrective action on the part of the school leadership team.		
Behavior	**Disciplinary Procedures**	**Disciplinary Options**
• Continuation of unmodified Level I challenging behaviors • School or class tardiness • School or class truancy • Using forged notes or excuses	• The scholar is referred to the principal for appropriate disciplinary action. • The principal meets with the scholar and the staff member.	• Teacher/schedule change • Mediation • Modified probation • Behavior modification programs • Peer counseling • Referral to outside agency

• Disruptive classroom behavior • Possession of a personal communication device when not authorized, if not drug related • Victimization of any scholar (hara	• The principal hears the accusation made by the staff member and allows the scholar the opportunity to explain his/her conduct. • The principal takes appropriate disciplinary action and notifies the staff member of the action. • The record of offense and disciplinary action shall be maintained by the principal.	• Transfer • Detention • Suspension from school-sponsored activities or from riding school bus • In-school suspension • Out-of-school suspension • Referral for RTI2B • Revision • Reteaching of expectations • Referral to Tier 2 behavioral supports • Restorative practices • Review and revision of a behavior plan • Behavior contract • Mentoring • Community Service
Level III Challenging Behaviors This level includes acts directly against persons or property but whose consequences do not seriously endanger the health or safety of others in the school.		
Behavior	**Disciplinary Procedures**	**Disciplinary Options**
• Continuation of unmodified Level I and II challenging behaviors • Fighting • Vandalism (minor) • Use, possession, sale, distribution, and/or being under the influence of tobacco, alcohol, or a non-THC vape product • Use, possession, sale, or distribution of drug paraphernalia • Stealing • Threats to others (including staff) • Victimization of any scholar (harassment (sexual, racial, ethnic, religious), bullying, cyber-bullying, and/or hazing) • Elopement from classroom/school building • Possession of fireworks not deemed an explosive by law enforcement	• The scholar is referred to the principal for appropriate disciplinary action. • The principal meets with the scholar and the staff member. • The principal hears the accusation and allows the scholar the opportunity to explain his/her conduct. • The principal takes appropriate disciplinary action. • The principal may refer the incident to the Director of Schools and make recommendations for consequences. • If the scholar's program is to be changed, adequate notice shall be given to the scholar and his/her parent(s)/guardian(s) of the charges against him, his/her right to appear at a hearing, and his/her right to be represented by a person of his/her choosing.	• In-school suspension • Detention • Restitution from loss, damage, or stolen property • Out-of-school suspension • Social adjustment classes • Transfer • Referral to Tier 2 or 3 behavioral supports • Restorative practices • Review and revision of a behavior plan • Behavior contract • Mentoring • Community Service • Development of a safety plan

	• Any change in school assignment is appealable to the Board. • The record of offense and disciplinary action shall be maintained by the principal.	
Level IV Challenging Behaviors This level of challenging behaviors include acts which result in violence to another's person or property or which pose a threat to the safety of others in the school. These acts are so serious that they usually require administrative actions which result in the immediate removal of the scholar from the school, the intervention of law enforcement authorities, and/or action by the Board of Directors. If a scholar's action poses a threat to the safety of others in the school, a teacher, school leader, or staff member may use reasonable force when necessary to prevent bodily harm or death to another person.		
Behavior	**Disciplinary Procedures**	**Disciplinary Options**
• Continuation of unmodified Level I, II, and III behaviors • Death threats • Extortion • Vandalism • Theft/possession/sale of stolen property • Arson • Sexual misconduct not resulting in a charge deemed a zero tolerance in Policy 6.309. • Marketing/Possession/distribution/sale/transfer of any substance which is represented to be or is substantially similar in color, shape, size or markings to a controlled substance • Possession/use/sale/transfer of alcoholic beverages • Possession/distribution of any drug paraphernalia • Use/transfer of unauthorized substances • Victimization of any scholar (harassment (sexual, racial, ethnic, religious), bullying, cyber-bullying, and/or hazing) • Off-campus criminal behavior that results in the scholar being legally	• The principal confers with appropriate staff members and with the scholar. • The principal hears the accusations and allows the scholar the opportunity to explain his/her conduct. • The parent(s)/guardian(s) are notified. • Law enforcement officials are contacted. • The incident is reported, and recommendations are made to the Director of Schools. • If the scholar's placement is to be changed, adequate notice of the charges shall be given to the scholar and his/her parent(s)/guardian(s) and his/her right to appear at a hearing.	• Other hearing authority or Board action which results in appropriate placement • Long term out-of-school suspension • Expulsion up to one (1) year • Alternative schools • Other hearing authority or Board action which results in appropriate placement

charged and/or convicted with a felony or with what would have been a felony if the scholar were an adult, and the scholar's continued presence in school poses a danger to persons or property, or disrupts the educational process.		

Level V Challenging Behaviors

The below offenses have been deemed zero tolerance offenses under state law and by Rutherford County Schools Board Policy. Except offenses deemed reasoned judgment offenses, notated with an asterisk, the below offenses shall result in an expulsion for a period of not less than one (1) calendar year, subject to modification by the Director of Schools on a case-by-case basis. Reasoned judgment offenses allow the principal to take into consideration intent and other factors to determine the appropriate level of discipline.

Behavior	Disciplinary Procedures	Disciplinary Options
• Unlawfully using or being under the influence of any narcotic or stimulant drug, prescription drug, or any other controlled substance, controlled substance analogue, or legend drug. • Possessing unlawfully any narcotic or stimulant drug, prescription drug, or any other controlled substance, controlled substance analogue, or legend drug. • Sale/distribution/transfer of any narcotic or stimulant drug, prescription drug or any other controlled substance, controlled substance analogue, or legend drug. • Possession of a firearm. • Assault that results in bodily injury upon any teacher, principal, administrator, any other employee of the school, or a school resource officer. • Aggravated assault • Bomb threat • Threat of mass violence on school property or at a school-related activity. • Possession of substances or devices deemed to be	• The principal confers with appropriate staff members and with the scholar. • The principal hears the accusations and allows the scholar the opportunity to explain his/her conduct. • The parent(s)/guardian(s) are notified. • Law enforcement officials are contacted. • The incident is reported, and recommendations are made to the Director of Schools. • If the scholar's placement is to be changed, adequate notice of the charges shall be given to the scholar and his/her parent(s)/guardian(s) and his/her right to appear at a hearing.	• For zero tolerance offenses, expulsion for no less than one (1) year. Scholars may make applications for modification to the Director of Schools. • For reasoned judgment offenses marked with an asterisk: ○ Suspension ○ Remandment ○ Expulsion up to one (1) year, with ability to apply for modification.

explosives by law enforcement • scholars charged with committing an on-campus violent felony listed in Board Policy 6.309 • Possession/use/transfer of dangerous weapons other than firearms.* • Possession/use/transfer of other instruments and substances with the intent to do harm to self or others or in a manner that renders the item dangerous.*		

Additional Guidelines

1. A principal shall not impose successive short-term suspensions that cumulatively exceed ten (10) days for the same offense.
2. A teacher or other school official shall not reduce or authorize the reduction of a scholar's grade because of discipline problems except in deportment or citizenship.
3. A scholar shall not be denied the passing of a course or grade promotion solely on the basis of absences except as provided by Board Policy.
4. A scholar shall not be denied the passing of a course or grade promotion solely on the basis of failure to…
    a. Pay any activity fee;
    b. Pay a library or other school fine;
    c. Make restitution for lost or damaged school property.

Protecting the Rights of Scholars with Disabilities

Novus SMART Academy (K-8) will fully support scholars with disabilities who struggle with challenging behaviors. Our support model is collaborative and inclusive of families in partnership with related services providers offered by the school as a continuum of services, and in some cases, professional services that have been solicited by families. As part of the individualized education plan (IEP) process, the IEP team will create a behavior intervention plan (BIP) driven by the results of the functional behavior assessment (FBA) as an intervention to address the challenging behaviors moving forward. The BIP will explicitly outline rewards and consequences the scholar will receive, and next steps to address new or recurring challenging behaviors should they surface**.** In the event a scholar with disabilities receives at least ten days of out-of-school suspension, the IEP team will meet to facilitate a manifestation determination review (MDR) to determine whether or not the behavior in question is a direct result of the scholar's disability. If it is determined that the behavior in question is a direct result of the scholar's disability, the IEP team will review the current IEP to determine next steps regarding additional support and services needed. If it is determined that the behavior in question is not a direct result of the scholar's disability, then the scholar may be disciplined in a manner that is comparable to a scholar who receives general education services.

Parent Participation. In accordance with the Rules of State Board of Education for Special Education Programs and Services, Novus SMART Academy (K-8) will notify the families of scholars with a disability at least ten days before an IEP meeting to ensure that they have an opportunity to attend. MDR meetings will be held after a 24-hour notice has been issued to families as mandated in the Tennessee Rules of State Board of Education for parent participation (0520-01-09.15). When a scholar with disabilities returns back to school, the services prescribed in the BIP based on the MDR will be provided to scholars immediately. These services ensure that scholars remain in their least restrictive learning environment, and continue to have access to high-quality academic instruction in the general education classroom where services are offered in an inclusive classroom environment.

Description of Individuals Responsible for Carrying out Discipline Policies

The CEO/Lead Founder will uphold, reinforce, and oversee the discipline policies of the school. In the first year of operation, the CEO/Lead Founder will manage all tasks related to school culture and high behavioral expectations. In Year 3, the CEO/Lead Founder will hire an Asset-based Learning Coordinator, who will then manage school discipline with the support of the Executive and Lower School Principal in Year 4. The Asset-based Learning Coordinator will be hired preferably from within the school staff to ensure upward mobility and the investment of school staff, and to ensure our school mission aligns with the work we do daily with consistency. The Asset-based Learning Coordinator will work collaboratively with the Scholar Access Coordinator, Lower School Principal, Upper School Principal, and Academics Coordinator. The leadership team, which also includes the Operations Manager, will meet at least once weekly to discuss the academic, school culture, and school operations vision and goals of the school. In Year 4 of school operation, the CEO/Lead Founder will officially hire the Lower School Principal, who will be directly responsible for managing the school leadership team. This team will be responsible for coaching and managing teachers in both academics and school culture. The Operations Manager and the Lower School Principal will report to the CEO/Lead Founder.

Informing Scholars and Parents. We will always communicate our discipline policy to families before the start of the school year, during our scholar and family orientations. Scholars and families will receive a copy of the Scholar-Family Handbook annually in their home language. In accordance with our grievance policy to be adopted by the Board of Directors, any complaints and comments regarding our school culture and high behavioral expectations, or regarding discipline actions or practices taken, will initially be addressed to and by the CEO/Lead Founder, Assistant Principal of Asset-Based Learning, or the Director of Lower School or Director of Upper School, as applicable. The CEO/Lead Founder will reflect on current practices to ensure they are equitable and culturally-responsive. CEO/Lead Founder will also make decisions on revisions to the Scholar-Family Handbook as necessary, and will submit those revisions to the Board of Director for final review and approval. Modifications to the Scholar-Family Handbook can also be made based on feedback and the general consensus of the Board of Directors before final review and approval, and then they will vote on the final iteration of the handbook to be used as the official school culture and discipline policy.

Bus Ridership Expectations

Scholars have the following expectations for bus ridership:

- Scholars must remain seated in their assigned seats at all times.
- Scholars must be respectful and report to their parents or a teacher, school leader, or staff member when they feel unsafe or disrespected.
- Scholars must keep their hands, feet, and all personal objects on their person and inside the bus at all times.
- Scholars must follow the Code of Conduct as if they are in the classroom. Bullying behavior will not be tolerated, and fighting, harassment, and any other challenging behaviors that create an unsafe environment are forbidden.

Uniform Policy

Novus SMART Academy (K-8) requires all scholars to wear a uniform in grades K-8. We have included in our budget for all new scholars to receive the required polo shirt and navy pants. The uniform guidelines are outlined in the chart below.

Uniform Item	Males	Females
Shirt	• Grades K-5: Green Polo Shirt w/ Novus SMART Academy (K-8) School Logo • Grades 6-8: Orange Polo Shirt w/ Novus SMART Academy (K-8) School Logo	

Bottom	Navy Blue Pants or Jumper Dress or Skirt	Navy Blue Pants
Socks	Solid Black or Brown or White or Navy Blue Socks	
Shoes	Solid Black or Brown or White or Navy Blue Closed-Toe Shoes	
Outerwear	Navy Blue Cardigan w/ Novus SMART Academy Logo (K-8) **Please Note:** The cardigan is optional; however, all other outerwear will be removed upon entrance and stored.	
Accessories	Small stud earrings only; 1 watch or 1 bracelet may be worn daily.	
Friday Attire	Novus SMART Academy (K-8) grade-level t-shirt with navy bottom; solid black or brown or white or navy blue socks; solid black or brown or white or navy blue closed-toe shoes; and cardigan (optional). **Please Note:** Scholars will have multiple opportunities to dress in their own clothes as they earn incentives and attend school events. These days are planned throughout the school year and include an explicit dress code policy.	

In the event a scholar comes to school out of uniform, the scholar will be given a clean article of clothing from the school's closet to borrow for the day before entering class. The family will be notified by phone of this occurrence and documented in SchoolRunner as a uniform violation.

School Safety & Security

Novus SMART Academy (K-8) may take reasonable action against scholars and families for failure to follow school policies and procedures that may risk the safety and security of other scholars and families, teachers and school leaders, and staff members, including withdrawal from Novus SMART Academy (K-8) by suspension or expulsion. Please refer to Novus SMART Academy (K-8)'s Code of Conduct.

Visitor Policy

All visitors are required to check in at the front desk when entering our school campus. Visitors must present their state identification card to the Officer Manager or designee to be verified by our Raptor school safety technology, which decides who is allowed beyond the front desk for school visits. Once a visitor receives clearance from the Office Manager or designee to enter the school building, they must sign-in and report directly to the whereabouts of their visit. If a visitor does not receive clearance based on information presented in our Raptor school safety technology, the visitor will be asked to leave the school campus immediately. Refusal to leave the school campus will result in contacting school security for support. Visitors must also wear a visitor's badge on a school lanyard around their necks during their school visits at all times. Any visitors, including family members of scholars, who do not report to the office or are found in the school building without authorization will be asked, first, to sign-in at the front desk and, second, to leave immediately when they are noncompliant. Refusal to leave will result in contacting school security for support.

Family Communication

Novus SMART Academy (K-8) will have clear systems and procedures for contacting scholars' families at all times, in cases of emergency, illness, or challenging behavior requiring immediate family contact. Families should notify the school of any residential changes, phone number changes or emergency contact changes, or any family dynamics that may impact scholars' academic success or incite changes in behaviors. In case of an emergency, families should contact the Office Manager or designee by phone or in person. Under no circumstances should families contact scholars in their classrooms or attempt to withdraw scholars from the school building without notifying our school office.

Novus Noble Family Advisory Council

Novus SMART Academy (K-8) will form a Novus Noble Family Advisory Council consisting of the CEO/Lead Founder, at least one teacher per grade level, and at least two parents per grade level. The Novus Noble Family Advisory Council will meet at a minimum of once per quarter, and as often as once per month. The primary purpose of the council is to engage families of the school, create opportunities for families to be engaged often at the school, launch annual listening campaigns where the council actively seeks the input of families, and find ways to support and encourage the teachers in our school. At minimum, we ask all families to commit to the following:

- Annually review, sign, and meet the expectations of our Scholar-Family-School Committments.
- Share concerns and support school decisions and policies;
- Support scholars at home in completing lifework, reading assignments, and any other school-related tasks.
- Actively communicate with scholars regarding academic results and behavioral progress, and communicate with the Council about concerns;
- Attend Noble Nights (family learning nights), Report Card Pick Ups, Scholar-led Conferences and any other requested meetings from the school to enhance the quality of learning.
- Return phone calls from the school.
- Communicate scholars' needs and changes in behavior for the school to effectively partner in monitoring character development.

Nondiscriminatory Policy

In accordance with T.C.A § 49-13-107(b)(9) and our mission to provide all scholars with access to a high-quality academic education, Novus SMART Academy (K-8) does not discriminate towards scholars and families who choose to enroll in our school as it relates to race, creed, color, gender, national origin, religion, ancestry, English proficiency, or need for special education services or disability of any kind. All scholars deserve a high-quality academic instructional experience regardless of their present level of academic performance, behaviors and mindsets, socioeconomic status, and/or cultural backgrounds and differences.

Application Process

In compliance with TCA§49-13-113(b)(1), Novus SMART Academy (K-8) will enroll any eligible scholar and family who applies, in a timely manner, to our school if there are seats available based on the capacity of our program, class sizes, grade level and/or building. Any scholar residing in Rutherford County, Tennessee is eligible for enrollment in our school. We accept applications for enrollment online, mail, or in-person for submission. The Novus SMART Academy (K-8) enrollment team will gather basic information from the application forms and transfer the information into our secure application database and student information system so that we may communicate with families about their enrollment status. We will maintain original applications until the following year's lottery process in case scholars are later enrolled. The application window will open on January 1st, and the application deadline will be January 31st at 5:00 pm.

Admissions Preferences

In compliance with T.C.A § 49-13-113(b)(2)(A), if applications exceed the planned capacity of Novus SMART Academy (K-8), the following preferences shall apply

1. Scholars attending public schools within the LEA in which Novus SMART Academy (K-8) is located, if those pupils would otherwise be included in the area in which the public charter school will focus;
2. Scholars residing within the LEA service area in which Novus SMART Academy (K-8) is located, but who are not enrolled in public schools, if those scholars would otherwise be included in the area in which the public charter school will focus; and
3. Scholars residing outside the LEA in which Novus SMART Academy (K-8) is located and whose needs would be included in the area in which the public charter school will focus.

In alignment with T.C.A § 49-13-113(c), Novus SMART Academy (K-8) reserves the right to reserve up to ten percent (10%) or twenty-five seats, whichever is less, for preference of enrollment of scholars of teachers, sponsors, or member of governing body of the charter school if it is based on family choice and family submits a timely application. In alignment with T.C.A § 49-13-113(d), Novus SMART Academy (K-8) will give preference to siblings of a scholar who is already enrolled in the school.

Enrollment Process

Once admitted to the school, all families must complete and submit an enrollment packet that includes the following: Home Language Survey; enrollment forms; immunization records; transportation needs and preferences; and medical history documents. Registration requirements include two (2) proofs of residence, and Tennessee health certificates must be filled out by medical providers for all scholars entering kindergarten, grade seven, and any new scholars to Novus SMART Academy (K-8). Medical physicals are required for all new scholars enrolling at Novus SMART Academy (K-8), and/or who want to participate in our sports programs. Kindergarten Eligibility: According to state law, scholars entering kindergarten must be five (5) years old on or before August 15, 2025 to enroll in kindergarten.

Lottery

In compliance with T.C.A § 49-13-113(b)(2)(B), if applications received for enrollment by the end of our application period whose qualifications meet the preferences stated above exceed our planned capacity, we will conduct a lottery-hosted by a third party. The lottery will occur within twenty (20) days of the close of the application period, on or before February 20, 2025, during which names will be randomly selected for each available seat. Within fifteen (15) days, on or before March 7, 2025, notifications will be sent about the lottery through email and the United States Postal Service. Families do not have to attend the lottery to be offered a seat in our school. All families will be notified after the close of the lottery. Any scholar that does not secure a seat based on the lottery will be granted a space on the waitlist. Families will be notified by email and mail of their scholar's waitlist status at the same time as scholars are accepted into the school. Any scholar accepted from the waitlist will have one week from the date of acceptance to accept the available seat by submitting all required enrollment paperwork to the Office Manager. Novus SMART Academy (K-8) shall comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) with respect to the publication of any list of scholars' names before, during or after the enrollment and lottery process.

Attachment F

Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms and run a lottery, if necessary (considering the authorizer's open enrollment and lottery schedule).

Recruitment of Scholars and Families. The CEO/Lead Founder will lead recruitment efforts in partnership with the Academics Committee, which will have an essential role in our recruitment efforts and, during planning in Year 0, will function as the Community Engagement Task Force. We will collaborate with community organizations, such as the Smyrna Boys and Girls Club, who will partner with us to build other partnerships and to enhance our community engagement efforts. Our goal is to achieve 150% for our Founding kindergarten class, which is 144 scholars and families applications. This involves filling 100% of available seats (96 scholars), creating a waitlist with 50% (48 scholars) of the total enrollment goal (144 scholars). A lottery will be held on February 15, 2025, when all planned seats are filled by that date. Efforts will be made to identify partner organizations that can contribute to enhancing our scholars' educational experiences that may include mentoring organizations, before and after school programs, and field experience opportunities. The table below provides details regarding the start-up plan to recruit scholars and families.

Action Item	Members Responsible	Action Item Detailed	Completion Date
Survey of Proposed Communities	CEO/Lead Founder Community Engagement Task Force	The CEO/Lead Founder will collect information about the census of children between ages of 3 to 4. The Task Force will identify businesses and organizations who offer services to this population in Rutherford County, Tennessee.	Add to plans for pre-authorization by July 2024.
Community Engagement	CEO/Lead Founder Community Engagement Task Force Community Members	We will collaborate with local organizations and host educational events, such as but not limited to, summer camp collaborations, Town Hall meetings, and information sessions; secure more partnerships.	Pending Authorization
Ongoing Social Media Campaign	CEO/Lead Founder	The CEO/Lead Founder will begin social media campaigns for families to complete their letter of intent; increase interest in future enrollment via our school website and social media platforms.	Ongoing
Communication, Marketing and Branding	CEO/Lead Founder Community Engagement Task Force	The CEO/Lead Founder will secure a contract with a local marketing company to update the school website, brochures,	August 30, 2024

	Community Members	flyers, and print materials.	
Postal Marketing	CEO/Lead Founder Community Engagement Task Force	Postcards will go out to families inviting them to our first monthly community engagement event. The mailers will go to families with children between the ages of 3-5.	December 2024
Ongoing Early Childhood Facilities Events and Collaboration	CEO/Lead Founder Community Engagement Task Force Others	Host events and information sessions with early childhood facilities in Rutherford County, Tennessee, and send print materials home in scholar backpacks.	January 2025 (ongoing)
Application Cycle	CEO/Lead Founder Engagement Task Force	Begin application cycle on January 1st and close on February 1st to allow scholars and families to know their status of acceptance early enough to make school choice decisions.	February 1, 2025
Lottery	CEO/Lead Founder Community Engagement Task Force	The lottery will occur within fifteen (15) days of the close of application period, on/before February 15th, during which names will be randomly selected for each available seat. Within ten (10) days, on/before February 25th, notifications will be sent to scholars and families about the lottery via email and through the United States postal services.	February 25, 2025
Uniform Fitting Day	CEO/Lead Founder Operations Manager Office Secretary	Host festive event where families receive scholar uniforms and take pictures of their child in Novus SMART Academy (K-8) gear.	July 2025

Application Process. Incompliance with T.C.A§49-13-113(b)(1), Novus SMART Academy (K-8) will enroll any eligible scholar who applies, in a timely manner, to our school if there are seats available based on capacity of our program, class, grade level or building. Any scholar residing in Rutherford County, Tennessee is eligible for enrollment at Novus SMART Academy (K-8). We accept applications for enrollment online, mail, or in-person for submission. Novus SMART Academy (K-8)'s staff will gather basic information from application forms and transfer

them into a secure application database, such as a scholar information system, so that we may communicate with scholars and families about their application status. Novus SMART Academy (K-8) will maintain original applications until the following year's lottery process in the event scholars are later admitted. The application window will open annually on January 1st, and the application deadline will be February 1st at 11:59 pm.

Lottery. In compliance with T.C.A § 49-13-113(b)(2)(B), if applications received for enrollment by the end of our application period whose qualifications meet the preferences stated above exceed our planned capacity, we will conduct a lottery that will be hosted by a third party. The lottery will occur within fifteen (15) days of the close of application period, on/before February 15th, during which names will be randomly selected for each available seat. Within ten (10) days, on/before February 25th, notifications will be sent to scholars and families about the lottery via email and through the United States postal services. Scholars and families do not have to be in attendance at the lottery to be offered a seat at Novus SMART Academy (K-8). All scholars and families will be notified after the close of the lottery.

Nondiscriminatory admission policies, pursuant to Tenn. Code Ann. § 49-13-107.

Nondiscriminatory Policy. In accordance with T.C.A § 49-13-107(b)(9) and our mission to provide all scholars access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society, Novus SMART Academy (K-8) does not discriminate for enrollment into our school based on race, creed, color, gender, national origin, religion, ancestry, English proficiency, or need for special education services or disability of any kind.

Any proposed articulation agreements, pursuant to Tenn. Code Ann. § 49-13-113.

Admissions Preferences. In compliance with T.C.A § 49-13-113(b)(2)(A), if applications exceed the planned capacity of Novus SMART Academy (K-8), the following preferences shall apply:

(a) Scholars attending public schools within the LEA in which Novus SMART Academy (K-8) is located, if those scholars would otherwise be included in the area in which our school will focus;
(b) Scholars residing within the LEA service area in which Novus SMART Academy (K-8) is located, but who are not enrolled in public schools, if those scholars would otherwise be included in the area in which our school will focus; and
(c) Scholars residing outside the LEA in which Novus SMART Academy (K-8) is located and whose needs would be included in the area in which our will focus.

In alignment with T.C.A § 49-13-113(c), Novus SMART Academy (K-8) also reserves the right to reserve up to ten percent (10%) or twenty-five seats, whichever is less, for preference of enrollment of scholars of teachers, sponsors, or member of governing body of the charter school if it is based on family choice and the family submits a timely application. In alignment with T.C.A § 49-13-113(d), Novus SMART Academy (K-8) will give preference to scholars enrolled in the previous year, and preference to siblings of a scholar who is already enrolled in the school.

Enrollment Process. Once admitted to Novus SMART Academy (K-8), all scholars and families must complete and submit an enrollment packet that includes the following: Home Language Survey; enrollment forms; Immunization Records; transportation needs and preferences; and medical history documents. Registration requirements are inclusive of two (2) proof of residence, and the TN Health Certificate must be completed by the families' medical providers for all scholars in kindergarten, grade 7, and any new scholar to Novus SMART Academy (K-8). Physicals are also required for all new scholars to Novus SMART Academy (K-8). Kindergarten Eligibility: According to state law, scholars must be five (5) years old on/before August 15th to enroll in kindergarten.

Residence is defined as the place where important family activity takes place during the significant part of each day; a place where the family eats, sleeps, works, relaxes and plays. It must be a place, in short, which can be called "home." One cannot establish a residence merely by purchasing/leasing a house or an apartment or even by furnishing such a house or apartment so that it is suitable for the owner's use. No single factor is determinative; residency will be established by the totality of the circumstances.

Novus SMART Academy (K-8) administration shall regularly review the residency records of scholars enrolled in the school. Upon the enrollment of each scholar and on an annual basis, Novus SMART Academy (K-8) will verify to the Tennessee Department of Education each scholar's home school district, where they are entitled to attend school. Parents, guardians, or independent scholars aged 18 and over must promptly notify the school using the documentation listed below when a change in the location of the parent's or scholar's primary residence occurs.

Upon enrollment and on an annual basis the following documents can be used to establish proof of residency for verification of a scholar's ability to enroll in the school and determination of the school district the scholar is entitled to attend. These items must be current, be in the parent's/guardian's name, and include a street address. Novus SMART Academy (K-8) shall require two forms of proof of residency for enrollment as follows (a post office box address cannot be used to validate residency records):

(a) Deed or current real property tax bill.
(b) Lease Agreement
(c) Mortgage Statement
(d) Utility statement or receipt of utility installation issued within thirty (30) days of the date of enrollment.
(e) Most current bank statements available/issued to the parent or scholar that includes the address of the family's primary residence.
(f) Current homeowner or renter insurance declaration.
(g) Paycheck or pay stub issued to the parent or scholar within thirty (30) days of the date of enrollment that includes the address of the parent or scholar primary residence.
(h) Affidavit of Residency accompanied by a utility bill, lease or mortgage statement.

If a scholar loses permanent housing and becomes a homeless child or youth, as defined in 42 U.S.C. § 11434a, or if a scholar who is such a homeless child or youth changes temporary living arrangements, the district in which the scholar is entitled to attend school shall be determined in accordance with division (F) (13) of § 3313.64 of the Revised Code and the "McKinney-Vento Homeless Assistance Act," 42 U.S.C. § 11431 et seq.

If a scholar's records are not received within fourteen (14) days of the date of request, or if the scholar does not present any one of the following: (1) a certification of birth; (2) a passport or attested transcript of a passport filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child; (3) I-94 CARD, Permanent Resident Visa, or Green Card; or (4) a birth affidavit, the CEO/Lead Founder or designee will notify the Rutherford County, Tennessee law enforcement agency of the possibility that the scholar may be a missing child.

No scholar, at the time of initial entry or at the beginning of each school year shall be permitted to remain in school for more than fourteen (14) days if the scholar has not met the minimum immunization requirements established by the Tennessee Department of Health or the scholar presents written evidence satisfactory and acceptable as an exception to such requirement in law.

Identification of any pre-admission activities for scholars or parents; and policies and procedures for scholar waitlists, withdrawals, re-enrollment, and transfers.

Waitlist. Any scholar that does not secure a seat based on the lottery will be granted a space on the waitlist. Families will be notified via email and through the United States postal services of their scholar's waitlist status at the same time as scholars accepted into the school. Any scholar accepted from the waitlist will have one (1) week from the date of notice to accept the available seat by submitting all required enrollment paperwork to the Office Secretary. Novus SMART Academy (K-8) shall comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) with respect to the publication of any list of scholars' names before, during, and after the enrollment and lottery process.

Withdrawals. Novus SMART Academy (K-8) will always do what is in the best interest of our scholars and families with the intention to keep them enrolled in kindergarten through grade 8. However, in the event that scholars and families withdraw from Novus SMART Academy (K-8), the school will request families to notify the school office, in writing, of the intended withdrawal three-to five (3-5) days prior to the withdrawal date. Families will be required to meet with the CEO/Lead Founder to sign the finalized withdrawal paperwork prior to their scholar's separation from the school. This will provide a sufficient amount of time for teachers and office staff to

close out records for the scholar. All debts must be paid and all curriculum resources and technology must be returned prior to releasing finalized withdrawal documentation to scholars and families.

Reenrollment. Scholars and families wishing to reenroll at Novus SMART Academy (K-8) must complete the application process, enrollment process, and lottery process in the event there are no open seats available in the desired grade. Scholars and families wishing to reenroll that may have transferred "not in good standing" will be required to meet with the CEO/Lead Founder before their enrollment status is active to create a plan that will support the overall success of the scholar should he/she return.

Records Request or Transfer. Novus SMART Academy (K-8) will verify eligibility according to residency and will report names and addresses to Rutherford County Schools and/or Murfreesboro City Schools. Once a scholar is identified as enrolled at Novus SMART Academy (K-8), or intending to transfer from Novus SMART Academy (K-8) to another school, the school will request or transfer school records via email and through the United States postal services, with documentation signed by the scholar's parent/guardian, from Novus SMART Academy (K-8) or the school of last attendance. Novus SMART Academy (K-8) will conduct follow-up calls to schools that have not transferred the scholar's records as requested, and Novus SMART Academy (K-8) will release records of scholars intending to transfer within five (5) business days. This will also serve as notice to the district of residence as required by law. The records request or transfer will include a request for receipt of any scholar's Individualized Education Plan (IEP), Individualized Learning Plan (ILP), and/or 504 Plan.

Attachment G

ANTIOCH
MIDDLE SCHOOL

To: Rutherford County Schools
2240 Southpark Drive
Murfreesboro, Tennessee 37128

January 22, 2024

To Whom it May Concern,

My name is Kathyrn Abid Ali and I am writing this letter in support of Novus SMART Academy (K-8) and Dr. Jeremy Sager. I had the pleasure of working with Dr. Sager when he was a Lead Literacy Specialist for Metro Nashville Public Schools.

Dr. Sager was an asset to our Literacy Department and demonstrated strong leadership skills. His communication skills and kindness are two of his attributes I remember the most. Part of his responsibilities as my Lead Literacy Specialist were to support me in my role as a school-based Literacy Coach. Dr. Sager communicated our District expectations and initiatives clearly. He always made time for my questions and responded in a timely manner. He was also such an uplifting, positive, solutions-focused leader. His balance between strength and compassion will be very important in his role at Novus SMART Academy, which aligns to his vision to support scholars through Asses-based Learning in Character Education.

Please accept this letter of support for Novus SMART Academy (K-8) and Dr. Jeremy Sager. I am confident that Dr. Sager will continue to be a great leader in the capacity of CEO/Lead Founder.

Kathryn Abid Ali

Kathryn Abid Ali, M.Ed.
Literacy Coach
Antioch Middle School
Metro Nashville Public Schools
kathryn.abidali@mnps.org

January 12, 2024

Charter Application Review Committee
Rutherford County Schools
2240 Southpark Drive
Murfreesboro TN, 37128

RE: Novus SMART Academy (K-8)

I am writing in support of Novus SMART Academy (K -8) Charter School's application for charter authorization through Rutherford County Schools. I have had the pleasure of knowing and working with Dr. Jeremy Sager, Founder of Novus SMART Academy (K-8) for the past five years. Due to the amount of time that I have been acquainted with Jeremy along with my educational background and experience as a charter school authorizer, I feel that I am in an excellent position to attest to his ability as an innovative and strong education leader.

Dr. Sager is an analytical leader who has an exceptional ability to listen to diverse opinions and collaborate effectively and efficiently, with students' best interests in mind. He is a visionary, one who sees the big picture and can inspire others to work at the highest level of professionalism. He has been actively involved in school reform and understands how students learn and what it takes to ensure leaders and teachers are supporting students to reach their highest potential. I have always characterized him as a leader and an innovator. As a lifelong educator, he is a firm believer that great teachers must be in every classroom, great leaders must be in every building, and strong structures must be in place across districts and networks to ensure sustained success.

Jeremy's work experience and training in the Build. Excel. Sustain. (BES) program prepared him for the work that is ahead for all stakeholders in the Rutherford County community. Novus SMART Academy (K-8) will ensure all scholars are successful through the delivery of high-quality academic instruction using extended time and blended learning specifically in literacy and math, with a strategic two-teacher model. I've engaged in numerous conversations with Dr. Sager about the mission and vision of Novus SMART Academy (K-8) and I believe that he is fully prepared to support this very important work at the highest level.

The decision to approve charter school applicants is complex. At the core of the decision, there must be a demonstrated commitment and willingness to become immersed in a community and fully embrace all aspects from cultural dynamics to barriers. I am more than confident that Novus SMART Academy (K-8) will provide exemplary learning opportunities for the families in Rutherford County. My belief and support of the mission and vision of Novus Academy stand firm, and I am committed to continuing my support of Dr. Sager's work by serving as a member of his advisory council. I support the approval of Novus SMART Academy (K-8) Charter School's application, a decision that will provide a high-quality choice option for Rutherford County families.

With urgency and hope, I request that Novus SMART Academy (K-8) is authorized to enact this important educational initiative. Please feel free to contact me if you have any questions.

Sincerely,

Adrienne Alford

Adrienne Alford
Associate Superintendent of Authorizing and Accountability
Achievement School District
Adrienne.Alford@tn.gov

To Rutherford County Schools Authorizer Review Committee:
To Whom It May Concern:

My name is Jordan Allen and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and its success over time.

Becoming better together,

Resident Name (print): Jordan Allen

Resident Signature: Jordan Allen

Email Address: jordanallen0771@yahoo.com

Carpe Artista, Inc.
Board of Directors

Aaron Conklin
Adam McKeown
Andre Swauncy
Corinne Morse
Ron Alley
Susan Gulley
Walter Alley

*****

Ron Alley
CEO/Founder

Cat Bacelieri
Director of Development

Jonathan &
Linda Sutton
Book Keeping
Associate

Rob Higginbotham
Academy Director

Becca Alley
Camp Director

Robin Haynes
Academy Admin.

Karen Smith
Academy Admin.

115 Front Street
Smyrna, TN 37167
615-984-4040
615-984-4038

www.carpeartista.com

www.facebook.com/
carpeartista

To Whom It May Concern,

This is a letter expressing excitement and support for the formation of Dr. Jeremy Sager and Novus Smart Academy as a charter school in Rutherford County. We have entered into conversations with Dr. Sager regarding future partnerships between Novus Smart Academy and Carpe Artista Arts Academy.

Novus Smart's stated mission of "career preparation" is very much in line with Carpe Artista's mission for creating career path training in entertainment and the arts.

We look forward to further conversations with the leadership of Novus Smart regarding Carpe Artista Academy providing instruction in music, visual art, theater and production with them to their students.

Ron Alley
Cheif Executive Officer/Founder
Carpe Artista (Seize The Arts)

*A 501c3 non-profit Arts Education Organization * Making the world better through the Arts.*

Small Blessings Childcare



To Whom It May Concern,

I hope this letter finds you well. As a childcare provider in Smyrna, Tn, I am writing to express my strong support of bringing a charter school to this area. I believe charter schools provide a higher quality of education and could be very beneficial. Middle Tennessee is rapidly growing. I work with some very smart children who are our future and I would hope they have the best opportunity to learn to be their best in our community.

It is with great enthusiasm that I support this Charter School. If you have any more questions, feel free to contact me at (615)5735542.

Best Regards,
Shia Bates

HEATHER
EST. 2021
BELLGARDT

January 23, 2024
To whom it may concern,

As a former educator with Metropolitan Nashville Public Schools, it is my pleasure to express my support of Novus SMART Academy Elementary School as an addition to the Rutherford County, Tennessee Public School System. Expanding the options for quality education to reach underserved populations is an important step in the right direction to ensure all children have the opportunity for growth as they develop a firm foundation to one day help them reach their full potential.

It has been my personal experience as an educator of 20 years, that smaller class sizes along with team teaching opportunities, available at Novus SMART Academy, allow for a more individualized learning experience. Novus SMART Academy's Two-Teacher Model, smaller class sizes, and 1 on 1 instruction opportunities will effectively create a quality educational experience affording students the opportunity to benefit from a more personalized learning experience. Novus SMART Academy's SMART Model is a proven effective way to create interdisciplinary connections which will no doubt afford young scholars a comprehensive understanding of where they may flourish through character development and community relationships.

I strongly believe that Rutherford County will benefit as a whole from the addition of Novus SMART Academy. An additional choice in quality educational experiences for our youth, especially through the student-centered model of Novus SMART Academy, will be a welcome addition to ensure success and a brighter future for our future generation of leaders.

Heather Bellgardt

Sincerely,

Heather Bellgardt
Former School Educator



To Rutherford County Schools Authorizer Review Committee:
To Whom It May Concern:

My name is LeeAnn Benyman and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and its success over time.

Becoming better together,

Resident Name (print): LeeAnn Benyman

Resident Signature: [signature]

Email Address: leeannbenyman@gmail.com

Memphis Merit Academy Charter School

Lakenna Booker
Founder and Head of School
Memphis Merit Academy Charter School
4775 American Way
Memphis, TN 38118
lbooker@memphismeritacademy.org
901-240-1009

January 19, 2024

Charter School Review Committee for Rutherford County Schools
2240 Southpark Drive
Murfreesboro, TN 37128

Subject: Letter of Support for Novus SMART Academy Charter School Charter Petition

Dear Rutherford County Schools, ,

I, Lakenna Booker, Founder and Head of School of Memphis Merit Academy Charter School, am writing to express my wholehearted support for the charter petition submitted by Novus SMART Academy, a kindergarten through 8th-grade charter school in Rutherford County, Tennessee. As the Founder and Head of School at Memphis Merit Academy Charter School, I have had the privilege of collaborating with the Lead Founder of Novus SMART Academy, Mr. Jeremy Sager.

I am pleased to inform you that Memphis Merit Academy had the honor of hosting Mr. Sager during a fall residency, providing him with a firsthand experience of the work involved in founding and operating a high-performing charter school. Through our residency program, Mr. Sager had the opportunity to immerse himself in the mission of Memphis Merit Academy, which is centered around rigorous academics, high-quality instruction, and character development for scholars in kindergarten through 8th grade.

As the Lead Founder of Memphis Merit Academy and a former BES Fellow, I understand the challenges and dedication required to successfully establish and operate a high-performing charter school in an underserved community. During Mr. Sager's residency, I provided guidance and support, sharing best practices in areas ranging from data analysis to daily operations. I have witnessed Mr. Sager's dynamic leadership and his commitment to the mission of creating a school aligned with the values and principles that make Memphis Merit Academy successful.

Memphis Merit Academy Charter School

I am proud to serve on the advisory council for Novus SMART Academy, further underscoring my belief in the school's mission and vision. Novus SMART Academy is designed to provide an extended school day and year, crucial elements in delivering a robust academic program. Much like Memphis Merit Academy, Novus SMART Academy recognizes the significance of extended time for foundational literacy development and the cultivation of essential skills in mathematics and reading.

Moreover, Mr. Sager understands the importance of fostering a strong school culture that is both motivating and invigorating. The school model is structured to provide a supportive learning environment with high expectations for behavior, academics, homework performance, and character development. These elements are fundamental to the academic success of children in Memphis, and I am confident that Novus SMART Academy will contribute significantly to the educational landscape of Rutherford County.

The core beliefs of Novus SMART Academy, centered on the belief that all students can and will learn at high levels, align seamlessly with my own convictions. I firmly believe that all students possess the resilience and potential to excel on the path to college, and we need more schools like Novus SMART Academy in Tennessee's underserved communities to ensure equal opportunities for all students.

In conclusion, I humbly request your support in authorizing Novus SMART Academy Charter School to provide a promising future for the families in Rutherford County. I am confident that the school, under Mr. Sager's leadership, will make a lasting and positive impact on the educational journey of its students.

Thank you for your time and consideration.

Sincerely,

Lakenna Booker
Founder and Head of School
Memphis Merit Academy Charter School



Thomas Branch
Chief Operating Officer
Valor Collegiate Academies
4523 Nolensville Pike
Nashville, TN 37211
Jan 10, 2024

Rutherford County Schools

To Whom It May Concern,

I am writing to express my wholehearted support for Novus SMART Academy (K-8) and its proposed CEO/Lead Founder, Jeremy Sager. I have had the privilege of knowing Jeremy for a few years now, and have witnessed firsthand his unwavering commitment to K-12 education, passion for student success, and exemplary leadership skills.

I have been consistently impressed by Jeremy's integrity, work ethic, and dedication to improving educational outcomes for all students. Jeremy's academic background, including a Doctor of Education in Administrator Leadership for Teaching and Learning, and his extensive experience in education, make him a highly qualified and capable leader for Novus SMART Academy.

Novus SMART Academy's mission and vision align seamlessly with the values and goals of the broader education community. The commitment to providing scholars with rigorous curricula, fostering a love for learning, and promoting personal growth reflects a dedication to excellence that is essential for student success. The innovative academic focus and plan outlined in the Novus SMART Academy Abstract demonstrate a thoughtful and strategic approach to addressing the unique needs of scholars in Rutherford County, Tennessee.

The need for Novus SMART Academy is evident when considering the educational landscape in Rutherford County. While overall performance in math and English/Language Arts in the county is commendable, the data indicates a gap in achievement for scholars in La Vergne and Smyrna. Novus SMART Academy has identified this gap and is poised to provide a solution through high-quality academic instruction, extended learning time, and a strategic two-teacher model.

Moreover, the proactive approach of Novus SMART Academy to partner with Rutherford County Schools and address the challenges presented by the countywide rezoning plan demonstrates a commitment to equity and inclusivity. By providing an additional school option, Novus SMART

VALOR COLLEGIATE
Academies

Academy aims to support scholars and families, ensuring that they have access to high-quality education without uprooting them from their current communities.

Jeremy Sager's track record of success and accomplishments in education, including achieving TVAAS Level 5 Reward School Status and being recognized as a 2022 Public Charter School Changemaker, attests to his ability to lead Novus SMART Academy towards academic excellence and positive transformation.

In conclusion, I wholeheartedly endorse Novus SMART Academy (K-8) and Jeremy Sager as the proposed CEO/Lead Founder. Their commitment to providing exceptional educational opportunities aligns with the values we hold dear in the public school community. I am confident that Novus SMART Academy will play a pivotal role in enhancing the educational landscape in Rutherford County and making a lasting impact on the lives of scholars and families.

Please do not hesitate to reach out if you require any additional information or support.

Sincerely,

Thomas Branch
Chief Operating Officer
Valor Collegiate Academies

To Rutherford County Schools Authorizer Review Committee:
To Whom It May Concern:

My name is Stacia Brock and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and its success over time.

Becoming better together,

Resident Name (print): Stacia Brock

Resident Signature: Stacia Brock

Email Address: stacia_brock@yahoo.com

To Rutherford County Schools Authorizer Review Committee:
To Whom It May Concern:

My name is Jeanine Carreras and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and its success over time.

Becoming better together,

Resident Name (print): Jeanine Carreras.

Resident Signature: Jeanine Carreras.

Email Address: JandF2005@BellSouth.

January 8, 2024

To Whom This May Concern:

This letter is to offer my full support to Dr. Jeremy Sager and Novus SMART Academy Charter School, which has been proposed to be established in Rutherford County. Dr. Sager's astuteness to educate all students has been recognized throughout the State of Tennessee for yielding high student success rates and impeccable leadership as a documented school leader who led Nashville Prep to Reward School Status during the 2021-2022 school year.

As a current education practitioner, I know that it is imperative to have high-quality school options that focus on the whole child. I believe Novus SMART Academy Charter School will provide the support students need academically, socially, and emotionally to thrive and reach their fullest potential. As the school-aged population of Rutherford County continues to grow, families should have a choice as to which school their children should attend.

Dr. Sager is a well-accomplished educator that has numerous credentials and experience that will ensure that Novus SMART Academy will be a beacon of joy and educational achievement in the Rutherford County community. Therefore, I support Novus SMART Academy Charter School as an additional option for students and parents that deserve a high-quality education and I sincerely hope that this school will be approved as a charter school to begin operations during the 2025-2026 school year.

Respectfully,

Dr. Candra Clariette

Dr. Candra Clariette
candraclariette@gmail.com

LA VERGNE
TENNESSEE

5093 Murfreesboro Road
La Vergne, TN 37086
(615) 793-6295
lavergnetn.gov

January 23, 2024
Rutherford County Schools
2240 Southpark Drive
Murfreesboro, TN 37128

Greetings!

To Whom It May Concern,

Please accept this letter of support for Novus SMART Academy (K-8) and their Charter School Application.

I am aware and appreciate what this Academy can and will offer for parents, as well as school-aged children in our community. We should continue to support high value options for our students wherever possible.

Warm Regards,

Jason Cole

Mayor Jason Cole
City of La Vergne

To Rutherford County Schools Authorizer Review Committee:
To Whom It May Concern:

My name is Andrea Coleman and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

This letter also serves as my commitment to enroll my child/children as a Founding Kindergarten Scholar at Novus SMART Academy in the Fall 2025; graduating class of 2038.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and success over time.

Becoming better together,

Founding Scholar Name (print): Xavier Coleman

Founding Parent Name (print): Andrea Coleman

Founding Parent Signature: Andrea Coleman (Jan 28, 2024 11:17 CST)

Email Address: acoleman5@me.com

Erika Coleman-Mitchell
606 Virginia Belle Drive
Smyrna, TN 37167

January 11, 2024

To Whom It May Concern:

I am writing this letter to express my support for the opening of Novus SMART Academy, a proposed Kindergarten through 8th grade school for the families of Rutherford County, Tennessee. As a resident of Smyrna, I believe this school will play a crucial role in providing students with an exceptional educational experience that prepares them for high school, post secondary, and beyond. Since most students attending schools in LaVergne and Smyrna are performing below the statewide average in math and English Language Arts, I understand the need for our students to have a more rigorous educational program that combines high-quality curricula and instructional practices as well as a focus on personal growth, innovation, and creativity.

The mission and vision outlined for Novus SMART Academy align with the values I have for educating our youth. Offering rigorous curricula will ensure that students are academically challenged and well-prepared for higher education and their future careers. Additionally, the emphasis on innovation and creativity is vital in preparing students to contribute meaningfully to society. The school's commitment to nurturing personal growth will ensure that students develop into well-rounded individuals with a strong sense of purpose and self-awareness. Novus SMART Academy's approach to education will empower students to thrive on their chosen paths and contribute to the development of future leaders who will shape a better world.

As a result, I wholeheartedly support the opening of Novus SMART Academy and believe that it will provide a high-quality option for the students and parents in Rutherford County. If you have any questions, please do not hesitate to contact me.

Sincerely,



Erika Coleman Mitchell
erika.coleman@comcast.net

To Rutherford County Schools Authorizer Review Committee:
To Whom It May Concern:

My name is Sarah Dia and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and its success over time.

Becoming better together,

Resident Name (print): Sarah Dia

Resident Signature: Sarah Dia (Jan 28, 2024 10:58 CST)

Email Address: saradia.sd@gmail.com

January 19, 2024

To Whom It May Concern:

Kindly accept this letter of support as Dr. Jeremy Sager seeks to develop Novus SMART Academy in Rutherford County, Tennessee. As a parent of three sons who all matriculated through Rutherford County Schools, I am especially supportive of a school concept such as Novus SMART Academy. Additionally, as an active member of the Rutherford County community, I'm excited at the prospect of another great academic choice for our families.

Although my family and I have fond memories of many excellent Rutherford County Schools teachers and administrators, I believe that each of my sons could have benefitted from more culturally diverse instruction and leadership. I look forward to lending my support as a general citizen to this initiative. Furthermore, I plan to include Novus SMART Academy as I professionally seek STEM partnerships and opportunities for Middle Tennessee State University students and their instructors.

Should you have questions or wish to arrange discussion regarding my level of support, please feel free to contact me directly at echelleady1@yahoo.com. Thank you.

Sincerely,

Echell Eady, EdD
Rutherford County Resident



January 26, 2024

Rutherford County Schools Authorizer Review Committee

I am writing to express my support for Novus Smart Academy (K-8). I want to add my voice to the endorsement of such an innovation in education. I am a resident of Rutherford County and I believe that Novus Smart Academy Charter School will be an asset to the LaVergne, Smyrna community.

As a staff Leader and Music Director of one of the largest church congregations in the vicinity, I was so excited to hear about Novus SMART Academy. An option that will integrate the arts for students to think creatively.

Novus Smart will provide an educational choice to families, one with rigorous academics and core values of safety, community, diversity, fun, and personal growth. High standards combined with a SMART curriculum will prepare students for success in college and career and create contributing citizens.

I support the approval of Novus SMART Academy Charter School to serve students in our community. I value the mission and approach and I would be pleased to see a school of choice in the community. And I would like to explore how I can be a part of this culture.

Sincerely,

Jamar Esaw
Mt. Zion Baptist Church
Sr. Director of Music Worship and Arts
612.501.2036

Gabriel Fancher
5606 Old Salem Rd
Rockvale, TN 37153
gfancher@gmail.com
615-445-5073
Jan. 10, 2024

Rutherford County School Board

Subject: Support for Novus SMART Academy Charter School

Dear Members of the Rutherford County School Board,

I am writing to express my support for the establishment of Novus SMART Academy, a proposed charter school set to open in August 2025. As an educator deeply committed to the advancement of educational opportunities, I have been particularly impressed by the vision and dedication of Mr. Jeremy Sager, the proposer and CEO of the academy. His commitment to addressing the needs of students in Smyrna and Lavergne, areas often overlooked in our county, is not only commendable but also essential.

Novus SMART Academy promises to be an equity-centered institution, a much-needed approach in today's educational landscape. The school's model prioritizes creating an environment where students and families feel known, loved, and respected. This approach aligns with the best practices in education, fostering a supportive and inclusive atmosphere conducive to learning and personal growth.

I recognize the profound impact that a well-rounded education can have on students, especially those from underserved communities. Charter schools like Novus SMART Academy offer a beacon of hope and opportunity, providing alternatives that cater to diverse learning needs and backgrounds. The focus on equity at Novus SMART Academy ensures that all students, regardless of their socio-economic status, have access to quality education, a fundamental right that should be afforded to every child.

In conclusion, I wholeheartedly endorse the establishment of Novus SMART Academy in Rutherford County. I urge the board to consider the profound impact this school will have on our community and the lives of countless students. Let us seize this opportunity to make a lasting difference in our educational landscape.

Thank you for considering this request. I am hopeful for a positive response and am available for any further discussions or clarifications regarding this matter.

Sincerely,

Gabriel Fancher



build. excel. sustain.

January 29, 2024

Novus SMART Academy (K-8)
% Dr. Jeremy Sager
7257 Santeelah Way
Antioch, TN 37013

Dear Jeremy:

Thank you for submitting an application to BES for startup funding. After careful review of your application, we are pleased to inform you that **BES has awarded Novus SMART Academy (K-8) a startup grant in the amount of $30,000**. Congratulations!

For the current fiscal year, BES only has a total of $500,000 to be awarded as startup funding to BES Fellows making funds extremely limited. This decision was made after carefully considering each applicant's access to other funding sources and current financial need, among other factors shared as part of the application process.

This award is contingent on the authorization of your school, signing of the grant agreement, and completion of all milestones listed in the agreement. As a reminder, the award is only to be used as startup funding during the school's planning year.

We are excited to be able to support the great work you are leading and look forward to continuing to work alongside you through Follow On Support in the coming years. Please let us know if you have any questions.

Sincerely,

Jasmine Fryer

Jasmine Fryer
Acting CEO & Chief External Affairs Officer

CHILD SUPPORT DIVISION
OFFICE OF DISTRICT ATTORNEY GENERAL
16TH JUDICIAL DISTRICT
20 PUBLIC SQUARE NORTH
3RD FLOOR
Murfreesboro, TN 37129
PHONE (615)898.8060, FAX (615) 848-5138

January 24, 2024

I am writing to express my support for the new Charter School. I'm a resident of Rutherford County and I believe that a Charter School will be an asset to Rutherford County. As I believe the Charter School will provide an educational choice to families, one with rigorous academics and core values of safety, community, diversity, fun and personal growth.

I support the approval of a new Charter School to serve students in our community. I would be pleased to see a school of choice in the community.

Sincerely,

Tijuania Garrett
Child Support Administrator
20 N. Public Sq
Murfreesboro, TN 37130
615.898.8002

NCC Nashville Charter Collaborative

Letter of Support for Novus SMART Academy

Rutherford County Schools
2240 Southpark Blvd
Murfreesboro, TN 37128

January 29, 2024

I am writing this letter to enthusiastically support the proposal of Novus SMART Academy. This K-8 school will provide the students and families in Rutherford County with a high-quality educational option. The careful thought and consideration in the academic model create an environment where teachers can reach various students with different learning styles. The three-pronged approach of asset-based, inquiry-based, and project-based learning with two teachers in the classroom, K-5, will ensure that our students start their academic journey on strong footing and are exposed to various learning opportunities.

The Nashville Charter Collaborative is the lead advocate for public charter schools in Nashville. We provide valuable resources around student and family support for schools, elevate school leaders and their best practices, and support the navigation of the authorizing and accountability processes. After spending time with Jeremy Sager and learning more about his vision for the students of Rutherford County, I am excited by the mission and vision of this leader. Jeremy has a history of strong leadership but his deep passion for responsive teaching and ensuring that he creates an environment that fosters a love for learning is what sets him apart as someone that we are confident will improve not just the academic outcomes but the life outcomes of those students that attend Novus SMART Academy.

I am confident that the addition of Novus SMART Academy will contribute positively to the education of the students in Rutherford County. With a research-based academic model, a thoughtful parent partnership program, and a true passion for embracing innovation and creativity in service for great life learning, this charter school proposal is particularly compelling and deeply needed within the community.

Thank you for your consideration, and I look forward to witnessing the positive impact that Novus SMART will have in Rutherford County.

Sincerely,

Subira Gordon
Chief Executive Officer
Nashville Charter Collaborative
subira.gordon@nashvillecharter.org

Shercobia Gordon-Hall
Schools of Innovation Literacy Lead
Shercobia.gordon-hall@mnps.org

1019 Taylor Street
Pulaski, TN 38478

January 10, 2024

To Whom It May Concern:

I am delighted to write this letter of support on behalf of Dr. Jeremy Sager and Novus SMART Academy (K-8). I have worked with Dr. Sager for the past year at Metropolitan Nashville Public Schools in the Innovative Schools department as a district lead. I have always been impressed with his uncanny ability to get things done. Dr. Sager is attentive, methodical, and made a lasting impact in our department and with the schools that he serviced. His commitment to professionalism and productivity makes him a joy to work with.

Dr. Sager has a very positive attitude and was a very supportive colleague. His interest in helping students, principals, and all stakeholders that he worked with allowed him to make meaningful and lasting connections. It is very clear that he is a critical thinker while being very attentive to details. He is very aware of nuance and extremely skilled in synthesizing information to make informed decisions that directly affects the interest of all participants.

When I learned of his leaving from Metropolitan Nashville Public Schools, I was deeply saddened at our department's loss. However, Dr. Jeremy Sager's vision for founding Novus SMART Academy (K-8) is nothing short of amazing and will make an excellent additional school option to scholars and families in Rutherford County. Without hesitation I praise his abilities and performance in every aspect of his professional career. I believe his vision to provide all scholars access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society speaks to his leadership capacity and love for students and their families. He's ready for the leadership role of Executive Director and can handle any task, large or small, presented to him.

Please feel free to contact me by email (Shercobia.gordon-hall@mnps.org) or cell phone (615-241-6904) if you have any questions.

Sincerely,

Shercobia Gordon-Hall

Shercobia Gordon-Hall

STEM PREPARATORY ACADEMY
1162 Foster Avenue, Nashville, TN 37210

January 12, 2024

Greetings,

I would like to express my full support for the application submitted by Dr. Jeremy Sager for the establishment of a new charter school, Novus Smart Academy, in Rutherford County, Tennessee.

As the Interim CEO & COO of STEM Preparatory Academy in Nashville, I have had the privilege of witnessing firsthand the transformative power of charter schools in providing a high-quality education, fostering innovation, and creating a positive impact on the lives of students. I worked closely with Dr. Sager in the past at LEAD Public Schools, and I know firsthand of his leadership excellence and his passion for education.

Novus SMART Academy shares our commitment to academic excellence, diversity, and student success. The proposed school's mission aligns seamlessly with the principles that have guided our own institution, emphasizing personalized learning, community engagement, and a focus on the holistic development of each student. Dr. Sager has a solid understanding of the educational landscape, a commitment to innovative teaching methodologies, and a genuine desire to address the unique needs of a diverse student population. I believe that the establishment of Novus SMART Academy will not only complement but also enhance the educational options available to families. The proposal's emphasis on Asset-Based Learning, Inquiry-Based Learning, and Project-Based Learning sets it apart as a valuable addition to our educational ecosystem, providing students with a well-rounded and enriching learning experience.

I am confident that the collaboration between our institutions could lead to mutually beneficial partnerships, fostering a supportive network that contributes to the overall educational well-being of our community. Such collaborative efforts can lead to the sharing of best practices, resources, and innovative strategies that benefit both charter schools.

In conclusion, I fully endorse the application for Novus SMART Academy. Thank you for considering my input and if you require any further information, or would like to discuss this matter in more detail, please feel free to connect with me. My cell phone number is 310-895-4656.

Respectfully,

Demetrius Greer
Interim Chief Executive Officer and Chief Operating Officer

KDGi

KDGi
102 S. Maple Street
Murfreesboro, Tennessee 37130
KDGi.solutions

January 17, 2024

Rutherford County Schools
2240 Southpark Drive
Murfreesboro, Tennessee 37128

Via Email: jsager@fellow.bes.org

Subject: Letter of Support for NOVUS Smart Academy

To Whom this May Concern,

It is my pleasure to write this letter in support of the proposal for the NOVUS Smart Academy, being presented to Rutherford County Schools by Jeremy Sager. I am confident that you will find intriguing, Jeremy's passion for educational excellence, and his mission to partner with Rutherford County Schools to provide additional school options for our community's young scholars.

As a business owner and resident in Rutherford County, I am fully invested in the growth of our community. I have two school-aged children who attend our public school system, and I am proud of the strides that are being made to continuously improve their teaching environments. I hope that my journey in having obtained a graduate-level degree will have some bearing on the baseline and trajectory of our community's uprising scholars. The value that I place on education and NOVUS's well-manicured plan easily became drivers in me accepting the role as a non-voting Advisory Board Member for NOVUS Smart Academy.

Having an immediate understanding of trends in our exponentially growing community, such as the Rutherford County Schools rezoning plan, the NOVUS Smart Academy curricula will provide learning environments that are aligned with Rutherford County's goals of early intervention and high-quality academic instruction. The NOVUS Smart Academy will also be responsive in helping alleviate socio-economic inequities that arise with rapid growth such as being experienced in Rutherford County.

I fully support the efforts of NOVUS Smart Academy to plant and grow an academic institution in our community. I hope that you will receive the proposal for NOVUS Smart Academy as beneficial and complimentary of the efforts that Rutherford County Schools are making.

Very Respectfully,

Brandon M. Harvey, AIA, NCARB, NOMA
President/Managing Partner

To Rutherford County Schools Authorizer Review Committee:
To Whom It May Concern:

My name is Luke Herndon and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and its success over time.

Becoming better together,

Resident Name (print): Luke Herndon

Resident Signature: Luke Herndon

Email Address: luke.herndon@gmail.com

To Rutherford County Schools Authorizer Review Committee:
To Whom It May Concern:

My name is Hope Ho and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

This letter also serves as my commitment to enroll my child/children as a Founding Kindergarten Scholar at Novus SMART Academy in the Fall 2025; graduating class of 2038.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and success over time.

Becoming better together,

Founding Scholar Name (print): Antonio Matosevic Jr.

Founding Parent Name (print): Hope Ho

Founding Parent Signature: hope ho

Email Address: hopeho0452@gmail.com

LIVING TRUTH
CHRISTIAN CENTER
Partners for Life

Apostle Amos L. Howard, Sr.

Corporate Headquarters
102 Ridley Street
Smyrna, TN 37167
Phone (615) 459-9017
Fax (615) 459-8670
www.livingtruthcc.org

From: Apostle Amos Howard, Senior
Living Truth Christian Center
102 Ridley Street
Smyrna, Tennessee 37167

To: Rutherford County Schools
Charter Schools Authorizer Review Committee
2240 Southpark Blvd
Murfreesboro, Tennessee 37128

January 25, 2024

Greetings in the Name of our Lord and Savior Jesus Christ! I am Apostle Amos Howard, Senior, Pastor of Living Truth Christian Center. Living Truth Christian Center is a mission-driven church with two locations: one in Smyrna, Tennessee and one in Gadsden, Alabama. We believe that "We are living proof because we are Living Truth. The Word of God is our authority in making excellent choices for everyday living."

Our operations team began conversations with Dr. Jeremy Sager about the possibilities of using our facilities to open Novus SMART Academy (K-8) on our Smyrna campus. Shortly after the team's interaction, I met with Dr. Sager to hear more about the mission of the school, its model and design, and how the school will impact underserved communities of color in La Vergne and Smyrna. I was captivated by the level of passion and I ntentionality Dr. Sager demonstrated throughout his presentation, and we are excited that he sees Living Truth Christian Center as a partner to support our community through education.

My passionate concern for our Smyrna community led to the opening of Blessed Beginnings Comprehensive Learning Center, the first African American Church daycare in Rutherford County, Tennessee. We also established ALERT Community Development Corporation as a 501©3 to change lives through education, redevelopment, and training. Over the last seventeen years, we spearheaded the Back-to-School Bash Family Fun Fest, donating over 9,700 backpacks filled with school supplies and hygiene products to children in our surrounding community. Through our Lazarus House program, we were able to purchase transitional homes to provide housing for families, and we assist low-to-moderate income families in acquiring home ownership. Living Truth Christian Center has invested over $1 million in assisting families in transitioning or purchasing their first home.

The mission of Novus SMART Academy (K-8) aligns with our mission and foundational beliefs, and our desire to make a larger impact in underserved communities of color through education. Having a mother who is a retired educator and choosing to send my own children and grandchildren to a private school, I understand the importance of families having access to high-quality educational options that are free in our community. We are excited to be considered as a facilities option for a high-performing charter school seeking to demonstrate positive results like other high-performing charter schools in the metro-Nashville area and across the nation.

Our facilities have the capacity to support Dr. Sager and the vision of Novus SMART Academy (K-8), and we are willing to conduct a facilities needs assessment that will ensure Novus SMART Academy (K-8) is fully prepared to welcome its Founding Scholars on August 4, 2025.

Facilities Description
• Total Square Footage: 37,343 square feet • Total Number of Classrooms: 15 • 6 classrooms have individual bathrooms downstairs. • Outdoor Playground Area • School-based Security System Installed • Common Areas   ○ Office Spaces   ○ Conference Rooms   ○ Assembly/Fellowship Hall   ○ Kitchen Area

Without hesitation, Living Truth Christian Center offers this letter of commitment to Novus SMART Academy (K-8) as proof to provide a facilities option for co-location post-authorization through Rutherford County Schools.

We pray this future charter school becomes a trailblazing example of how schools should support underserved communities to close the achievement gap between high-performing students and low-performing students. By partnering with Novus SMART Academy (K-8), we will provide families with the opportunity to choose a high-performing school option and safe facilities for students, and this is our chance to engage in another positive educational partnership that will impact our community.

Please contact me directly if you have any additional questions regarding this letter of support and our commitment to Novus SMART Academy (K-8).

Sincerely,

Apostle Amos L. Howard, Sr.

Apostle Amos L. Howard, Sr.
Pastor of Living Truth Christian Center
Phone: 615-459-9017
Email: info@livingtruthcc.org

K&H

Kayce A. Howard

PHILANTHROPIST & ENTREPRENEUR

Kayce Howard
102 Ridley Street Smyrna, TN 37130
Rutherford County
1-29-2024

Rutherford County Schools Authorizer Review Committee
2240 Southpark Drive, Murfreesboro TN 37128
Rutherford County

Dear Members of the Rutherford County Schools Authorizer Review Committee,

I am writing to you as a dedicated philanthropist, Rotarian, mentor, entrepreneur, and a lifelong leader in the Rutherford County community. My commitment to enhancing the lives of our young adults and children, particularly through education, has been a cornerstone of my work. Today, I wish to extend my wholehearted support for the charter application of Novus Smart Academy (K-8), which aims to open its doors to our Rutherford County Founding Scholars and Families in August 2025.

As someone who has dedicated her life to making our community a better place, I recognize the profound impact that a high-quality educational institution can have on the lives of its students and, by extension, the community at large. Novus Smart Academy (K-8) is not just another school; it is a beacon of hope and a promise of a brighter future for our children. This school will provide a high-quality option for parents seeking an innovative and nurturing learning environment for their children.

My involvement with the Rutherford County Alternative Schools, providing uniforms, nonperishable food items, hygiene items, and recruiting positive, impactful speakers, has reinforced my belief in the transformative power of education. These experiences have shown me the critical need for educational institutions that not only impart knowledge but also instill values, foster creativity, and nurture the overall well-being of our young learners.

I am excited about the potential of Novus Smart Academy (K-8) to bring about positive change in our community. It aligns perfectly with my mission to touch lives and create lasting impact. I pledge my support to this noble endeavor and look forward to collaborating with the school once it is operational. Whether it is through resource provision, mentorship programs, or community initiatives, I am committed to ensuring that Novus Smart Academy (K-8) thrives and serves as a model of excellence in education.

In closing, I urge the Rutherford County Schools Authorizer Review Committee to recognize the potential of Novus Smart Academy (K-8) to enhance the educational landscape of our county. This institution promises to be a pivotal addition to our community, nurturing the minds and hearts of our future leaders.

Thank you for considering this application and for your ongoing commitment to the education of our children. Together, we can make a significant difference in the lives of our young generation.

Sincerely,

Kayce Howard
Philanthropist, Rotarian, Mentor, Entrepreneur, Community Leader
Rutherford County Native

615-796-0773 info@thekaycehoward.com
102 Ridley Street Smyrna, TN 37167 www.alertcdc.org

STEM PREPARATORY ACADEMY
Discover how. Discover why.

LaTrina M. Johnson-Brown, Deputy Chief of Strategic Initiatives
STEM Preparatory Academy
1162 Foster Avenue
Nashville, TN 37210

10 January 2024

Rutherford County School District
2240 Southpark Drive
Murfreesboro, TN 37128

Subject: Letter of Support for Dr. Jeremy Sager and Novus SMART Academy Charter Application

Greetings,

I am writing this letter with great enthusiasm and genuine admiration for Dr. Jeremy Sager - a dedicated educator whom I had the privilege of working alongside during my tenure as a principal at RePublic High School. I am pleased to express my wholehearted support for Dr. Sager and Novus SMART Academy.

During our time working together, Dr. Sager consistently demonstrated exemplary leadership, innovative thinking, and an unwavering commitment to the success and well-being of our students. He played a pivotal role in reigniting the zeal for excellence and a first-class experience for families at our sister school; I believe that, truly, showcased his ability to envision and implement positive change within school communities.

The vision outlined in Novus' application reflects Dr. Sager's deep understanding of educational best practices, dedication to fostering a supportive learning environment, and a keen awareness of the unique needs of students. He has always been at the forefront of advocating for student success, and I am confident that Novus SMART Academy will, again, be a testament to his leadership and passion for education.

Dr. Sager possesses a unique combination of skills that make him well-suited for the challenges of establishing and leading a charter school. His ability to collaborate with colleagues, engage with parents, and inspire students sets him apart as an exceptional educational leader. I have no doubt that Novus and Rutherford County will benefit greatly from Dr. Sager's visionary approach and commitment to educational excellence. Beyond his individual strengths, the collaborative and supportive nature he brings to a professional setting fosters a positive and inclusive culture. His ability to build strong relationships with both staff and students creates an environment where everyone feels valued and motivated to contribute to the success of the school community.

Again, I wholeheartedly endorse Dr. Sager and Novus SMART Academy. I believe that their establishment will be a tremendous asset to families. Thank you for considering this letter of support, and I am confident that Dr. Sager will continue to make significant contributions to the educational world that we believe that ALL students deserve.

If you have any further questions or require additional information, please feel free to contact me at johnson-brown@stemprepacademy.org or at (615) 974-2710.

In Service to the Mission,

LaTrina M. Johnson-Brown

To Rutherford County Schools Authorizer Review Committee:
To Whom It May Concern:

My name is Eden Jones and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and its success over time.

Becoming better together,

Resident Name (print): Eden Jones

Resident Signature: Eden Jones

Email Address: EdenJones14@gmail.com

Jennifer Jones, Ed.D.

854 Beech Bend Drive

Nashville, TN 37221

615.618.8732

Jennifer.Jones2@mnps.org

January 11, 2024

Rutherford County Schools
2240 Southpark Drive
Muffreesboro, TN 37128

To Whom It May Concern:

I am writing to offer my support for Dr. Jeremy Sager and Novus SMART Academy, which he is proposing to establish. Students in La Vergne, Smyrna, and the greater Rutherford County community deserve the best in teaching and learning.

Dr. Sager and his development of Novus SMART Academy embodies the characteristics needed to provide an inclusive and equitable learning environment that will engage and challenge students to reach their full potential for career and college readiness. With the support of the community and partnership with Rutherford County Schools, I firmly believe that Novus SMART Academy will propel the growth of every student that enters its doors.

Dr. Sager's experience as an administrator, instructional coach, teacher, and BES Fellow has built his capacity to design, found, and lead a high-quality school focused on implementing researched-based practices and strategies. Dr. Sager has a profound ability to build relationships that nurture and foster growth, inspire change, and encourage hard work. These skills will serve Rutherford County Schools and Novus SMART Academy well as he recruits students and builds community support overall.

I urge you to authorize Novus SMART Academy as an additional school option for students in the Rutherford County Schools district.

Sincerely,

Jennifer Jones, Ed.D.
Lead Literacy Coach, MNPS

empact

Subject: Expressing Support for Novus SMART Academy (K-8)

To Whom it May Concern,

I am writing to express my support for the authorization of Novus SMART Academy (K-8). I believe that the mission and the vision demonstrate a level of clarity about the team's desire to provide scholars with access to rigorous curriculum while also fostering a love for learning.

As a former educator, I understand the importance of creating an environment for all students to thrive and I believe that Dr. Jeremy Sager is laying the groundwork for what will become a hub of innovation, creativity and personal growth that exceeds the status quo.

I am particulay impressed by the comprehensive plan that includes inquiry-based learning, learning and leverages a two-teacher model. These components are a recipe for success, and I believe they prepare scholars to succeed in the short and long term.

I wholeheartedly support the establishment of Novus SMART Academy (K-8) and believe it will become a cornerstone in the educational landscape of Rutherford County. I look forward to championing the success of this soon-to-be fully authorized charter school for many years to come.

Sincerely,

Nautrie Jones
Co-Founder and Chief Operating Officer
Empact Work
www.empact.work
(404)372-2365

January 20, 2024

Paula F. Jones
2817 Kingfisher Drive
Murfreesboro, TN 37128

To Whom It May Concern:

It is my pleasure to provide this letter of support for the establishment of Novus SMART Academy. Novus SMART Academy's goals that I believe are very important are to serve the traditionally underserved through college preparation. I grew up in Alabama. I was a very smart kid from what was considered a financially poor family. Therefore, this type of educational environment would have been ideal for a child like me and others who I knew showed great potential but did not have the specialized learning opportunities that Novus SMART Academy desires to provide this community.

I have lived in Rutherford County since July 2012, and I have had the privilege of raising my son here. Rutherford County provides a great school system; however, I chose to allow my son to attend a private Christian school. For me, this private Christian school experience for my son with a rigorous curriculum was most attractive. In addition, I know that my son is being aggressively and intentionally prepared for college after high school. Schools like Novus SMART Academy will offer families like mine similar opportunities without tuition costs.

With the middle Tennessee area growing so rapidly, in my opinion, there is room for exceptional and specialized school options like Novus SMART Academy. I wish Dr. Jeremy Sager and his team great success as they move through this process. If there is additional information required, please contact me at paula.jones3@gmail.com.

Sincerely,

//e.s.//
Paula F. Jones, MS, SPHR
www.linkedin.com/in/paulajones3

Gestalt
COMMUNITY SCHOOLS

January 12, 2024

From: Michelle Jones-Wright
K-12 Culture Supervisor

To: Dr. Jeremy Sager
Proposed CEO and Lead Founder

Rutherford County Schools
2240 Southpark Drive
Murfreesboro, TN 37128

Subject: Letter of Support for Novus SMART Academy (K-8)

Dear Rutherford County Schools and the Authorizing Committee,

I am writing to express my wholehearted support for the establishment of Novus SMART Academy, a transformative educational initiative that promises to bring invaluable benefits to the Rutherford County community. As a K-12 Culture Supervisor of a grassroots charter school, I have closely reviewed the proposal for Novus SMART Academy and am impressed by its vision, mission, and potential impact on the proposed educational landscape.

The proposal outlines a comprehensive educational approach that embraces innovation, personalized learning frameworks, and community outreach programs. These elements, combined with the dedication of the Novus SMART Academy team, make this initiative highly deserving of your consideration and approval.

Novus SMART Academy seeks to address the unique needs of the Rutherford County community by ensuring students have access to a rigorous curriculum and high-quality instruction. This targeted approach reflects a deep understanding of the challenges and opportunities within our educational system, and it aligns seamlessly with the aspirations of students and families in the community.

The curriculum and instructional methods proposed by Novus SMART Academy are not only academically rigorous but also designed to foster critical thinking, creativity, and a lifelong love for learning that will empower the lives of students and their families. The innovative educational strategies presented in the proposal can set a new standard for excellence in the community.

What particularly stands out to me is the academic programming of inquiry-based, asset-based, and project-based learning programs, which demonstrates a commitment to meeting the diverse learning needs of all students. The inclusivity and equity embedded in Novus SMART Academy's vision make it an ideal candidate for approval, as it addresses the importance of providing a quality education for every child.

Gestalt
COMMUNITY SCHOOLS

I am also impressed by the community engagement efforts outlined in the proposal. Novus SMART Academy has sought input from parents, community leaders, and other stakeholders, reflecting a commitment to collaboration and a desire to create a school that reflects the community's values and aspirations.

In conclusion, I wholeheartedly endorse the approval of Novus SMART Academy. The innovative and student-centered approach, coupled with the dedication of the team, positions Novus SMART Academy as a beacon of educational excellence that will positively impact the lives of students and contribute to the overall advancement of the Rutherford County community.

Thank you for your time and consideration. I am confident that Novus SMART Academy will become a vital asset to our educational community in Tennessee, and I look forward to witnessing its positive influence on the future generations it serves.

Sincerely,

Michelle Jones-Wright
K-12 Culture Supervisor
mwright@gestaltcs.org



To Rutherford County Schools Authorizer Review Committee:
To Whom It May Concern:

My name is Naiya Jordan and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and its success over time.

Becoming better together,

Resident Name (print): Naiya Jordan

Resident Signature: [signature]

Email Address: naiya.jordan@yahoo.com

100
BLACK MEN
OF MIDDLE TENNESSEE, INC.

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Established 1991

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ANDRE C. LEE
Executive Director

The 100 Black Men of Middle Tennessee, Inc. has distributed $1,026,500 in college scholarships since 2003.

Website:
www.the100middletn.org
Email: info@the100.org
Address: 105 Continental Place,
Suite #160
Nashville, TN 37027
(615) 248-2721

January 11, 2024

Re: Novus SMART Academy (K-8) has our support!

To the Authorizer Review Committee, Rutherford County Schools:

On behalf of the 100 Black Men of Middle Tennessee, Inc., I am writing this letter in support of Novus SMART Academy (K-8) to be led by Jeremy Sager.

The mission and vision of Novus SMART Academy (K-8) to inspire and unlock the full potential of young scholars through extraordinary learning experiences so they can be successful on their academic and professional journey directly aligns with our own mission. 100 Black Men of Middle Tennessee, Inc. offers a program called *100 KINGS* which offers academic enrichment, leadership development, and college and career readiness on Saturdays and over the Summer to underserved Black male youth, 5th-12th grade, located throughout Middle Tennessee. Since many of our students currently come from Rutherford County, it's comforting to know that we'll be able to continue building on a solid learning foundation established by schools such as Novus SMART Academy.

As a nonprofit leader who has worked with students for over 25 years across the United States and abroad to help them achieve academic success and secure internships that led to full-time job opportunities, it is my honor to support other leaders like Jeremy Sager who are committed to helping our young people live a fulfilling, desired lifestyle.

If you require additional information, please email me at andre.lee@the100.org. Thank you so much for your strong consideration of Novus SMART Academy.

Sincerely,

Andre C. Lee
Executive Director

Gestalt
COMMUNITY SCHOOLS

January 10, 2023

Dear Rutherford County Schools:

I am writing to support Novus SMART Academy charter school and its leader, Dr. Jeremy Sager. Through Dr. Sager's K-12 school experience, professional knowledge, and community engagement. I am sure his leadership and potential new school will make a difference in your county.

I have known Dr. Sager professionally since 2016. He was hired as a Power Center Academy Middle School Dean of Instruction. As Dean, he was responsible for instructional coaching, curriculum implementation, and site-based school assessments. During his tenure, the school maintained a Level 5 TVAAS status and met their annual academic targets. Dr. Sager provided sound professional development and coaching programs for our teachers. Later, Dr. Sager was promoted to the position of school leader at our Ninth Grade Academy campus. The Ninth Grade Academy provides bridge programming to increase high school student's success and preparation.

Throughout Dr. Sager's tenure with Gestalt Community Schools, Dr. Sager provided both instructional and operational leadership. As an instructional leader, Dr. Sager developed and facilitated high-quality professional development that addressed our teachers' development and students' instructional needs. As an operational leader, he strategically and ethically managed resources, and assigned and scheduled staff roles and responsibilities that helped to optimize their capacity and address our scholars' learning needs.

Dr. Sager balances instructional and operational leadership to set the foundation for an effective charter school in Rutherford County Schools. Novus SMART Academy will provide an educational experience that will change the trajectory of their students' lives by providing authentic, real-world instruction within a Project-Based Learning environment.

Sincerely,

Yetta Lewis

Yetta Lewis
Chief Executive Officer
Gestalt Community Schools

2650 Thousand Oak Blvd, Suite 2200 • Memphis, TN 38118 • www.gestaltcs.org



To Rutherford County Schools Authorizer Review Committee:
To Whom It May Concern:

My name is De'Andre Madden and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and its success over time.

Becoming better together,

Resident Name (print): Dre Madden

Resident Signature: De'Andre Madden

Email Address: dre.madden@yahoo.com

January 26, 2024

Rutherford County Schools Authorizer Review Committee

To Whom It May Concern,

I am a native of the Smyrna community. I grew up in Smyrna. I attended school here and graduated from Smyrna High School in the class of 2012. I also attended Motlow State Community College. Now I have children of my own who will start school over the next 2-5 years and I am looking for a different option for my children. An intimate environment that will cater to my diverse family. I feel Novus SMART Academy will be a great option for my children. I am looking forward to it.

Novus Smart Academy has a well-structured plan for a charter school with a proven values-based curriculum that will be offered in a moral and wholesome environment. It represents the school choice many in our area are asking for. I wholeheartedly support Novus Smart Academy as a welcome addition to our community's educational choices.

Please accept this letter of support for Novus Smart Academy to open a school in our community in 2025. I am confident that Dr. Sager's years of excellent experience in education will provide our children with an innovative, challenging, creative, and rigorous education and opportunities to grow and lead. Please vote to approve and give the families in our community the school choices they've been asking for.

Sincerely,

Eric J. Majors
Team Consultant
629.201.3214

Jaavia Manning, LMSW
LaVergne, Tennessee Resident

January 26, 2024

Dear Charter Authorizer Review Committee:

I am elated to provide this letter in support of Novus SMART Academy. I attended a Charter School in Eastern Illinois with 1 on 1 attention from my teachers and they had an excellent administration staff.

When I transitioned to Middle Tennessee, I noticed how stressed teachers were. I did not have a relationship with my principal like in my past school experiences in Illinois, and I had to advocate for myself often. There were no teachers that looked like me, no school culture to support people like me, and I felt just like a number.

Personally, my kids will never attend a traditional public school; however, I will 100% enroll my kids in a charter school, where teachers can actually teach and give attention to those students how they need it. I believe in charter schools, and specifically Novus SMART Academy, to better prepare students for college and the rest of their lives.

Sincerely,

Jaavia Manning, LMSW
manningj618@gmail.com

To Rutherford County Schools Authorizer Review Committee:
To Whom It May Concern:

My name is Erin Martin and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and its success over time.

Becoming better together,

Resident Name (print): Erin Martin

Resident Signature: Erin Martin

Email Address: Carroll.erin2016@gmail.com

15, January, 2024

To Whom This May Concern:

As a school leader and education consultant, I am pleased to support the launch of Novus SMART Academy in the Rutherford County School District, led by Mr. Jeremy Sager.

For nearly 20 years, my leadership and consultancy have focused on developing the whole child by providing equity, access, and disability inclusion to combat systems of oppression for a diverse community of learners to drive social change. As a former Tennessean, I celebrate Dr. Sager's efforts to create new opportunities and pathways for the families in Rutherford County.

National data shows that the overall reading and math proficiencies in Rutherford County are below the average. Additionally, the rates of special education students and discipline are significantly disproportionate. Novus SMART Academy seeks to address opportunity gaps using whole-child and diversity, equity, and inclusion approaches to teaching and learning. Therefore, Novus SMART Academy is poised to address the challenges and inequities students and families have faced for generations.

Through its curricula and nurturing the development of self for grades kindergarten through eighth, Novus SMART Academy is dedicated to connecting students' hearts, minds, and hands through critical thinking and problem-solving. This pathway reduces barriers to high school, college, and an independent life. As a current principal, I appreciate people who desire to change the trajectory of youth. Dr. Sager and I connected through our former school and district leadership and bonded over the desire for change in our community.

I have unwavering faith that Dr. Jeremy Sager will lead Novus SMART Academy to uncharted territory by providing educational equity and excellence for the students and families in Rutherford County.

Sincerely,

Destiny McCullough

Destiny McCullough, M. S., Ed.
mccullough.destiny06@gmail.com

METRO NASHVILLE PUBLIC SCHOOLS

January 11, 2024

Rutherford County Schools
2240 Southpark Dr.
Murfreesboro, TN 37128

TO WHOM IT MAY CONCERN,

I am writing this letter in support of Novus SMART Academy (K-8), a new charter school planning to open in the fall of 2025 in Rutherford County, Tennessee.

I have known Dr. Sager personally and professionally for a little over a year. Prior to his current role as the proposed CEO and Lead Founder at Novus SMART Academy (K-8), he served as my English/Language Arts (ELA) counterpart, leading the secondary literacy program for all our priority schools in Metro Nashville Public Schools (MNPS). We worked side-by-side to successfully support the turnaround work of MNPS priority schools, recently "graduating" three schools (2 middle, 1 high) in the last two years.

Dr. Sager is also well versed in the world of Charter, having successfully served as a principal for Republic Schools in Nashville. He is passionate about ensuring ALL students have access, and the supports needed, to receive a high-quality education. His career has focused on supporting student success for historically marginalized populations. His position at MNPS was designed to support school leadership, literacy coaches and teachers in an effort to break the cycles of providing an inequitable and disproportionate education to students. Dr. Sager's journey as an educator is not a career, but rather a labor of love.

Novus SMART Academy (K-8) is a unique opportunity for Rutherford County Schools to "close the gap" and to become a model school/district in Tennessee to provide all students with an equitable education so that they may become productive, well-balanced, critical thinkers. Although Rutherford County exceeds Tennessee's averages in many ways, our State continues to underperform when compared to the national average. When considering the urban regions of Rutherford County, that dynamic (predictably) shifts. Although 38% proficient in math and 43% proficient in ELA exceeds TN norms, it is still far below the ideal of 80% or better.

Dr. Sager has proven, both in his prior work and in MNPS, that he is a vision-driven and "boots on the ground" servant leader working to improve opportunities for our students. I am honored to support Dr. Sager and Novus SMART Academy (K-8) in becoming a model for schools in Tennessee and across the nation.

Sincerely,

HEATHER M. MCMILLIN
Lead Secondary Numeracy Specialist
Schools of Innovation
heather.mcmillin@mnps.org

2601 BRANSFORD AVENUE · NASHVILLE, TN 37204 | 615-259-4676 | www.mnps.org

To Rutherford County Schools Authorizer Review Committee:
To Whom It May Concern:

My name is Rachad mesnaoui and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and its success over time.

Becoming better together,

Resident Name (print): Rachad mesnaoui

Resident Signature:

Email Address: Rmesnaoui2003@gmail.com

Jade D. Miller, Esq.
470 Irwin Way
Spring Hill, TN 37174

January 25, 2024

Re: Novus Smart Academy

Greetings to the Rutherford County Charter Authorizer Review Committee:

I am writing this letter in support of Novus SMART Academy led by Dr. Jeremy Sager.

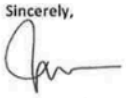
As a student educated exclusively in the state of Tennessee, I recognize the importance of having exemplary academic institutions in the community. Whether public, private or charter, families should have the opportunity to choose the best educational environment for their students.

The program that Dr. Sager has envisioned for Novus in Rutherford County will be an asset to the community and a valuable resource to students and families on their educational journey. The school's plan to be student-centered, focused on developing the whole child with an emphasis on character development reinforces my belief that this model of education is what we need to prepare young people academically and for life.

Growing up with parents who are educators, I learned very early that schools are often tasked with caring for the whole child and by understanding and embracing this from its inception, Novus is definitely positioning itself to thrive and succeed.

Accordingly, it is with great pleasure that I fully support the approval of Novus SMART Academy.

Sincerely,



Jade D. Miller, Esq.

Iota Phi Lambda Sorority, Incorporated
Epsilon Psi Chapter

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Amatullah Majeed
Corresponding Secretary

Alicia Berkitt
Journalist

January 26, 2024

To Whom It May Concern,

As a member of the Rutherford County business community, we continually seek opportunities to improve our area for all residents. One of those opportunities is Novus Smart Academy, a charter school proposed to open in our community in the fall of 2025.

Novus Smart Academy has a well-structured plan for a charter school with a proven values-based curriculum that will be offered in a moral and wholesome environment. It represents the school choice many in our area are asking for. I wholeheartedly support Novus Smart Academy as a welcome addition to our community's educational choices.

Please accept this letter of support for Novus Smart Academy to open a school in our community in 2025. I am confident that Dr. Sager's years of excellent experience in education will provide our children with an innovative, challenging, creative, and rigorous education and opportunities to grow and lead. Please vote to approve and give the families in our community the school choices they've been asking for.

Sincerely,

Latrice Millhouse

President, Epsilon Psi,

Iota Phi Lambda Sorority Inc.


McGuire Management

January 26, 2024

Rutherford County Schools Authorizer Review Committee

To Whom It May Concern:

I learned about the Novus Smart Academy through a colleague of mine who is a founding board member of the new potential charter school in our school district.

I appreciate what Novus Smart Academy is planning to do via the new charter school. Introducing children to expanded learning opportunities before high school not only helps with self-esteem and personal development but also helps students better understand subjects and make real-world connections.

I work with many parents and employees in our area who seek additional options for their children's education. To add a unique learning experience as offered by Novus Smart Academy is wanted and needed for the future of our community.

With the academy being a charter school in this district, students will be provided with more opportunities to learn, grow, and become contributing citizens to our community. Developing a real understanding and love for turning business ideas and concepts into reality will not only provide children with opportunities in the future but will also support job creation and economic development in our community.

Please approve the petition to charter.

Sincerely,

Lilly Miranda

McDonald's #34518
General Manager of Restaurant Operations
2674 New Salem Hwy,
Murfreesboro, TN 37128
321.662.4753

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POSSIBLE
shortercollege.edu

January 12, 2024

To Whom This May Concern,

I am writing this letter of support for Dr. Jeremy Sager and the Novus SMART Academy Founding Team. In the current world we live in, there is a need for more rigorous curricula and high-quality academic instruction in schools. In my opinion, Novus SMART Academy will be the perfect addition to the Rutherford County Schools district, laying a strong foundation for learners at an early age.

I expressed interest in serving as a founding member for Novus SMART Academy. As a higher education administrator and faculty member, the vision for Rutherford County through the high-quality work of Novus SMART Academy will provide high quality support for students as well as the community. My recent departure to fulfill a role in another state has changed my ability to provide the necessary physical support to Novus SMART Academy, however, I would be remiss not to provide this letter of support for Dr. Sager and the development of Novus SMART Academy.

Lastly, without a doubt, I believe Novus SMART Academy will flourish in the Rutherford County Schools community. Students will be provided with an outstanding education that will prepare them for the real world and a postsecondary credential whether it is for the workforce or academics related. Novus SMART Academy will notably make a long-lasting and positive impact in Rutherford County as well as the world of education!

Sincerely,

Jeffery Norfleet, Ed.D.
Vice President for Administration
Shorter College
604 N. Locust Street
North Little Rock, AR 72114
Office: 501-374-6305 Ext.: 110
Jeffery.Norfleet@ShorterCollege.edu

To Rutherford County Schools Authorizer Review Committee:
To Whom It May Concern:

My name is Ivy Pardue and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

This letter also serves as my commitment to enroll my child/children as a Founding Kindergarten Scholar at Novus SMART Academy in the Fall 2025; graduating class of 2038.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and success over time.

Becoming better together,

Founding Scholar Name (print): Violet Baxter

Founding Parent Name (print): Ivy Pardue

Founding Parent Signature: Ivy Pardue

Email Address: erayjp@gmail.com

Franke FoodService Systems,
Americas
800 Aviation Parkway
Smyrna, TN 37167

David Parks
Market Manager –
McDonald's USA Accounts
Phone: +1-615-629-0850
Phone: +1-615-349-6986
Email: david.parks@franke.com

Wednesday, January 24, 2024

To whom it may concern,

I am writing this letter in strong support of Novus SMART Academy (K-8) for the scholars and families of La Vergne and Smyrna Tennessee and Rutherford County district in Tennessee. Novus SMART Academy is proactively seeking equity practices in our current school model. I am very pleased to hear Novus Smart Academy is taking a strong stance on our young scholars below average grade level in math and literacy in the State of Tennessee, also focused on preparing our scholars for high school and college.

My name is David Parks and I reside and work in Rutherford County and have a valid concern regarding the state of our young scholar's in receiving a high quality education. I have seen firsthand the direct impact of having a poor education due to overcrowding of schools, not enough educators, unfair rezoning of school districts, poverty and not enough resources. I strongly believe that if our scholars and families having access to a high quality education is a vital part in unlocking the barrier of educational disparities.

Again, I strongly support Novus SMART Academy (K-8) for the scholars and families of La Vergne and Smyrna Tennessee and Rutherford County district in Tennessee as a high quality education option and hope that Novus Academy is granted a charter to open.

If you have any further questions and/or concerns, please contact me @ 1-615-349-6986.

Kind regards,

David Parks

David Parks, BS, PMP

Dr. Ashley Perry
233 Ettington Dr.
Gallatin, TN 37066

January 29, 2024

To Whom It May Concern:

I am writing this letter to express my enthusiastic support for Novus SMART Academy and its mission to provide all scholars access to rigorous curricula and high-quality academic instruction. The dedication to fostering a love for learning, embracing innovation and creativity, and encouraging personal growth truly sets Novus SMART Academy apart.

The commitment to academic excellence is evident in the mission statement, and it resonates with me as an educator and advocate of the local community. I believe that a strong foundation in education is crucial for the development of our children, and Novus SMART Academy seems poised to deliver on that front.

The emphasis on preparing scholars to thrive in their chosen college and career paths is commendable. In today's rapidly changing world, the ability to adapt, innovate, and pursue personal growth is essential. I am confident that Novus SMART Academy's approach will equip students not only with academic knowledge but also with the skills and mindset needed for success in the future.

Furthermore, the goal of making a positive impact on society reflects a broader vision that goes beyond individual success. Novus SMART Academy's focus on community and societal contribution aligns with my values, and I believe it will instill a sense of responsibility and civic engagement in the students.

As an educator with over ten years of experience in the public-school sector, I wholeheartedly support the establishment and success of Novus SMART Academy. I am optimistic that the school will play a vital role in shaping the future of our children and contributing positively to the community.

Thank you for your dedication to providing an exceptional education that goes beyond academics. I look forward to witnessing the positive impact of Novus SMART Academy on the lives of its scholars and the community.

Sincerely,

Dr. Ashley Perry
ashleylperry@outlook.com

January 12, 2024

From: Mariah Phillips, M.Ed.
Rutherford County Resident & Community Advocate
Former Rutherford County Schools Teacher
Rutherford County Schools Parent
mariahnp@icloud.com

To: Dr. Jeremy Sager
Proposed CEO and Lead Founder
jsager@fellow.bes.org

Rutherford County Schools
2240 Southpark Drive
Murfreesboro, TN 37128

Rutherford County Schools and the Authorizing Committee,

I enjoyed having the opportunity to hear about the Charter School, Novus SMART Academy, which Dr. Sager hopes to bring it to the Rutherford County community in 2025. He is putting together an impressive board of consultants who can guide this work through next steps.

As expressed to Dr. Sager, I am a passionate supporter of traditional public education and believe that first investments should seed our existing schools and make them as great as they can be. I also recognize that in large school settings, such as those in Rutherford County Schools, the needs of some students may not be fully met, so bringing a high-quality and well-run charter school may help to fill some gaps that exist in the traditional structure.

The pivotal statement is high-quality and well-run, because not all charters are created the same and there is significant research that shows it is not the opening of the school that makes it better, it is the school's ability to educate the whole child, as well as the accountability measures in place, that help students thrive.

Based on Novus SMART Academy's needs assessment and identified focus on early intervention using a two-teacher model approach in the classroom, I feel confident that this school is doing its due diligence to produce a charter school that can achieve its desired results. Dr. Sager's prior experience as Principal at RePublic in Nashville, a school with top marks from the state, has shown us first hand about his practices of running a successful school program.

Rutherford County Schools has some of the best schools in the state already. The charters that are authorized must be schools that focus on pedagogy not demagogy. I believe Novus SMART Academy is on track to bring that perspective to our county.

Sincerely yours,

Mariah Phillips, MEd.
511 E Clark Blvd
Murfreesboro, Tennessee 37130
615-987-7620

HOPE HOUSE

January 8, 2024

To Whom It May Concern:

I am writing to support **Novus SMART Academy founder Dr. Jeremy Sager**, a dedicated transformative leader. As a colleague, I have had the privilege of witnessing Dr. Sager's commitment to a data-driven approach to building capacity for student success. As cohort members in New Leaders, New School, Dr. Sager showed up to each session with an eagerness and intentionality committed to better understanding the various demographics and socio-economic barriers our students in the city faced. He was determined to understand and committed to implementing the latest research-based practices to ensure his school was trending in the right direction.

Dr. Sager has consistently shown best-practice leadership skills with distinction in bringing together diverse experts to develop personal goals and assist with personal and professional development related to education through the National Society of Leadership and Success. Dr. Sager held us accountable while assisting our group in achieving our personal and professional goals. At the end of the sessions, I built strong, lasting relationships with phenomenal and successful individuals in the education sector.

Under Dr. Sager's leadership through collaboration in the National Society of Leadership and Success, I was fortunate to be promoted to Director of Early Childhood Services. This personal goal has allowed me to grow my leadership skills. Dr. Sager as a mentor in my new position promoted a strong sense of community, consistently supported my innovative ideas, and ensured that my role as a Director of Early Childhood Services aligned to Novus SMART Academy's vision to provide all scholars access to rigorous curricula and high quality academic instruction that fosters a love for learning, encourages innovation and creativity, and nurtures personal growth so that scholars will thrive in their chosen college and career paths and make a positive impact on society.

It is a pleasure and honor to give my full support to Dr. Jeremy Sager, a servant and transformational leader.

Respectfully,

Lindsay Porter, Ed.S

Director of Early Childhood Services
Office: 901-545-5450
23 S. Idlewild Street, Memphis, TN 38117

CENTER for HIGH SCHOOL SUCCESS

January 11th, 2024

To Whom It May Concern:

I eagerly pen this letter of support for Dr. Jeremy Sager as he works to design a scholar-centered academic program in partnership with Rutherford County Schools.

I was personally introduced to Dr. Sager during his role as Freshman Academy Principal at Power Center Academy High School in Memphis, Tennessee. As his Leadership Coach, my role included supporting Dr. Sager and his Leadership Team as they implemented research-based work to support freshmen scholars. This work included developing systems that focus on data analysis and next-step planning to ensure that freshmen scholars receive the support needed to remain on track for on-time graduation and experience post-secondary success.

I found Dr. Sager's abilities to be outstanding! At the start of our work together, Dr. Sager began with the most important part of leadership- relationship building. His teachers were eager to meet the established expectations because of the culture of collaboration he fostered. He also involved scholars in both the planning and implementation phases of systems development, and because of this, they were compelled to meet, and they exceeded, the social and academic goals that were collaboratively set.

I have no doubt that Novus Smart Academy will benefit scholars both socially and academically, providing them with authentic and applicable learning opportunities. Dr. Sager is an excellent planner, and his openness to feedback allows for a continuous improvement methodology that will make for a successful learning environment.

I am eager to read of the success the scholars of Novus Smart Academy will experience, and I am willing to support Dr. Sager as he works diligently to bring this rewarding educational opportunity to the scholars and families of Rutherford County, Tennessee.

For the children, always!

Nina Reed

Dr. Nina Reed
Educational Leadership Coach
The Center for High School Success
nreed@highschoolsuccess.org



Terry Ross, Ph.D.
160 S. Hollywood Street
Memphis, Tennessee 38112

January 12, 2024

Rutherford County Schools
2240 Southpark Drive
Murfreesboro, Tennessee 37128

Dear Rutherford County Schools Board Members,

I am writing to wholeheartedly endorse Dr. Jeremy Sager for the establishment of the Novus SMART Academy K-8 charter school in Rutherford County. Having known Dr. Sager since our time together in MCS/MSCS during Efficacy Trainings, in 2011, I have witnessed first-hand his unwavering dedication and competence in the field of education.

Dr. Sager's impressive tenure as a District Instructional Literacy Coach and a PLC Coach at Treadwell Middle School laid a strong foundation for his leadership skills. His participation in the Emerging Leaders Program with New Leaders for New Schools is a testament to his commitment to continual professional growth. Moreover, his experience as a Curriculum & Instruction Team Writer and an English Teacher at Craigmont High School illustrates his deep understanding of academic content and effective teaching strategies.

One of Dr. Sager's most commendable qualities is his ability to manage complex relationships and work effectively with diverse communities. This skill, coupled with his passion for urban public education and a long-term commitment to K-12 public education, makes him an ideal leader for Novus SMART Academy. Dr. Sager's previous role as School Principal at Nashville Prep with RePublic Charter Schools, where he achieved TVAAS Level 5 Reward School Status, showcases his exceptional capability in school leadership. His recognition as a 2022 Public Charter School Changemaker by the National Alliance for Public Charter Schools further validates his expertise in transforming schools in academics, culture, and operations.

The mission of Novus SMART Academy is both ambitious and necessary: providing all scholars access to rigorous curricula and high-quality academic instruction. This mission, coupled with an innovative academic plan that includes extended time and blended learning, a strategic two-teacher model, and a focus on Asset-based Learning, Inquiry-based Learning, and Project-based Learning, positions the academy as a beacon of educational excellence.

Dr. Sager's track record in leadership, management, and his ability to foster an environment conducive to learning and personal growth is unparalleled. Under his guidance, I am confident that Novus SMART Academy will not only achieve but surpass its goals, ultimately benefiting the scholars of Rutherford County and the broader community.

I urge the board to support the establishment of Novus SMART Academy K-8. Dr. Jeremy Sager is the ideal candidate to lead this innovative and much-needed educational initiative.

Thank you for considering this endorsement.

Sincerely,

Terry Ross, Ph.D.
Highly Specialized Advisor
Memphis Shelby County Schools
terry@newteacheru.org

January 26, 2024

Dear Rutherford County Schools District,

I am writing in support of Mrs. Celest Davis, Dr. Jeremy Sager, and the entire Founding Team to open Novus SMART Academy (K-8) Charter School in the La Vergne and Smyrna communities.

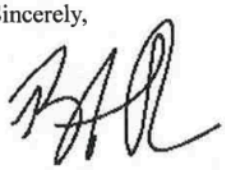
I have known Mrs. Davis for over 10 years and she is a prompt, organized, dedicated, and visionary leader. As a Founding Team member, her leadership qualities and skills will make a positive impact on families who choose Novus SMART Academy and the surrounding community. Mrs. Davis is equipped with the drive and dedication needed to bring this school into reality. Her role on the team with Dr. Sager and the entire Founding Team will be a positive support to facilitate tasks and lead governance initiatives to enhance the organizational development of Novus SMART Academy over time.

Mrs. Davis and Dr. Sager demonstrate positive leadership qualities in education and in our community. Mrs. Davis, specifically, demonstrated authentic leadership during her run for County Commissioner in Rutherford County. During this time, she stayed well organized, went from door to door, and listened to the thoughts and ideas it took to serve the community. Her dedication to the community successfully positioned her to become the First Vice Chair of the Rutherford County Democratic Party. Mrs. Davis is also dedicated to her family and has taken it a step further in their athletic interests by becoming a member of the Executive Board of the Smyrna Baseball League. She also volunteers for Carpe Artista and assists them with set design, as a parent chaperone, and teaches liturgical dance. Mrs. Davis also received recognition from the Town of Smyrna Mayor and Director of Parks for her volunteer efforts in the community.

Dr. Sager has been a successful educator for over 14 years with proven achievement to support the development of our students in the roles of a teacher, instructional coach, assistant principal, principal, and district coach. The vision of Novus SMART Academy will be the vehicle needed to close existing gaps in our current school district to meet the unique needs of individual students in our community. Dr. Sager also supports the community as a volunteer at the Boys and Girls Club in Smyrna as an after school tutor. With his passion for education, I am interested to see the two-teacher model in the classroom and how this will support the learning of students as they learn and develop over time.

I am sure that Mrs. Davis, Dr. Sager, and the entire Founding Team have the experience to support the needs of students and I fully support the opening of Novus SMART Academy in our Community.

Sincerely,



Brittany Russell, MBA, BS, AAS, RPSGT
brittanyrussellrpsgt@gmail.com

INDEPENDENCE
PREPARATORY ACADEMY

P.O. Box 417 | Fairfield, AL 35064
205.898.7505
info@learnatiprep.com
www.learnatiprep.com

January 22, 2024

Rutherford County Schools:

I am writing to express my wholehearted support for the proposed Novus SMART Academy (K-8) and Lead Founder, Dr. Jeremy Sager. As a founding member of the advisory board and someone deeply committed to quality education, Novus SMART Academy (K-8) holds tremendous potential to positively impact the educational landscape in Rutherford County.

Being the Founder and Executive Director of Independence Preparatory Academy in Fairfield, AL, and witnessing the transformative power of charter schools, I am convinced that Novus SMART Academy (K-8) will provide a unique and innovative educational experience for students in this community. The focus to prepare students with the skills needed to collaborate appropriately with their peers, to think critically and creatively across all content, and to solve real-world challenges through Asset-based Learning (ABL) in Arts/Electives, and Character Education, Inquiry-based Learning (IBL) in Science and Research (i.e., Reading, Writing, and Social Studies), and Project-based Learning (PBL) in Science, Math and Technology aligns seamlessly with the needs and aspirations of the next generation student.

One of the key strengths of Novus SMART Academy (K-8) is its commitment to fostering a supportive and inclusive learning environment. The emphasis on ensuring all students succeed through delivering high-quality academic instruction using extended time and blended learning, specifically in literacy and math, with a strategic two-teacher model, reflects a dedication to creating a school culture that encourages academic excellence, critical thinking, and personal growth.

The comprehensive community engagement strategy also sets Novus SMART Academy (K-8) apart. The school will create a holistic learning experience beyond the traditional classroom setting by involving parents, local businesses, and community organizations.

Dr. Jeremy Sager is an experienced and dedicated educator with success in leading schools in the Nashville area. Coupled with the visionary leadership of the governing board, I am confident that the Novus SMART Academy (K-8) team will ensure the school's successful establishment and sustained growth. As a charter school founder, I understand the challenges and rewards that come with such an endeavor, and I am enthusiastic about the positive impact this school will have on the lives of Rutherford County students.

In conclusion, I wholeheartedly endorse the approval of Novus SMART Academy (K-8). This school has the potential to become a beacon of excellence in education and contribute significantly to its students' intellectual and personal development.

Best regards,

Dr. Calandra Sales
Founder and Executive Director
CSales@learnatiprep.com
205-898-7505, ext. 1000

We are on a mission to equip all students with the academic tenacity and strength of character to choose their destiny and create a fulfilling life.

To Rutherford County Schools Authorizer Review Committee:
To Whom It May Concern:

My name is April Smith and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and its success over time.

Becoming better together,

Resident Name (print): April Smith

Resident Signature: April Smith

Email Address: aprilesmith@outlook.com



January 29, 2024

Rutherford County Schools,

This letter outlines my full support of Novus SMART Academy (K-8) and its founder, Dr. Jeremy Sager.

Jeremy is a 2023-2024 Fellow with Build. Excel. Sustain., a highly selective, nationally recognized non-profit that trains high-capacity leaders to design, found, lead, and sustain high-performing charter schools. I have worked closely with Dr. Sager through the Fellowship and observed his commitment to building a school with the community, his desire to lead with excellence, and the knowledge, skills, and experience he brings to this work. Jeremy is a truly committed leader with expertise in illiteracy education, post-secondary pathways, assessments, research, school operations, professional development, school leadership, and instructional coaching.

Jeremy has spent over a decade in education as a literacy and PLC coach, resident leader, dean, and principal. His experience spans a variety of schools and educational settings with a high emphasis on excellent school leadership and demonstrating measurable and improved academic outcomes for students.

Jeremy's vision for Novus SMART Academy (K-8) is to inspire all scholars to unlock their full potential through extraordinary learning experiences that lead to successful college journeys and fulfilling careers, empowering them to positively impact society and achieve remarkable success in all aspects of life. To accomplish this, Jeremy has collaborated with many local organizations and stakeholders to design a school that responds to the community's needs. Additionally, the school and the founding team's vision taps into the collective talents and strengths of the students they intend to serve.

Likewise, Jeremy's experience in instructional coaching laid a foundation for a clear and coherent vision for a rigorous instructional approach and a school design. He has designed his proposed school to include social-emotional learning options that create an environment that affirms the voices of all students and builds them into exceptional scholars.

Working closely with Jeremy during this process has been a true privilege. His leadership and the intentionality behind his school model will ensure that Novus SMART Academy (K-8) is a high-achieving school that meets the needs of Rutherford County's scholars and families and is an asset to the region.

I fully support the Novus SMART Academy (K-8) and its lead founder, Dr. Jeremy Sager.

Best regards,

Dr. Chaundria Smith
Senior Director of Leadership Development, BES
csmith@bes.org 617-227-4545 x203

Behind every excellent school is an excellent leader. 133 Dartmouth Street, Floor 3 | Boston, MA 02116 bes.org



To Rutherford County Schools Authorizer Review Committee:
To Whom It May Concern:

My name is Anthony Spencer and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and its success over time.

Becoming better together,

Resident Name (print): Anthony Spencer

Resident Signature: Anthony Spencer

Email Address: Chano.spencer@icloud.com



January 11, 2024

To Whom It May Concern:

It is my great pleasure to write this letter of recommendation for the opening of Novus SMART Academy as a charter school serving students in grades kindergarten through 8th grade in Rutherford County under the leadership of Dr. Jeremy Sager. I had the privilege of meeting Dr. Sager when he did a short-term residency at our school, Crosstown High, in the fall of 2023. During his time with us, Dr. Sager spent a lot of time with our staff and students, both learning from the work we are doing, as well as sharing and getting feedback on his school plans. We were impressed with his vision for Novus and his commitment to providing a high-quality educational option for the students of his community.

As a co-founder of a charter school myself, I understand the type of hard work and perseverance it will take to successfully launch and grow and based on my interactions with Dr. Sager, I believe that he has what it takes to open a school that will be an asset to the region and its students. Our team is particularly excited to see another school implementing inquiry-based and project-based learning in Tennessee. The school's commitment to equity-centered support with culturally-responsive strategies, as well as character development, is also something that we believe will add tremendously to the educational landscape of our state.

Thank you for considering this recommendation. If you have any questions, please don't hesitate to contact me.

Sincerely,

D. Spickler

Ginger Spickler
Director of Growth & Sustainability
Crosstown High
gspickler@crosstownhigh.org
901-216-2162

Teach For America
Nashville-Chattanooga

January 16, 2024

To Whom It May Concern:

My name is Jeffrey Takiue, Director of Educator Leadership with Teach For America in Nashville and Chattanooga. I am a retired educator, spending 21 years in the Hawaii Public Schools as a teacher, academic officer, and principal. Two years ago, I moved to Smyrna with the hopes of providing my three children with better opportunities. After exploring our options, I chose to place my children at a small private school in Smyrna. Throughout my research, I was disappointed to see the academic outcomes of the various public schools in Smyrna.

Jeremy Sager and I connected a few months ago and he shared his vision for Novus SMART Academy. I was immediately impressed with the depth of his passion and his extensive preparation of starting a new public charter school. He was able to answer the many questions I had about the school's strategy, planning, growth, and leadership. Jeremy shared his background and the support system he has with the BES Fellowship. I believe he has the strengths, skills, and support to be an excellent school founder.

In addition to Jeremy's talents, I was very impressed with his heart for the Smyrna and La Vergne community. Jeremy and I share the belief that schools have the ability to catalyze change for not only students, but for the entire community. Jeremy shared the strategies of how Novus is engaging families and community partners. His thoughtful and patient approach is a strategy I have seen build authentic and genuine relationships with all school stakeholders.

In looking at the student outcome data for Smyrna and La Vergne schools, I am saddened by the results. I have no doubt that every educator in every classroom is trying their best to support students. However, when you have perpetually lower student outcomes, the root cause is often the larger systems within the school and the district. Over time, school systems develop an inertia that is difficult to break.

Charter schools have proven to be an effective strategy to break that inertia in school districts. I believe that Novus SMART Academy, under Jeremy's leadership and vision, will attract and develop a staff that is able to have agile decision-making that is responsive to the needs of their students.

I strongly support Jeremy Sager and Novus SMART Academy for their charter approval.

Sincerely,

Jeffrey Takiue
Director, Educator Leadership
Teach For America Nashville Chattanooga
tfanashchatt@teachforamerica.org

To Rutherford County Schools Authorizer Review Committee:
To Whom It May Concern:

My name is Mary Thomas and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and its success over time.

Becoming better together,

Resident Name (print): Mary Thomas

Resident Signature: Mary Th

Email Address: MaryJaneThomas@gmail.com



To Rutherford County Schools Authorizer Review Committee:
To Whom It May Concern:

My name is Renee Tomlinson and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and its success over time.

Becoming better together,

Resident Name (print): Renee Tomlinson

Resident Signature: Renee Tomlinson (Jan 27, 2024 23:23 CST)

Email Address: tomlinson.renee@gmail.com



January 9, 2024

To Whom It May Concern,

As an educational partner in Rutherford and surrounding counties, I am writing my letter of support on behalf of Motlow State Community College, for which I serve as president of the institution, for Novus Smart Academy Charter School. Every day in the field of higher education, I am faced with helping students make life choices that impact them for years to come. Preparation at the K-8 level and beyond is of the utmost importance for students as they prepare to transition to secondary education, higher education and their future careers.

Rutherford County is growing. It is important that our community provides parents and their children options for education that can support their need and the needs of our growing community. Novus Smart Academy Charter School is set to do just this. In addition to supporting the school at the K-8 level, Motlow is committed to coming alongside Novus Smart Academy to further their students' educational opportunities through potential early college opportunities in the future.

As an educator, I believe that a high-quality education is vital to the quality of life and economic prosperity of our community. I believe that Novus Smart Academy will provide that quality of education for Rutherford County. I support their application for charter whole heartedly.

Please feel free to reach out to me for any questions.

Sincerely,

Michael Torrence, Ph.D.

Michael Torrence, Ph.D.
President
Motlow State Community College
mtorrence@mscc.edu

PO Box 8500, Lynchburg, TN 37352 931-393-1828 985-413-2992 rverdin@mscc.edu
Motlow State is an EEO/AA/Title IX/Sections 504/ADA Institution | motlow.edu/nondiscrimination

January 20, 2024

To: Rutherford County Schools
2240 Southpark Drive
Murfreesboro, TN 37128

To Whom It May Concern:

As an educational colleague and current charter school leader, I am writing this letter to express my wholehearted support for the establishment of Novus SMART Academy (K-8) to be led by Dr. Jeremy Sager. During our time together at Power Center Academy High School (grades 9-12 in 38115), I had the opportunity to work under Dr. Sager where he demonstrated astonishing qualities of leadership, determination, consistency, and accountability. During his time as the Ninth Grade Academy Principal, in the midst of the COVID-19 pandemic, Dr. Sager offered virtual school experiences that allowed our students to thrive in uncharted territories, supporting all learning to ensure our students continued to demonstrate their love for learning, no matter the current circumstances.

I currently serve as the Director of Continuous Improvement for STRIVE Collegiate Academy in the metro-Nashville community. As a part of the school leadership team, I have personally witnessed the positive impact that a well-designed charter school can have on students' academic achievement, personal development, and on the surrounding community. As a launching pad for academic success, it is important that students have a strong rigorous educational foundation as a pipeline to nurture the next generation of scientists, engineers, and innovators.

The establishment of Novus SMART Academy (K-8) is a valuable investment in the future of the Rutherford County community, fostering a passion for STEM and preparing students for the challenges and opportunities ahead. Novus SMART Academy (K-8) will contribute significantly to addressing the growing demand for high-quality education within the La Vergne and Smyrna communities, expressed in its current need for more school options. Novus SMART Academy (K-8) has the potential to become a beacon of educational excellence, inspiring other institutions to adopt similar models.

Again, I support Novus SMART Academy (K-8) as a high-quality option and hope that it will be granted to open in August 2025. If you have any questions, please do not hesitate to contact me.

Sincerely,

Dominique Tross

Dominique Tross
Director of Continuous Improvement
STRIVE Collegiate Academy
dtross@strivecollegiate.org

From: Dwayne Tucker
Chief Executive Officer
LEAD Public Schools

To: Rutherford County Schools
2240 Southpark Drive
Murfreesboro, Tennessee 37128

January 16, 2024

To Whom This May Concern:

I am excited to write this letter of support to endorse the opening of Novus SMART Academy Charter School and its Lead Founder, Dr. Jeremy Sager, in the Rutherford County community.

I met Dr. Sager professionally during his tenure as the Upper School Dean of Instruction at our LEAD Neely's Bend campus. He served and helped to move our TVAAS growth status from a Level 1 to a Level 5 in one school year, and he was responsible for bringing the National Junior BETA Club and the National Junior Honor Society to LEAD Neely's Bend. He believed that students deserved to have a well-rounded school experience, so he used his creative mind to integrate innovative ideas in our programming that families grew to love and appreciate.

Dr. Sager later went on to serve as Principal at Nashville Prep with RePublic Charter Schools, where he achieved TVAAS Level 5 Reward School Status, and was named a Public Charter School Changemaker by the National Alliance for Public Charter Schools. I have always been proud of his achievements as a school leader, and his ambitious mindset to accomplish goals that are greater than himself in service to others.

Our mission at LEAD Public Schools is to prepare all of our students with the knowledge and skills to succeed in college and in life. Novus SMART Academy (K-8)'s mission to provide all scholars access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society definitely aligns with our mission and ethos of developing stronger communities through education. Students across the nation deserve to attend schools that offer a high-quality education so that they can live productive and fulfilling lives, whether they choose to go to college or to pursue a career after high school. I believe Novus SMART Academy will provide its students with opportunities that will change their lives and the community surrounding them.

To that end, I wholeheartedly endorse the opening of Novus SMART Academy, and as a partner in education, wish Dr. Sager and this organization much success in the years to come.

Sincerely,

Dwayne Tucker
Dwayne Tucker
Chief Executive Officer
LEAD Public Schools
dwayne.tucker@leadpublicschools.org

edtec

Business and Development Specialists
for Charter Schools

DATE: **January 22, 2024**

TO: **Rutherford County Schools**

FROM: **Terence Washington, Business Development Manager-East for EdTec Inc.**

RE: **Letter of Support for Novus Smart Academy Petition Approval**

I am writing in support of the Novus Smart Academy charter school petition that is under consideration for your approval.

Based on EdTec Inc.'s considerable experience since 2001 in working with numerous charter school development teams and operating charter schools, we offer the following statements of support for your consideration:

- EdTec has been working with Novus Smart Academy for several months and has developed a strong working relationship with the Novus Smart Academy development team.
- Our assessment of the team and the organization is that they are capable, conscientious, and dedicated to providing a rich instructional program to the students and communities to be served.
- If the Novus Smart Academy petition is approved, the school plans to contract with EdTec for its comprehensive charter school back-office support services. EdTec will provide its expertise, guidance and support in the successful launch and business operations of the school.

EdTec has built an excellent reputation with charter schools and their authorizers throughout the nation for providing the highest quality business and operations support. A brief EdTec company description is below and a detailed description of the specific support areas that Novus Smart Academy plans to contract with EdTec is included with this letter (Attachment 1).

EdTec Inc.
Business & Development Specialists for Charter Schools

EdTec is a social venture founded in 2001 to develop, support and advance quality charter schools. Our exceptional team has provided unparalleled expertise and support to over 250 charter schools and charter developers across a comprehensive range of services.

EdTec provides business, educational support and school software solution services – exclusively to charter schools. EdTec's economies of scale deliver senior, experienced personnel specializing in various areas of school management, development of benchmarks and best practices.

T: 510-663-3500 | F: 510-663-3503 | www.edtec.com | 1266 66th Street | Emeryville, CA 94608

We welcome the opportunity to answer any questions that the Board may have regarding our services and how we plan to support the Novus Smart Academy staff and board. Please let us know if EdTec can be of further assistance.

We look forward to the potential of supporting the launch and operations of the school and to the potential of working with **Rutherford County Schools**.

Best Regards,

Terence Washington
Business Development Manager-East
Email: twashington@edtec.com
Tel: 470-523-3317

Attachment 1

EdTec Back-Office Services Support Detail

1. FINANCE and ACCOUNTING

Budgeting:

- Annual and multi-year budgets including cash flows – In the spring or when services begin, EdTec works with the school leader to create annual and multi-year budgets in time for submission to the state before July 1. EdTec strives to ensure that the annual budgets are strategic documents that capture the operations and direction of the school.
- Budget revisions (as needed, on demand) – EdTec revises budgets as needed to reflect changing circumstances at the school or in the state funding.
- Updated monthly budget forecasts – EdTec tracks budget to actuals and updates the budget forecast on a monthly basis (if forecasts move materially off budget, we recommend a budget revision).

Financial Statements:

- Monthly year-to-date financial statements – EdTec prepares YTD financials compared to budget in time for the monthly board meeting. (For schools with board meetings before the 15th of the month, EdTec will furnish the financials and presentation prior to the board meeting; otherwise EdTec sends the financials and presentation as part of the board package ahead of the meeting.)
- Monthly cash flow projections – EdTec monitors the school's cash position and tries to anticipate any cash shortfalls in future months so the school can adjust spending accordingly or attempt to secure cash flow loans (EdTec may provide short-term cash flow loans to its full-service clients that meet EdTec's lending criteria to cover payroll).
- Financial statement analysis (monthly) – In addition to financial statements, EdTec provides a succinct PowerPoint summary and analysis of the financial statements so Board and staff can quickly focus on the salient financial issues facing the school.
- Customized financial analysis – EdTec performs reasonable financial analysis that the staff or board requests, e.g. providing a comparative analysis of the school's budget relative to industry norms or fulfilling a request from the authorizing entity. EdTec will also provide customized reports (within reason) for grant proposals.
- Support in resolving financial issues – EdTec helps the school leader find solutions to financial issues by recommending budget changes and/or identifying sources of potential funding.

Accounting:

- Setup of school's chart of accounts and general ledger – EdTec sets up and maintains the school's chart of accounts, based on EdTec's standard structure which is designed to be compliant with GASB.
- Customized account codes – EdTec maintains customized account codes for unique features of the school program. These are established at the beginning of the fiscal year to avoid re-coding of historic transactions.
- Fund accounting – EdTec tracks revenue and expenditures by fund, e.g. implementation grant funds and expenses or Title I expenditures.
- Training – EdTec trains appropriate school personnel on accounting procedures and practices designed to ensure accurate record keeping.
- Transaction recording – EdTec records in detail all transactions in a computerized accounting system.
- Journal entries and account maintenance – EdTec prepares and records journal entries and maintains the general ledger according to accepted accounting standards.

- Bank reconciliation – EdTec reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required.
- Account for Capital Outlay Expenses – EdTec records capitalized assets as provided by the school. On an annual basis, EdTec records related depreciation and amortization in the general ledger and reconciles expenditures to fixed asset listing.
- Generate financial reports as requested – EdTec can generate the following reports upon request: detailed account activity; bank register activity; summary of budget, expenditures by account; cash balances; payroll register (for periods when payroll is processed by EdTec); revenues; general ledger account balances.

Accounts Payable & Receivable:

- Revenue verification – EdTec verifies that the school is receiving the correct amount of funds.
- Revenue collection – if the funds from the state or the county/district are not correct, EdTec tracks down the appropriate officials and alerts them of the problem. EdTec will use reasonable efforts to negotiate on behalf of the school in disputes with funding agencies over improperly calculated payments.
- Accounts Payable – EdTec processes all invoices and, pending approval from the school leader or surrogate, pays the bills and codes them in the financial software, typically on a two-week schedule with limited rush payments as needed. EdTec checks to make sure there are no double payments or double billings on multiple invoices. EdTec troubleshoots payment issues with vendors. EdTec also verifies that funds are available to pay the bill.

Purchasing:

- Vendor selection – EdTec provides recommendations of vendors based on its experience with vendors around the state and country.
- Purchasing assistance on big-ticket items – EdTec can assist the school leader in its purchase or leasing of big ticket items such as portables.

Audit:

- Audit support – EdTec prepares financial documents for the auditors and works side-by-side with the auditors to help ensure a smooth and timely audit process. For clarification, the school is responsible to pay auditor fees. The school shall also provide all non-financial records required by the audit – e.g. attendance records, employee records, teacher certifications.
- Audit compliance training – EdTec helps the school leader and staff develop financial policies that meet audit requirements and help protect the school from financial mismanagement.
- Single Audit Act of 1984 – EdTec provides support in school compliance with accounting related audit requirements, including the Single Audit Act of 1984.
- IRS Form 990 Support – EdTec supports the school and auditor in preparing Form 990 tax-exempt organization annual filing. (For clarification, fees for audit and 990 are paid by school).
- The school is responsible for attendance and audit of employee work.

2. PAYROLL and HUMAN RESOURCES

Payroll:
EdTec uses an external payroll processor to accomplish the following tasks. EdTec interfaces between the school and payroll processor, and performs quality checking so that the school does not need to interact with the payroll processor. The school pays payroll processing fees.

- Payroll Processing – EdTec calculates and processes payroll and payroll-related payments/deductions for salaried and hourly employees based on information submitted by authorized School representatives (excluding vacation and/or sick time tracking). EdTec generates checks for signature by authorized School representatives (or through electronic signature) or facilitates Direct Deposit at the School's request. EdTec processes payroll monthly.
- Payroll reporting – EdTec prepares and files all required payroll reports for submission to federal and state agencies and submits electronic payroll, payroll tax reports and payroll tax deposits to the appropriate authorities.
- Payroll record maintenance – EdTec keeps track of employee payroll information. School maintains employee files (based on EdTec-provided template files).
- W-2 and 1099 processing – EdTec prepares and sends Forms W-2 and 1099 to employees and government.

3. INSURANCE

- Insurance procurement – EdTec advises the school on the insurance quote process.
- Insurance administration – Upon request, EdTec can assist in communications between the insurance company and the school to facilitate claims processing.

4. BUSINESS CONSULTING

- Negotiations – EdTec supports the school director and board in negotiations related to issues such as MOUs, facilities, and SPED with districts, landlords, vendors, and others, including developing presentations and analyses to buttress the school's position.
- Strategic Budget Development – EdTec can assist the school director and board with strategic financial planning and budget scenario development.
- Financing support – EdTec assists schools in preparing loan packages and connecting the school with non-traditional/specialized funding sources such as New Market Tax Credits, Low Income Investment Fund resources, and philanthropic funds.
- Legal services management – EdTec can help manage legal services to keep costs down.
- Special Projects – EdTec performs business-related special projects within reason, such as finding food service providers, analyzing transportation options, and modeling growth and facilities scenarios. (Note that EdTec does not assist schools with qualification as a provider of subsidized school meals.)

5. FACILITIES

- Facility needs assessment and planning – EdTec works with schools to identify facility needs based on the school program and industry standards. EdTec helps schools think creatively about their facility needs and come up with workable solutions.
- District negotiations – EdTec will help the school negotiate deals with the district regarding facilities.
- Facility search – On a separate fee basis, EdTec assists real estate agents to identify possible school sites and cost out tenant improvements.
- Facility acquisition/lease negotiation – On a separate fee basis, EdTec assists schools in negotiating purchase and/or lease terms and helps to develop loan packages for facilities and identify likely lenders. The school's attorney should review these.

6. CHARTER DEVELOPMENT and GRANTS ADMINISTRATION

- Financial reports – EdTec prepares customized financial reports for grant purposes.
- Fund accounting – EdTec sets up fund accounting to track direct and allocated costs to grants.
- ConApp – EdTec prepares and files the ConApp parts 1 and 2 for eligible schools.
- Grant writing – On a separate fee basis, EdTec can do grant prospect analysis and write grants.
- Charter renewal – On a separate fee basis, EdTec will prepare and advocate a charter petition for school renewal.

April 8, 2024

Rutherford County Schools
Attn: Jeff McCann, Coordinator of School Choice and Charter Schools
2240 Southpark Drive
Murfreesboro, Tennessee 37128

Dear Mr. Jeff Mc Cann:

The Charter School Growth Fund (CSGF) is a non-profit venture capital fund that invests philanthropic funds in the nation's highest-performing charter school operators to dramatically expand their impact on underserved students. To date, CSGF has funded over 1,000 schools that serve nearly 700,000 students in 34 states, DC and PR. The organizations in CSGF's portfolio currently serve a student population that is approximately 75% low-income and over 90% minority and represents some of the most successful public-school networks in the United States. Before making an investment, CSGF undertakes a rigorous due diligence process that considers all factors that may affect a charter organization's success.

Novus SMART Academy has applied for the CSGF Seed Fund, and they have moved forward to the semi-finalist diligence stage of our process. We are considering their school for a $250,000 planning grant. If approved, this grant will be contingent upon authorization and can only be used for operating expenses.

We are excited about Novus SMART's vision to prepare children for continued success.

Sincerely,

Soenda Howell, Partner
Charter School Growth Fund

CROWE
OVERWATCH SECURITY

To whom it may concern,

Overwatch TN Security Company Inc. has entered negotiations with Jeremy Sager of Novus SMART Academy (K-8) and agreed upon our tentatively providing certified police officers for personnel security at their location set to open in August of 2025.

Our security license ID number is 13311. I have attached a copy of our license for your review.

Regards,



--
Jeff Duggin
Sales & Marketing
Cell: 615-788-4427
Office: 615-369-3560

CROWE
OVERWATCH SECURITY

Charter School Programs Grant

4 messages

Crystal McCarver <Crystal.McCarver@tn.gov> Tue, Mar 26, 2024 at 4:36 PM
To: "jsager@fellow.bes.org" <jsager@fellow.bes.org>

Charter School Leader:

We are pleased to inform you that your school has been selected to receive the FY24 Charter School Programs (CSP) grant. However, your award is pending receipt of the required approval from a charter authorizer. Your award letter will be sent once approval is received, and your grant period will begin then.

Although your award is pending approval from your authorizer, I would like to go ahead and let you know about resources available for the grant. You will not have access to the funds until the award is officially released, but you may want to begin preparing.

We are committed to providing access to these funds as quickly as possible, but please be advised that awarding these funds ***does not*** mean your submitted budget will be approved. Budgets must align with allowable costs. Therefore, revisions may be needed before the budget can be approved.

The FY24 Charter School Programs Grant funding application must be completed and approved in the State's grants management program, ePlan, before any reimbursements from the grant can be made. If you do not yet have a school number, we have created a temporary school number for you to access the funding application.

We have developed three resources to assist schools in completing a funding application.

1. **Charter School Programs (CSP) Grant Recipient Guide**: This guide (attached) provides information on accepting the award and utilizing the grant funds.

2. **CSP Grant Awardee Training**: The training will be held ***at 9 a.m. CT on April 2.*** The link to the meeting is below.

Microsoft Teams Need help?

Join the meeting now

Meeting ID: 250 321 411 469

Passcode: HHkb9c

ARCHITECTURE
INTERIORS

MZA 516 HAGAN STREET SUITE 100 NASHVILLE, TN 37203 T 615.256.2880 MZARCH.COM

Jeremy Sager
Novus SMART Academy
jsager@fellow.bes.org

Work Authorization

Date: May 16, 2024

Project Name: Novus SMART Academy Smyrna

Project Number: TBD

Project Description: Novus SMART Academy is a new K-8 charter school that intends to launch it's first classes in the fall of 2025 at the approximately 13,000 square foot education wing of the Living Truth Christian Center located at 102 Ridley St, Smyrna, TN 37167. The +/- 2000 sf multiuse space may also be utilized for lunch and indoor recreation.

Scope of Services: Preliminary code review and space plan test fit for the proposed use. The space plan will focus on years 1 and 2 but will explore the feasibility of proposed full enrollment. We understand that the school is considering occupying this facility for 3-5 years at this location. Deliverables include:

Task 1 - Existing Conditions

- Review of existing floor plan drawing provided by client or landlord
- Building code/life safety review
- Communications with the Town of Smyrna Building Safety and Planning and Zoning to confirm the entitlement process
- 1 - 1hr meeting to review and confirm proposed school program.

Task 2 - Documentation

- Statement of Preliminary Findings
- One space plan drawing to identify potential space utilization and possible required improvements.

We understand that DF Chase will provide a preliminary review of the existing building electrical and mechanical systems and advise on potential upgrades and repairs based on the proposed use. We also understand that DF Chase will provide a preliminary construction budget based on the deliverables listed in Task 2. Cost estimating and building systems assessment services are not part of MZA's scope, however, we will coordinate with DF Chase on a limited basis to facilitate the process.

ARCHITECTURE
INTERIORS

MZA 516 HAGAN STREET SUITE 100 NASHVILLE, TN 37203 T 615.256.2880 MZARCH.COM

Limited Civil Engineering consultation may be needed to refine the scope of potential site improvements pending Town of Smyrna input. Should this be the case, we can recommend one for you.

Compensation: The proposed fee for the basic scope of services shall be billed at Manuel Zeitlin Architects standard hourly rates of $185/hour for junior designers and $225/hour for all other staff members. We expect the total fee not to exceed $5,000

Our office bills monthly based on a percentage of the scope of work that is complete. Payment is due within 30 days of the invoice date. Payment of invoices that are "late" (beyond 30 days after the invoice date) are subject to a 2% per month interest charge, compounded daily from the date of the invoice for all unpaid portions of the invoice. Payments made by credit card will be subject to additional 3% fee.

Additional Services: To be billed hourly at our standard rates or a fixed fee negotiated prior to starting new work: At the written request of the Owner, the Architect shall provide services not included above for additional compensation.

- Services in excess of the estimated time listed above
- Existing building measurements and documentation. If existing building drawings are not available, we can provide these services on an hourly basis.
- Revisions due to changes in the scope
- Providing or coordinating services of consultants
- Engineering Services and coordination with engineering consultants
- Expenses incurred in the interest of the project including travel outside of Davidson County, the cost of printing, computer plotting, postage, and messenger & courier services. Expenses incurred in the interest of the project will be billed to the client as a direct cost without mark-up. Travel will be billed at $.66/mile.

Authorization: Please sign and return this form authorizing Manuel Zeitlin Architects (MZA) to perform services as outlined above. MZA will await authorization prior to beginning this work.

_____

Authorized Representative Date

Project Name: Novus SMART Academy Smyrna
Proposal Date: May 16, 2024

To Rutherford County Schools Authorizer Review Committee:

To Whom It May Concern:

My name is Jeremy Chearis and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

This letter also serves as my commitment to enroll my child/children as a Founding Kindergarten Scholar at Novus SMART Academy in the Fall 2025; graduating class of 2038.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and success over time.

Becoming better together,

Founding Scholar Name (print): Jacobi Chearis

Founding Parent Name (print): Jeremy Chearis

Founding Parent Signature: J. Chearis

Email Address: JeremyChearis@gmail.com

To Rutherford County Schools Authorizer Review Committee:

To Whom It May Concern:

My name is Shanice Riley and I am a resident of Rutherford County, Tennessee. This letter is to provide my support for Novus SMART Academy (K-8) and to witness its mission of providing **all scholars** access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

This letter also serves as my commitment to enroll my child/children as a Founding Kindergarten Scholar at Novus SMART Academy in the Fall 2025; graduating class of 2038.

I believe that Novus SMART Academy (K-8) has a compelling vision and am excited to see this school support all scholars through supports that address their academic needs and character development. I believe our scholars need extended learning time with blended learning activities in literacy and math, and the school's strategic two-teacher model will respond to the academic gaps between high-achieving scholars and low-achieving scholars in this community, beginning in kindergarten.

Thank you for considering Novus SMART Academy (K-8) as an additional high-quality school option in Rutherford County, Tennessee, and we hope this school becomes a part of our growing community and success over time.

Becoming better together,

Founding Scholar Name (print): Josiah Riley

Founding Parent Name (print): Shanice Riley

Founding Parent Signature: Shanice Riley

Email Address: gene_riley@yahoo.com

Attachment H



Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102

Novus SMART Academy (K-8)
7257 SANTEELAH WAY
ANTIOCH, TN 37013

September 25, 2023

Filing Acknowledgment

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

Control # : 1467134 Status: Active
Filing Type: Nonprofit Corporation - Domestic

Document Receipt

Receipt # : 008379087	Filing Fee:	$20.00
Payment-Check/MO - BRYTEBRIDGE CONSULTING LLC, WINTER PARK, FL		$20.00

Amendment Type: Articles of Amendment
Filed Date: 09/25/2023 9:44 AM
Image # : B1452-6241

This will acknowledge the filing of the attached articles of amendment with an effective date as indicated above. When corresponding with this office or submitting documents for filing, please refer to the control number given above.

You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee.

Tre Hargett
Secretary of State

Processed By: Jacqueline Krantz

Field Name	Changed From	Changed To
Filing Name	Novus Community Development	Novus SMART Academy (K-8)

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

State of Tennessee

Department of State
Corporate Filings
312 Rosa L. Parks Avenue
6th Floor, William R. Snodgrass Tower
Nashville, TN 37243

ARTICLES OF AMENDMENT TO THE CHARTER (Nonprofit)

For Office Use Only

Corporate Control Number (If Known) 001467134

Pursuant to the provisions of section 48-60-105 of *The Tennessee Nonprofit Corporation Act,* the undersigned corporation adopts the following articles of amendment to its charter:

1. Please insert the name of the corporation as it appears of record:
   Novus Community Development
   If changing the name, insert the new name on the line below:
   Novus SMART Academy (K-8)

2. Please check the block that applies:
   ☑ Amendment is to be effective when filed by the secretary of state.
   ☐ Amendment is to be effective, _____ (month, day, year)
   (Not to be later than the 90th day after the date this document is filed.) If neither block is checked, the amendment will be effective at the time of filing.

3. Please insert any changes that apply:
   a. Principal address: _____ (Street) (City) (State/County) (Zip Code)
   b. Registered agent: _____
   c. Registered address: _____ (Street) (City) (State/County) (Zip Code)
   d. Other changes: _____

4. The corporation is a nonprofit corporation.

5. The manner (if not set forth in the amendment) for implementation of any exchange, reclassification, or cancellation of memberships is as follows:

6. The amendment was duly adopted on September 19, 2023 (month, day, year) by (please check the block that applies):
   ☐ The incorporators without member approval, as such was not required.
   ☑ The board of directors without member approval, as such was not required.
   ☐ The members

7. Indicate which of the following statements applies by checking the applicable block:
   ☑ Additional approval for the amendment (as permitted by §48-60-301 of the tennessee nonprofit corporation act) was not required.
   ☐ Additional approval for the amendment was required by the charter and was obtained.

President
Signer's Capacity

Jeremy Sager
Signature

Sep 19 2023
Date

Jeremy Sager
Name of Signer (typed or printed)

SS-4416 **Filing Fee: $20** RDA 1678

001467134

CHARTER
NONPROFIT CORPORATION

SS-4418

Tre Hargett
Secretary of State

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

Filing Fee: $100.00

For Office Use Only

-FILED-

Control # 001467134

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

1. The name of the corporation is: Novus Community Development

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

3. This company has the additional designation of: None

4. The name and complete address of its initial registered agent and office located in the State of Tennessee is:
LEGALINC CORPORATE SERVICES INC.
STE 389
5865 RIDGEWAY CENTER PKWY
MEMPHIS, TN 38120-4032
SHELBY COUNTY

5. Fiscal Year Close Month: December **Period of Duration:** Perpetual

6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is:
(none) (Not to exceed 90 days)

7. The corporation is not for profit.

8. Please complete all of the following sentences by checking one of the two boxes in each sentence:
This corporation is a ☑ public benefit corporation / ☐ mutual benefit corporation.
This corporation is a ☐ religious corporation / ☑ not a religious corporation.
This corporation will ☐ have members / ☑ not have members.

9. The complete address of its principal office is:
7257 SANTEELAH WAY
ANTIOCH, TN 37013
DAVIDSON COUNTY

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

SS-4418 (Rev. 1/13) RDA 1678

CHARTER
NONPROFIT CORPORATION

SS-4418

Tre Hargett
Secretary of State

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

Filing Fee: $100.00

For Office Use Only

Control # 001467134

The name of the corporation is: Novus Community Development

10. The complete mailing address of the entity (if different from the principal office) is:
7257 SANTEELAH WAY
ANTIOCH, TN 37013

11. List the name and complete address of each incorporator:

Title	Name	Business Address	City, State, Zip
Incorporator	Jeremy Sager	7257 SANTEELAH WAY	ANTIOCH, TN 37013

12. School Organization: (required if the additional designation of "School Organization - Exempt" is entered in section 3.)

☐ I certify that pursuant to T.C.A. §49-2-611, this nonprofit corporation is exempt from the $100 filing fee required by T.C.A. §48-51-303(a)(1).

☐ This nonprofit corporation is a "school support organization" as defined in T.C.A. §49-2-603(4)(A).

☐ This nonprofit corporation is an educational institution as defined in T.C.A. §48-101-502(b).

13. Insert here the provisions regarding the distribution of assets upon dissolution:
See Attached.

14. Other Provisions: See attached.

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

Electronic	Incorporator
Signature	Title/Signer's Capacity
Jeremy Sager	Sep 18, 2023 10:45AM
Printed Name	Date

SS-4418 (Rev. 1/13) RDA 1678

ADDITIONAL PROVISIONS

TO

ARTICLES OF INCORPORATION

OF

Novus Community Development

DISSOLUTION CLAUSE

Upon dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or state or local government for public purpose.

OPERATION PROVISION

The Corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including for such purposes, the making of distributions to organizations that qualify as an exempt organization under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

No substantial part of the activities of the corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in, any political campaign on behalf of any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private person.

Attachment I

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 10-03-2023

Employer Identification Number:
93-3712729

Form: SS-4

Number of this notice: CP 575 E

NOVUS SMART ACADEMY K-8
7257 SANTEELAH WAY
ANTIOCH, TN 37013

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 93-3712729. This EIN will identify your entity, accounts, tax returns, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for business and tax purposes. Some taxpayers receive CP575 notices when another person has stolen their identity and are operating using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status, organizations must complete an application on one of the following forms: Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1023-EZ, Streamlined Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1024, Application for Recognition Under Section 501(a); or Form 1024-A, Application for Recognition of Exemption Under Section 501(c)(4) of the Internal Revenue Code.

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

If you become tax-exempt, you will lose tax-exempt status if you fail to file a required return or notice for three consecutive years, unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File). We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter. For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

(IRS USE ONLY) 575E 10-03-2023 NOVU O 9999999999 SS-4

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.

* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.

* Refer to this EIN on your tax-related correspondence and documents.

* Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is NOVU. You will need to provide this information along with your EIN, if you file your returns electronically.

Safeguard your EIN by referring to Publication 4557, Safeguarding Taxpayer Data: A Guide for Your Business.

You can get any of the forms or publications mentioned in this letter by visiting our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter.

Thank you for your cooperation.

Keep this part for your records. CP 575 E (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 E

9999999999

Your Telephone Number ( ) -

Best Time to Call

DATE OF THIS NOTICE: 10-03-2023
EMPLOYER IDENTIFICATION NUMBER: 93-3712729
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

NOVUS SMART ACADEMY K-8
7257 SANTEELAH WAY
ANTIOCH, TN 37013

Attachment J

By-laws of Novus SMART Academy (K-8)
A Not-for-Profit Corporation
Incorporated Under the Laws of the State of Tennessee

ARTICLE I: NAME AND OFFICES

Section 1.1 Name. The name of the organization is Novus SMART Academy (K-8).

Section 1.2 Principal Office. The initial principal office of Novus SMART Academy (K-8) will be located at 7257 Santeelah Way, Antioch, Tennessee 37013.

Section 1.3 Registered Office. The initial registered office of Novus SMART Academy (K-8) shall be 7257 Santeelah Way, Antioch, Tennessee 37013. Novus SMART Academy (K-8) may also have offices at such other places as its Board of Directors shall determine the business of Novus SMART Academy (K-8) required, provided, however, that the registered office shall be registered with the Secretary of State of Tennessee and the agent so registered shall be located at the same address, or as otherwise provided by the Board of Directors.

ARTICLE II: PURPOSE AND DISSOLUTION

Section 2.1 Purpose. The purpose for which Novus SMART Academy (K-8) is organized is to establish and run a public charter school in Rutherford, County, Tennessee, pursuant to the Tennessee Public Charter Schools Act of 2002, as amended, supplemented or replaced, ("The Charter Schools Act"), under its Charter Agreement with Rutherford County Schools and Rutherford County, Tennessee (the "Charter Agreement"), with a stated mission of providing all scholars access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

Novus SMART Academy (K-8) has been organized as stated in the Certificate of Incorporation, which may be amended as required. No part of the net earnings of Novus SMART Academy (K-8) shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that Novus SMART Academy (K-8) shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.

No substantial part of the activities of the corporation shall be carrying on propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from Federal Income Tax under section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future tax code, or (b) by an organization, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Novus SMART Academy (K-8) admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

Section 2.2 Dissolution. If, for any reason, Novus SMART Academy (K-8) should dissolve, organization assets shall be distributed for one or more exempt purposes within the meaning of § 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE III: BOARD OF DIRECTORS

The Board of Directors shall have all powers and duties for the conduct of the activities of Novus SMART Academy (K-8). Novus SMART Academy (K-8) shall not have members. While persons who associate with, or attend programs of, participate in, contribute to, or benefit from Novus SMART Academy (K-8) may be referred to as "members," no rights, voting or otherwise, will inure to any such persons.

Section 3.1 General Powers. The Board of Directors shall have the power to govern the business, affairs, and property of Novus SMART Academy (K-8) in accordance with the applicable laws and regulations of the state of Tennessee and any limitations in the Articles of Incorporation or these By-laws. The CEO/Lead Founder will be an advisory, non-voting member of the Board (*ex officio*). As required by law (currently, TCA § 49-13-104), the Board shall contain at least one (1) parent representative whose child is currently enrolled in Novus SMART Academy (K-8). The parent representative shall be appointed by the Board of Directors within six (6) months of Novus SMART Academy (K-8)'s opening date.

Section 3.2 Management of the Corporation. Novus SMART Academy (K-8) shall be managed by the Board of Directors, which shall consist of at least seven (7) Directors and no more than fifteen (15) Directors.

Section 3.3 Qualifications. Members of the Board of Directors shall be at least eighteen years of age and will be selected based on:

(a) Their belief in the purpose of public charter schools and in the mission of Novus SMART Academy (K-8).
(b) Their belief that *all* children can achieve the highest levels of academic excellence.
(c) Their availability to participate meaningfully in the success of Novus SMART Academy (K-8) over time.
(d) Their ability to demonstrate expertise in Board Governance, Commercial Real Estate, Community Service/Outreach, DEI, Education (Academics/Curricula), Facilities (Logistics/Operations), Finance, Fundraising and Grant Writing, Legal Expertise as an Attorney, Management and Organizational Experience, Marketing, Parent and Community Involvement, Personnel/Human Capital, Public Relations, Strategic Planning, or Technology.

Section 3.4 Compensation. Members of the Board of Directors shall serve without compensation; however, The following guidelines will be applied to all matters regarding compensation:

(a) A voting member of the Board who receives compensation, directly or indirectly, from Novus SMART Academy (K-8) for services is precluded from voting on matters pertaining to that member's compensation.
(b) A voting member of any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Novus SMART Academy (K-8) for services is precluded from voting on matters pertaining to that member's compensation.
(c) No voting member of the Board or any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Novus SMART Academy (K-8), either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Section 3.5 Selection of Directors. The Governance Committee shall present potential Directors for election by the Board of Directors. The Board of Directors shall approve a process for nominating Directors to the Board of Directors through the Governance Committee, and there will be annual meetings dedicated to the selection of nominated Directors.

Section 3.6 Terms of Directors. Directors shall serve staggered terms to balance continuity with new perspectives. Directors shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three (3) year term shall be considered to have been served upon the passage of three (3) annual meetings following elections. After election, the term of a Director may not be reduced, except for cause as specified in these By-laws. No Director shall serve more than three (3) consecutive terms.

Section 3.7 Initial Board. The initial Board of Directors will serve staggered terms. The initial Board shall consist of at least three (3) Directors who will serve a one (1) year term, at least three (3) Directors who will serve a two (2) year term, and at least three (3) Directors who will serve a three (3) year term.

Section 3.8 Newly Created Directorships and Vacancies. Any vacancy occurring in the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Directors. A Director elected to fill the vacancy shall be elected for the unexpired term of their predecessor in office.

Section 3.9 Removal of Directors. Any or all the Directors may be removed for cause by action of the Board of Directors. Directors may be removed due to non-fulfillment of duties required by the Board of Directors, misconduct, theft and misrepresentation of Novus SMART Academy (K-8), all by majority vote of the Board of Directors.

Section 3.10 Resignation of Directors. A Director may resign at any time by giving written notice to the Board Chair. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof by the Board Chair, and the acceptance of the resignation shall not be necessary to make it effective.

Section 3.11 Action of the Board. Unless otherwise required by law, the vote of a majority of the Board of Directors' present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. Each Director present shall have one vote.

Section 3.12 Members of the Board.

(a) Shall receive no payment of honoraria, except reimbursement for expenses incurred in performance of voluntary Novus SMART Academy (K-8) activities in accordance with Novus SMART Academy (K-8) policies.
(b) Shall serve with the highest degree of duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with Novus SMART Academy (K-8).
(c) Shall be bound by the Board's Code of Conduct, Conflict of Interest and Confidentiality Policy statements.
(d) Shall have no direct or indirect financial interest in the assets or lease of Novus SMART Academy (K-8). Aany Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of Novus SMART Academy (K-8) shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.
(e) Shall be covered with Officers Insurance provided by Novus SMART Academy (K-8) in amounts required by the Board in its reasonable discretion.

ARTICLE IV: BOARD MEETINGS

Section 4.1 Regular Meetings. There shall be at least ten (10) regular meetings of the Board of Directors held each year. Notice shall be given to each Director thirty (30) days prior to the date of every regular meeting of the Board. Notice of any meeting to the public shall include the date, time, and location, and a statement or agenda specifying the nature of business to be conducted. The meetings of the Board are deemed to be "public business" and must be held in compliance with TCA §§ 8-44-101 *et seq*.

Section 4.2 Regular Meetings Notices. Notice of all regular meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Directors prior to the meeting. Any Director may waive notice of any meeting. The attendance of a Director at any meeting also shall constitute a waiver of notice of such meeting, except where the Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 4.3 Annual Meetings. Annual meetings of the Board of Directors shall be held in the last quarter of the fiscal year.

Section 4.4 Special Meetings. Special meetings of the Board may be called by the Board Chair or by a majority of the Board filing a written request for such a meeting with the Board Chair and stating the object, date, and hour therefore, due notice having been given to each Director five (5) calendar days prior to the meeting. Notice of any meeting to the public shall include the date, time, and location, and a statement or agenda specifying the nature of business to be conducted. Such notice shall also comply with the requirements regarding the posting and notice of meetings to the public, pursuant to TCA §§ 8-44-101 *et seq*.

Section 4.5 Quorum of Directors. Unless otherwise provided in the certificate of incorporation, a majority of the entire Board of Directors shall constitute a quorum for the transaction of business or any specified item of business.

Section 4.6 Meeting Minutes. Minutes of each meeting of the Board of Directors shall be recorded in writing by the Board Secretary and kept with the records of Novus SMART Academy (K-8). The contents of such minutes, as well as the provisions for providing the minutes to the public, shall comply with the provisions of TCA §§ 8-44-101 *et seq*.

Section 4.7 Open Meetings. Meetings of the Board shall be public in accordance with state and federal laws and regulations. Members of the public shall have an opportunity for input at meetings of the Board.

Section 4.8 Board Chair. The Board Chair, along with the CEO/Lead Founder or Vice Chair or chosen representative on the Board, shall attend all Board and Committee meetings.

Section 4.9 Absentee Board Member. An absentee Board member may not designate an alternate to represent their person at a Board meeting. A member of the Board may be deemed to be present for purposes of achieving a quorum and may cast a vote if they grant a signed, written proxy to another Board member who is present at the meeting. The proxy must direct a vote to be cast with respect to a particular proposal that is described with reasonable specificity in the proxy. No other proxies are allowed.

Section 4.10 Location of Board Meetings. The Board of Directors may hold its meetings at the office of Novus SMART Academy (K-8) or at such other places, either within or without the state, as it may from time to time determine.

ARTICLE V: BOARD OFFICERS

Section 5.1 Board Officers. The Novus SMART Academy (K-8) Board of Directors shall have four (4) Board Officers as follows: Board Chair, Board Vice Chair, Board Treasurer, and Board Secretary. Initially, the Board Chair and Board Treasurer will be appointed by the CEO/Lead Founder in collaboration with Erline Hertilien, our BES Senior Director of Leadership Development and Board Governance Coach.

Board Officers shall have such duties, powers, and functions as hereinafter provided. Each Board Officer shall hold office for the term for which the Director is elected or appointed and until the successor has been elected or appointed and qualified.

(a) The Board Chair is the senior volunteer leader of Novus SMART Academy (K-8) and appointed as Chair for the Governance Committee, presiding at all meetings of the Board of Directors and other meetings as required. The Chair is an ex officio member of all committees of Novus SMART Academy (K-8). The Board Chair oversees implementation of Board and school policies and ensures that appropriate administrative practices are established and maintained.
(b) The Vice Chair is the secondary volunteer leader of Novus SMART Academy (K-8) and as such, discharges the duties of the Chair as required in the Chair's absence. The Vice Chair supports the activities of the Chair including sharing responsibilities as appropriate.
(c) The Board Treasurer is a volunteer leader who provides direction for the financial management of Novus SMART Academy (K-8) and facilitates the Board in meeting its financial oversight responsibilities, appointed as Chair for the Finance Committee.
(d) The Board Secretary is a volunteer leader who provides direction for the keeping of legal documents including minutes of all Board meetings.

Section 5.2 Election of Board Officers. The Governance Committee shall present potential Officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The election of Officers shall be held at the annual meeting of the Board of Directors.

Section 5.3 Tenure. The newly elected Board Officers shall take office on July 1 following the close of the meeting at which they are elected and the term of office shall be one year, or until the respective successor assumes office. A Director may serve more than one (1) term in the same office, but not more than three consecutive terms in the same office.

Section 5.4 Board Chair Vacancy. In the event that the office of the Board Chair becomes vacant, the Board Vice Chair shall become Board Chair for the unexpired portion of the term. In the event that the Board Vice Chair, Board Treasurer, or Board Secretary offices become vacant, the Board Chair shall appoint interim Board Officers to fill such vacant offices until a scheduled meeting of the Board of Directors can be held.

Section 5.5 Removal or Resignation. Any Board Officer elected or appointed by the Board may be removed by the Board with or without cause. In the event of the death, resignation, or removal of an officer, the Board in its discretion, may elect or appoint a successor to fill the unexpired term. Offices may not be held by the same person.

ARTICLE VI: COMMITTEES AND TASK FORCES

Section 6.1 Composition. A Board resolution shall appoint committees or task forces of the Board, except the Governance Committee. Committees may be composed of Directors or community members, or both, with the exception of the Governance Committee which shall be composed only of Board members. The Board may prescribe the need and/or the composition of such committees.

Section 6.2 Academics Committee. The purpose of the Academics Committee is to work with the CEO/Lead Founder to define academic achievement, ensure that all Board members know the charter promises made to the community and the authorizer, and to devise clear and consistent measures to monitor enrollment, student demographics, and achievement of academic outcomes. Appointments of the Academics Chair shall be made annually by the Board Chair with the advice and consent of the Board and the CEO/Lead Founder, composed of at least three (3) persons recommended by the Chair and elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years and these terms shall be staggered to ensure continuity of committee membership. Additional committee members may be appointed and need not be members of the Board of Directors. It is anticipated that given the nature of this committee it may be beneficial to have outside academic leaders on the committee. The duties of the Academics Committee shall be to:

(a) Define and continue to refine what academic achievement means for Novus SMART Academy (K-8).
(b) Ensure that all Board members understand the key charter promises we have made to our community and to Rutherford County Schools.
(c) Work with the CEO/Lead Founder and school leadership team to devise clear and consistent ways to measure progress towards stated goals.
(d) Work with the CEO/Lead Founder and school leadership team to set annual academic achievement goals, to be presented to and approved by the full Board.
(e) Work with the CEO/Lead Founder and school leadership team to share with the Board annual successes, barriers to reaching academic achievement, and strategies to overcome these barriers.
(f) Arrange for Board training on issues related to academic oversight and academic achievement, as needed.
(g) Annually submit objectives as part of the planning and budgeting process.
(h) Annually evaluate its work as a committee and the objectives it has committed itself to and report on the same to the Board of Trustees.
(i) Report to the Board of Trustees at regular meetings of the Board in a manner determined by the Board.

Section 6.3 Development Committee. The purpose of the Development Committee is to ensure that the organization's total development program is in concert with the organization's strategic direction and needs. The Committee serves as the mechanism by which Board members and other volunteers are involved in the fundraising process. This committee shall be composed of at least three (3) persons recommended by the Chair and elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years and these terms shall be staggered to ensure continuity of committee membership. Appointments of the Chair and members of the Development Committee shall be made annually by the Chair of the Board with the advice and consent of the Board and the CEO/LEad Founder. Additional committee members may be appointed and need not be members of the Board of Directors. Given the nature of this Committee, it may be beneficial to have volunteers from the community who have access to resources and/or people and organizations with resources that can benefit the school and/or other skills that can strengthen the effectiveness of the Development Committee. The duties of the Development Committee shall be to:

(a) Work with the staff to develop the organization's fundraising plan.
(b) Ensure that the case for support is strong, current, and based on the organization's mission and goals; and distinguishes the organization from others in the field.

(c) Develop policies, plans, procedures, and schedules for Board involvement in fundraising.
(d) Helps educate Board members about the organization's plans and the resources needed to realize those plans.
(e) Help educate Board members about environmental factors affecting fundraising among the organization's constituencies (e.g., current events, other organizations' activities, economic factors).
(f) Familiarize Board members with fundraising skills and techniques so that they are comfortable soliciting contributions on behalf of their organization.
(g) Set guidelines for Board members' contributions and then solicit those contributions.
(h) Play a strong role in identifying, cultivating, and approaching major donors (e.g., individual and planned gifts, foundation, and corporate).

Section 6.4 Finance Committee. The purpose of the Finance Committee is to work with the CEO/Lead Founder to create the upcoming fiscal year budget and recommend to the Board appropriate policies for the management of the organization's assets. The members of the Finance Committee shall be the Treasurer of the Board who shall serve as Chair, the Board Chair who shall serve as an ex-officio member, and at least three (3) persons recommended by the Chair and elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years and these terms shall be staggered to ensure continuity of committee membership. The duties of the Finance Committee shall be to:

(a) Review, and recommend to the Board for approval, an annual budget for Novus SMART Academy (K-8) in collaboration with the CEO/Lead Founder.
(b) Also in collaboration with the CEO/Lead Founder, review and recommend to the Board for approval and annually revise a three-year financial forecast and long range financial plans based on the forecast.
(c) Review grant proposals when required by funders, and when necessary, recommend action by the Board.
(d) Review all non-budgeted expenditures over a set dollar amount to be determined by the Board and recommend action to the Board.
(e) Annually submit objectives as part of the planning and budgeting process.
(f) Annually evaluate its work as a committee and the objectives it has committed itself to and report on the same to the Board of Directors.
(g) Arrange for an annual audit with submission of the same to the Board.
(h) Report to the Board of Directors at regular meetings of the Board in a manner determined by the Board.

Section 6.5 Governance Committee. The purpose of the Governance Committee is to build and maintain an effective Board for Novus SMART Academy (K-8). The Governance Committee will be chaired by the Board ChaiR and shall be composed of at least three (3) persons recommended by the Chair and elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years and these terms shall be staggered to ensure continuity of committee membership. The duties of the Governance Committee shall be to:

(a) Establish and drive a continuous improvement process to help the Board and individual Directors to become more valuable as strategic assets of the school, contributing to long-term success.
(b) Review the structure and size of the Board and the Board committees. Periodically, review with the Board the appropriate skills and characteristics required on the Board in keeping with the strategic direction of the charter school.
(c) Identify and consider candidates for Board membership. On behalf of the Board, assess alignment with the school's mission and vision and the skills and experience of prospective Board members. Present strong candidates to the full Board for consideration.
(d) Review the institutional and other affiliations of Board members and Board candidates for possible conflicts of interest. Investigate any potential conflict of interest involving a Board member and make a recommendation to the Board for resolution.
(e) Keep up to date on developments in the charter school governance field. Annually review and assess the charter school governance practices of the Board and recommend any proposed changes to the Board for approval.
(f) Plan Board education including new member orientation, education of Board members, and Board retreats.
(g) Plan training and education of the Board related to governance roles and responsibilities and with respect to bridging Board knowledge gaps.
(h) Conduct assessment/evaluation of the Board, the Board Chair, individual Directors, including each Director's self-assessment, and Board meetings/sessions.

(i) Evaluate and monitor governance structures and processes, including policy development and processes for Board monitoring/oversight of operations.
(j) Identify leadership development opportunities for existing and potential Board members to maximize member's contributions.

Section 6.6 Quorum for Committees. There shall be no quorum requirement for any committee.

ARTICLE VII: FISCAL YEAR AND SIGNING CHECKS

Section 7.1 Fiscal Year. The fiscal year of Novus SMART Academy (K-8) shall begin on July 1 of each calendar year and terminate on June 30 of the following year.

Section 7.2 Signing Checks. The signature of both the CEO/Lead Founder and Board Treasurer shall be required on any check in excess of $5,000.

ARTICLE VIII: CONFLICT OF INTEREST

All Directors, Officers, and employees of Novus SMART Academy (K-8) shall be subject to the Conflict of Interest Agreement. If there be any conflict of interest between the provisions of the certificate of Novus SMART Academy (K-8) and these By-laws, the provisions of the certificate of Novus SMART Academy (K-8) shall govern.

ARTICLE IX: AMENDMENTS

These By-laws may be adopted, amended, or repealed by the Board at the time they are entitled to vote in the election of Directors. By-laws may also be adopted, amended, or repealed by the Board of Directors, but any By-law adopted, amended or repealed by the Board may be amended by the Board members entitled to vote thereon as herein before provided. If any By-law regulating an impending election of Directors is adopted, amended or repealed by the Board, there shall be set forth in the notice of the next meeting of all Board members for the election of Directors the By-law so adopted, amended or repealed, together with a concise statement of the changes made.

ARTICLE X: CONDUCT

Because of its strong beliefs in high moral standards based on traditional values, Novus SMART Academy (K-8) reserves the right to expect from all of its Board Of Directors and Board Officers to maintain high moral standards and social values that do not conflict with the mission of providing all scholars access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society. In the event of conduct that presents a conflict or challenge, the rules of order in the current edition of Robert’s Rules of Order shall govern the conduct of all meetings of Novus SMART Academy (K-8).

ARTICLE XI: INDEMNITY

Novus SMART Academy (K-8) shall indemnify each member of the Board of Directors to the full extent permitted by the Tennessee Nonprofit Corporation Act. Each member of the Board of Directors shall receive the protection and immunity provided by TCA § 48-58-601, as (and if) limited by The Charter School Act. A member of the Board of Directors, or its Board Officers, shall not be personally liable to Novus SMART Academy (K-8) for damages for breach of any duty owed to Novus SMART Academy (K-8), its beneficiaries, or the Board of Directors, except that nothing contained herein shall relieve a Board of Directors or Board Officer from liability for breach of duty based on an act or omission: (a) in breach of such person’s duty of loyalty to the Novus SMART Academy (K-8); (b) not in good faith or involving a known violation of the law; or (c) resulting in receipt of an improper personal benefit.

Attachment K

Code of Conduct of Novus SMART Academy (K-8)

The Novus SMART Academy (K-8) Board of Directors will operate in the most ethical and conscientious manner and in accordance to Article X of our By-laws that reads as follows

> Because of its strong beliefs in high moral standards based on traditional values, Novus SMART Academy (K-8) reserves the right to expect from all of its Board Of Directors and Board Officers to maintain high moral standards and social values that do not conflict with the mission of providing all scholars access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society. In the event of conduct that presents a conflict or challenge, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of Novus SMART Academy (K-8).

All members of the Board of Directors and its Board Officers agree to the following Code of Conduct:

(a) Recognize the authority of the Board of Directors rests only with the Board as a whole and not with individual members of the Board and act accordingly.
(b) Ensure, uphold, and abide by all laws, regulations, and rules pertaining to schools issued by the Tennessee State Board of Education, the authorizer, the courts, and any other relevant authority.
(c) Support the delegation of authority for the day-to-day administration of the charter school to the CEO/Lead Founder and act accordingly.
(d) Ensure and enact decision-making grounded on the educational welfare and wellbeing of the children served by Novus SMART Academy (K-8) without consideration to race, religion, color, sex, income level, or any other irrelevant characteristic.
(e) Ensure and encourage changes only through lawful and ethical processes with use of independent judgment in reaching all final decisions.
(f) Refrain from using their position on the Board of Directors for personal gain or profit.
(g) Periodically review and evaluate the effectiveness of programs and policies in place, and collaborate with other Board members to establish effective programs and policies for Novus SMART Academy (K-8) moving forward.
(h) Make decisions on programs and policy matters only after full discussion at publicly-held Board meetings.
(i) Attend and participate in regular meetings, annual meetings, and special meetings to express opinions before votes are cast, and after the Board vote, abide by and support all majority decisions of the Board of Directors.
(j) Comply with the Conflict of Interest Policy of the Board, all applicable laws, and State Board of Education standards, rules, and guidelines.
(k) Exhibit personal and professional conduct that reflects positively on Novus SMART Academy (K-8).
(l) Make all reasonable efforts to support our mission of providing all scholars access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.

Attachment L

CONFLICT OF INTEREST OF NOVUS SMART ACADEMY (K-8)
A Not-for-Profit Corporation
Incorporated Under the Laws of the State of Tennessee

ARTICLE I: PURPOSE

The purpose of the conflict of interest policy is to protect Novus SMART Academy (K-8)'s interest when contemplating entering into a transaction or arrangement that might benefit the private interest of a Board Officer or Director of the organization, or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

ARTICLE II: DEFINITIONS

Section 2.1. Interested Person. Any Director, Board Officer, or member of a Committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Section 2.2 Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which Novus SMART Academy (K-8) has a transaction or arrangement,
2. A compensation arrangement with Novus SMART Academy (K-8) or with any entity or individual with which the organization has a transaction or arrangement, or
3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Novus SMART Academy (K-8) is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.
4. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate Board or Committee decides that a conflict of interest exists.

ARTICLE III: PROCEDURES

Section 3.1 Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Directors and members of Committees with Board-delegated powers considering the proposed transaction or arrangement.

Section 3.2 Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Committee members shall decide if a conflict of interest exists. Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any Board or Committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars ($5,000) or less in any single calendar year, from Novus SMART Academy (K-8) to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

Section 3.3 Procedures for Addressing the Conflict of Interest

1. An interested person may make a presentation at the Board or Committee meeting, but after the presentation, the interested person shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
2. The Board Chair in collaboration with the Committee Chair shall, if appropriate, appoint a disinterested person or Committee member to investigate alternatives to the proposed transaction or arrangement.

3. After exercising due diligence, the Board or Committee shall determine whether Novus SMART Academy (K-8) can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
4. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Novus SMART Academy (K-8)'s best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

Section 3.4 Violations of the Conflicts of Interest Policy.

(a) If the Board or Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
(b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV: RECORDS OF PROCEEDINGS

The minutes of the Board and all Committees with Board-delegated powers shall contain:
(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Committee's decision as to whether a conflict of interest in fact existed.
(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V: COMPENSATION

Members of the Board of Directors shall serve without compensation; however, The following guidelines will be applied to all matters regarding compensation:
(a) A voting member of the Board who receives compensation, directly or indirectly, from Novus SMART Academy (K-8) for services is precluded from voting on matters pertaining to that member's compensation.
(b) A voting member of any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Novus SMART Academy (K-8) for services is precluded from voting on matters pertaining to that member's compensation.
(c) No voting member of the Board or any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Novus SMART Academy (K-8), either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI: ANNUAL STATEMENTS

Each Director, Board Officer and member of a Committee with Board-delegated powers shall annually sign a statement which affirms such person:
(a) Has received a copy of the Conflict of Interest Policy,
(b) Has read and understands the policy,
(c) Has agreed to comply with the policy, and
(d) Understands that Novus SMART Academy (K-8) is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE VII: PERIODIC REVIEWS

To ensure Novus SMART Academy (K-8) operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
(b) Whether partnerships, joint ventures, and arrangements with management organizations conform to Novus SMART Academy (K-8)'s written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurnment, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII: USE OF EXTERNAL EXPERTS

When conducting the periodic reviews as provided for in Article VII, Novus SMART Academy (K-8) may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Conflict of Interest Defined. For purposes of this policy, the following circumstances shall be deemed to create Conflicts of Interest:

Section 8.1 Outside Interests.
(a) A Contract or Transaction between Novus SMART Academy (K-8) and a Responsible Person or Family Member.
(b) A Contract or Transaction between Novus SMART Academy (K-8) and an entity in which a Responsible Person or Family Member has a Material Financial Interest or of which such person is a Director, Board Officer, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative.

Section 8.2 Outside Activities.
(a) A Responsible Person competing with Novus SMART Academy (K-8) in the rendering of services or in any other Contract or Transaction with a third party.
(b) Responsible Persons having a Material Financial Interest in; or serving as a Director, Board Officer, employee, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative of, or consultant to; an entity or individual that competes with Novus SMART Academy (K-8) in the provision of services or in any other Contract or Transaction with a third party.

Section 8.3 Gifts, Gratuities, and Entertainment. A Responsible Person accepting gifts, entertainment or other favors from any individual or entity that:
(a) Does or is seeking to do business with, or is a competitor of Novus SMART Academy (K-8); or
(b) Has received, is receiving or is seeking to receive a loan or grant, or to secure other financial commitments from Novus SMART Academy (K-8);
(c) Under circumstances where it might be inferred that such action was intended to influence or possibly would influence the Responsible Person in the performance of his or her duties. This does not preclude the acceptance of items of nominal or insignificant value or entertainment of nominal or insignificant value which are not related to any transaction or activity of Novus SMART Academy (K-8).

ARTICLE IX: REVIEW OF POLICY

(a) Each new Responsible Person shall be required to review a copy of this policy and to acknowledge in writing that he/she has done so.
(b) Each Responsible Person shall annually complete a disclosure form identifying any relationships, positions or circumstances in which the Responsible Person is involved that he or she believes could contribute to a Conflict of Interest arising. Such relationships, positions or circumstances might include service as a director of or consultant to a nonprofit organization, or ownership of a business that might provide goods or services to Novus SMART Academy (K-8). Any such information regarding business interests of a Responsible Person or a Family Member shall be treated as confidential and shall generally be made available only to the Board Chair, the CEO/Lead Founder, and any Committee Chair appointed to address Conflicts of Interest, except to the extent additional disclosure is necessary in connection with the implementation of this Policy.

(c) This policy shall be reviewed annually by each member of the Board of Directors. Any changes to the policy shall be communicated immediately to all Responsible Persons.
(d) Novus SMART Academy (K-8)'s Conflict of Interest reporting form is shown below.

Conflict of Interest Information Form
Name: _____ **Date:** _____
Please describe below any relationships, positions, or circumstances in which you are involved that you believe could contribute to a Conflict of Interest (as defined in Novus SMART Academy (K-8) 's Policy on Conflicts of Interest) arising. _____ _____ _____ _____ _____ _____
I hereby certify that the information set forth above is true and complete to the best of my knowledge. I have reviewed, and agree to abide by, the Conflict of Interest Policy established by Novus SMART Academy (K-8).
Signature: _____ **Date:** _____

Attachment M

DOMINIQUE **PRYOR-ANDERSON**

974 Vivian Leigh Lane | Collierville, TN 38017 | (901) 686-4497
dominiquepanderson@gmail.com · linkedin.com/in/dominiquepryoranderson

Community leader with a passion for creating thriving communities. Specialist in affordable housing, inclusive community outreach and engagement, creating strategic partnerships, equitable real estate development education, and forming networks that empower diverse leaders.

EXPERIENCE

JANUARY 2020 – PRESENT

PRINCIPAL, POPULACE COMMUNITY STRATEGY

- Facilitate equitable and inclusive community engagement/outreach (workshops, trainings, charettes), and cultural crisis management for real estate developers, municipalities, and governments, supporting community growth and revitalization
- Navigated a potentially costly standoff between a national developer and Nashville community by facilitating a variety of public meetings, planning strategy sessions with community and organizational stakeholders, councilpersons, and media

JANUARY 2021 – PRESENT

EXECUTIVE DIRECTOR, TN AFFORDABLE HOUSING COALITION

- Collaborate with the Board and Executive Committee to create and implement strategic plans
- Supervise committees, meetings, and memberships across all 3 regions
- Identify, recruit, and train additional staff
- Saved $48,000 in the budget since January 2021
- Increased membership 200% since January 2021
- Generated $23,000 in earned media
- Represent the Coalition at local, regional, and national virtual and in person events to further the brand and strengthen the Coalition's voice in affordable housing conversations

NOVEMBER 2018 – JANUARY 2020

DIRECTOR OF STRATEGIC PARTNERSHIPS & EGAGEMENT, THE HOUSING FUND

- Project manager for Nashville's first Community Land Trust- contract negotiations, public-private partnerships (P3) and government relationship management, strategic planning, managed RFPs and grants, liaised legal team, planned events, managed $163,000 budget
- Wrote, implemented, communication strategy plan that increased print media coverage by 60% and social media engagement, on Facebook and Twitter, by 75%
- Leveraged professional relationships and strategic partnerships, to increase real estate development lending to $23 million, over 3 quarters of FY20
- Advanced the organization's mission by working across teams to meet financial goals as a member of the leadership team
- Used social media to increase brand visibility and increase donations by 20%

- Introduced new technologies and process improvements to executive team and staff
- Spoke on panels, led thought leadership groups, and wrote articles on affordable housing and Community Land Trust Management
- Infused $63,000 of home improvement capital into the historic Pearl Cohn community of Nashville

SEPTEMBER 2017 – NOVEMBER 2018

PROGRAM COORDINATOR, VANDERBILT UNIVERSITY (WOND'RY CENTER)

- Increased event and daily participation, at the Wond'ry Innovation Center, among diverse populations, 103%
- Secured internships and employment Wrote, implemented, communication strategy plan that increased print media coverage by 60% and social media engagement, on Facebook and Twitter, by 75%
- Leveraged professional relationships and strategic partnerships, to increase real estate development lending to $23 million, over 3 quarters of FY20
- Advanced the organization's mission by working across teams to meet financial goals as a member of the leadership team
- Used social media to increase brand visibility and increase donations by 20%
- Introduced new technologies and process improvements to executive team and staff
- Spoke on panels, led thought leadership groups, and wrote articles on affordable housing and Community Land Trust Management
- Infused $63,000 of home improvement capital into the historic Pearl Cohn community of Nashville

JANUARY 2016 – SEPTEMBER 2017

CONSULTANT, INDEPENDENT

- Led more than 150 hours of diversity and inclusion training, at the Nashville Entrepreneur Center
- Increased diverse membership by 83% at the Nashville Entrepreneur Center
- Developed social media plans and content for 20+ Fortune 100 and 500 clients, focused on engaging and retaining diverse employees
- Increased equity, diversity, inclusion at 20+ organizations via strategic planning and training (inclusive excellence, implicit bias, gender bias, etc.)
- Managed community engagement team of 25 individuals to connect with 300 multicultural families and hosted 5 events, for KIPP Schools Nashville
- Speaker and thought leader at community events focused on diversity and inclusion in the tech, startup, and STEM industries
- Increased member and staff engagement, at the Nashville Entrepreneur Center, via planned events and team building activities

JULY 2006 – JULY 2014

REALTOR, MEMPHIS AREA ASSOCIATION OF REALTORS (MAAR)

- Residential real estate (Spanish & English)
- Real estate marketing

APRIL 2010 – JANUARY 2016

DIRECTOR OF MULTICULTURAL & CRISIS PR, VIDA COMMUNICATIONS GROUP

- Developed "Multicultural Engagement Assessments" and consulted with 30+ non-profit and for-profit organizations to increase understanding of, and communication with, diverse communities
- Saved clients more than $500,000 in legal fees through crisis management
- Secured $300,000 return on investment for clients in media placements
- Managed 20-person multicultural/bilingual team, both onsite and internationally

EDUCATION

DECEMBER 2002
M.ED.-SECONDARY EDUCATION, CHRISTIAN BROTHERS UNIVERSITY

COURSEWORK
B.A.-PUBLIC RELATIONS & COMMUNICATIONS, UNIVERSITY OF MEMPHIS

AUGUST 1998
B.A.-SPANISH, UNIVERSITY OF TN-MARTIN

SKILLS

- Communications Strategy
- Social Impact/Enterprise
- Collaborative
- Crisis Management
- Social/Digital Media
- Project Management
- Training/Facilitation
- Performance Management
- Team Building
- Operations Management
- Innovative
- Organizational Leadership
- Community Outreach/Engagement
- Strategic Partnerships
- Diversity, Equity, and Inclusion
- Public-Private Partnerships
- Data Analysis
- Affordable Housing Strategy
- Strategic Planning
- Spanish-English Fluent

AFFILIATIONS

Alpha Kappa Alpha Sorority, Incorporated
Nashville Social Enterprise Alliance (Board Member)
Urban Land Institute- Nashville District Council
National Hispanic Chamber
National Urban League

BB

Brian Bradshaw

Nashville, TN 37135

PROFESSIONAL SUMMARY

Accomplished Executive Director recognized for leveraging strong team leadership and development to drive forward progress. Highly organized, detail-oriented leader skilled in directing high-performing teams to develop solutions and solve operational and technical problems. Success implementing systems across multiple operations with superior organizational and communication skills.

SKILLS

- Business Planning
- Continuous Quality Improvement (CQI)
- Training and Development
- Operational Standards
- Business Administration
- Public Speaking
- Operational Efficiency
- Church Programming
- Communications Strategies
- Project Management
- Corporate Communications
- Organizational Systems
- Campus Operations
- Business Operations
- Leadership Development

WORK HISTORY

ASSOCIATE PASTOR/EXECUTIVE DIRECTOR *07/2021 to CURRENT*

Mt. Zion Baptist Church | Nashville, TN

- Zion Baptist church, Nashville, Tn
- Manage external affairs and ministry programming.
- Develop and maintain partnerships with local and non-local organizations, industry regulators and other relevant parties.
- Operate within the community on behalf of the Senior Pastor and organization.
- Collaborate with Executive team to identify, create and implement strategic plans to actualize business objectives.
- Identify training opportunities for department employees and manage strategic business function.
- Manage company departmental and ministerial operations to ensure business and ministry practices comply with regulatory and legal requirements.
- Oversee all ministry programming and services to actualize desire company presentations.
- Develop organizational culture and promote transparency and collaboration throughout the organization.
- Represent the company at ministry, social and corporate events.
- Manage departmental employees, release of documents and information to staff pertaining to performance appraisals, reports proposals and other important and sensitive information.
- Manage and provided analysis of departmental budget and expenditures.

DECISION WRITER *09/2010 to 07/2021*

United States Federal Government | Franklin, TN

- Office of Hearings Operations and Appeals
- Formulate and draft legally sufficient decisions through research of OHO rules and regulations.
- Perform comprehensive analysis of claim records for appeal cases.
- Write decisions based on Administrative Law Judges directions and findings.
- Provide rationale for weight given to evidence for legal decisions.
- Identify conflicts in evidence and resolve to be upheld on appeal and recommend action.
- Advise Administrative Law Judges about special issues for all cases.
- Organize and prioritize work under strict deadlines in a fast-paced environment.
- Work with individuals of diverse backgrounds
- Work with individuals in routine and complex situations
- Proofread pre-employment information to ensure accuracy.
- Assisted with coordination and transfer into acquired office space.
- Assisted with ensuring all staff received and signed all personnel documents.
- Created reports and spreadsheets to maintain record of budget allocations, purchased equipment and supplies.
- Assisted with release of documents and information to staff pertaining to performance appraisals, reports proposals and other important and sensitive information.
- Provided analysis of budget expenditures and equipment purchases

SENIOR MARKETING REPRESENTATIVE *07/2009 to 09/2010*

Verizon Wireless Corporation | Franklin, TN

- Verizon wireless
- Promoted company marketing and campaign initiatives through company internet, mail, and media.
- Maintained maintenance and analysis of company data.
- Daily operations of computer-based systems with various software programs
- Maintained customer and corporate company relationships by providing customer service on company software systems.
- Worked with individuals of diverse backgrounds to obtain information in routine and complex situations.
- Handled and controlled complex situations when working with company terminology and policies and procedures.
- Independently researched personnel and technical issues concerning company policies and procedures.
- Resolved and corrected discrepancies in day-to-day situations
- Prepared purchase orders for consumers of company products

- Reviewed legal contracts of company guidelines and products to consumers.

DIRECTOR *05/2007 to 07/2009*
Murfreesboro City Schools | Murfreesboro, TN

- Murfreesboro city schools
- Hired licensed and non-licensed staff.
- Trained licensed and non-licensed staff on district policy, procedures.
- Financial fiscal management of yearly budget
- Analyzed and projected all budget expenditures for site and grants.
- Point of contact for all financial school contracts and budgeting balances on accounts
- Managed student and staff retention plan
- Led development and writing of grant curriculum for federal funding.
- Director of Public Relations
- Provided leadership and model training for maintenance of appropriate standards.
- Approved student state funded grant tuition based upon household income and assistance.
- Maintained administrative records for Board of Education and State of Tennessee
- Experience in the interpreting and applying legal terminology of school policies to non-licensed staff.
- Maintained compliance of State of Tennessee audits
- Created and implemented in-house administration correspondence and organization.

EDUCATION

Master of Divinity | Divinity *05/2021*
Lipscomb University, Nashville, TN

Bachelor of Science | Mass Communications *12/2008*
Middle Tennessee State University, Murfreesboro, TN

PROFESSIONAL ASSOCIATTIONS

- Kappa Alpha Psi Fraternity Incorporated

Marisa Cannata

Vanderbilt University
PMB 414 GPC
Nashville, TN 37203
marisa.cannata@vanderbilt.edu

EDUCATION

2007	Michigan State University East Lansing, Michigan	Educational Policy	Ph.D.
2000	Stanford University Palo Alto, California	Human Biology, Concentration in Educational Policy, Honors in Education	B.A.

PROFESSIONAL EXPERIENCE

Vanderbilt University, Department of Leadership, Policy, and Organizations
Professor of the Practice of Education Policy and School Reform (since 2023)
Associate Department Chair, Leadership, Policy, and Organizations
Program Director, K-12 and Higher Education Leadership and Policy Ed.D. (since 2020)

Previous Experience

2020-2023	*Associate Professor of the Practice of Education Policy and School Reform,* Vanderbilt University, Department of Leadership, Policy, and Organizations
2010 – 2022	*Director,* National Center on Scaling Up Effective Schools, Vanderbilt University (2014-2022; promoted from Associate Director in 2014)
2014 – 2020	*Research Assistant/Associate Professor,* Vanderbilt University, Department of Leadership, Policy, and Organizations (promoted to associate in 2018, research associate since 2007)
2008 – 2011	*Associate Director,* National Center on School Choice, Vanderbilt University

SELECTED GRANTS

"Evaluation of MNPS Implementation and Scale Up of Tutoring." PI, 2021-2022. Tennessee SCORE. $45,000.

"Using Teacher Evaluation Data to Drive Instructional Improvement: Evidence from the Evaluation Partnership Program in Tennessee." Investigator, 2015, Subcontract to Brown University. Institute for Education Sciences, $4,992,450.

"Understanding Best Practices in Charter School Start-up." PI, 2014, Georgia State Charter School Commission. $70,483.

"National Center on Scaling Up Effective Schools." PI from 2014-2017, Co-PI from 2010-2014, Institute for Education Sciences, $13,573,066.

SELECTED PUBLICATIONS

Books

Rutledge, S., **Cannata, M.,** Brown, S., & Traeger, D. (2020). *Steps to Schoolwide Success: Systemic Practices for Connecting Social-Emotional and Academic Learning.* Cambridge, MA: Harvard Education Press.

Berends, M. **Cannata, M.,** & Goldring, E. B. (2011). *School Choice and School Improvement.* Cambridge, MA: Harvard Education Press.

Peer-Reviewed Journal Articles

Rosen, J., Hong, Y., Rutledge, S.A., **Cannata, M.,** Rotermund, S., & Leu, K. (2022). Improving SEL Outcomes for U.S. 9th Graders: Results from a District Wide School Reform. *Studies in Educational Evaluation.*

Cannata, M., Neel, M., & Rubin, M. (2021). From Fidelity to Integrity: Navigating Flexibility in Scaling Up a Statewide Initiative. *American Journal of Education 127*(2): 233-263.

Joshi, E., Redding, C., & **Cannata, M.** (2021). In the NIC of Time: How Sustainable are Networked Improvement Communities? *American Journal of Education 127*(3): 369-397.

Jabbar, H.., **Cannata, M.,** Germain, E., & Castro, A. (2019). It's Who You Know: How Teachers Use Social Networks to Find Jobs in Decentralized Labor Markets. *American Educational Research Journal.*

Neumerski, C., Grissom, J. A., Goldring, E. B., **Cannata, M.,** Drake, T. A., Rubin, M., & Schuermann, P. (2018). Restructuring Instructional Learning: How Multiple Measure Teacher Evaluation Systems are Redefining the Role of the School Principal. *Elementary School Journal 119*(2).

Engel, M., **Cannata, M.,** & Curran, C. (2018). Principal Influence in Teacher Hiring: Documenting Decentralization Over Time. *Journal of Educational Administration 56*(3): 277-296.

Cannata, M., Rubin, M., Goldring, E. B., Grissom, J. A., Neumerski, C., Drake, T. A., & Schuermann, P (2017). Using teacher effectiveness data for information rich hiring. *Educational Administration Quarterly 53*(2): 180-222.

Cannata, M., Smith, T.M., & Taylor Haynes, K. (2017). Integrating Academic Press and Support by Increasing Student Ownership and Responsibility. *AERA Open 3*(3): 1-13.

Goldring, E. B., Grissom, J. A., Neumerski, C., **Cannata, M.,** Drake, T., Rubin, M., & Schuermann, P. (2015). Make room value-added: Principals' human capital decisions and the emergence of teacher observation data. *Educational Researcher 44*(2): 96-104.

Cannata, M. & Engel, M. (2012). Does charter status determine preferences? Comparing the hiring preferences of charter and traditional public school principals. *Education Finance and Policy 7*(4):455-488.

Cannata, M. & Penaloza, R. (2012). Who are charter school teachers? Comparing teacher characteristics, job choices, and job preferences. *Education Policy Analysis Archives 20*(29). Retrieved September 25, 2012, from http://epaa.asu.edu/ojs/article/view/1021.

Preston, C., Goldring, E., Berends, M., & **Cannata, M.** (2012). School innovation in district context: Comparing traditional public schools and charter schools. *Economics of Education Review 31*(2): 318-330.

Cannata, M. (2011). Charter schools and the teacher job search in Michigan. *Journal of School Choice 5*(1): 111-133.

Cannata, M. (2010). Understanding the teacher job search process: Espoused preferences and preferences in use. *Teachers College Record 112*(12): 2889-2934.

Cannata, M., McCrory, R., Sykes, G., Anagnostopoulos, D., & Frank, K. (2010). Exploring the influence of National Board Certified Teachers in their schools and beyond. *Educational Administration Quarterly 46*(4): 463-490.

Cannata, M., (2007). Teacher community in elementary charter schools. *Educational Policy Analysis Archives, 15* (11). http://epaa.asu.edu/epaa/v15n11/.

Book Chapters

Rutledge, S. A., **Cannata, M.,** & Wellborn, C. (2022). Defining Shared Principles of Improvement Research in Education. In Peurach, D., Penuel, W., Russell, J., & Cohen-Vogel, L. (Eds.) *The Foundational Handbook on Improvement Research in Education*, Lanham, MD: Rowman & Littlefield.

Berends, M, Peñaloza, R. V., **Cannata, M.,** & Goldring, E. B. (2019). Innovation in charter schools: An exploratory analysis. In Berends, M., Waddington, R. J., & Schoenig, J. (Eds.) *School choice at the crossroads: Research perspectives* (pp. 92-108), New York: Routledge.

Cannata, M., Thombre, Z., & Thomas, G. (2017). The First Principal: Perspectives on Founding a Charter School. In Bickmore, D. & Gawlik, M. (Eds.) *The Charter School Principal: Nuanced Descriptions of Leadership* (pp. 9-28). Lanham, MD: Rowan and Littlefield.

Cannata, M. (2011). "Does charter school competition impact principal behavior?" In Berends, M., Cannata, M., & Goldring, E. B. (Eds.) *School Choice and School Improvement* (pp. 177-192). Cambridge, MA: Harvard Education Press.

Burian-Fitzgerald, M., Luekens, M. T., & Strizek, G. A. (2004). "Less red tape or more green teachers: Charter school autonomy and teacher qualifications." In Bulkley, K. and

Wohlstetter, P. (Eds.) *Taking account of charter schools: What's happened and what's next.* (pp. 11-31). New York: Teachers College Press.

Technical Reports, Policy Papers, and Government Reports

Cannata, M., Thomas, G., & Thombre, Z. (2014). Starting Strong: Best Practices in Starting a Charter School. State Charter Schools Commission of Georgia. Available at https://scsc.georgia.gov/sites/scsc.georgia.gov/files/related_files/site_page/Starting_Strong_final.pdf.

Cannata, M. & Drake, T. A. (2014). Learning from the Principal of Animo Watts College Preparatory Academy. Available at www.principaldatause.org.

SELECTED TEACHING

- ELP 9330/LPO 3330/LPO 3570. Ed.D. course on Teachers and Teaching, Spring 2010 through Spring 2013, Summer 2013 through Summer 2023.
- EDP 6120. M.P.P. course on Educational Policy and School Reform, Fall 2011 through Fall 2023.
- LLO 8900. Capstone Seminar I. Summer 2019, Fall 2019, Spring 2020, Fall 2022, Fall 2023.
- LPO 8810. Research Design and Methods for Education Policy. Fall 2019.
- HOD 2700. Introduction to Public Policy. Spring 2019, Spring 2022.

SELECTED SERVICE

2022-24	Peabody Curriculum Committee
2022-24	Chair, LPO Professional Coordinating Committee
2018 – present	LPO Plenary Session Representative to UCEA
2020-present	Inaugural board member, Improvement Scholars Network
2019-present	Editorial Board, Educational Administration Quarterly
2019-present	Panel Review Member, Institute for Education Sciences
2016	Chair, Program committee for the 5th International Conference on School Choice and Reform, January 3-5, 2017.
2011	*What Makes Schools Work: Lessons from the National Center on School Choice.* Presentation to the Southern Legislative Conference, Memphis, TN.

Paula R. Collick

845 Glastonbury Court • Clarksville, TN 37043 • Phone: 615.319.1534• E-Mail: paularcollick@gmail.com

I have a very strong work ethic. I am goal-driven and results-focused. I get the job done with great attention to detail. Influential and motivating to the people I connect with. I am an Operational and People expert and I continue to have a growth mindset in the changing environment of today's world. I believe in diversity and inclusion, and the value of customers and the community. Planning, developing, and problem-solving are a few competencies that have helped me throughout my career.

Experience

McDonald's USA, LLC
Strategic Franchising Development Management 2023-present

- Interview qualified applicants for the prospective Franchisee Program
- Responsible for six out of ten US Field office Candidates.
- Create Cohort environment for Registered Applicant and Next Generation candidates.
- Guide and Verify Learning for Candidates from a beginning to end. Hands on inside the restaurant.
- Business Acumen and Financial Verifications for all candidates.
- Facilitate Restaurant Investment Success and Execution Courses to prepare candidate to purchase a McDonald's Franchise.

McDonald's Corporation
Franchise Business Partner 2018-2023

- Cultivates productive, influential working relationships that result in improved business results.
- Accountable to help Franchisees improve Customer Satisfaction, Guest Counts, Sales & Cash Flow.
- BU leads Field office in Sales Guest Counts and Operations Metrics.
- Patch Drive Thru Operations results measure above the national average.
- Protects the McDonald's brand by identifying and addressing issues that may pose risks to customer experience, and ensures brand perceptions are addressed appropriately, Food Safety and Safety and Security.
- Partners with Franchisee to detail organizational strengths/weaknesses. Measuring by TV Market as well as BU results
- Improves Franchisee's capabilities by leveraging optional company tools and available resources, Operations Associate support & expertise, and best practices across business functions (e.g., finance, marketing, operations, etc.)
- Establish goals and monitor progress for 7 candidates over the last 4 years. Provided ongoing feedback and follow-up. Provide assessment for candidate readiness and well as participate in the panel interview.

Additional Responsibilities

- MA2C LEAD for the Nashville Field Office for 2 years. Increase membership from 8 to 35 members including allies. Encourage diversity and inclusion. Present resources to develop talent, financial wealth, mental health, and fitness. Community involvement to support back-to-school donations, Juneteenth celebration, and Black History Month.
- Engagement Team Co-Lead to create quarterly staff presentations and ongoing activities to enhance team building.
- DEI -EBN Lead for NFO. Support and develop EBN chapter leads developing a plan for engaging staff members.
- FAC Ops support team. Facilitate and organize monthly meetings for the Field Office Ops team.

McDonald's Corporation
Business Consultant 2013-2018

- Consulted and Supported 14 operator organizations to build the business in sales guest counts and cash flow.
- Focused on bottom-performing organizations by completing monthly touch-points and follow up.
- Trained Subject matter experts in Drive-Thru operations for Indy Region
- Worked to improve restaurant assessment score by completing support visits with the General Manager and staff of underperforming organizations.

McDonald's Corporations

McOpCo Operations Consultant 2013-2015

- Supervised and support 9 McOpCo restaurants in Nashville Tennessee
- Maintained GM turnover from 25 to zero for 2 years by developing, training, and building relationships
- Verified all restaurants are profitable in the areas of Food Cost and inventory management with weekly walk-thru.
- Assisted and role-modeled operations for 3 other supervisors by completing quarterly Seed Store sessions for Shift Management.
- Certified Instructor and Proctor for McOpCo shift managers.

McDonald's Management Co. Director Operations, 2004-2013

Ted Bertuca Owner Operator (25 restaurants)

- Director of 4 supervisors to produce record profit for the organization
- Implemented Department Manager Initiative for the entire organization to improve overall Operations in the company in Customer Satisfaction

McDonald's Good Food Group Supervisor, 2000-2004

James Daughtry Owner Operator (9 restaurants)

- Supervised 7 restaurants that produced top results in the area of people development
- Created a Boot Camp for development for the entire organization that reduced shift management turnover by 20%

McDonald's Owner Operator 1996-2000

- Owned and operated 3 restaurants in Chattanooga, TN

Certifications & Recognition

- Outstanding Operations Contributor Award 2021 Nashville Field Office.
- 2022 Community Value Award.
- Operations Consultant Course 2017
- Alpha Award Winner 2010

CELEST L. DAVIS

Celest.L.Davis@gmail.com · Smyrna, TN · 931.261.8568

A talented healthcare profession with extensive compliance, auditing, adjustment and fee schedule experience. Highly skilled and able to quickly learn and apply new ideas, concepts, methods and technologies. Possesses exceptional leadership, organizational, oral and written communication skills as well as analytical and problem-resolution skills. Keen ability to handle multiple assignments and competing priorities simultaneously. Thrives in both independent and collaborative work environments.

EXPERIENCE

2023 – PRESENT

CREDENTIALING COORDINATOR, DAVITA

- Processing a high volume of privilege requests from: Physicians, Renal Fellows, Nurse Practitioners, Physician Assistants, and Clinical Nurse Specialists
- **Assures the integrity of information and verification source data when performing the data entry into the credentialing software for collection and maintenance of an accurate practitioner database.**
- **Serve as liaison between Credentialing Department and facilities to assist with education of and compliance with Medical Staff Bylaws.**
- **Reviews and manages practitioner files for content and completeness and to identify potentially adverse information in accordance with guidelines established by the Medical Staff Bylaws.**
- **Organize and distribute information needed for committee meetings and for facilitating governing body votes. Maintain confidential files on all providers.**

2017 – 2022

QUALITY REVIEW ANALYST, UNITED HEALTH GROUP

- Performs audits of new and/or existing provider contracts and fee schedules to ensure accuracy consistent with the loading guidelines
- Conduct tests of proposed solutions and/or changes made to determine their effectiveness and make necessary modifications
- Prepare, update, conduct, and/or share communications and documentation to update interna and/or external business partners on relevant changes and updates
- Review and/or maintain reports associated with provider contract loading in order to assess performance, determine potential issues, and/or prioritize workloads
- Receive and respond to escalated issues and problems involving contract submissions
- Perform data queries on relevant systems in order to obtain claims information

2014 –2017

CLAIMS ADJUSTMENT SPECIALIST, UNITED HEALTH GROUP

- Perform complex claims adjustments on Medicaid/Medicare, High Dollar, Home Health Care, Duplicate, Corrected Claims, and Global Maternity using CSP Facets and Macess
- Trained staff on operating systems, adjustments, and SOP's
- Helped developed peer-to-peer program for adjusters
- Analyzed trends to prevent quality errors and streamline processes
- Reviewed prior authorizations in CareOne to process claims
- Support claim turnaround times while maintaining accurate documentation in ORS
- Provide assistance to Providers with status updates
- Identify and resolve issues to prevent future calls
- Followed-up on any work needed for resolving and closing issues

2009 –2014

ASSISTANT OFFICE MANAGER, BEAMAN AUTOMOTIVE GROUP

- Managed 12-15 direct reports, mentored, and supported staff daily
- Provided professional constructive feedback for development
- Implemented strategies for more effective work performance
- Developed new hire onboarding training
- Completed the nightly bookkeeping
- Handled escalated customer issues regarding car service bills and charges
- Dispatched courtesy van service, scheduled service appointments and answered inbound service calls
- Updated Beaman's website with used car inventory

OTHER POSITIONS HELD:

- WILTON INSTRUCTOR, Michael craft stores (November 2007 – June 2010)
- INTERNET BANKING SPECIALIST, Suntrust Bank (February 2006 - April 2008)
- CUSTOMER CARE SPECIALIST, Suntrust Bank (June 2005 - January 2006)

EDUCATION

DECEMBER 2005

BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT, TENNESSEE TECHNOLOGICAL UNIVERSITY

- Degree included an emphasis in Management Information System
- University Marching Band, Majorette
- Provided campus tours to prospective students

2008-2010

CULINARY ARTS, **ART INSTITUTE OF TENNESSEE**

- Attended some coursework in the Culinary Arts program with an emphasis in baking and pastries
- Dean's List, all semesters during enrollment

SKILLS

• MS Office XP, MS Excel, MS Word, MS Access, MS PowerPoint, MS One Note • UnitedHealth Care Platforms (CSP Facets, Macess, CareOne, Nice, IDRS, IEX, KANA, AIR),	• Google Docs • QuickBooks

ACTIVITIES

- Vice Chair of Rutherford County Democratic Party
- Executive Board of Member, Smyrna Baseball League

5258 MURFREESBORO RD, LA VERGNE, TN 37086
PHONE (615) 939-7439 • E-MAIL CHARLES@FRAZIER.LAW

CHARLES R. FRAZIER

PROFESSIONAL EXPERIENCE

Law Offices of Charles R. Frazier – LaVergne, Tennessee

Attorney-at-Law (Oct. 2009 – Present) Principal and owner of a law office that provides legal representation for individual and business clients. Practice area focuses include representation in taxation, estate planning, and business law, including taxpayer I.R.S and Tennessee Dept. Revenue audit and collections representation, estate plan design and drafting, probate administration representation, business organization planning, and business succession planning.

Internal Revenue Service – Nashville, Tennessee

Revenue Agent (Sept. 2008 – Oct. 2009) Examine tax returns while conducting audits to determine taxpayer compliance with the Internal Revenue Code. Interviewed taxpayers and gathered facts about the taxpayer's personal or business operations. Perform research of the Internal Revenue Code, Treasury Regulations, Revenue Rulings, Revenue Procedures, and Internal Revenue Manual. Prepare administrative files, including letters, revenue agent reports, information document requests, and other documents necessary to explain and support the Internal Revenue Service's position on a taxpayer's non-compliance or compliance with the Internal Revenue Code. Negotiate with taxpayers or their representatives to resolve substantive, procedural, and other issues arising from the examination.

University of Tennessee College of Law – Knoxville, Tennessee

Law Clerk (May 2006 – Mar. 2008) Gained valuable experience in client interviewing and counseling, document drafting, business planning, and the ins and outs of business practice at several firms as a summer associate or law clerk. Collaborated with firm partners and associates to provide legal representation for firm clients with various matters at Chambliss, Bahner & Stophel, and Woolf, McClane, Bright, Allen & Carpenter. Teamed up with firm partners to provide taxation, estate planning, and business planning for firm clientele at Holbrook, Peterson & Smith.

Brikim & Associates – Clarksville, TN

Senior Account Agent (Oct. 1998 – Nov. 1999) Agent appointed as a life and health producer for Armed Forces Benefit Assoc. and First National Life Ins. Co. Prospected and added over 100 term and universal life policyholders to an existing business book. Consistently achieved sales objectives. Trained and supervised new agents.

Coaxum & Associates – St. Mary's, Georgia

Assistant Agency Manager (Nov. 1997 – Oct. 1998) Continued agent appointments with Military Benefit Assoc. and TransWorld Assurance Co. Promoted to assistant agency manager; screened, hired, and trained new agents. Prospected and added over 175 term and universal life policyholders to the account base.

Wagner & Associates – Columbus, Georiga

Life Insurance Agent (Nov. 1995 – Nov. 1997) Agent appointed as a life and health producer for Military Benefit Assoc. and TransWorld Assurance Co. Prospected and acquired an account base of over 250 term and universal life policyholders. Performed in-house presentations of company products to prospective clients. Proved ability to consistently achieve sales objectives through solid account management and commitment to client satisfaction.

EDUCATION

The University of Alabama – Tuscaloosa, Alabama
LL.M Taxation (Aug. 2019 – May 2021)

Florida Atlantic University – Boca Raton, Florida
Master of Taxation (May 2016 – Aug. 2019)

The University of Tennessee College of Law – Knoxville, Tennessee
Doctor of Jurisprudence (Aug. 2005 – May 2008)

Austin Peay State University – Clarksville, Tennessee
Bachelor of Business Administration (Aug. 2000 – May 2005)

ADDITIONAL EXPERIENCE

Transactions: Tennessee Journal of Business Law – Knoxville, Tennessee
Senior Commentary Editor (Aug. 2007 – Mar. 2008)

U.S. Army/ B Co. 3rd Bn. 75th Rgr Regt. – Ft. Benning, Georgia
Supply Specialist (Jun. 1993 – Sept. 1995)

PROFESSIONAL & COMMUNITY SERVICE AFFILIATIONS

American Bar Association, Member
Tennessee Bar Association (TBA), Estate Planning and Probate Section Chair-Elect
TBA Estate Planning and Probate Section Middle TN Delegate
TBA House of Delegates Sixteenth District Delegate
Tennessee Bar Association Leadership Law Class of 2020
Rutherford Cannon County Bar Association, Member
Estate Planning Council of Middle Tennessee, Member
Murfreesboro Estate Planning Council, President
Leadership Rutherford Class of 2023
Rutherford Chamber of Commerce Diplomat
100 Black Men of Middle Tennessee, Member

PUBLICATIONS

- *Transactions: Tennessee Journal of Business Law,* The Board's Failure to Take Action . . . May Result in a Derivative Action Against Board Members . . .: 8 Transactions: Tenn. J. Bus. L. 445, 453-56 (2007).

- *Estate planning gives you and your loved one's peace of mind,* THE TENNESSEAN, Published 5:05 a.m. CT April 24, 2023, https://www.tennessean.com/story/opinion/contributors/2023/04/24/opinion-estate-planning-gives-you-and-your-loved-ones-peace-of-mind/70140483007/

- *How Leadership Rutherford made me a stronger, more confident leader,* THE TENNESSEAN, Published 12:57 p.m. CT July 7, 2023, https://www.tennessean.com/story/opinion/contributors/2023/07/07/leadership-rutherford-made-me-a-stronger-more-confident-leader/70392392007/

Dwight E Gordon II

1414 Christina Hayes Ln ♦ LaVergne, TN 37086 ♦ (615) 673-5969 ♦ dgordonii.dgi@gmail.com

BUSINESS/FINANCE

Analytical business and finance professional with leadership and interpersonal skills. Experience in business bookkeeping, tax accounting, marketing and financial management. Reputation for investigating and resolving issues and constantly thriving for process improvement. Independent, creative, and critical thinker with sound judgment and strategic decision-making competencies as well as ability to prioritize, manage time effectively, as well as multitask. Ability to work autonomously and as a team player. Proven ability to learn and master new skills quickly and thoroughly. Adaptable to change and responds to challenges with confidence, determination and focus. Proficient in Microsoft Office Suite, QuickBooks, AS400, Spreadsheet Server, Blackline, AMS, PeopleSoft, Platform, Excel (Pivot Tables, V-Look Up), PowerPoint, SQL, Channel Link and Oracle (JD Edwards), along with several years of ERP experience

Core Competencies

Automotive financial analyst experience ♦ Internal/External Audits ♦ Budget Coordination ♦ Financial Reporting ♦ GAAP ♦ Account Research/Analysis ♦ Personal banking ♦ Contract Management ♦ Project Management ♦ Process Improvement ♦ Tax Auditing ♦ Professional Presentations

10/2019 – Present Direct General Insurance Company – Nashville, TN – *Sr. Tax Analyst*

- Prepares annual State and Local Income & Franchise tax returns. As well as Premium Returns
- Prepares quarterly and annual income & franchise tax estimates & annual extensions.
- Responds to inquiries from State and Local Income & Franchise tax agencies regarding compliance issues
- Assist in State and Local Income & Franchise tax audits.
- Prepares quarterly provision and assist in true up process using Oracle.
- Assist in researching tax law and tax planning, as required including SIT apportionments and premium tax apportionments from insurance premiums from licensed states
- Identify, initiate and support the continual improvement of quality and efficiency of processes and systems within the Tax department.
- Assumes other duties as assigned.

09/2017 – 10/2019 Direct General Insurance Company – Nashville, TN – *Tax Analyst II*

- Prepares annual State and Local Income & Franchise tax returns. As well as Premium Return
- Prepares quarterly and annual income & franchise tax estimates & annual extensions.
- Responds to inquiries from State and Local Income & Franchise tax agencies regarding compliance issues
- Assist in State and Local Income & Franchise tax audits.
- Assist in researching tax law and tax planning, as required including SIT apportionments and premium tax apportionments from insurance premiums from licensed states
- Identify, initiate and support the continual improvement of quality and efficiency of processes and systems within the Tax department as a whole.
- Assumes other duties as assigned.

02/2017-09/2017 Tennessee State University – Nashville, TN – *Program Director of Financial Affairs*

- Monitors and controls Center of Excellence (and other grants and contracts) budgets, and assures compliance and maintains proper documentation; monitors and controls operating accounts.
- Audits and approves operational/financial documentation. Prepares monthly and annual reports; develops fiscal procedures/processes for compliance with the university and external funding agencies and organizations.
- Supervises staff as appropriate to responsibilities; audits and approves financial transactions; monitors expenditures and reconciles accounts.
- Conducts operational audits and training; serves on committees, represents Directors and performs other job functions and related tasks as assigned.
- Marketing the University to outside funding sources within the COE for relationship and grant opportunities.

02/2016-02/2017 Tennessee State University – Nashville, TN – *Fiscal Analyst II*

- Prepares salary and expenditure analyses on 1890 Extension and Research grants and contracts and informs

- Principal Investigators and Project Directors of account balances.
- Monitors expenditures and controls operating accounts under the authority of the Director to ensure that all costs are in accordance with University and agency guidelines.
- Reviews and guides others in the review of financial and administrative management requirements of research contract and grants proposals, awards and transactions to ensure compliance with University and sponsor policies.
- Uses general GAAP standards for reviewing financial statements associated with grants when necessary.
- Develops departmental fiscal procedures and processes in compliance with the Tennessee Board of Regents and Tennessee State University policies as well as standard operating procedures.
- Conducts operational audits and makes recommendations to Director as well as the V.P.

06/2015-02/2016 Metropolitan Health Department – Nashville, TN – *Finance Officer II*

- Review invoices for providers receiving funds from the federally funded Ryan White Grant program.
- Review of all monthly invoices from services areas to make sure all invoices meet Ryan White guidelines along with proper CPT funding codes.
- Properly placing reviewed invoices into spreadsheet format to be reviewed by programming monitors for transparency.
- Utilizing Oracle accounting system to properly scan and batch invoices and complete payment to all providers within 30 day accounting period.
- Review and make adjustments to all requests for funding adjustments through budget revisions as well as completing forecasting for funds for upcoming year of Ryan White funding.

02/2015-04/2015 Deloitte (Contract) – Nashville, TN – *K1 Tax Analyst*

- Provide professional support for partnerships to partners regarding K1 1065 partnership returns.
- Timely responding to incoming calls from partners, tax advisors, CPA's, brokerage firms and other parties with direct knowledge to K1 partner returns.
- Makes adjustments to current and prior year K1 returns to allow for correct filling with the Internal Revenue Service including biographical changes, transaction adjustments and proper calculations of K1 units.
- Helps assist with off-line work and bulk adjustments to accounts sent in by brokers and or tax professionals. Increasingly given more complex work to ensure proper accuracy in K1 1065 partnership adjustments.

08/2013-01/2015 SunTrust Bank- Nashville, TN - *Client Support Specialist* / Personal Banker/Teller

- Provide industry-leading service while assisting with and supporting all aspects of sales, service and transaction activities in the branch.
- Handles a variety of tasks and priorities accurately and efficiently according to established processes and guidelines during the course of a business day including but not limited to cash handling, deposits and withdrawals, payments and transfers, consignment item sales, and lobby management, reconciliations.
- Assisted clients with opening of accounts, loans, credit card applications as well as reconciling teller drawers 3 times daily to verify opening and closing balances match.
- Provide financial solutions that meet client's needs across all product and service lines - not limited to deposit and credit products along with helping my branch excel in customer retention and new products sold.

11/2012-06/2013 U.S. Department of Treasury-Memphis, TN - *Accounts Management Rep* (1040/1040x Specialization)

- Interpret and applies applicable portions of basic tax law and regulations, and basic collection techniques and enforcement actions, in order to advise, inform, assess and collect taxes, and associated liabilities.
- Research for and analyze all available information applicable to specific and well-defined collection issues and takes corrective actions needed to close accounts.
- Explain actions taken as well as contact taxpayers and/or their representatives in response to IRS contacts regarding a limited number of delinquent situations.
- Provide explanations to specific inquiries initiated by individuals, generated by notices, or internally generated assignments.
- Advise taxpayers of the enforcement actions that may be taken if they fail to meet commitments to file return and/or pay tax liabilities, and encourages voluntary compliance with tax laws.
- Appropriately identify those situations meeting taxpayer advocate criteria and makes referral.
- Research IDRS and other data base sources for information to locate taxpayers and their assets.

- Breaking down 1040x amended tax returns to decipher math errors and adjustment errors required to successfully process an annual return using general GAAP standards for reviewing financial statements associated with returns.
- Successfully assisted colleagues with questions regarding processing of Amended returns and tax related questions.

09/2011-10/2012 CVS Caremark-Nashville, TN - *Customer Service Healthcare Analyst I*

- Communicate with healthcare professionals to obtain patient prescription information, with patients to determine and coordinate individual prescription needs, and with team members to resolve issues relating to patient orders.
- Assisted with the pricing, valuation and development of life insurance products, worked to develop financial projections of clients' insurance business.
- Prepared first draft reports for review by the lead consultant on the client team(s).
- Sought and participated in key learning and development opportunities/maintain steady progress of all Medicare Part D patients to insure metrics met as well as client satisfaction.

04/2010-08/2011 TN Department of Revenue-Nashville, TN - *Franchise Excise Tax Specialist 3*

- Provided compliance and consulting services to corporate and individual clients.
- Oversee complex tax research projects for clients in diverse industries.
- Participate in engagements requiring tax analysis for a variety of entities and their affiliates. Research and analyze a wide range of tax issues and tax implications.
- Assume tax-planning responsibilities for the corporate and individual clients as well as handled detailed assignments involving Franchise and Excise taxes.
- Use of ERP (Enterprise Resource Planning) system on a daily basis also

09/2006-02/2008 U.S. Department of Treasury-Louisville, KY - *Revenue Officer*

- Investigates and contacts taxpayers who are delinquent in filing business and individual tax returns and payment of taxes.
- Answers inquiries made by taxpayers concerning tax problems and gives assistance in the filing of tax reports.
- Researches taxpayer accounts on a computer to obtain history of the account for payments and any other information needed to effectively collect taxes due and works with various computer printouts to assist in the management of assigned territory.
- Monitors compliance with all tax forms including completion or filing of 1120's, 940, 941, 1065, 1040, 1040x and many more federally filed forms; monitors taxpayers located within the city limits to ensure correct city diversion; monitors business firms for compliance with licensing requirements.
- Frequently observed special events (fairs, festivals, etc.) which occur within an assigned territory to ensure proper collection and enforcement of applicable taxes and recommends audit of questionable tax records using general GAAP standards for reviewing financial statements associated with returns.
- Works as assigned in the seizure and sale of property for delinquent taxes.
- Registers new taxpayers, collects current and delinquent taxes.
- Enters and cancels court documents associated with taxes as well as serving tax payers with necessary summons and proceedings.
- Successfully handled large caseloads from start to completion including face to face visits as well as office visits.

09/2004-09/2006 US Department of Treasury-Nashville, TN - *Automated Collections* (Specialization in individual & business taxes)

- Perform account maintenance activities - daily collections, applying payments, and addressing general billing inquiries. Set up automated collections on accounts that meet criteria for assignment into account segments.
- Perform credit analysis on new, existing and potential past due accounts regarding both business and individual taxes along with using general GAAP standards for reviewing financial statements associated with returns..
- Assisted with creating and then leading the maintenance of a credit review system with a web based process.
- Helped with researching on detailed questions and provided support with other accounting duties based on taxpayer and or business.
- Successfully acted as Lead or assistant supervisor of Team answering all technical questions and approving or rejecting all work requiring management review along with handling escalation calls to management.

EDUCATION

Tennessee State University – Nashville, TN – Masters in Business Administration
Tennessee State University – Nashville, TN - Bachelor of Science in Criminal Justice

Licenses

Licensed Real Estate Agent – State of TN **The Realty Association**



JANTRICE JOHNSON

615-347-4052

hello@mukaishome.com

Nashville, TN

About Me

An accomplished entrepreneur, educational mentor, and highly motivated professional with a passion for advancing the real estate business. Thrives on utilizing innovative minds to create vast choices for people to connect with trusted realtors. A founder of a virtual real estate business that requires grants and scholarships to grow and make a significant impact in the virtual world of real estate. Professionally versatile and equipped to excel in diverse fields and roles.

Skills

- Creativity & Innovation
- Communication
- Flexibility
- Relationship Building
- Tech-savvy
- Time Management
- Leadership
- Interpersonal skills
- MS Office, Excel
- Adaptability
- Analytical & Observational
- Problem Solving
- Ethics and Professionalism
- Training & Mentoring

Accomplishments

•Upcoming Co-Chair for the Diversity and Inclusion for MTAR (Middle Tennessee Association of Realtors) in 2022.

Education

Tennessee State University Aug 2008-Dec 2009
Nashville, TN
Master's degree in Sports Management

Lipscomb University Aug 1999-Dec 2003
Nashville, TN
Bachelor's degree in Physical Education

Work Experience

Founder/CEO 2020 - Present
Muka, LLC

•Founder of a virtual community connecting home buyers and sellers to trusted realtors. Understanding the needs of buyers and sellers and providing educational tips that will make the home buying and selling experience easier. It is a safe platform to get connected with trusted realtors that people are looking for. It is a complete library where one can experience a different world of tools and educational resources for the biggest investment of their life.

Diversity, Equity, and Inclusion Chair 2022 - Present
MTAR

• Actively driving and promoting DEI initiatives throughout the organization.
•Articulating and demonstrating leadership-level support for DEI initiatives to inspire and motivate team members to participate.
• Planning and organizing events to promote and support underrepresented community members.
•Crafting and implementing a comprehensive communication plan to effectively communicate and raise awareness about DEI issues across the organization.

Sports Management 2022 - Present
Game of LIfe

• Instructing financial literacy curriculum to athletes and their foundations.
• Presenting in Arizona Super Bowl week NFLPNE.
• Collaborating with Trayeveon Williams of the Cinnicinatti Bengals.
• Working on NIL curriculum.

Real Estate Agent January 2014 - Present
Intero Real Estate Services, Murfreesboro, TN

•Generating client leads by actively seeking out individuals interested in buying, selling, or renting a property.
•Counseling clients on current market conditions, pricing trends, and available mortgage options as they arise.
• Developing a competitive market price by comparing properties and monitoring pricing trends.
•Showing properties to potential buyers and renters, highlighting key features and value propositions.
•Presenting purchase offers to sellers and facilitating ongoing negotiations between buyers and sellers.
• Reviewing purchase contracts on a regular basis to ensure all terms and conditions are met.
• Promoting properties with ads, listings, and open houses to attract potential clients.
•Preparing loyalty contracts, purchase agreements, rental agreements, deeds, and other necessary documents for each real estate transaction on an ongoing basis.

Adjunct Professor June 2016 - December 2020
Concordia University, Chicago - Chicago, IL

• Strategized, produced, and evaluated course material and syllabi.
•Fostered an inclusive and conducive classroom atmosphere to enhance student engagement and learning.
• Established assessments that complied with departmental policies and guidelines.
• Prepared students for assessments and provided helpful performance feedback.
•Provided extra support to students who required it and scheduled consultation times where questions and concerns could be voiced.
• Responded to students' inquiries and delivered constructive feedback on assignments.
• Collaborated with other faculty members to develop and assess the curriculum.

Adjunct Professor August 2013-December 2016
Motlow State Community College - Smyrna, TN

•Lectured, managed and graded academic and hands-on physical skill evaluations to 52+ students annually.
•Devised innovative course testing and training materials that enhanced the learning environment.
•Supervised and presented instructional material at scheduled times and places in accordance to the college catalog descriptions, course syllabi and outlines.

Daniel Kadeba, CPA, CSM

Dnkadeba@gmail.com
931-801-3380

Finance leader, licensed CPA professional with 17+ years of progressive corporate experience. Strong analytical talents and business acumen; experienced in financial accounting, controllership, forecasting, budgeting, and reporting. Detailed individual with excellent interpersonal skills and collaborative finance business partner who works with stakeholders to improve business processes. Experienced with leading teams and developing staff. Proficient in numerous ERP software packages.

Areas of Expertise

- Forecasts & Budgets
- Change Management
- Project Management
- Agile & Scrum
- Finance Transformation
- Controllership
- Financial Analysis
- System Selection
- Process Improvement
- Variance & Trend Analysis
- Financial Reporting
- Strategic Initiatives
- Team Leadership & Development
- Cross-Functional Collaboration
- Risks and Controls management

Professional Experience

CrossCountry Consulting • Remote • 2022 to Current

MANAGING CONSULTANT – FINANCE TRANSFORMATION

Collaborated with clients to assess technology systems, identifying optimal software, platforms, and tools to align with organizational requirements. Completed process documentation and diagrams on Visio and client software (ARIS) for areas within Loan Accounting and Corporate FP&A. Identified control deficiencies through tests of controls and made recommendations for improvement within automated and non-automated aspects of an entity, including entity-wide controls, payroll, and revenue. Prepared management communication letters and led discussions with management to ensure key control deficiencies were addressed.

SENIOR CONSULTANT – FINANCE TRANSFORMATION

Supported the evaluation of ongoing transformation initiatives for a global insurance client. Completed the assessment of current processes and systems, enterprise architecture, and readiness for the Workday Implementation. Partnered with the Executive Leadership Team to define organization targets for improvement and underlying business strategy. Provided technical systems and industry expertise in developing future state data architecture, integration strategy, and processes with new Finance ERP solutions.

Key Accomplishments:

- **Supported Workday HR/Finance Cross-functional projects** for a global Insurance client with **M&A growth strategy.**
- **Conducted risk assessments,** pinpointed control gaps, and devised solutions **for risk mitigation** while leading insightful process discussions with stakeholders **to enhance internal controls and operational efficiency**
- **Led an EPM** Working group for new **FP&A** service line Go-To-Market deliverables.
- Outlined technology objectives**, future state requirements identification**, and thorough **vendor assessment process** for optimal PSA & CMS system selection. Offered **implementation planning guidance** and resource recommendations

Cigna-HealthSpring • Nashville, TN • 2016 to 2021

FINANCIAL ANALYSIS MANAGER

As the finance business partner for shared service departments, own responsibilities for creating financial plans, submitting quarterly forecasts, and developing long-term strategies. Collaborate with business partners to assess projects and processes while identifying improvement areas for the division. Create financial models and reporting tools that assist stakeholders with informed business decisions. Conduct financial analysis for business projects and strategic initiatives. Ensure processes maintain adequate documentation and internal controls. Facilitate monthly budget meetings with business partners. Worked within Part D Finance department in controllership support through CMS sanctions.

Key Accomplishments:

- **Assisted actuary with Part C bid process.**
- Responsible for **expense management of $150 M in OpEx and +300 headcounts** as part of FP&A Support team.

Community Health Systems • Franklin, TN • 2014 to 2016

REVENUE MANAGER

Increased knowledge on Medicaid regulations and potential employer impact. Led healthcare projects and analytical reviews on reimbursement issues. Oversaw accounts receivable and allowances for newly acquired practices. Ensured accurate reporting for multiple healthcare facilities, including Medicare, Medicaid, and Tricare/Champus cost reports. Conducted monthly reviews of financial reporting for net revenues, bad debts expense, cost reserves, and valuation of accounts receivable. Handled Medicare/Medicaid audit appeals and managed miscellaneous projects related to reimbursements and net revenue initiatives.

Key Accomplishment:

- **Managed $100 M in Net Revenue** for 10 Texas facilities and other **state reimbursement programs** to improve financial efficiencies for the Revenue department.
- **Completed over 10 cost reports** collaborating with hospital CFOs and led related audits from CMS.

Gibson Brands - Pro Audio • Nashville, TN • 2012 to 2014

SENIOR FINANCIAL ANALYST

Designed and implemented multiple financial reporting tools, including dashboards, flash reports, and budget recaps. Assisted with creating financial presentations for executive team. Managed month/year-end financial close and performed detailed analysis of financial statement accounts. Researched and resolved P&L budget variances. Maintained financial models and provided scenarios to stakeholders. Led Business Unit implementation of ERP Systems Great Plains and Dynamics AX.

Key Accomplishment:

- **Cleared year-long backlog** of unreconciled bank accounts.
- **Automated reporting** of key performance indicators (KPIs) for company.

First Acceptance Corporation • Nashville, TN • 2007 to 2012

CORPORATE ACCOUNTANT: 2010 TO 2012

Analyzed general ledger accounts and performed balance sheet reconciliations. Facilitated month/year-end financial close and assessed financial statement accounts. Collaborated with external auditors in preparing workpapers for yearly audits.

ANALYST: 2007 TO 2010

Researched and assessed competitors, industry trends, and market conditions and submitted findings to management. Prepared financial forecasts and reported variances to budget. Ensured adequate documentation was maintained and filed with state agencies. Distributed detailed analysis on various topics, including claim trends, competitor studies, and underwriting initiatives.

Key Accomplishment:

- Designed and **implemented car insurance rating system**.

Education & Credentials

Master of Business Administration
TENNESSEE STATE UNIVERSITY | Nashville, TN

Bachelor of Business Administration-Finance & Computer Sciences
AUSTIN PEAY STATE UNIVERSITY | Clarksville, TN

Certifications, Licenses & Technical Skills
Certified Public Accountant (Tennessee License Number 22348)
Certified ScrumMaster (Certificate ID: 001425491)
ERP | PeopleSoft | Dynamics Great Plains | Workday | Oracle Hyperion Financial Management & Essbase

Community Leadership
CrossCountry Black Employee Network ERG Lead | Cigna AA/B ERG Mentor | Nashville March of Dimes Board Member| Big Brother Big Sister of Middle TN volunteer

Travonnie N. Mackey

M. Ed. Early Childhood Education Mathematics, Georgia State University
B.B.A Business Administration Marketing, Howard University

LEADERSHIP SKILLS

Operationalizing Diversity, Equity & Inclusiveness

- Founded a cohort for nonprofit talent leaders to assess their people policies across the talent life cycle against their DEI values (compensation, hiring, promotions, learning & development, performance management, job descriptions, use of internal meetings)
- Initiated a robust strategic plan for organization wide DEI programming, and upskilled staff to drive various aspects of the work, including onboarding, affinity spaces, advisory spaces, orgwide learning, manager training and team specific learning

Reimagining Performance Management

- Pioneered a framework for performance management systems that helped 20+ organizations identify progress towards both quantitative and qualitative goals
- Laid the foundation for equitable evaluation by producing a suite of coaching & training segments on empowering feedback, meaningful goal setting, manager rating calibration and mitigating rater bias
- Launched a competency model that clarified characteristics of success in the organization, enhancing the depth of reflection around the work, role clarity and the managers' ability to hire, develop and promote their staff

Engaging & Developing Talent

- Maintained a 99.4% coaching satisfaction rate when assessing my ability to build trust and guide clients towards outcomes
- Coached the senior leadership team to identify gaps in their staff capability, capacity and culture, informing their talent management strategy for the upcoming fiscal year
- Designed a leadership cohort that trained 16 classroom teachers to lead their teams effectively by developing responsive, monthly professional development, providing strategic one-on-one coaching and sharing consistent, practical feedback
- Built authentic relationships with new teachers, which led 100% of a 24-teacher cohort to strong inclusion ratings and a 96% to program completion rate
- Developed a coaching curriculum around the 10 most influential core practices of teacher effectiveness, creating an accountability metric for principals to evaluate coaching efficacy
- Advocated for regional and organizational wide priorities, by serving on hiring committees, mentoring new and struggling staff, and supporting alumni engagement

Designing Tailored Solutions

- Oversaw a team of consultants to build specialized compensation models that integrate market research alongside organizational values and increase pay transparency for all staff
- Reconstructed an orgwide intranet to better articulate the organizational priorities, updates, systems and resources, reducing the time spent weeding through inboxes
- Organized & facilitated the organization's first layoff implementation plan, which led staff to feel supported throughout an incredibly difficult process
- Synthesized the needs of coaches across our cluster within the district to provide leaders relevant professional development, supporting their progress toward instructional goals
- Pioneered three handbooks and invented systems that enabled staff to manage behavior, performance, communication, and culture with consistency
- Partnered with district wide RTI coordinators to vet and select curricula that best fit the needs of intervention students

EXPERIENCE

2023 – Present
Board Member; Throughline Learning (formerly Highlander Institute), Novus SMART Academy (K-8)

Mar 2021 – December 2023
Associate Partner/Principal, Edgility Consulting

Mar 2019 – Mar 2021
People & Equity Business Partner, National Director of Learning of Development; Educators for Excellence

July 2012 – Mar 2019
Instructional Coach / Response to Intervention (RTI) Coordinator; KIPP Vision Academy, Teach For America, Gwinnett County Schools

July 2008– May 2012
Teacher/Grade Level Chair/TFA Corps Member; Hapeville Elementary KIPP Vision Academy

TECHNICAL SKILLS

WRITING: Published Author: Transforming the Ineffective Teacher, Equity in Talent E-book Series

PLATFORMS: Expert in Microsoft Office & Google Suite (Excel/Sheets, PowerPoint/Slides, Word/Docs, Sites), Monday.com

COMMUNICATION: Statewide Educational Conference Keynote Facilitator (GLISI) - Barriers to High Performing Teams; Intermediate Level Spanish Speaker

HUMAN RESOURCES: Compensation audit, performance evals, hiring and onboarding, employee investigations, performance improvement plans, executive coaching

rverdin@mscc.edu • 985-413-2992

Regina C. Verdin, Ed.D.

Executive Vice President for Academic Affairs

Enthusiastic higher education administrator with extensive management and supervisory experience in academia. Proven expertise in providing visionary leadership, recruiting and training staff, implementing college projects/services, liaising with partners, solving student behavioral concerns, administering budgets, and managing campus programs. Adept at delivering academic support services, including conflict, change, and personnel management. Culturally sensitive in leading high-performance teams and guiding a student retention plan and campus strategic plan. Well-versed in coordinating general compliance of the institute's educational practices with national, state, and regional agencies and accrediting bodies.

Areas of Expertise

- Program Management
- Training & Development
- Assessment & Accreditation
- Finance & Budget Management
- Coaching, Support, & Mentorship
- Successful Retention Initiatives
- Curriculum Administration
- Strategy Planning & Execution
- New Program Development

Accomplishments

- Identified and increased student opportunities regarding new programs, innovative teaching strategies, technology-driven curriculum, distance learning, professional development, and continuous improvement of existing programs.
- Established new programs and new divisions in STEM; geology, environmental science, care and development of young children, IT, electrical instrumentation, agriculture technology, medical coding/billing, medical laboratory technician, distilled spirits, EMT/AEMT.
- Initiated and executed student success task force to manage multiple measures for admission, centralized student services, and elimination of developmental courses.
- Led programs through initial and continuance of programmatic accreditation such as CIDA, ACBSP, NAACLS, CAAHEP, ACEN, LDH, CoARC, ASE, HVAC Excellence, and ATMAE.
- Recognized for creating collaborative student success center and removing barriers to enrollment/retention.
- Strategized academic planning process to ensure legal compliance with state governing bodies, institutional effectiveness, programmatic assessments, and QEP management.
- Achieved academic accreditation compliance of SACSCOC, and reaccreditation with zero findings for campus.

Career Experience

Motlow State Community College – Tullahoma, TN **2022 – Present**
Executive Vice President for Academic Affairs

Manage all aspects of academic affairs and campus engagement for a multi-campus community college in an 11 county service area in Middle Tennessee, including budgeting, staffing, strategic planning, policies, procedures, library services, classroom delivery, faculty and staff development. Develop and maintain articulation agreements, MOUs with K-12 partners, four-year colleges, as well as business and industry partners. Oversee educational master planning, program review, student learning outcomes, assessments, and overall instructional effectiveness. Oversee operations of library services, academic technology and VR labs.

- Facilitiated departmental reorganization
- Developed and launched several programs of study in conjunction with local industry needs, including the unique AAS in Distilled Spirits as it supports the TN Whiskey Trail.
- Facilitated the growth of the campus by 7% year over year.
- Oversaw the growth of Dual Enrollment programs in conjuction with local high schools to 31% of the Motlow student body.

Fletcher Technical Community College - Schriever, LA **2017 – 2022**
Vice Chancellor for Academic Affairs and Initiatives (Workforce Programs) (2019 – 2022)
Vice-Chancellor for Academic and Student Affairs (2017 – 2019)

Manage all aspects of budgeting, staffing, long-range planning, policies, procedures, faculty development/industry-relevant education. Develop and maintain articulation agreements, MOUs with K-12 partners, four-year colleges, as well as business and industry partners. Steer enrollment management, student affairs, educational master planning, program review, student learning outcomes, assessments, and overall instructional effectiveness. Evaluate instructional faculty, administrators, and staff as per college policies and procedures. Manage student academic discipline and due process.

- Directed reorganizational processes across divisions, including internal reorganization and campus mergers.
- Led deans, faculty, administrators, and staff for four locations, as well as high school dual enrollment sites.
- Drove institution through site changes and new program adoptions that enhanced overall performance.
- Met workforce needs of community through developing occupational programs by partnering with stakeholders.
- Spearheaded divisions through Covid-19 pandemic emergency and direct impact of Hurricane Ida.
- Represented college on system-wide Diversity, Equity and Inclusion taskforce.

The Art Institute of Austin - Austin, TX **2011 – 2016**
Dean of Academic Affairs

Led all instructional services, curriculum development, program launches, teach-outs, and program advisory committees. Directed faculty recruitment, development, credentialing, performance evaluation, and scheduling. Managed and monitored student admissions, matriculation, academic advising, first-year experience, satisfactory academic progress, appeals, student conduct, and graduate outcomes. Conducted facilities management of all classrooms, labs, library, and tutoring centers.

- Boosted student retention between 5% and 8% by developing innovative/collaborative student support services.
- Reduced time to degree completion, while increasing highest student satisfaction rate in survey results.
- Increased community engagement partnerships exponentially through workforce initiatives and strategies.
- Developed and maintained articulation agreements with local ISDs and community colleges.

University of Phoenix Shreveport-Bossier - Bossier City, LA **2010 – 2011**
Associate Campus Director

Drove all facets of campus operations, including admissions, academic affairs, student affairs, and facilities. Developed, implemented, and oversaw campus budgets to ensure meeting all quarterly budget goals, including increasing and improving budgetary metrics. Analyzed and identified areas of untapped growth, profit, and opportunity for the organization.

- Spearheaded successful change management of major corporate initiatives.
- Fostered community and public relations through regular interactions and nurturing robust relationships.

Additional Experience

The Art Institute of Las Vegas - Henderson, Nevada
Senior Academic Director (5 years)

The Art Institute of California – Orange County - Santa Ana, California
Online Advocate/Academic Advisor/Senior Faculty/ Chairperson, Student Success Committee (5 years)

Education Management Corporation Online Division - Pittsburgh, Pennsylvania
Online Instructor: Instructor for fully virtual graphic design classes. (9 years)
Subject Matter Expert, Course Development: Production Procedures online course.

Rancho Santiago Community College - Santa Ana, California
Instructor: Instructor and curriculum developer at adult education community college. (4 years)

Education & Credentials

Argosy University, Phoenix, Arizona
Doctor of Education, Higher Education Leadership
Dissertation Topic: "The Effects of Part-Time Attendance on Adult Learner Retention"

Argosy University, Santa Ana, California
Master of Arts in Education, Education Leadership

California State University at Fullerton, Fullerton, California
Bachelor of Arts in Speech Communications-Communicative Disorders

Peer Reviewer Training - SACSCOC, Annual Conference, Dallas, TX

Certified Online Instructor - Socrates Distant Learning Technologies, Pittsburgh, Pennsylvania

Affiliations

SACSCOC, Atlanta, GA - Reaffirmation Committee On-Site Peer Reviewer: On active registry. Served on reaffirmation committee under the role of academic affairs peer reviewer.

Board Member: Novus SMART Academy (2024); Bayou Region Arts Council (2020-2021), Career Magnet Center High School (2017-2021), Terrebonne Foundation for Academic Excellence (2020-2021).

Attachment N

Board Policies Overview. The Board of Directors and its Board Officers hold the Charter and is an organized group of volunteers who, collectively, are legally and ethically accountable to the community and the state for the health, vitality, and effectiveness of Novus SMART Academy (K-8). Governance encompasses legal responsibilities, general and academic oversight, planning and policy-making, and meeting fiduciary requirements. The responsibilities of the Board are as follows:

(a) Support and advocate for the mission and vision of Novus SMART Academy (K-8).
    (i) Evaluate and review the stated mission and purpose that articulates the Novus SMART Academy (K-8)'s goals, means, and primary constituents served.
    (ii) Establish a Board Policy Manual which contains policies used to effectively govern the organization to create a high-quality public charter school for students in Rutherford County, Tennessee.
(b) Support and evaluate the CEO/Lead Founder.
    (i) Ensure the CEO/Lead Founder is qualified for the position and has the moral and professional support necessary to further the stated mission and goals of Novus SMART Academy (K-8).
    (ii) Ensure effective planning in Academics, Development, Finance, and Governance..
(c) Actively participate in the overall planning process and assist in implementing and monitoring Novus SMART Academy (K-8)'s goals.
    (i) Monitor and strengthen programs and services.
    (ii) Determine alignment of programming with the mission of the school and monitor effectiveness.
(d) Ensure adequate financial resources are secured in order for Novus SMART Academy (K-8) to fulfill the mission of providing all scholars access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society.
    (i) Assist in developing the annual budget and ensure proper financial controls are in place.
    (ii) Protect assets and provide proper financial oversight.
(e) Build a high-performing and competent board.
    (i) Define prerequisites for candidates, orient new members, and annually evaluate the Board's performance.
    (ii) Ensure legal and ethical integrity.
    (iii) Ensure adherence of school to legal standards and ethical norms.
    (iv) Enhance Novus SMART Academy (K-8)'s public standing.
    (v) Clearly articulate Novus SMART Academy (K-8)'s mission, accomplishments, and goals to the public and garner support from the community.

ARTICLE I: MISSION, LEGAL STATUS, AND NON DISCRIMINATORY POLICY

Section 1.1. Mission, Vision and Principles of Design. Novus SMART Academy (K-8)'s mission is to provide all scholars access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society. Novus SMART Academy (K-8)' vision inspires all scholars to unlock their full potential through extraordinary learning experiences that lead to successful college journeys and fulfilling careers, empowering them to make a positive impact on society and to achieve extraordinary success in all aspects of life. Novus SMART Academy (K-8) will ensure all scholars are successful through the delivery of high-quality academic instruction using extended time and blended learning specifically in literacy and math, with a strategic two-teacher model. Our rigorous curricula will prepare scholars with the skills needed to collaborate appropriately with their peers, to think critically and creatively across all content, and to solve real-world challenges through Asset-based Learning (ABL) in Arts/Electives and Character Education, Inquiry-based Learning (IBL) in Science and Research (i.e., Reading, Writing, and Social Studies), and Project-based Learning (PBL) in Science, Math and Technology. Specifically, our mission and vision are clearly aligned to the overall purpose of T.C.A. § 49-13-104: to implement an academic focus and academic plan that will improve learning in **S**cience, **M**ath, **A**rts/Electives, **R**esearch, and **T**echnology for all scholars, and to close the achievement gap between high-achieving and low-achieving scholars. The CEO/Lead Founder will conduct searches using platforms like EdReports.org to ensure our curricula are aligned to Tennessee Academic Standards, and will select research-based curricula that are culturally relevant to the scholars

and families we will serve. As we monitor academic progress, our instructional leadership team will make needs-based adaptations to the curricula in response to data.

The Tennessee Department of Education Report Card data show that Rutherford County Schools is outperforming the state of Tennessee in math proficiency (38% versus 31% statewide) and in English/Language Arts (ELA) proficiency (43% versus 37% statewide), and the Graduation Rate is 95% versus the 89% statewide Rate. However, on average, 61-66% of scholars in La Vergne and Smyrna are performing below the statewide average in math (to include all 3 high schools), and 64% of scholars performing below the statewide average in ELA (to include one high school). Novus SMART Academy (K-8) is aligned to Rutherford County Schools' strategic priority to provide early interventions that address scholars' academic needs and support the whole child. Novus SMART Academy (K-8) sees an opportunity to provide high-quality academic instruction with extended time and blended learning in literacy and math using a strategic two-teacher model, responding to the gap between high-achieving and low-achieving scholars in this community beginning in kindergarten.

Additionally, WKRN reported that hundreds of scholars in Rutherford County will likely change schools over the next couple of years after the school board voted to approve the countywide rezoning plan. Novus SMART Academy (K-8) sees an opportunity to partner with Rutherford County Schools to provide an additional school option for scholars and families that could keep families in their preferred communities with access to the conveniences they deserve, appreciate, and in several cases, need. Although Rutherford County Schools' rezoning plan may allow schools to transition most scholars from portables into brick-and-mortar school buildings with available seats, as stated by Director of Schools Dr. James Sullivan, uprooting scholars and families from their current schools may not be equitable for all family dynamics. Novus SMART Academy (K-8) also sees an opportunity to proactively embed equity-centered practices into our school model that are culturally responsive, ensuring that all scholars and families feel known, loved and respected as contributors to our decision-making processes.

Section 1.2 School Legal Status. Novus SMART Academy (K-8) is proposed to be a Rutherford County Schools District public charter school. Novus SMART Academy (K-8) will operate pursuant to a charter being granted by Rutherford County Schools, a department of the Tennessee Department of Education, upon charter application approval. Novus SMART Academy (K-8) is a public school, and its status as a nonprofit corporation does not affect its status as a public school. However, for governance, finance, and administrative purposes, Novus SMART Academy (K-8) operates as a Tennessee nonprofit corporation. Novus SMART Academy (K-8)'s Articles of Incorporation (Attachment H) and non-profit status (Attachment I) are provided as addendum to this manual.

Section 1.3 Non-Discrimination Policy. The Board officers, Directors, Committee members, employees, and persons served by Novus SMART Academy (K-8) shall be selected entirely on a nondiscriminatory basis with respect to age, sex, race, religion, national origin, and sexual orientation. It is the policy of Novus SMART Academy (K-8) not to discriminate on the basis of race, creed, ancestry, marital status, gender, sexual orientation, age physical ability, veteran's status, political service or affiliation, color, religion, or national origin in admissions, hiring, selection or appointment to any office.

Article II: THE BOARD

Section 2.1 Decision Making. Novus SMART Academy (K-8) has been created to serve scholars. All decisions by the Board of Directors and the school leadership team should be made within the parameters of the mission and vision of Novus SMART Academy (K-8), always keeping in mind the interest of the scholars and families served.

Section 2.2 Policy Making. The Board shall be solely responsible for adopting, repealing or amending policies for Novus SMART Academy (K-8). Action by the Board shall be accomplished as set forth in the By-laws. Except in cases of special need, the Board shall follow the following procedure in adopting, repealing or amending policies at Novus SMART Academy (K-8):

(a) **First Reading**. The proposed policy shall be submitted for approval on first reading at a regular meeting or special meeting of the Board called for that purpose. The proposed policy shall be contained in the Board packet distributed prior to the meeting. At first reading, the Board shall receive public comment and comments from the sponsor of the proposed policy. A vote of the Board will be taken after the reading, and

if the amendment receives a simple majority vote of the Directors present at the meeting, it will be placed on the agenda for a second reading at the next meeting of the Board.

(b) **Second Reading.** If the proposed policy is approved on first reading, it will be placed on the agenda and considered at the next regular meeting or special meeting of the Board called for that purpose. No amendment shall be adopted at second reading unless the amendment receives a two-thirds (⅔) vote of the Directors present at the meeting. If the proposed policy is adopted upon second reading it shall become a policy of Novus SMART Academy (K-8), and the Policy Manual shall be amended accordingly.

(c) **Special Need**. Upon a two-thirds (⅔) vote of the Directors present at a regular meeting or special meeting called for that purpose, a special need may be declared. If a special need is declared, a policy may be adopted on first reading. A proposed policy should reference the policy provision it will be amending. Ideally, the entire policy will be reprinted with new language in all caps, and language to be deleted lined out. New policies should include the proposed table of contents, policy title, and code number.

Section 2.3 Board Review of Administrative Procedures. The Board recognizes its role of ensuring the fiscal and organizational health of Novus SMART Academy (K-8) through oversight and continuous progress monitoring. The CEO/Lead Founder shall be responsible for the daily administration of affairs of Novus SMART Academy (K-8) and shall manage all activities of the school as prescribed by the Board. The Board need not review administrative policies and regulations in advance of issuance except as required by law. The Board should approve in advance any highly sensitive matters of policy and/or regulations that have the potential to impact its duties and obligations to Novus SMART Academy (K-8) and/or the Tennessee Department of Education. To that end, the CEO/Lead Founder shall exercise discretion to identify and bring to the Board's attention any such policies and regulations prior to issuance. Administrative policies and regulations should reference existing Board policy when applicable. The Board reserves the right to review administrative policies and regulations at its discretion. However, the Board shall revise or veto such regulations only when, in its judgment, such regulations are inconsistent with the Board's policies.

Section 2.4 Summary of Tennessee Open Meeting Law. The Board will abide by the Open Meeting Law prescribed in Tennessee Law. The Open Meetings Act, commonly referred to as the "Sunshine Law," is found in T.C.A. § 8-44-101 et seq. Any action taken in a meeting in violation of any of the foregoing requirements is void. T.C.A. § 8-44-105. The requirements of this law are as follows:

(a) All meetings of any governing body are declared to be public meetings and must be open to the public at all times. T.C.A. § 8-44-102.

(b) Adequate public notice of all regular and special meetings must be given. T.C.A. § 8-44-103.

(c) The minutes of the meetings must be recorded and open to public inspection and at a minimum must contain a record of the persons present, all motions, proposals and resolutions offered, the results of any votes taken, and a record of individual votes in the event of a roll call. T.C.A. § 8-44- 104(a).

(d) All votes must be by public vote, public ballot, or public roll call; secret votes are prohibited. T.C.A. § 8-44-104(b).

Section 2.5 Board Attendance Policy and Purpose. This policy was developed with the recognition that Board membership is voluntary and that individual members contribute their time and energy in different ways. Because Board meetings are the only forum during which the Board can discuss and vote on major school policies and decisions, attendance at these meetings carries special importance. All Board members will receive a copy of this policy to ensure that everyone is properly informed about the expectations for Board attendance.

(a) **Definitions.** "Notified" Absence: For absence to be "notified," a Board member must notify the person running the meeting (usually the Board Chair or Board Vice Chair) by 12:00 pm the day of the meeting that he/she will be absent. "Unnotified" Absence: For absence to be "unnotified," a Board member failed to notify the person running the meeting (usually the Board Chair or Board Vice Chair) by 12:00 pm of the meeting day that s/he will be absent.

(b) **Unsatisfactory Attendance**. If any of the following conditions exist, an individual board member will be considered to have unsatisfactory attendance: (1) the member has two "unnotified" absences in a row; (2) the member has three "notified" absences in a row; or (3) the member misses one third (⅓) of the total number of Board meetings during one of their term years.

(c) **Process for Responding to Unsatisfactory Attendance.** The Board Vice Chair will keep track of Board member attendance through Board meeting minutes and will provide this information to the Board Chair. The Board Chair will directly contact a Board member at risk of potentially violating the policy to issue

both verbal and written warning as well as to discuss any challenges and/or problems. If a Board member does violate the policy, the Board Chair will bring this to the Board's attention for discussion, after which point a majority vote will be held to determine possible Board termination.

Section 2.5 Public Attendance at Board Meetings. Novus SMART Academy (K-8) will provide opportunities for any member of the community to express interest in and concern for the school. Accordingly, all community members will have access and be notified well in advance of all open meetings of the Board. A scheduled time for public comment shall be a part of every regular Board meeting. The Board reserves the right to establish reasonable time limits for such public comment. Meetings are closed to the public only when the Board is meeting in executive session. An executive session may be called only to discuss matters not appropriate for public discussion, as defined under Tennessee law. An executive session may be called only upon the affirmative vote of two-thirds (⅔) of the quorum present. No formal action of the Board may be taken in any executive session. Persons who wish to make requests, presentations, or proposals to the Board should direct any inquiry to the CEO/Lead Founder, who will respond according to the following procedures:

(a) The CEO/Lead Founder will consult with the Board Chair and, if appropriate, other Board members about including the request on the agenda for the next regularly-scheduled Board meeting.
(b) If the item is included on the agenda, the Board will receive in their packet for the next regularly-scheduled meeting written information directly from the person making the request.
(c) If specific Board action is being requested, that action should be in the written document.
(d) The person may present their information orally to the Board when the agenda item is discussed.
(e) The Board reserves the right to establish reasonable time limits for public comment and presentations.
(f) Notice of Board meetings shall be posted in the school offices and on the school website at least seven (7) days prior to the meeting and in full compliance with all public meeting laws in the state of Tennessee.

Section 2.7 Standing Committee Meetings.

(a) The purpose of the Academics Committee is to work with the CEO/Lead Founder to define academic achievement, ensure that all Board members know the charter promises made to the community and the authorizer, and to devise clear and consistent measures to monitor enrollment, student demographics, and achievement of academic outcomes.
(b) The purpose of the Development Committee is to ensure that the organization's total development program is in concert with the organization's strategic direction and needs. The Committee serves as the mechanism by which Board members and other volunteers are involved in the fundraising process.
(c) The purpose of the Finance Committee is to work with the CEO/Lead Founder to create the upcoming fiscal year budget and recommend to the Board appropriate policies for the management of the organization's assets.
(d) The purpose of the Governance Committee is to build and maintain an effective Board for Novus SMART Academy (K-8).

Section 2.8 Task Force Committees. The Novus SMART Academy (K-8) Board of Directors reserves, per its By-laws, the ability to appoint ad-hoc committees of an advisory nature regarding pertinent business of the Board composed of Board members or community members appointed by the Board.

Section 2.9 Board Fundraising Policy. The Board of Directors is a 100% giving Board. Board members are expected to give an annual monetary gift to Novus SMART Academy (K-8) and are asked to make Novus SMART Academy (K-8) a priority in their personal giving. Board members are expected to be involved in fundraising by using their personal and professional connections when appropriate, by soliciting funds when appropriate, by serving on fundraising committees, and by attending fundraising events.

Section 2.10 Board Election Procedures. The Governance Committee shall prepare and submit to the Board a report of the nominees it recommends for election to the Board. The number of seats available shall be determined in accordance with the By-laws. Whenever possible, nominated board member credentials will be presented one meeting prior to their election. Board members will be elected by a two-thirds (⅔) vote of the quorum present at the meeting during which elections are held. Each Director shall serve from the next scheduled Board meeting after the election until the end of his or her term as determined by the Board.

Section 2.11 Board Self Evaluation. Efficient and effective performance of the Board can have a significant impact on the school's success and is an essential component of competent governance. The Board, through guidance of the Governance Committee, will conduct an annual assessment of its own services. This Committee shall determine the format of the assessment, and must include a formal written survey and self-assessment tool. The evaluation process should be designed to encourage constructive feedback aimed towards continuous improvement.

2.12 Indemnification Policy. Novus SMART Academy (K-8) will purchase and maintain Directors and Officers Liability Insurance (D&O), liability insurance payable to the Directors and Board Officers of a corporation, or to the organization itself, as indemnification (reimbursement) for losses or advancement of defense costs if insured suffers such a loss as a result of legal action brought for alleged wrongful acts in capacity as directors and officers. The corporation will not provide indemnification for items arising from an individual's participation in excess benefit or self-dealing transaction. Indemnification may be denied in a proceeding brought by or on behalf of the corporation (except for expenses), if it is determined that the indemnitee did not meet the standard of conduct required. This indemnification includes expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred in connection with such action, suit, or proceeding if he/she acted in good faith and in a matter they reasonably believed to be in or not opposed to the best interests of Novus SMART Academy (K-8). With respect to criminal action or proceeding, he/she must have had no reasonable cause to believe conduct was unlawful.

ARTICLE III: ETHICS

Section 3.1 Confidentiality Policy. It is the policy of Novus SMART Academy (K-8) that Directors and employees may not disclose, divulge, or make accessible confidential information belonging to, or obtained through their affiliation with Novus SMART Academy (K-8) to any person, including relatives, friends and business and professional associates, other than to persons who have a legitimate need for such information and to whom Novus SMART Academy (K-8) has authorized disclosure. Directors and employees shall use confidential information solely for the purpose of performing services as a Director or employee for Novus SMART Academy (K-8). This policy is not intended to prevent disclosure where disclosure is required by law; however, Directors must exercise good judgment and care at all times to avoid unauthorized or improper disclosures of confidential information. Conversations in public places, such as restaurants, elevators, and airplanes, should be limited to matters that do not pertain to information of a sensitive or confidential nature. In addition, Directors and employees should be sensitive to the risk of inadvertent disclosure and should for example, refrain from leaving confidential information on desks or otherwise in plain view and refrain from the use of speaker phones to discuss confidential information if the conversation could be heard by unauthorized persons. At the end of a Director's term in office or upon termination of an employee's employment, he or she shall return, at the request of Novus SMART Academy (K-8), all documents, papers, and other materials, regardless of medium, which may contain or be derived from confidential information, in his/her possession.

ARTICLE IV: LEADERSHIP

Section 4.1 CEO/Lead Founder Policy. The Board shall rely on its Chair and the CEO/Lead Founder to provide professional and administrative leadership. The CEO/Lead Founder shall be hired by and report directly to the Board. The CEO/Lead Founder will be responsible for the daily administration of Novus SMART Academy (K-8)'s affairs and will manage and direct all activities of the organization as prescribed by the Board. The CEO/Lead Founder will have the power to hire and discharge employees of the school and will oversee and direct their activities in carrying out the work of the school. The CEO/Lead Founder is the Board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the Board is concerned, is considered the authority and accountability of the CEO/Lead Founder. The CEO/Lead Founder will, directly or indirectly, supervise all other staff members employed by the Novus SMART Academy (K-8) and is responsible for selecting staff members, conducting staff evaluations, and recommending compensation levels. Accordingly:

(a) The Board will never give instructions to persons who report directly or indirectly to the CEO/Lead Founder.
(b) The Board will refrain from evaluating any staff other than the CEO/Lead Founder.
(c) The Board will use the performance of the school as a primary indicator of the CEO/Lead Founder's performance.

(d) **Annual CEO/Lead Founder Performance Evaluation.** Charter schools receive autonomy over fiscal management and the academic program in exchange for accountability, which measures the school's attainment of specific mission-oriented academic, operational, and governance goals. The Board of Directors' key responsibility is to manage the school through the performance of the CEO/Lead Founder of Novus SMART Academy (K-8). There are three core purposes of the evaluation as follows:
   (i) to recognize areas of particular strength and success;
   (ii) to identify areas for improvement and/or focus,
   (iii) to articulate areas for improvement and/or focus,
   (iv) to inform the Board's request for a plan of action from the CEO/Lead Founder that addresses how the goals in the charter will be met.

Annually, the Board will convene an ad hoc CEO/Lead Founder Evaluation Committee, to consist of three members of the Board to include the Board Chair, Board Treasurer, and a member of the Academics Committee. The Evaluation Committee will conduct the evaluation in accordance with its CEO/Lead Founder Evaluation Protocol, which provides guidelines for how to gather information to inform the evaluation, a timeline for evaluation activities that aligns with the school year, and what to include in the written evaluation.

Section 4.2 Leadership Sustainability Policy. Novus SMART Academy (K-8) will have a sustainability policy that:

(a) Ensures ongoing and continuous development of leadership capacity at the CEO/Lead Founder and Board levels.
(b) Responds in a timely and effective manner to an emergency leadership transition.
(c) Responds in a timely and effective manner to a planned leadership transition.

ARTICLE V: MEDIA POLICY

This Media Policy applies to all employees of Novus SMART Academy (K-8) as well as members of the Board of Directors. This policy covers all external news media including broadcast, electronic, and print. To ensure the quality and consistency of organizational information disseminated to media sources, the following policy shall be enforced:

(a) All media contacts are to be handled by the CEO/Lead Founder in collaboration with the Board Chair and the Public Relations member of the Board, or designee, regardless of who the media representative is or who represents or how innocuous the request.
(b) All press releases or other promotional materials are to be approved by the CEO/Lead Founder in collaboration with the Board Chair and the Public Relations member of the Board, or designee prior to dissemination.
(c) If a reporter, producer, or other news media person should contact an employee of Novus SMART Academy (K-8) or a member of the Board of Directors, the individual who is contacted should refer the media person to the CEO/Lead Founder.

ARTICLE VI: FINANCE AND ACCOUNTING

Section 6.1 Fiscal Policy Development. The Board will ratify, annually review, and maintain a separate Fiscal Policy Manual to cover the robust breadth and depth of fiscal compliance and governance Novus SMART Academy (K-8). This Policy Manual will contain clear policies to provide for legal compliance, best practices in alignment with Generally Accepted Accounting Principles and best-in-class fiscal governance. To establish these policies, Novus SMART Academy (K-8) will consult with a back-office provider in creating a draft financial policy handbook which will ultimately be approved by the Board. The policies and procedures will detail the internal institutional controls necessary in reporting, procurement, purchasing, and all transactional approvals. The CEO/Lead Founder, Board Treasurer, and Operations Manager will serve as the three (3) chief financial agents of the organization. All processes requiring the disbursement and management of funds will require the proper segregation of duties and double approvals necessary to ensure fiscal oversight, and compliance with the law and GAAP. Minimally, the policies will outline:

(a) Preparation of financial statements such as Balance Sheets, Cash Flow, YTD Actuals to ensure timely, accurate review by the Finance Committee and Board of Directors;

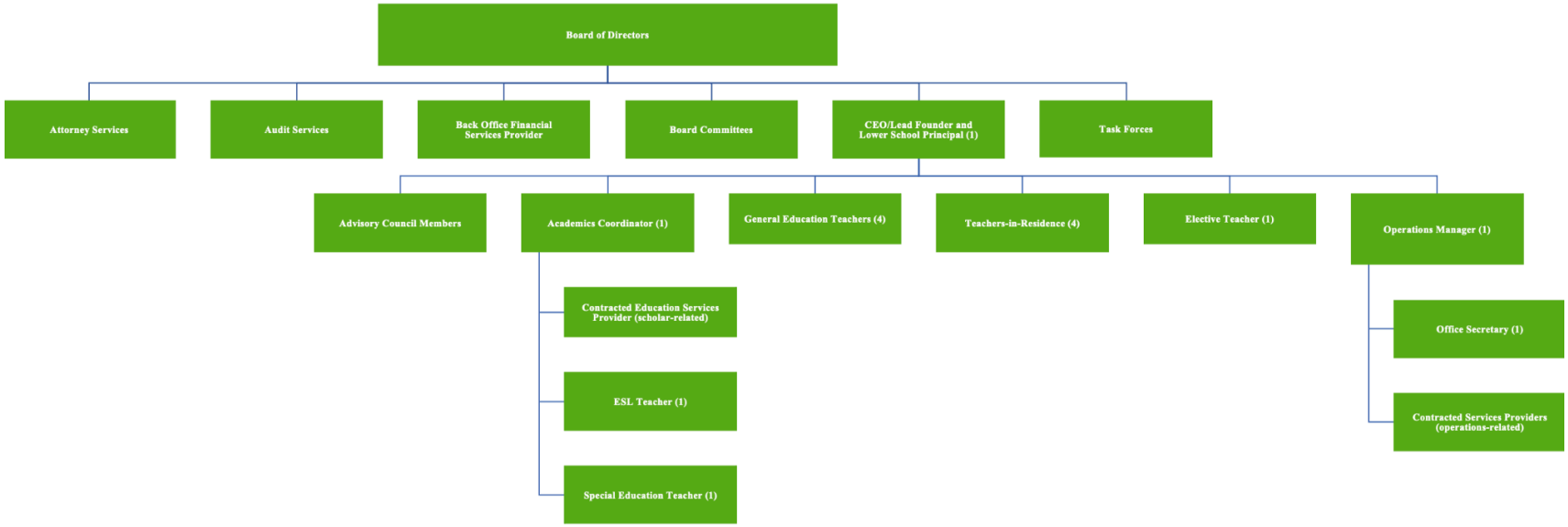
(b) Budgeting creating and approval process which allow for thorough review by the Finance Committee and approval for timely submission to the authorizer;
(c) Securing a reputable auditor, and engaging in an annual audit;
(d) Bank account management and segregation of duties between issuing and signing checks, opening and closing accounts, and completing monthly reconciliations;
(e) Petty cash management policy and deposit policy;
(f) Contracting and RFP thresholds processes and policies;
(g) Purchasing controls and segregation of duties.
(h) The CEO/Lead Founder and Board Treasurer will collaborate with a back-office provider to create a draft financial policy manual, to be reviewed by the Finance Committee and ultimately approved by the Board.

Section 6.2 Purchasing. Any equipment with an estimated value of $10,000 or more shall be purchased through competitive bidding or comparative pricing by at least three vendors whenever possible per Tennessee state legislation. Comparative pricing or competitive bidding should also be used periodically for regularly-purchased materials, supplies, services, and insurance.

Section 6.3 Property. The Board Chair in collaboration with the CEO/Lead Founder and Board Treasurer must approve the purchase or disposition of any asset with a value of $10,000 or less. The purchase or sale of any asset of higher value shall be approved by the Board. Purchase or sale of any real estate must be approved by the Board.

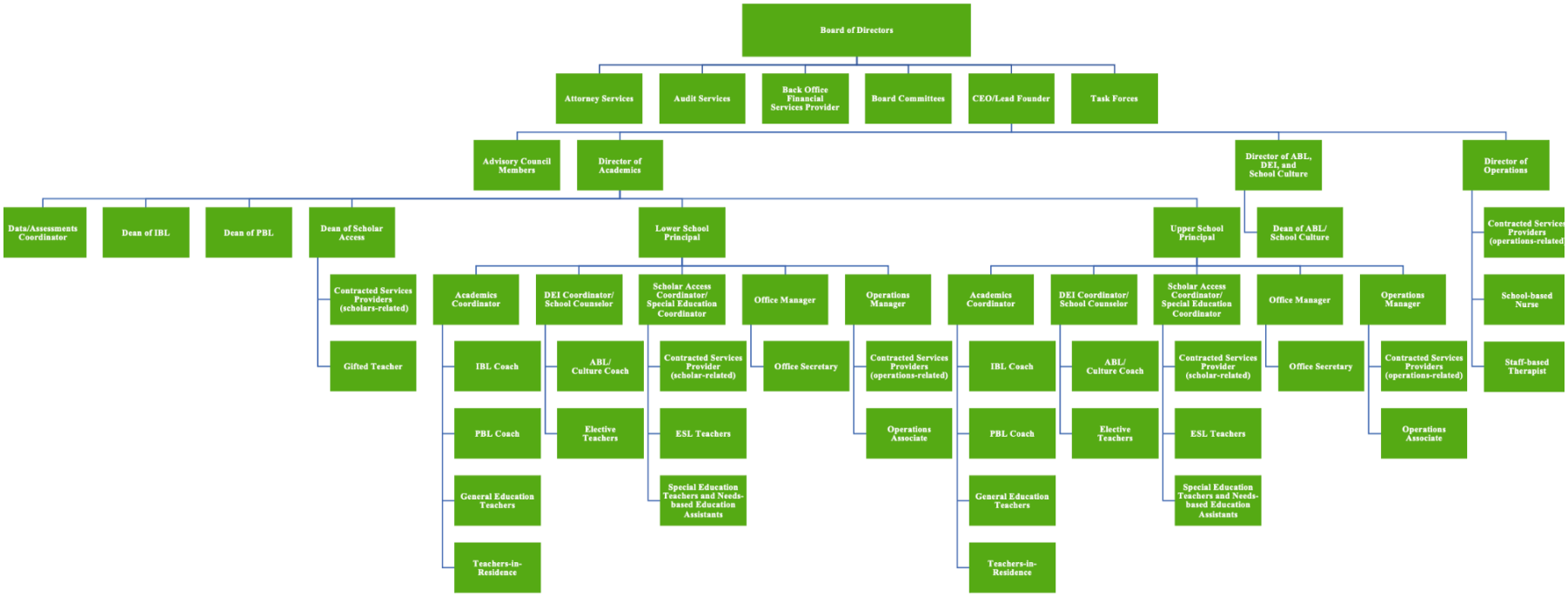
Section 6.4 Risk Management Policy. Novus SMART Academy (K-8) is committed to protecting its human, financial, and goodwill assets and resources through the practice of effective risk management. The Board of Directors and management are dedicated to safeguarding the safety and dignity of its paid and volunteer staff, its clients, and anyone who has contact with the organization. To this end, the Board will ensure that the organization has a risk management plan for the organization that is reviewed and updated on an annual basis.

Attachment O



Left blank intentionally.

Attachment P



Attachment Q

Jeremy Sager, Ed.D.

901.210.4519 ⋆ E-mail: jdsager85@gmail.com ⋆ LinkedIn: Click Here

Career Objective

To serve in an executive leadership role and provide scholars and families, teachers and school leaders, and staff and community members with equity-centered support that drives achievement with sustainable results for all stakeholders.

Education

Crichton College-Memphis, Tennessee

- Bachelor of Science Degree in Secondary English Education (Cum Laude)
- 407 Professional Tennessee License in English 7-12

Union University-Germantown, Tennessee

- Master of Education Degree (with Honors)

University of Tennessee at Martin-Martin, Tennessee

- 442 ILL-P Professional Tennessee License in Administrator PreK-12

Walden University-Minneapolis, Minnesota

- Doctor of Education in Administrator Leadership for Teaching and Learning (with Honors)
- Dissertation Focus: Teachers' Perceptions of Implementing the Collaborative Problem-Solving Model
- 090 Superintendent Tennessee License

Work Experience

Build. Excel. Sustain (BES.org) **August 2023 to Present**

- BES Fellow

Metro Nashville Public Schools **December 2022 to August 2023**

- Lead Literacy Specialist for the Schools of Innovation

Republic Charter Schools **June 2021 to December 2022**

- Middle School Principal at Nashville Prep
- TVAAS Level 5 School
- Reward School Status

Gestalt Community Schools **July 2018 to May 2021**

- Ninth Grade Academy Principal at Power Center Academy High School (July 2020 to Present).
- Coached English I and moved the TVAAS growth status from a Level 3 to a Level 5 in one school year.
- Dean of Instruction at Power Center Academy Middle School-Hickory Hill Campus (July 2018 to June 2020).

LEAD Public Schools **August 2017 to June 2018**

- Upper School Dean of Instruction at LEAD Neely's Bend.
- Helped to move the TVAAS growth status from a Level 1 to a Level 5 in one school year.

Gestalt Community Schools **June 2016 to July 2017**

- Resident Leader at Power Center Academy Middle School-Hickory Hill Campus.
- Provided instructional support to six ELA teachers who scored a Level 5 in school-wide Literacy for TVAAS.
- Successful completion of the RELAY Graduate School of Education National Principals Academy Fellowship.

Arkansas State University Mid-South **August 2012 to May 2014**

- Part-time Adjunct Professor for Developmental English I/II

Shelby County Schools **August 2010 to May 2016**

- District Instructional Literacy Coach (September 2015 to May 2016).
- PLC Coach at Treadwell Middle School (October 2014 to September 2015).
- Successful completion of the Emerging Leaders Program with New Leaders for New Schools in May 2015.
- Curriculum & Instruction Team Writer for English 9-12 (Summer 2012, Summer 2013).
- English I (Standard and Honors) Teacher at Craigmont High School (August 2010 to October 2014).

Jeremy Sager, Ed.D.

901.210.4519 ⋆ E-mail: jdsager85@gmail.com ⋆ LinkedIn: Click Here

Strayer University-Memphis **March 2009 to July 2010**
- Admissions Secretary

Crichton College-Memphis **October 2006 to February 2009**
- Student Finance Coordinator to the Student Finance Center (June 2007 – February 2009)
- Administrative Assistant to the Accelerated Evening Program Admissions Office (October 2006 – June 2007)

Instructional & School Leadership Capacity

- Track record of strong school leadership and management of personnel, operations, systems, and routines.
- High level of energy, determination and perseverance to act as an agent of change.
- Maintain strong and professional relationships with staff, students and parents with a focus on supporting and celebrating diversity, equity and inclusion.
- Provide social-emotional learning and support to teachers and scholars using Collaborative Problem-Solving.
- Manage complex relationships and work with diverse communities, management styles, and personalities.
- Strong oral and written communication skills with the demonstrated ability to learn quickly.
- Passion for improving urban public education and a long-term commitment to K-12 public education.
- Deep knowledge of Tennessee Academic Standards and College and Career Standards for student learning.
- Mastery of appropriate content-specific, pedagogical knowledge and related research and best practices.
- Strong analytic and problem-solving skills, with the ability to understand and analyze complex data to identify strengths and opportunities.
- Use of evaluations and data to inform and improve instructional practices and curriculum.
- Ability to collaborate with stakeholders and identify needs to plan and implement strategies for improvement.
- Ability to design and facilitate effective professional development to include conferencing, co-planning, conducting classroom observations and providing feedback, modeling best practices, leading demonstration lessons, coteaching, analyzing data, and supporting inquiry and reflection.

Community & Organizational Affiliations, Services, & Awards

Golden Gate Cathedral-Memphis **August 2010 to August 2013**
- Youth Ministry Coordinator/Team Leader (Volunteer Position)

Shelby-Memphis Council of Teachers of English Member **August 2010 to May 2014**
- Recipient of 2012 Judith Calvert Warren Outstanding New Teacher Award

NAACP ACT-SO Competition Member **August 2011 to July 2017**
- Humanities Chairman

National Society of Leadership and Success (NSLS) **January 2020 to Present**
- Active membership with Walden University.

New Memphis Fellows Member **September 2020 to September 2021**
- Alumnus of the Fellows Program.

Marquis Who's Who in America **July 2021**
- Top Professionals Recipient
- Millennium Magazine Front Cover Feature

Golden Key International Honor Society **October 2021 to Present**
- Active membership with Walden University.

National Alliance for Public Charter Schools **May 2022**
- Public Charter School Changemaker Award

100 Black Men of Middle Tennessee **September 2022 to Present**

ForbesBLK Community Membership **August 2023 to Present**

Attachment R

School Achievement Data

During the 2020-2021 school year, I served as the middle school principal at Nashville Prep in Tennessee, and we led our school to TVAAS Level 5 Reward School Status in one school year as evidenced by the TNReady assessments proficiency data snapshots below. I was also named a 2022 Public Charter School Changemaker by the National Alliance for Public Charter Schools for transforming the culture of our school quickly and strategically. We worked together to restore the JOY of being scholars and families, teachers and school leaders, and staff members in our school community.

BILL LEE
GOVERNOR

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
NINTH FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

PENNY SCHWINN
COMMISSIONER

Nashville Prep
Dr. Jeremy Sager
1300 56th Ave N
Nashville, TN 37209
jsager@republicharterschools.org

Dear Dr. Jeremy Sager:

The department provides annual school accountability designations that reflect performance and growth. Included in these designations are **Reward** schools. For the 2021-22 accountability cycle, schools that earn an overall rating of 3.1 or higher and are not identified as Priority or Focus schools will be assigned **Reward** status for 2022-23.

We are writing to inform you that your school has been identified as a **Reward** school. Congratulations on this identification for exemplifying student success in achievement and growth. We applaud your school's hard work and student accomplishments!

Additional resources to understand Tennessee's school accountability system are on the department's website. Please direct questions to TNED.Accountability@tn.gov.

Sincerely,

Penny Schwinn, Ph.D.
Commissioner
Tennessee Department of Education

NP Schoolwide Proficiency Data

Subject	2018-2019	2020-2021	2021-2022	+/-	Percentage Increase
Reading	18%	12%	21.7%	+9.7%	80.83%
Math	35%	6%	29.9%	+23.9%	398.33%
Science		16%	24.0%	+8%	50%
History		12%	26.4%	+14.4%	120%

5th Grade Proficiency Data

Subject	2018-2019	2020-2021	2021-2022	+/-	Percentage Increase
Reading	12%	7%	11.1%	+4.1%	58.57%
Math	24%	1%	31.1%	+30.1%	3010%
Science		13%	35.6%	+22.6%	173.85%

6th Grade Proficiency Data

Subject	2018-2019	2020-2021	2021-2022	+/-	Percentage Increase
Reading	13%	15%	19.4%	+4.4%	29.33%
Math	28%	3%	18%	+15%	500%
Science		14%	6.5%	-7.5%	-53.57%
History		4%	16.4%	+12.4%	310%

7th Grade Proficiency Data

Subject	2018-2019	2020-2021	2021-2022	+/-	Percentage Increase
Reading	27%	13%	32.2%	+19.2%	147.69%
Math	42%	6%	27.6%	+21.6%	360%
Science		20%	36.2%	+16.2%	81%
History		17%	35.1%	+18.1%	106.47%

8th Grade Proficiency Data

Subject	2018-2019	2020-2021	2021-2022	+/-	Percentage Increase
Reading	20%	13%	21.7%	+8.7%	66.92%
Math	47%	11%	43.3%	+32.3%	293.64%
Science		15%	21.7%	+6.7%	44.67%
History		14%	28.3%	+14.3%	102.14%

These proficiency data snapshots demonstrate the teamwork and perseverance efforts of building a high-performing team faced with high turnover rates of teachers, school leaders and staff members, unclear expectations for scholars and families, and a broken culture with scholars begging to be known, loved and respected. We transformed from a broken school culture to a thriving school that became one of the top ten charter schools in Metro Nashville Public Schools to lead in literacy and math proficiency. And as successful as we were, we knew that we had a journey ahead of us to, not only sustain our growth and achievement, but to increase it aggressively and strategically with high-quality academic instruction and rigorous curricula.

The value I provided for my team was establishing a strong vision for success for scholars and adults with the belief that we could and would be successful when we dismantle marginalized practices and replace them with culturally relevant content and culturally responsive strategies in academics, culture and operations. Our vision shifted to focus on the school-wide experience of scholars and adults by challenging current practices, and that caused some teammates to transition away from our school. However, we were fortunate to replace them with quality teammates who believed in our mission and wanted to commit to the journey ahead. All the outcomes were equally important to provide a high-quality school experience that scholars and families, teachers and school leaders, and staff members deserve. I feel my relentless drive and mission-driven mindset allowed us to thrive and achieve success.

Academics: We adopted the Relay Graduate of Education framework for instructional leadership, using the following instructional coaching tools for teachers: Uncommon Schools Get Better Faster Scope and Sequence, Giving Effective Feedback, Practice Clinics, Weekly Planning Meetings, Weekly Data Meetings, and Reteaching Structures. To support the learning and development of my school leaders and teacher leaders, I used the following tools from this framework: Living the Learning PD Cycle: Lead Effective Professional Development, Practice Clinics; Instructional Leadership Team Meetings: Monitoring and Coaching Implementation of the Leadership Levers; and Collaborative Leader Planning Meetings: Facilitating Preparation Time for Instructional Leaders. I also conducted walkthroughs with my instructional leadership team using the Uncommon Schools Get Better Faster Scope and Sequence as norming practice, and to identify high priorities across content and grade levels.

Culture: We restructured our culture plan to be culturally responsive to the population of scholars and families we served. Reactive approaches, such as lunch detention, excessive office referrals, and out-of-school suspensions, were counterproductive and did not align to our new vision and schoolwide goals. We created a proactive approach to school culture and discipline using Collaborative Problem-Solving and community circles to model for our scholars how to handle challenges and frustrations appropriately. Such practices activated scholars' voices and they began to feel known, loved and respected. We also began to incentivize all things related to culture and scholars' demonstration of our academic habits in the classroom, and we reduced our chronic absenteeism rate dramatically.

We also used the Relay Graduate of Education framework for culture leadership, using the following coaching tools for teachers, school leaders and staff members: Leading an Equity-Centered Culture and the Emotional Resilience Framework.

Operations: Operations required an adaptive approach because we needed to collect and analyze schoolwide data to respond to the needs of our scholars and families, teachers and school leaders, and staff members. Reviewing the data was often difficult to internalize, but it helped us to restructure our systems and routines to enhance the experiences of scholars and adults in our school community. Changing our master schedule after fall break was a major step in the right direction. We were able to be more purposeful with the placement of classes, duties and responsibilities of adults, and to ensure the safety of all stakeholders. We revisited our school budget to consider purchases that would contribute to the culture events of the school, and as a result, we were able to fund a schoolwide field trip to Holiday World in Santa Claus, Indiana to celebrate our successes in academics, culture and operations at the end of the school year.

Student Achievement Results

Given that your school is not yet in operation, please provide a snapshot of recent student achievement results that were a result of your leadership. Please include a narrative to provide additional context for the results that you share.

- What is the most important thing that we should know about these results?
- What outcome did you think was most important as you drove towards these results? What were the primary factors for your success or failure?

Resources (uploaded to the application platform)
- Artifact 1: Q1 Plan
- Artifact 2: 9GA Interim Assessment #2
- Artifact 3: 9GA Q1 GOOP Goal Setting
- Artifact 4: 9GA Intervention Development Template

Our 9th-Grade Academy (9GA) had a partnership with Stand for Children: Freshmen Success. We met every 20 days to review our attendance rates, D/F reports, and the percentage of students off track for on-time graduation. The Q1 plan we created and implemented to increase attendance rates and to reduce the percentage of students off track for on-time graduation is uploaded to the application platform as Artifact 1. As a result of implementing the Q1 plan, over 90% of our scholars are on track for on-time graduation. By the end of the year, 100% of our scholars were on track for on-time graduation, and because of our success, the Q1 plan was presented at the Freshmen Success Collaborative to provide support to other schools and districts who were facing challenges with attendance, grades, and investment.

Artifact 2 is a copy of our 9GA Interim Assessment #2 data review conducted with teachers in our faculty meeting and with scholars in our morning meeting. Our data was everyone's business, so we shared it with our parents during parent data meetings and conferences. This data shows the strengths, opportunities, and action plans in place to accomplish our wildly important goals schoolwide (WIG) → Move PCAHS from Level 1 to Level 4/5 by April 15, 2021. Ultimately, we were able to achieve Level 5 status in English I one only.

SY20-21 data that shows where you have not been able to move adult practice and what you learned from that.

During my mid-year principal evaluation, I received a rating of 'working towards' in the areas of Results, Name It and Do It (click the link above and review the highlighted ratings in the three tabbed areas).

Results Reflection: Our WIG was to move the school from Level 1 to Level 4/5 by April 15, 2021. A predictor of these outcomes were our CASE interim assessments data administered at the end of quarters 1-3. The goal for IA2 was for at least 30% of scholars to score at/above the expected proficiency rate; however, only 22% (in English I)/12% (in Algebra I) of scholars scored at/above the expected proficiency rate. Although there are 31% of scholars in English I and Algebra I who scored a 2 with the capacity to increase their scores to a 3+ on IA3, our scholars scored below more than 5% of the network average expectation for IA2.

What I learned from this data reflection was to strengthen the outcomes of weekly data meetings (WDM) with teachers by intentionally focusing on the gap and addressing students' misconceptions more quickly in every lesson with the criteria for success checklist.

Name It Reflection: Planning for weekly data meetings (WDM) is essential to addressing instructional gaps quickly and effectively. I realized that I come to WDM fully prepared to engage with teachers; however, teacher preparation is not nearly as intentional. Consequently, some teachers struggle to name the error or conceptual misunderstanding, which led to me doing the heavy-lifting and intellectual prep.

What I learned is that teachers must be intentional about doing their pre-work before coming to WDM so that they can truly internalize and plan their reteach lessons to achieve student mastery. When teachers were not prepared, I held them accountable and pushed them to do the heavy-lifting during the meeting. When I do the heavy-lifting, it does not increase teachers' capacity to name the precise student error and/or conceptual misunderstanding before planning the reteach lessons. This gap in teacher pedagogy can lead to ineffective reteach lessons and may widen the gap in student mastery.

Do It Reflection: During WDM, I came fully prepared with my exemplar responses and reteach scripts to compare with teachers' exemplar responses and reteach scripts. Over time, teachers' responses were copied/pasted from the scripted curriculum, and/or reteach scripts were either incomplete or inconsistently aligned to the gap. Such teacher practices reduced productivity during WDM and led me to do the heavy-lifting or to give my reteach scripts to teachers as turn-key lessons. Consequently, deliberate practice during the WDM did not take place. During observations, it was obvious that the reteach lessons were not internalized.

What I learned is that teachers needed professional development to understand the WDM cycle. The leadership team realized we needed to restructure our master schedule to increase instructional planning time and WDM preparation for teachers. I also learned that no matter how prepared I was for WDM, the student outcomes would not be as impactful without teachers being prepared. Teachers must know how to identify the gap to create a solid plan to close the gap during WDM and real-time instruction.

Artifact 1: Q1 Plan

Creating and Implementing Effective Data Analysis and Action Planning Routines

"Reimagining Success"

Who We Are!

Power Center Academy High School
9th Grade Academy - Home of the Knights

- 207 Scholars & Families
- Terri Gaston, Principal
- Jeremy Sager, 9GA Principal
- Frederick Holmes, Dean of Students
- Brittany Bratton, Dean of Instruction
- Dominique Tross, Instructional Math Coach
- Yushunti Green, 9th Grade Counselor
- Robert Montgomery, Government & 9GA Grade Chair
- Stephanie Hay, English I
- Destany Story, Interventionist



Initial Process for Tiering Students

- **NWEA Map Assessments (Reading, Language, Math, Science)**
- **Aimsweb Progress Monitoring**

Aimsweb data decide RTI2-Academics placement in Tiers I, II, or III. Both NWEA and Aimsweb data is analyzed to determine scholars focus in RTI (Math or Reading).

Scholars placed in Tiers II and III are given an Edgenuity Pathblazer baseline assessment to set the learning path for the blended learning component of RTI2-Academics.

Assessment Check Calendar

- Core Content Weekly assessments are given in MasteryConnect with 5-7 questions.
- An assessments calendar was sent out early in the school year to every scholar to provide them a one-stop shop for all the info they need about what's expected each week.
- Teachers also provide more specific weekly calendars that align with quirks each week might bring (i.e. short week for Thanksgiving).

Sample Assessments Calendar	Mondays w/ 906, 904, 903	Tuesdays w/ 905, 907, 902, 901	Thursday 906, 904, 903	Friday 905, 907, 902, 901
Week 1 **RTI2-Academics Progress Monitoring**	**Assessment Check w/ Instruction**	**Assessment Check w/ Instruction**	**Instruction w/ Exit Ticket** **Weekly Data Meeting**	**Instruction w/ Exit Ticket**
Week 2 **RTI2-Academics Progress Monitoring**	**Reteach Lesson w/ Assessments Check**	**Reteach Lesson w/ Assessments Check**	**Instruction w/ Exit Ticket** **Weekly Data Meeting**	**Instruction w/ Exit Ticket**

Scholars' Daily Tasks & Supports

Teacher	Tutoring	Assessments	Homework	Assignments
Montgomery	Tuesdays at 5:00-6:00 Wednesday Office Hours at 10:35-12:05	Thursdays Fridays	Thursdays Fridays	Schoology Playlist - Attendance Do Now Task - Wellness Check - Weekly Calendar - Classwork (i.e. Edgenuity Units, Nearpod Lessons) - Exit Ticket
Hay	Mondays at 5:00-6:00 Wednesday Office Hours at 10:35-12:05	Mondays Tuesdays	Daily with focused reading assignment for DIRT quiz.	
Tross	Mondays at 5:00-6:00 Wednesday Office Hours at 10:35-12:05	Thursdays Fridays	Edgenuity Lesson	
Story	Wednesdays 10:35-11:35	Mondays Tuesdays	Daily with focused reading assignment.	

Teachers' Weekly Calendars

Weekly Calendar for English *904, 903, 906*

	Mon 1116	Tues 1117	Wed 1118	Thurs 1119	Fri 1120
Class work	Chapter 8 of CITR: Theme Development (On Nearpod) - DIRT Quiz chapters 7-8 of CITR (only one attempt) -Close Reading Chunk 1 -Close Reading Chunk 2 -Exit Ticket (Multiple Choice)	Asynchronous work: MasteryConnect Weekly Assessment (Symbolism) -Attendance Do Now - Quiz in Mastery Connect: Characterization (from "Montreal 1962)	Attendance Do Now Tutoring is from 10:35 am -11:20 am	Chapter 9 of CITR: Symbolism (On Nearpod) -DIRT Quiz chapter 9 of CITR (only one attempt) -Close Reading Chunk 1 -Close Reading Chunk 2 -Exit Ticket (Paragraph)	Asynchronous work: CommonLit -Attendance Do Now -Text reflection "Montreal 1962"
Home work	By Thursday, read chapter 9 of CITR and answer the guided reading questions Tutoring is from 5:00 pm- 6:00 pm	By Thursday, read chapter 9 of CITR and answer the guided reading questions		By Monday, read chapter 10 of CITR and answer the guided reading questions	

Weekly Calendar for English *901, 902, 905, 907*

	Mon 1116	Tues 1117	Wed 1118	Thurs 1119	Fri 1120
Class work	Asynchronous work: MasteryConnect Weekly Assessment (Symbolism) -Attendance Do Now - Quiz in Mastery Connect: Characterization (from "Montreal 1962)	Chapter 8 of CITR: Theme Development (On Nearpod) - DIRT Quiz chapters 7-8 of CITR (only one attempt) -Close Reading Chunk 1 -Close Reading Chunk 2 -Exit Ticket (Multiple Choice)	Attendance Do Now Tutoring is from 10:35 am -11:20 am	Asynchronous work: CommonLit -Attendance Do Now Text reflection "Montreal 1962"	Chapter 9 of CITR: Symbolism (On Nearpod) -DIRT Quiz chapter 9 of CITR (only one attempt) -Close Reading Chunk 1 -Close Reading Chunk 2 -Exit Ticket (Paragraph)
Home work	By Tuesday, read chapters 7 & 8 of CITR and answer the guided reading questions Tutoring is from 5:00 pm- 6:00 pm	By Friday, read chapter 9 of CITR and answer the guided reading questions		By Friday, read chapter 9 of CITR and answer the guided reading questions	By Tuesday, read chapter 10 of CITR and answer the guided reading questions

Process for Tracking Scholars Between Tiers



D & F Report Data (as of 9/3/2020)

Can you objectively justify the large number of scholars with a D or F in your class with evidence?		
Teacher (intentionally anonymous)	**Subject**	**% & # of Passing Scholars**
[redacted]	Algebra I	34% (71 scholars)
	English I	70% (146 scholars)
	Writing	44% (92 scholars)
	Physics	85% (177 scholars)
	Government & Economics	94% (196 scholars)
	Business	53% (111 scholars)
	Music	99% (205 scholars)
	Physical Education	92% (191 scholars)

Quarter 1 Data Scoreboard Completion

Teacher	Subject	8/17-21	8/24-28	8/31-9/4
	9GA Counselor	Complete	Complete	Not Complete
	Algebra I	Partially Complete	Partially Complete	Not Complete
	English I	Complete	Complete	Partially Complete
	Writing	Not Complete	Not Complete	Not Complete
	Government & Economics	Complete	Partially Complete	Partially Complete
	Business	Partially Complete	Not Complete	Not Complete
	Music	Not Complete	Not Complete	Not Complete
	Physical Education	Partially Complete	Complete	Not Complete
	ELA Intervention	Partially Complete	Not Complete	Not Complete
	Math Intervention	Not Complete	Not Complete	Not Complete
	ESL Intervention	Not Complete	Not Complete	Not Complete

Positive Logs & Parent Contacts (as of 9/4/20)

Staff Member	Position	Positive Logs (40+)	Parent Contacts (30+)
	9GA Principal	8	62
	Instructional Math Coach	9	31
	Algebra I Teacher	20	15
	English I Teacher	81	39
	Writing Teacher	4	0
	Physics Mentor Teacher	7	6
	Government & Economics Teacher	30	26
	Business Teacher	14	7
	Music Teacher	24	4
	Physical Education Teacher	189	53

Freshman Success Meeting on September 3, 2020

Objective 3: <u>ANALYZE D/F report</u>

NOTES: In order to achieve the 90% goal, 187 students need to complete 90% of their work. 9GA Principal shared the D/F report with the following analysis:

- **ENGLISH: 62 scholars have an F, 70% are passing**
- **ALGEBRA I: 137 scholars have an F, 34% are passing**
- PHYSICS: 31 scholars have an F , 85% are passing
- GOVERNMENT: 12 scholars have an F, 94% are passing

9GA Principal has informed teachers to conduct bi-weekly calls at minimum, but if there's a red flag present go ahead and call that parent. Immediate next step is to address the ALGEBRA failure rate. Plan: Instructional Math Coach will teach the ALGEBRA I class this Tuesday (September 8). ALGEBRA I teacher will observe the coach teach and will record pertinent information on a supplied document [create an observation document or use an existing network document]. Coach will meet with ALGEBRA I teacher to review notes and plan next steps. ALGEBRA I teacher will create a goal to decrease the number of students failing. The plan is for students to engage in RE-DO/RE-TAKE opportunities AFTER teacher has done RE-TEACHING based on students' grades. Moving forward, teacher should adopt a 9GA intervention development plan; whatever the teacher needs to do to reduce the number of students failing the class.

Efficacy of Interventions & Next Steps





Core Idea: On Track

The metric of the percent of scholars completing their assignments seems like a very worthy metric to watch closely, and be ready to help **(not punish)** scholars to ensure they can stay on track.

Reflection: What does this mean to you?

Core Idea: Resetting Our Focus

Improving attendance and assignment completion leads to increases in graduation rates and test scores. You could hypothesize that it would happen, but people actually thought . . . that if you focus on scholars who are the least engaged, you're lowering your standards. Then there's the idea that you're going to keep more students in school and have students who are the low achievers in the class come into school more, and that's going to make it worse for everyone.

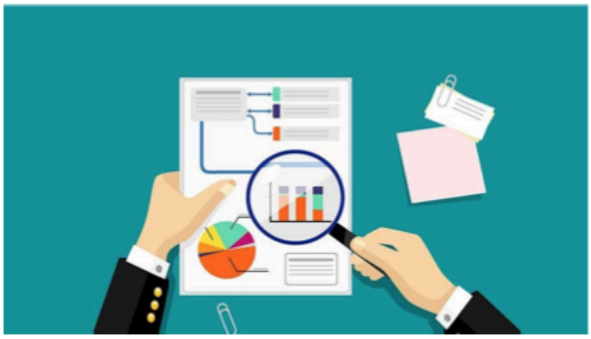
Actually, when you give students who are struggling extra support, it helps everybody. Proactive intervention can improve attendance and assignment completion. The more that [scholars] fall behind, the harder it is to catch up. They get frustrated, they feel embarrassed, and that makes them withdraw further. Students don't ask for help when they need it. **It really takes systems where teachers reach out to students to find out what's going on and then problem solve around, 'What is happening? How do we deal with whatever this is?' And this has to happen in collaboration.**

Stamp It: What data are we monitoring? Closely?

Sensational 7 Goals: Leading to Success

1. **Attendance Rate:** 95% of scholars attend classes daily.
2. **Assignment Completion:** 90% of scholars complete 90% of their assignments (GOOP).
3. **Scoreboards:** 80% of scholars at or above 80% on exit tickets & weekly assessments (GOOP).
4. **D & F Report:** 80% of scholars are failing no more than 1 course for the school year (GOOP).
5. **LiveSchool Points:** At least 20 scholars per week receive points.
6. **Parent Contact Logs:** Documented phone calls for failing scholars (D or F) at least biweekly.
7. **Scholar Support Plans:** Intentional support and progress monitoring with fidelity (Freshman Success).

These goals are equitable and meet scholars where they are. These goals help to keep scholars on track for on-time graduation.





9GA Q1 GOOP Goal Setting Form (uploaded on platform)

Freshman Success Meeting on September 25, 2020

***Objective 1: REVIEW Algebra teacher's plan of success**

NOTES: IC assisted with creating a plan of success. Plan is in action. IC goes into classes and does modeling of teacher actions that should occur during instruction, and also asks scholars to do more explaining. Parent contacts were made (137 students failing at the end of the 1st 20-day period, 147 parent contacts made)
Exit tickets align to standards and are tracked based on mastery percentages. 80% mastery--below 80% there must be a redo/retake opportunity accompanied with reteaching.
All teachers were required to undergo mindset shifts, focusing on quality VS quantity in regards to student work. The assignment should tell about student ability as related to instructional methodologies. Grace and space.

***Objective 2: ANALYZE Algebra I data**

NOTES: D/F grades have decreased at 2nd 20-day period! 7% (39 scholars) have a D and 1% (6 scholars) have an F. Teacher responded well to improvement plan and IC's modeling and increased support.

1st 20-day: 34% passing → **2nd 20-day:** 91.9% passing
57.9% increase

Percent of students with each grade in Algebra 1

47% B or Better!

A	14.6%
B	32.4%
C	44.9%

Freshman Success Meeting on September 25, 2020

Objective 3: REVIEW improvements in English course since last data pull

NOTES: Creative Writing course is not in line with these grades. There is a gap with understanding of culture and application of protocols with this teacher. Teacher had to be put on a success plan.

English I

1st 20-day: 70% passing → **2nd 20-day:** 90.3% passing
20.3% increase!

Percent of student with each grade in

43.9% B or better!

A	16.2%
B	27.7%
C	46.4%

English I Support

- Guided Reading Questions
  - Purpose for reading outside of class
  - Higher chance of mastering content in class
  - Identify misconceptions in comprehension
- Exit Ticket Analysis:
  - Allows teacher and students to unpack misconceptions of skill/standard from certain lessons
- Weekly Quizzes
  - In Mastery connect
  - Provide teacher and student an opportunity to assess content practiced that week
  - Standards analysis
- Tutoring
  - Work through exit tickets, answer student specific questions, work one-on-one with students
- Reteach
  - Reteaching lessons where student mastery is below
  - 80%Uses data from exit ticket analysis
- Nearpod
  - Allows students to demonstrate thinking
  - Allows teacher to see and address misconceptions in real time
- Multiple Attempts
  - Students have multiple attempts on exit tickets, quizzes, etc. in order to analyze their own misconceptions and pursue mastery

Interventionist Support

Intervention Support includes but not limited to:

- Extended time (utilizing TEAMS channels for myself and scholars to break out for this additional time and support needed)
- Providing scholars with audiobook resources and "Natural Reader" for text to audio read aloud for any needed assignment
- Chunking method
- Biweekly Intervention-Teacher check in surveys to ensure scholars are on track in all classes including non-coteach setting classes , with this data biweekly phone conversations are made with parents to discuss and brainstorm for addition support to their scholar
- Parent Intervention Hotline. This is a on the clock text hotline created to keep in constant communication with parents. Hotline is essential for quick fixes such as student not present online, makeup assignments, Student With Service resources, progress report/report card distribution, and other quick announcements. Many parents work during the day so a quick text can be convenient but clear communication.
- Service support hour offered weekly on Wednesdays for scholars to receive small group support
- RTI monitoring via Aimsweb

Exit Tickets are tracked on MasteryConnect using a Collab Board with Co-Teacher. This data is recorded on Grade level scoreboard and used to plan reteach method. Reteach method strategies are discussed during weekly ELA planning meeting.

U.S. Government Support

- Classroom and lesson planning
  - Utilization of Nearpod in classes to capitalize on interactivity
  - Data meetings at both the content and grade level drive lesson planning and how in depth the reteaching needs to be based on the scores on previous weeks' Exit Tickets and Quizzes.
  - Spiraling previous material through Do Nows
  - Highlighting scholars that are engaging to encourage participation
- Exit Tickets and Quizzes
  - Utilization of MasteryConnect to track data
  - Opportunities given to retake on scholar's own time or during tutoring/support sessions
- Consistent reminders of everything going on/expected sent out in variety of formats (Schoology, Email, Swift K12, etc.)

9GA Counseling Support

- Strong focus on Social Emotional Learning, Attendance, and Academics
- Culturally Responsive to all the needs of our scholars by planning various virtual programs to celebrate various heritages/ethnicities.
- Daily Wellness Checks in Morning Meeting, Advisory and Classes
- Weekly reports are provided for scholar academic progress from PowerSchool and Pure Data.
- Check In/Check Out Scholar Support Meetings
- S-Team & MDST Meetings
- Daily attendance team tracking by providing calls to parents of scholars with chronic absences assist.

Sample Classroom Wellness Check



Choose the color that describes how you are feeling.

- **Red: Stressed and need help.**
- **Yellow: Just a bit overwhelmed, but nothing major.**
- **Green: I am calm.**

Place your response in the chat.



9GA Presents...

Winterfest Celebration

Virtual Fun Edition



Next Steps: Scholar Intervention & Development

9th Grade KPIs	Intervention Tiers
• **B**ehavior: 0-1 behavior referrals. • **A**ttendance: 91-100% attn. **OR** • **G**rades/GPA: 0 Ds/Fs and a 3.0+ GPA	TIER 1: Universal Strategies
• **B**ehavior: 2-3 referrals. **OR** • **A**ttendance: 80-90% attn. **OR** • **G**rades/GPA: 1-2 Ds/Fs or 2.0-2.99 GPA	TIER 2: Selective Strategies 9GA Intervention Development Plan template uploaded on platform.
• **B**ehavior: 4+ suspensions/referrals. **OR** • **A**ttendance: <80% attn. **OR** • **G**rades/GPA: 3+ Ds/Fs or < 2.0 GPA	TIER 3: Indicated Strategies



CENTER for HIGH SCHOOL SUCCESS

FRESHMAN ON-TRACK TOOLKIT

Freshman Success Framework

NETWORK FOR COLLEGE SUCCESS

Freshman Success Team Outcomes: Ways of Being

Goals of Success Model (Indicators)	Guiding Beliefs for Student Success (Indicators)	Resulting School Culture (Indicators)
A) Improve grade-level On-Track rates B) Improve student course performance as reflected in GPA C) Increase college readiness and access indicators for students 13	A) Children and adults can learn and achieve B) Relationships are essential to student success C) High and future-minded expectations must be held for all students D) Transition plans assist student acclimation to school culture E) Opportunities for students to demonstrate success are varied and plentiful 14	A) Data-informed decision making B) Goals and solution-based orientation C) Capacity development at all levels D) Shared leadership E) Accountability for results while supporting the work F) Positive working relationships amongst staff, students, and families G) Increased responsible behavior by students and adults 15

Freshman Success Team in Action: Ways of Doing

Elements	Principal (Indicators)	Team Lead (Indicators)	Success Team (Indicators)
Setting Conditions	A) Selects, programs, sets purpose, and provides foundational knowledge on freshman success work for core set of grade-level teachers B) Identifies team leadership (Team Lead, data technician, social-emotional learning specialist, etc.) and communicates expectations for their engagement with Success Team C) Sets goals for On-Track and student connection with the Success Team and team leadership D) Provides and protects team meeting calendar with regular and sufficient time for 1) data analysis and 2) intervention development, monitoring, and adjustment E) Provides time for General Education and Special Education teachers, counselor(s), data technician, student advocate or dean, and/or administration to attend regularly scheduled meetings 1	A) Acquires foundational knowledge on the importance of freshman course performance as well as tools and strategies to lead the Success Team B) With principal and data technician, establishes Success Team meeting calendar that includes regular and sufficient time for 1) data analysis and 2) intervention development, monitoring, and adjustment C) With principal and Success Team, sets freshman success goals for On-Track and student connection, and develops benchmarks to monitor progress 2	A) Develops effective meeting strategies, such as establishing a mission statement and clear purpose, and building norms and action-oriented agendas B) Shares Success Team roles and responsibilities conducive to freshman success work C) With principal and Team Lead, establishes foundational knowledge, sets purpose, and creates freshman success goals for On-Track and student connection D) Engages in regular, calendared Success Team meetings to 1) analyze data and 2) develop, monitor, and adjust interventions E) Includes General Education and Special Education teachers, counselor(s), data technician, student advocate or dean, and/or administration 3
Implementation	A) Provides timely access to freshman success-related data, such as point-in-time On-Track data B) Provides professional development and training opportunities on the transition to high school, data strategy, and social-emotional learning C) Reviews and interrogates interim freshman success-related data in light of Success Team goals, and strategizes with team leadership around next steps D) Holds teachers accountable for implementing equitable grading practices 4	A) Develops action-oriented meeting agendas that consistently address freshman success goals generally and intervention development, tracking, and evaluation specifically B) Establishes team meeting conditions conducive to the successful execution of Success Team duties C) Works with data technician to bring actionable student-level data at regular intervals 5	A) Reviews incoming class performance data to develop early and targeted supports for students B) Develops, implements, tracks, and evaluates Tier 2 interventions, making adjustments when appropriate C) Refers students to appropriate level of intervention D) Reviews actionable student-level data in order to provide appropriate support 6
Communication	A) Provides space for freshman success-related communication on a regular basis B) Explicitly supports Success Team efforts to communicate a culture of success for all 7	A) Regularly communicates strategies and progress toward freshman success goals to Success Team, administration, parents, and students B) Advocates for resources to support freshman success efforts C) Coordinates freshman success assemblies, parent nights, and celebrations toward On-Track and student connection goals 8	A) Maintains strengths-based and action-oriented communication to support students B) Conducts joint parent/student conferences C) Celebrates student and adult successes around On-Track and student connection goals D) Engages faculty in frequent communication on student progress and successful strategies 9
Instruction	A) Communicates a clear vision for instruction B) Supports teacher development through proactive observation and constructive feedback around instructional practice C) Provides learning opportunities on classroom practices that support students' successful transition to high school 10	A) Seeks out instructional and intervention resources, readings, and tools to improve teacher and Success Team practice B) Designs and facilitates Success Team discussion, problem solving, and sharing around grading and instructional strategies 11	A) Creates, implements, and evaluates instructional strategies around student engagement B) Provides multiple and varied opportunities for students to exhibit mastery or be assessed C) Utilizes transparent and equitable grading practices that communicate grade-level expectations and student achievement 12

NATIONAL FRESHMAN SUCCESS INSTITUTE

9

THE UNIVERSITY OF CHICAGO

Artifact 2: 9GA Interim Assessment #2

9GA Interim Assessment #2 Data Review

"Reimagining Success One Scholar at a Time"
WIG: Move PCAHS from a Level 1 to a Level 4/5 by April 15, 2021.

Are our scholars learning? How do we know? Have we demonstrated a 55% projected proficiency rate?

Homerooms	Interim Assessment 1		Interim Assessment 2	
	English I	Algebra I	English I	Algebra I
901	10%	30.8%	12.5%	11.1%
902	9.5%	12%	9.1%	7.7%
903	20%	8.3%	17.1%	14.8%
904	9.1%	22.2%	21.7%	4%
905	29.2%	16%	28%	8%
906	20%	8.7%	33.3%	16%
907	12%	12.5%	31.8%	25%
Total Average	15.68%	15.78%	22%	12%
Red: Regression; Yellow: 1-6% Gradual Increase; Green: 7-10% Increase; Blue: 11% or Above Increase				

Data Reflection: It can be difficult to look at this data through the lens of asking ourselves these 3 questions: Are our scholars learning? How do we know? Have we demonstrated a 55% projected proficiency rate? But, this data provides us with **SPACE and OPPORTUNITY**. A space to analyze the data and to reflect on our instructional practices; and an opportunity to strengthen weekly data meetings with an intentional focus on addressing students' misconceptions more aggressively. During this week's faculty meeting, we will take a deep dive into this data and share how everyone will play a vital role in ensuring that we move our school from a Level 1 to a Level 5. We got this!

IA2 Goal: Scholars will demonstrate mastery of grade level standards with class cohorts averaging 30% or higher on interim assessments #2 (see proficiency data below).

% Correct	90%+	89%-69%	68%-49%	48%-0%	LAG Total	
Ach Levels	4+ (4) 4-	3+ (3) 3-	2+ (2) 2-	1+ (1) 1-	#	%
Algebra I	.005	11.7	31.8	55.8	22	12.2
English I	.011%	21%	31%	41%	38	22%

Strengths & Opportunities	
• 44% of scholars scored 2- or above on the Algebra I IA2. • 53% of scholars scored 2- or above on the English I IA2.	• Scholars who scored a 2 or 1+ on Algebra I and English I are targeted for small groups instructional rounds to demonstrate proficiency.

• Homerooms 904, 906, and 907 demonstrated at least an 11% increase in English I from IA1 to IA 2. • Homeroom 901 (inclusion homeroom and the total average demonstrated a gradual increase in English 1 from IA1 to IA2. • Homerooms 906 and 907 demonstrated at least a 7% increase in Algebra I from IA1 to IA 2. • Homeroom 903 demonstrated a gradual increase in Algebra 1 from IA1 to IA2. • There are 31 % of scholars in Algebra I and English I who scored a 2 with the capacity to increase their scores to a 3+ on IA3.	• Scholars who scored 1 on Algebra I and English I are targeted for small groups instructional rounds to demonstrate growth. • Spiraling of standards not mastered as a mini lesson at the beginning of each class. • Assessments checks to include spiraled mini lesson standards and curriculum-paced standards to track mastery. • Standards-focused after school tutoring sessions. • Tier I scholars receive an additional layer of direct instruction during the RTI2-Academics block.

Focus Standards for English I & Algebra I & Reteach Lessons				
Week	**Subject**	**Standard**	**Item #**	**WDM Document**
2/15-19	English I	9-10.RI.CS.6	#13 → 61%	Click Here
2/22-26		9-10.RI.CS.4	#16 → 43%	Click Here
3/8-12		9-10.RI.KID.1 9-10.RI.KID.2	#11 → 46% #12 → 30% #17 → 54%	Click Here
2/15-19	Algebra I	A1.A.SSE.A.1a	#12	Click Here
2/22-26		A1.F.LE.A.1a	#15	WDM Protocol completed by the Instructional Math Coach.
3/1-5		A1.F.IF.A.1	#5	
3/8-12		A1.A.SSE.B.3a	#24	

Artifact 3: 9GA Q1 GOOP Goal Setting

GOOP GOAL SETTING FOR FRESHMAN SUCCESS

Reflection Questions:

- What data are we watching most closely this year?
- What will we do with the data?

GOAL	**OPPORTUNITIES**
1. 80% of 9GA scholars (170 scholars) score at or above proficiency on weekly focus exit tickets and the weekly assessment (scoreboard data). 2. 80% of 9GA scholars (170 scholars) will be on track at the end of quarter one (failing no more than 1 course for the school year). 3. 90% of 9GA scholars (190 scholars) complete 90% of their assignments in English I, Algebra I, Physics, and Government & Economics by September 30, 2020.	1. Weekly (data) meetings with 9GA Leaders & Support (12:30-2:00 on Wednesdays). 2. SEL & academic support in all classes daily and Homeroom Advisory on Wednesdays. 3. Wellness checks and mindfulness activities in all classes daily. 4. Biweekly or monthly meetings with 9GA Teachers at 1:45-3:15. 5. Scholar check-ins during Homeroom Advisory with scholars struggling with attendance. 6. Scholar check-ins with teachers for scholars failing courses (mandatory tutoring).
OBSTACLES	**PLAN**
1. **Attendance** (i.e. decreases after lunch; too much screen time; not meeting remote learning expectations; family obligations) 2. **90%/90% Assignment Completion:** Scholar engagement (i.e. attendance, anxieties of remote learning, too many platforms). 3. **Physics Online:** Scholars do not receive direct instruction, nor do they have regular interactions with the Physics Edgenuity instructor (Danielle Hess). Inconsistencies/confusion with the Mentor Teacher (Shirley Green). 4. **Parental Involvement** (i.e. not reading emails/updates) 5. **Teacher Grades in PowerTeacher/Schoology** (synching issues) 6. **Technology & Internet Challenges** 7. **Scheduling in PowerSchool** 8. **Scholars with IEPs, ILPs, and 504 Plans**	**If we…** 1. **Attendance:** Change the master schedule to a modified block schedule: M-W-TH or T-W-F. 2. **90%/90% Assignment Completion:** Teachers attend practice clinics on how to increase scholar engagement in the classroom; restructure the flow of the lesson during the 85-minute block to reduce monotony of tone and procedures. 3. **Physics:** Provide Physics focus groups support on Wednesdays with 9GA Counselor for struggling scholars (i.e. completion & access). 4. **Parental Involvement:** Embed biweekly family check-ins via phone calls (also documented in PS). 5. **Teacher Grades in PowerTeacher/Schoology** (synching issues) 6. **Technology & Internet Challenges:** Troubleshoot challenges (both teachers and scholars) before transferring scholars to Tech Support. 7. **Scheduling in PowerSchool:** Work with Mr. Easter to make the necessary adjustment in PS. 8. **Scholars with IEPs, ILPs, and 504 Plans:** Provide mandatory virtual tutoring opportunities for these scholars beyond inclusion support.

	Then we will see… 1. **Attendance:** Reduce the # of hours scholars are on Zoom and increase the amount of Asynchronous tasks. 2. **90%/90% Assignment Completion:** Scholars will have more time to practice and complete assignments within the class period; increased ZEAL from both teachers and scholars during instructional delivery. 3. **Physics:** Increased engagement and completion of weekly assignments. 4. **Parental Involvement:** Increased parent support and understanding of class expectations. 5. **Teacher Grades in PowerTeacher/Schoology** (synching issues) 6. **Technology & Internet Challenges:** Reduction in challenges within our control. 7. **Scheduling in PowerSchool:** Lessen the confusion to ensure scholars are where they need to be for class and attendance purposes. 8. **Scholars with IEPs, ILPs, and 504 Plans:** Constant growth towards closing the achievement and, and access to more rigorous grade-level tasks with a higher completion rate.

Artifact 4: 9GA Intervention Development Template

Scholar Name:	**Success Team Lead**:
Date of Check-in:	**Time of Check-in**:

1. **The primary identified need is (highlight one in yellow):**
   a. ACADEMIC
   b. SOCIO-EMOTIONAL
   c. BEHAVIORAL
2. **The Key Performance Indicator we are acting on is (highlight one in yellow):**
   a. Behavior: 2-3 referrals.
   b. Attendance: 80-90% rate.
   c. Grades/GPA: 1-2 Ds/Fs or 2.0-2.99 GPA.
3. **The intended outcome of intervention is:** Type student-centered goal here...

Scholar Check-in #1 (must be completed no later than Friday, 12/18)		
Question	**Plan**	**Student-Centered Response**
Do not ask the scholar this question… Is this student currently within your defined Tier 2 thresholds? **YES**	The support this team can offer is likely to impact students in **Tier 2** ranges. If the student is outside Tier 2, what are the next steps for referral to different supports?	This student is targeted because s/he does fall within the target Tier 2 threshold with a focus on attendance and/or grades/GPA.

Do not ask the scholar this question… Do we have sufficient information about this student to understand the targeted need? **YES**	Plan how to involve the student in identifying and designing needed supports. As the following questions: Attendance: What challenges cause you not to attend classes? → Grades: What classes are you failing right now and why (i.e. English I: 72/D)? →	
Do not ask the scholar this question… Have we stated a clear intended outcome of intervention?	Define: Let's set a goal together. What would you like to accomplish? How will you accomplish this goal? → We will meet again after winter break.	
End Check-in #1 Here		
Scholar Check-in #2 (must be completed no later Friday, 1/15)		
Question	**Plan**	**Student-Centered Response**
Do not ask the scholar this question… Is frequency enough to be effective? Is this intervention at a guaranteed accessible time for the student? Have we strategized about how to get the targeted student to intervention, if needed?	Have you made progress toward reaching the goal we set? → Have you made progress toward reaching the goal we set? → What challenges did you face in reaching your goal? How can we address that challenge? → Our new goals is (i.e. to increase my grade in English I from a 62/F to at least a 75/C)… → Do we need more check-ins? If so, how often?	
Is this intervention supportive and not punitive?	Do you see this support as a consequence? → Do you think this approach is helpful? → How can we make this process better? →	

Does the intervention address any underlying academic need?	Revise or add to this intervention support for students who struggle academically. What other supports do you need outside of grades and attendance? → Depending on the response, you may want to make a referral to the School Counselor if deemed necessary.	
Do we assign adult action according to student need?	Identify a safe person: Who in your life do you trust the most that can help you reach your goals (i.e. teacher, parent)? →	

End Check-in #2 Here

Next Steps are as follows:

1. Group Check-in #1 no later than Friday, 1/29.
2. Group Check-in #2 no later than Friday, 2/12.
3. Group Check-in #3 no later than Friday, 2/26 (prepare for scholar-led conferences).
4. Scholar-led conferences the week of March 8-12 (information is forthcoming).

***Remember, the goal is to reduce the number of students in the Tier 2 threshold by moving them to Tier 1 with the intervention support.

Intervention Tracking: Essentials Elements Checklist		
YES or NO	**Essential Tracking Element**	**Related Considerations**
	Our tracking includes students' names and dates.	
	We name the intervention.	Best Practice: Include the intended outcome.
	We name the Key Performance Indicator (KPI) that the intervention addresses.	
	We include current grades in targeted courses.	Best Practice: Express grade averages as a percentage, not a letter.

	We track student participation in the intervention (i.e. contact dates, tutoring attendance, office hour visits, etc.).	Who is responsible for tracking student participation? Team Lead Do they know what to track? If not, who is responsible for communicating to them? Team Lead How do they provide student participation data to the team and when/how frequently? Submit to Team Lead in preparation for scholar-led conferences. Info should be submitted at each check-in.
	We specify dates we will review progress on the primary KPI impacted by the intervention.	Best Practice: Meeting agendas budget time to review progress and tweak interventions, OR teams conduct separate meetings to review and tweak.
	We will have at least 2 check points in a 10-week period to allow for course correction.	Best Practice - Express grade average as a percentage, not a letter. - Express attendance in cumulative absences and tardies.
	We assign each student a staff member as Champion.	A Staff Champion acts like a case manager. He/she might: - Help coordinate the intervention logistics. - Communicate with staff, students, and family about the intervention and progress. - Ensure the student follow up occurs. - Facilitate the report out for a student.

Attachment S

Employee Manual & Personnel Policies Overview. This employee manual & personnel policies overview outlines governing systems for employment with Novus SMART Academy (K-8) to support the delivery and sustainability of our mission and organizational success over time. This employee manual & personnel policies overview explains the Novus SMART Academy (K-8)'s basic employment policies and governs above any all implied policies It may be necessary to modify, update, revoke, replace or possibly terminate policies outlined in the employee manual. At the discretion of Novus SMART Academy (K-8)'s Board of Directors and CEO/Lead Founder, we reserve the right to make changes without notice. The language outlined in this manual is for informational purposes only. The employee manual contains policies and practices of the school but is not a statement of all policies and practices.

The policies and procedures listed below are not intended as a contract between Novus SMART Academy (K-8) and its employees. This employee manual & personnel policies overview is a general guide to the employment policies of Novus SMART Academy (K-8). Employees can refer to it when they have questions or concerns about terms and conditions of employment. After reading the employee manual & personnel policies overview, if there are any questions, employees are encouraged to discuss them with the CEO/Lead Founder.

The CEO/Lead Founder is the only representative of the Novus SMART Academy (K-8) having authority to authorize promises, representations, or statements concerning employment for a specified period of time or differences from the policies outlined in this handbook. This manual is applicable to all employees of Novus SMART Academy (K-8), unless otherwise stated by the CEO/Lead Founder. Novus SMART Academy (K-8) remains solely responsible for the interpretation of the provisions in this manual and its applications.

ARTICLE I: PERSONNEL POLICIES AND PROCEDURES

Section 1.1 Equal Opportunity Employment. Novus SMART Academy (K-8) is an Equal Employment Opportunity (EEO) employer and makes all employment decisions based on qualifications to perform the work without regard to race, color, age, sex, religion, national origin, disability, veteran status, marital status, sexual orientation or any other classes as protected by law.

Section 1.2 Non-Discrimination Policy/Anti-Harassment Policy. Novus SMART Academy (K-8) is committed to providing a work environment for all employees free from sexual harassment and other types of discriminatory harassment. All employees are expected to show respect to their co-workers and conduct themselves in a professional manner. The non-discrimination policy and anti-harassment policy covers all employees.

(a) **Non-Discrimination Policy.** Novus SMART Academy (K-8) prohibits any form of unlawful discrimination based on race, color, age, sex, religion, national origin, disability, veteran status, marital status, gender identity, sexual orientation, or any other characteristic protected by law.

(b) **Anti-Harassment Policy.** Novus SMART Academy (K-8) specifically prohibits any form of unlawful harassment based on race, color, age, sex, religion, national origin, disability, veteran status, marital status, gender identity, sexual orientation, or any other characteristic protected by law. Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes, and distribution of written or graphic material containing such comments or jokes. Sexual harassment is considered to be the following: Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially when: submission to such conduct is made either explicitly or implicitly a term or condition of employment; submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.

(c) **Reporting of Discrimination and/or Harassment.** Any employee who has a complaint of sexual harassment or any other type of discriminatory harassment at work by anyone, including supervisors, co-workers, or visitors, should immediately bring the matter to the attention of the CEO/Lead Founder. In the event the harassment or discrimination involves the CEO/Lead Founder, the complaint may go directly to the Board of Directors via the Board Chair. If Novus SMART Academy (K-8) determines that a violation of this policy has occurred, it will take appropriate disciplinary action against the offending party, which can include warnings, suspension, or termination.

Section 1.3 Accommodations of Individuals with Disabilities. Any qualified individuals with a disability may make a request for reasonable accommodation to the CEO/Lead Founder. On receipt of an accommodation request, the CEO/Lead Founder will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the possible reasonable accommodation(s) that Novus SMART Academy (K-8) might make to help overcome those limitations. Novus SMART Academy (K-8) may request medical certification from the individual's doctor to verify the disability and the precise nature of the limitations.

Section 1.4 Background Checks. To ensure that all staff members at Novus SMART Academy (K-8) are of the highest quality, we will conduct extensive checks of employment references, educational verification and Criminal Offender Record Information (CORI) on all applicants prior to extending an offer of employment. Your employment with Novus SMART Academy (K-8) is contingent on your timely cooperation in and satisfactory results from background checks (both at the time of hire and from time to time during employment).

Section 1.5 Employment at Will. An employee's relationship with Novus SMART Academy (K-8) is an employment "at will." Accordingly, either the employee or Novus SMART Academy (K-8) may terminate the employment relationship at any time with or without cause. However, no person other than the CEO/Lead Founder has authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing.

Section 1.6 Resignation. Should an employee resign from Novus SMART Academy (K-8), the employee is required to give thirty 30 calendar days of written notice. The day the employee turns in the resignation is considered day 0. The employee will count 30 calendar days, including weekends and holidays, to determine their final date of employment with Novus SMART Academy (K-8). While Novus SMART Academy (K-8) may choose to lessen your thirty-day (30) notice period, it is their decision, and this request may not be granted. Once the school year begins, Novus SMART Academy (K-8) is more likely to require you to serve the full thirty (30) days as time is needed to find a replacement. Failure to provide the thirty-day (30) notice will result in a charge of breach of contract. A breach of contract charge must be reported to the State Board of Education which will act on your teaching license by suspending or revoking your license, making you ineligible to teach.

1.7 Performance Review. To constantly improve Novus SMART Academy (K-8), staff members of Novus SMART Academy (K-8) must continuously reflect upon and work towards improving their performance and level of effectiveness. Performance reviews and evaluations, both informal and formal, will be an essential part of every staff member's professional learning and development.

ARTICLE II: Employment Classifications

Section 2.1 Classifications. All employees of Novus SMART Academy (K-8) will be classified as either full-time or part-time, and either exempt or non-exempt. Novus SMART Academy (K-8) may also hire consultants and/or temporary employees.

(a) **Full-time Employees (FTE).** Full-time employees are those who are scheduled to work the full-academic year and who work no fewer than 40 hours per week. All full-time employees are eligible to participate in Novus SMART Academy (K-8)'s benefits program.
(b) **Part-time Employees (PTE):** Part-time employees are those who work fewer than 40 hours per week. Part-time employees are ineligible to participate in Novus SMART Academy (K-8)'s benefits program.
(c) **Exempt/Non-Exempt Employees:** Novus SMART Academy (K-8) will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as exempt are not eligible to receive overtime pay.
(d) **Consultants:** Consultants are independent contractors who work under a consultancy agreement. Consultants have no employee status and are ineligible for benefits.

Section 2.2 Work Day Schedules. Novus SMART Academy (K-8) employees are expected to work as many hours each day as needed to contribute fully to the fulfillment of the Novus SMART Academy (K-8)'s mission. With the proposed year-round school model teachers will begin employment on the first day of Summer Training (Noble Institute) in July 2025 and will receive continuous professional learning and development throughout the school year. Unless otherwise agreed upon with the CEO/Lead Founder, all staff must arrive at Novus SMART Academy

(K-8) at 7:00 am and remain at the school until 4:00 pm, or until all after school duties and responsibilities have been completed.

Section 2.3 Pay Schedule. Employees are paid twice per month, on the 15th and 30th of the month (or last day of the month for February). All requisite contributions to benefits will be split evenly between these paychecks.

Section 2.4 School Closings. In the event of poor weather conditions such as heavy snow, ice or rain, please listen to the local TV or radio stations for relevant information regarding Novus SMART Academy (K-8)'s cancellations or delays. Novus SMART Academy (K-8) follows the delay and cancellation policies of Rutherford County Schools. If Rutherford County Schools are closed or delayed, Novus SMART Academy (K-8) will follow suit.

Section 2.5 Benefits. The employee is eligible to participate in the benefits program available to all full-time employees, including medical, dental and vision, life, and disability insurance benefits, subject to the terms and conditions of the benefit plans.

ARTICLE III: VACATIONS AND HOLIDAYS

Full-time academic year employees are not expected to work on days on which the School closes for vacations and holidays; however, employees will continue to receive their salary during school vacations and holidays.

Section 3.1 CEO/Lead Founder and School Leadership Team. Aligned to the Annual Academic Calendar (see Attachment B), the CEO/Lead Founder and School Leadership may work in the school office when the school is closed to ensure we are prepared to receive scholars and families, teachers, and staff members back effectively after school vacations and holidays. These work days are predetermined and still allow for the CEO/Lead Founder and School Leadership Team to have a much-needed vacation and holiday with their families as well.

Section 3.2 Sick Days. Every full-time employee is entitled to nine (10) paid sick days per school year beginning September 1 to be available for use through June 30. If an employee is not able to report to work because of a sickness, or the sickness of someone dependent on them for care such as a parent, spouse, partner, or child, it is expected that the employee contact the CEO/Lead Founder with as much advance notice as possible, and by 5:30 am on the day of the absence, allowing enough time for the CEO/Lead Founder to find a substitute teacher or temporary support. Sick days will not roll over from year to year.

Section 3.3 Personal Days. Every full-time employee is entitled to three (5) paid personal leave days per school year beginning September 1 to be available for use through June 30. Employees with unused personal leave days by June 30 of each year will receive compensation for these days following June 30. Personal days need to be requested at least two (2) weeks in advance and will be approved by the CEO/Lead Founder.

Section 3.4 Bereavement Policy. Full-time employees are entitled to take up to five (5) consecutive days off, with pay, to attend to the loss of an immediate family member. Employees may be granted additional time without pay or may use unused personal leave days for additional bereavement leave.

Section 3.5 Military Leave. The Unified Services Employment and Reemployment Act (USERRA) provides job-protected leaves of absence to employees who serve in the military for up to five (5) years (cumulatively) and who are honorably discharged at the conclusion of their service. Such leave will be granted whether the service is voluntary or involuntary.

Section 3.6 Family Care, Maternity, and Adoption Leaves of Absence. Full-time employees of Novus SMART Academy (K-8) who have completed at least ninety (90) days of continuous employment will be entitled to a paid leave of absence for family care, maternity or adoption. An employee may apply for a family care leave of absence to care for certain members of their immediate family (i.e., parents, children, spouse, domestic partner, siblings, and grandparents) due to the family member's serious health condition. Family care leaves of absence also may be used to care for a newborn or newly adopted child as maternity leave, paternity leave, and adoption leave. Family care leaves of absence may be authorized for up to twelve (12) weeks. Proper documentation may be required for these leaves.

Section 3.7 Returns from Leave If an employee returns to work at or before the scheduled expiration of a leave of absence and within twelve (12) weeks, he or she is entitled to return to the same or an equivalent job, if available, with no reduction in salary or benefits. If an employee requires more than one family care leave of absence in any rolling twelve (12) month period, then the employee's job will be held for a total of ninety (90) days. The ninety-day (90) period will include all leave time used in connection with all family care leave taken during the previous twelve (12) months, and not just the leave time used in connection with the current leave. If an employee does not return to work at or before the scheduled expiration of the leave, the employee will be considered to have voluntarily resigned.

ARTICLE IV: OTHER POLICIES

Section 4.1 Dress Code. All staff members are expected to wear professional dress to work daily. Novus SMART Academy (K-8) sets a positive example for scholars by dressing professionally when performing any duties associated with the school. Dresses and blouses may be sleeveless, but only in the most literal sense. Any form of tank top is prohibited. The following items are considered to be inappropriate: jeans, shorts, tank tops, sweat suits, flip-flops or sandals, and leggings. In addition, ripped or soiled clothing is always inappropriate. Please note that if a staff member comes to school dressed in an unprofessional manner, he/she may be asked to return home to find more suitable garments. Exceptions to this policy will be made on certain occasions (i.e., Friday Celebrations, Learning Expeditions, etc.), and for certain staff, such as the Physical Education teacher.

Section 4.2 Tobacco-Free Workplace Policy. Employees may not use any tobacco products on Novus SMART Academy (K-8) grounds, anywhere off/near grounds that are visible from the school grounds, or anywhere that it could be reasonably expected to encounter scholars during or outside of the school day. Any violation of this policy may result in disciplinary action.

Section 4.3 Drug-Free Workplace Policy. In accordance to the Federal Drug-Free Workplace Act, which requires that schools maintain a drug-free workplace as a condition of receiving federal grants and contracts, Novus SMART Academy (K-8) prohibits the possession, distribution or use of alcohol or any illegal narcotic, drug, or controlled substance on its premises or during any school activity. Employees who report to work under the influence of alcohol or of an illegal drug, narcotic, or controlled substance will be subject to disciplinary action, including immediate termination. An employee taking prescription medicines as prescribed for that employee by a licensed medical doctor will not be in violation of this policy.

Section 4.4 Cell Phone Policy. During any act where staff are responsible for monitoring scholars, they are prohibited from using cellphones or personal digital assistants (PDAs) for any reason including phone calls, texting, or web access. This includes while staff are teaching, monitoring groups (i.e., lunch, breakfast, emergency drills, etc.) or while representing the school at official functions. Staff members who are issued school cell phones as part of their duties are exempt from this policy, but phones should be used only as needed to fulfill the functions and objectives of the job.

Section 4.5 Electronic Mail, Communications and Information System Policy. The school's email and other computer applications are intended for use by employees engaged in administrative or educational work. Employees who use these systems for personal communications are subject to the terms of this policy. Novus SMART Academy (K-8) reserves the right to review all email messages and Internet transactions, and users of the school's systems have no right to privacy in messages either sent or received. The use of obscene or harassing language when sending email messages is strictly prohibited. Similarly, employees may not use the Internet to send, access, display, download or print pornographic or sexually explicit materials, derogatory, racial or religious messages, or other material which a reasonable person would find offensive. Such conduct may be grounds for discipline, up to and including termination.

Section 4.6 Communications Expectations. Staff is expected to check emails and voicemails a minimum of three times daily. All non-emergency emails and voicemails that require a reply should be responded to within 24 hours. Replies may let the party know that you will get back to them with further information at a specific, later time. All emails and their content should be treated confidentially. No papers, fliers, surveys or other information may be distributed in the school without written approval from the CEO/Lead Founder.

Section 4.7 Media Policy. This Media Policy applies to all employees of Novus SMART Academy (K-8) as well as members of the Board of Directors. This policy covers all external news media including broadcast, electronic, and print. To ensure the quality and consistency of organizational information disseminated to media sources, the following policy shall be enforced:

(a) All media contacts are to be handled by the CEO/Lead Founder in collaboration with the Board Chair and the Public Relations member of the Board, or designee, regardless of who the media representative is or who represents or how innocuous the request.
(b) All press releases or other promotional materials are to be approved by the CEO/Lead Founder in collaboration with the Board Chair and the Public Relations member of the Board, or designee prior to dissemination.

If a reporter, producer, or other news media person should contact an employee of Novus SMART Academy (K-8) or a member of the Board of Directors, the individual who is contacted should refer the media person to the CEO/Lead Founder.(K-8) or a member of the Board of Directors, the individual who is contacted should refer the media person to the CEO/Lead Founder.

Section 4.8 Confidentiality. It is the policy of Novus SMART Academy (K-8) that employees may not disclose, divulge, or make accessible confidential information belonging to, or obtained through their affiliation with Novus SMART Academy (K-8) to any person, including relatives, friends and business and professional associates, other than to persons who have a legitimate need for such information and to whom Novus SMART Academy (K-8) has authorized disclosure. Employees shall use confidential information solely for the purpose of performing services as an employee for Novus SMART Academy (K-8). This policy is not intended to prevent disclosure where disclosure is required by law; however, employees must exercise good judgment and care at all times to avoid unauthorized or improper disclosures of confidential information. Conversations in public places, such as restaurants, elevators, and airplanes, should be limited to matters that do not pertain to information of a sensitive or confidential nature. In addition, employees should be sensitive to the risk of inadvertent disclosure and should for example, refrain from leaving confidential information on desks or otherwise in plain view and refrain from the use of speaker phones to discuss confidential information if the conversation could be heard by unauthorized persons. At the end of an employee's employment, he/she shall return, at the request of Novus SMART Academy (K-8), all documents, papers, and other materials, regardless of medium, which may contain or be derived from confidential information, in his/her possession.

Section 4.9 Mandated Reporter Policy. All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed –physically, sexually, or through neglect—and that a caregiver either committed the harm or should have taken steps to prevent the child from harm." "Once you become aware that a scholar may be a victim of abuse or neglect, you MUST take the following steps:

(a) Notify the CEO/Lead Founder of the situation.
(b) Call the DCS hotline at 1-877-542-2873.
(c) Complete an incident report.

The CEO/Lead Founder will assist you and the scholar in understanding the ramifications of the call and, when appropriate, will contact the parent/guardian. No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

Section 4.10 Property and Workplace Searches. Employees may bring their own property to school for use in their classroom or desk. The school is not responsible for any property lost or stolen during, or outside of school hours. To safeguard the safety and property of our employees, scholars and Novus SMART Academy (K-8), the school reserves the right to inspect any packages, parcels, purses, handbags, briefcases, or any other possession or articles carried to and from work areas. Therefore, there is no reasonable expectation of privacy with regard to items brought onto the school premises. It is considered to be part of each employee's job at Novus SMART Academy (K-8) to cooperate fully with such searches. Refusal to cooperate may lead to disciplinary action, up to and including termination.

Section 4.11 Outside Employment and Activity Policy. Employment outside of the school is strongly discouraged. Any outside employment that an employee decides to pursue must not conflict in any way with staff responsibilities within the school. Employees may not conduct outside work or use school property, equipment or facilities in connection with outside work while on school time.

Section 4.12 Being Alone with Scholars. No staff member or other adult should be alone with any scholar, regardless of age or gender, behind a closed door or in any other isolated situation.

ACKNOWLEDGEMENT OF RECEIPT OF EMPLOYEE MANUAL
Name: _____ **Date:** _____
I have received my copy of the employee manual & personnel policies overview, which outlines the personnel policies of Novus SMART Academy (K-8). I will familiarize myself with the information in the employee manual & personnel policies overview and agree to observe these policies in all aspects. I recognize that the employee manual & personnel policies overview does not constitute a contractual agreement and that either the school or I may terminate my employment at any time for any reason, with or without cause, and I understand that no manager or representative of the school, other than the CEO/Lead Founder has any authority to enter into any employment agreement for a specified period of time or to make any promises or commitments contrary to the foregoing.
Signature: _____ **Date:** _____

Attachment T

Ross & Yerger
INSURE THE FUTURE

JACKSON TUPELO HATTIESBURG NEW ORLEANS MEMPHIS

To Rutherford County Schools/Tennessee Public Charter School Commission

Re: Novus SMART Academy

This "Will Serve Letter" is for Novus SMART Academy in Rutherford County, Tennessee. Once approved and authorized to serve in the State of Tennessee insurance coverage will be bound for coverage. GuideOne Insurance (A.M. Best Rated A-) will provide Workers Compensation and the Commercial Insurance Package for Novus SMART Charter School that specifically covers the exposures within the education industry per the charter requirements of Tennessee Public Charter School Commission and Rutherford County Charter School Commission.

The business policy will be provided by the carriers below:

- General Liability/ Auto/Excess/Sexual Molestation Abuse:
  - GuideOne Insurance Company (A.M. Best Rated A-)
- Fiduciary Liability/Employee Benefits Liability:
  - GuideOne Insurance Company (A.M. Best Rated A-)
- Property – Business Personal Property and Replacement Cost for Building Structure
  - GuideOne Insurance Company (A.M. Best Rated A-)
- Workers Compensation based on Tennessee State Statues
  - GuideOne Insurance Company (A.M. Best Rated A-)

Coverages are quoted for binding but not enforced.

Please call me with any questions.

Thank you,

Marcus Burger
Shareholder/Producer
601-944-9701

Charter School Insurance Needs

Per the 2023 and 2024 State of Tennessee and Rutherford County Public School as Authorizers of Charter Schools request for proposals, we have outlined an insurance program that is needed for coverage for your charter school and when polices should begin. Limits are an example and will vary with each school based on coverage needs.

Coverage	Description	Limits
Building, Business Personal Property, Business Income & Extra Expense, Equipment Breakdown	Blanket Limits as needed by School (Special Form, Replacement Cost, Agreed Value)	
General Liability	General Aggregate	2,000,000
	Products/Completed Ops Aggregate	2,000,000
	Personal/Advertising Injury	1,000,000
	Each Occurrence Limit	1,000,000
	Fire Damage	300,000
	Medical Expense	15,000
Educators Protection Plus Professional Liability (Educators Legal Liability)	Professional Aggregate	1,000,000
	Defense Reimbursement – Aggregate	300,000
	Occurrence	100,000
Violent Event Response	Aggregate Limit	1,000,000
	Each Violent Event Limit	1,000,000

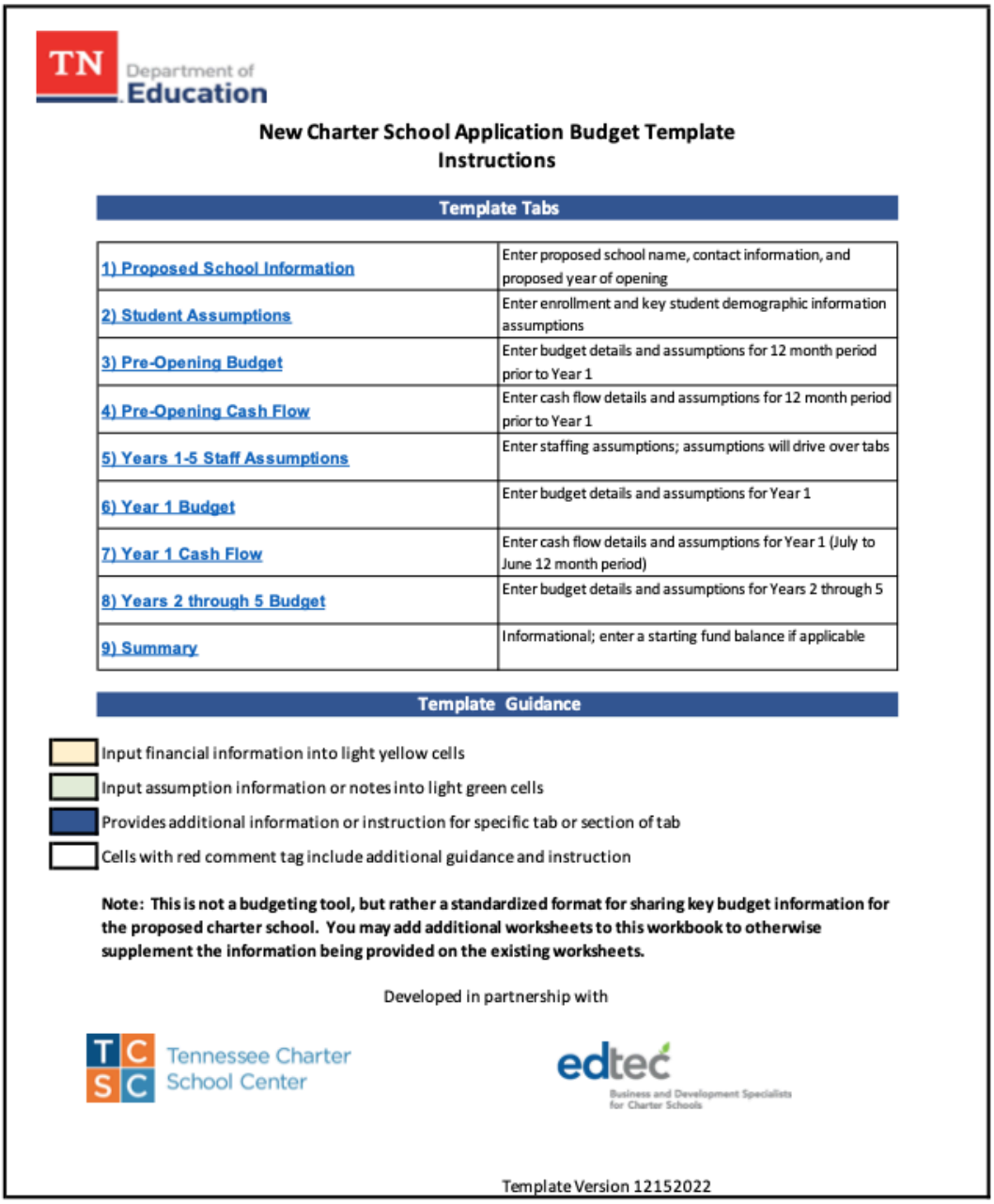
Additional Insureds/Loss Payees:
Our policies will include the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition, our General Liability policy includes blanket Additional Insureds status for Managers or Lessors or Premises; By Contract, Agreement or Permit. Loss Payees can be added as to the property policy upon our review of the lease contracts.

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
Directors and Officers/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, Cyber, 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

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Mississippi Tennessee Louisiana

Attachment AA



TN Department of Education

New Charter School Application Budget Template Instructions

Template Tabs

1) Proposed School Information	Enter proposed school name, contact information, and proposed year of opening
2) Student Assumptions	Enter enrollment and key student demographic information assumptions
3) Pre-Opening Budget	Enter budget details and assumptions for 12 month period prior to Year 1
4) Pre-Opening Cash Flow	Enter cash flow details and assumptions for 12 month period prior to Year 1
5) Years 1-5 Staff Assumptions	Enter staffing assumptions; assumptions will drive over tabs
6) Year 1 Budget	Enter budget details and assumptions for Year 1
7) Year 1 Cash Flow	Enter cash flow details and assumptions for Year 1 (July to June 12 month period)
8) Years 2 through 5 Budget	Enter budget details and assumptions for Years 2 through 5
9) Summary	Informational; enter a starting fund balance if applicable

Template Guidance

- Input financial information into light yellow cells
- Input assumption information or notes into light green cells
- Provides additional information or instruction for specific tab or section of tab
- Cells with red comment tag include additional guidance and instruction

Note: This is not a budgeting tool, but rather a standardized format for sharing key budget information for the proposed charter school. You may add additional worksheets to this workbook to otherwise supplement the information being provided on the existing worksheets.

Developed in partnership with

Tennessee Charter School Center

edtec Business and Development Specialists for Charter Schools

Template Version 12152022

Novus SMART Academy (K-8)
New Charter School Application Budget Template
Proposed School Information

Proposed School Name	Novus SMART Academy (K-8)
Lead Sponsor Name	Jeremy Sager
Lead Sponsor E-mail Address	jsager@fellow.bes.org
Lead Sponsor Phone Number	901-210-4519
CMO/EMO Affiliation	N/A
Proposed Authorizer	Rutherford County Schools
Proposed Opening Grade Level(s)	Kindergarten
Proposed Final Grade Level(s)	Kindergarten thru Grade 8
Proposed First Year of Operations	2025-26

	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Enrollment	96	192	288	384	504

Note: These cells auto-populate after completing Tab 2.

Novus SMART Academy (K-8)
New Charter School Application Budget Template
Student Assumptions

Enrollment Assumptions

	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	96	96	96	96	120
1st Grade	0	96	96	96	96
2nd Grade	0	0	96	96	96
3rd Grade	0	0	0	96	96
4th Grade	0	0	0	0	96
5th Grade	0	0	0	0	0
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total Enrollment (excluding Pre-Kindergarten)	**96**	**192**	**288**	**384**	**504**
Change in Net Enrollment	**96**	**96**	**96**	**96**	**120**

of Classes By Grade

	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	4	4	4	4	5
1st Grade	0	4	4	4	4
2nd Grade	0	0	4	4	4
3rd Grade	0	0	0	4	4
4th Grade	0	0	0	0	4
5th Grade	0	0	0	0	0
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total # of Classes	**4**	**8**	**12**	**16**	**21**
Change in Net # of Classes	**4**	**4**	**4**	**4**	**5**

Novus SMART Academy (K-8)
New Charter School Application Budget Template
Student Assumptions

	Other Key Assumptions Enter Estimated Percentages				
SPED %	9%	9%	9%	9%	9%
SPED Count	**9**	**17**	**26**	**35**	**45**
ELL %	23%	23%	23%	23%	23%
ELL Count	**22**	**44**	**66**	**88**	**116**
Anticipated Paid %	79%	79%	79%	79%	79%
Anticipated Reduced %	11%	11%	11%	11%	11%
Anticipated Free %	11%	11%	11%	11%	11%
Anticipated Paid Count	**76**	**152**	**228**	**304**	**398**
Anticipated Reduced Count	**10**	**20**	**30**	**40**	**53**
Anticipated Free Count	**10**	**20**	**30**	**40**	**53**
Total Free and Reduced Count	**20**	**40**	**60**	**80**	**106**
School Days	195	195	195	195	195
Attendance Rate	95%	95%	95%	95%	95%

Novus SMART Academy (K-8) New Charter School Application Budget Template Pre-Opening Budget

Revenue Assumptions

		Year 0 2024-25	
Federal Revenues	**Rate/Assumption**	**Amount**	**Assumption Notes**
CSP Startup Grant	$750,000	250,000	Grant is secured (see Attachment G).
Fundraising & Philanthropy			**Detail any private funding sources**
Charter School Growth Fund	$750,000	$250,000	Grant is submitted; advanced to Finalist Round (see Attachment G).
BES Start-up Fund	$500,000	$30,000	Grant is secured (see Attachment G).
Board of Directors Annual Contribution	$1,000	$12,000	Commitment once school is authorized (i.e., donations, sponsorships, and fundraising).
Other		$0	N/A for Year 0.
Other		$0	N/A for Year 0.
Total Revenues		542,000	

Additional Space to Provide Fundraising Details

Compensation Assumptions

		Year 0 2024-25	
Administrative Staff	**FTE Count**		**Assumption Notes**
Principal/School Leader	1.00	$91,667	CEO/Lead Founder with the roles and responsibilities of Lower School Principal and CEO/Lead Founder; start date is August 1, 2024 through June 30, 2025 (11 months). Based on Step 0 of proposed Principal Salary Scale).
Assistant Principal	0.00	$0	N/A for Year 0.
Special Education Coordinator	0.00	$0	N/A for Year 0.
Deans, Directors	0.00	$0	N/A for Year 0.
Other (Specify in Assumptions)	0.00	$0	N/A for Year 0.
Total Administrative Compensation	**1.00**	91,667	
Instructional Staff			
Teachers	0.00	$0	N/A for Year 0.
Special Education Teachers	0.00	$0	N/A for Year 0.
Eduacational Assistants/Aides	0.00	$0	N/A for Year 0.
Elective Teachers	0.00	$0	N/A for Year 0.
Other (Specify in Assumptions)	0.00	$0	N/A for Year 0.
Total Instructional Compensation	**0.00**	-	
Non-Instructional Staff			

Novus SMART Academy (K-8)
New Charter School Application Budget Template
Pre-Opening Budget

Clerical Staff	0.25	$8,750	Office Secretary start date is April 1, 2025 through June 30, 2025 (3 months). Based on Step 0 of proposed Office Secretary Salary Scale.
Custodial Staff	0.00	$0	N/A for Year 0.
Operations	0.25	$15,000	Operations Manager start date is April 1, 2025 through June 30, 2025 (3 months). Based on Step 0 of proposed Office & Operations Managers Salary Scale.
Social Workers/Counseling	0.00	$0	N/A for Year 0.
Other (Specify in Assumptions)	0.00	$0	N/A for Year 0.
Total Non-Instructional Compensation	**0.50**	**23,750**	
Bonus		-	N/A for Year 0.
Other Non FTE Compensation		-	N/A for Year 0.
Other Non FTE Compensation		-	N/A for Year 0.
Other Non FTE Compensation		-	N/A for Year 0.
Total FTE Count	**1.50**		
Total Compensation		**115,417**	

Employer Benefits & Tax Assumptions

		Year 0 2024-25	
	Base Assumption		**Assumption Notes**
Social Security	6.20%	$7,156	6.2% of all wages during Year 0.
Medicare	1.45%	$1,674	1.45% of all wages during Year 0.
State Unemployment	$400 per employee	$600	Estimated $400 per employee.
Disability/Life Insurance	0.00%	$0	N/A for Year 0.
Workers Compensation Insurance	1.00%	$1,323	1.00% of all wages during Year 0.
Other Fringe Benefits	0.00%	$0	N/A for Year 0.
Medical Insurance	$500	$8,500	$500 per month per employee; CEO/Lead Founder start date is August 1, 2024 through June 30, 2025 (11 months); Operations Manager and Office Secretary start date is April 1, 2025 through June 30, 2025 (3 months).
Dental Insurance	$75	$1,275	$75 per month per employee; CEO/Lead Founder start date is August 1, 2024 through June 30, 2025 (11 months); Operations Manager and Office Secretary start date is April 1, 2025 through June 30, 2025 (3 months).
Vision Insurance	$25	$425	$25 per month per employee; CEO/Lead Founder start date is August 1, 2024 through June 30, 2025 (11 months); Operations Manager and Office Secretary start date is April 1, 2025 through June 30, 2025 (3 months).
Other Retirement	0.00%	$0	N/A for Year 0.
Total Employer Benefits & Taxes		**20,952**	

Operating Expenses

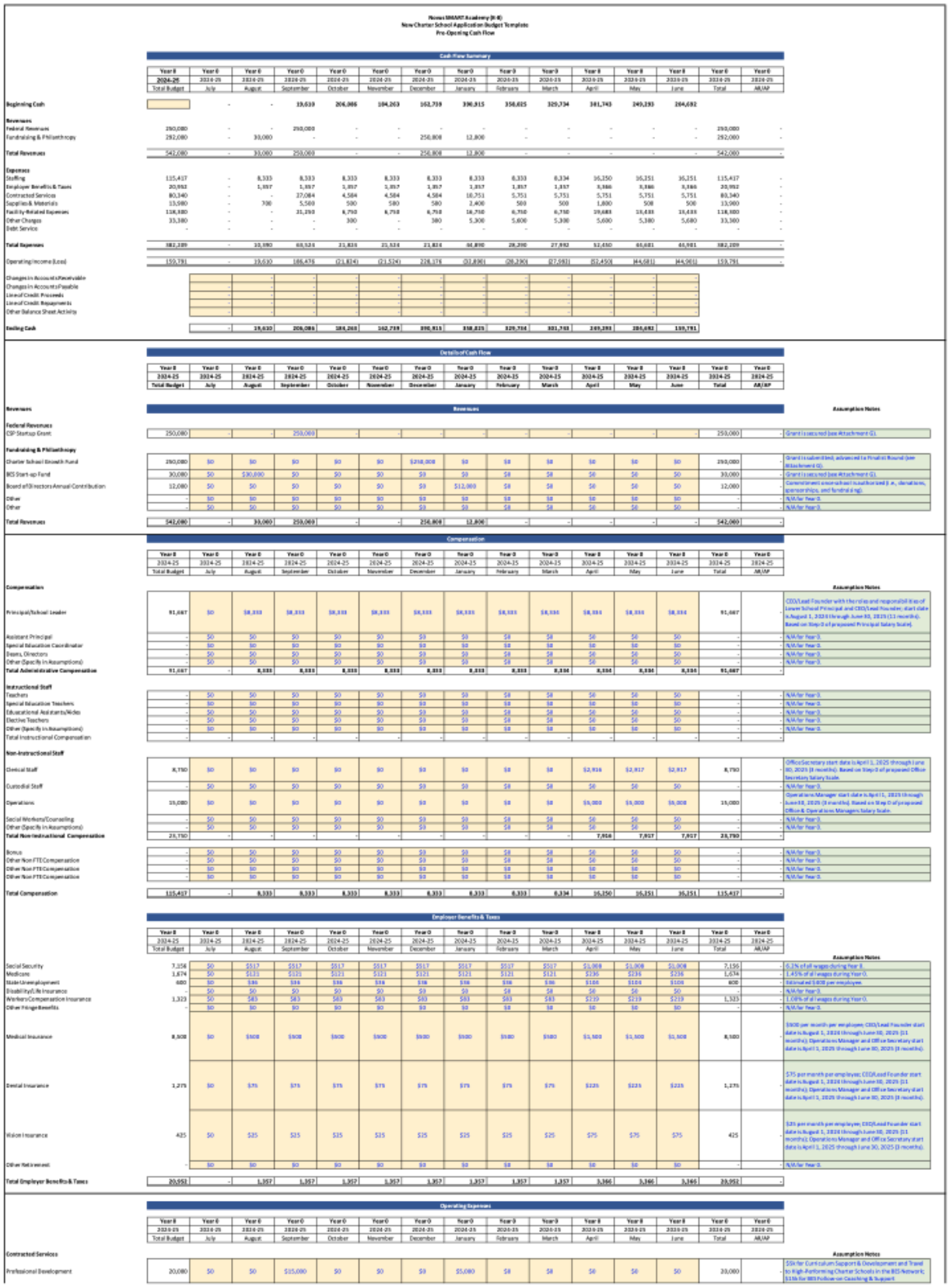
		Year 0 2024-25	
Contracted Services			**Assumption Notes**
Professional Development	$20,000	$20,000	$5k for Curriculum Support & Development and Travel to High-Performing Charter Schools in the BES Network; $15k for BES Follow-on Coaching & Support
Financial Services	$3,750	$45,000	$3750 per month for Accounting & Bookkeeping; Financial Management starting July 1, 2025, Reporting, & Compliance, Cash Flow Management; Payroll & Retirement; and Business Advisory
Audit Services	$0	$0	N/A for Year 0.
Legal Fees	$7,500	$7,500	Retainer Fee
Copier Lease and Usage	$0	$0	N/A for Year 0.
Internet and Phone Service	$0	$0	N/A for Year 0.

Novus SMART Academy (K-8)
New Charter School Application Budget Template
Pre-Opening Budget

Cell Phone Service	$60	$600	$60 per month beginning September 1, 2024 through June 30, 2025.
Payroll Services	$0	$0	Included with financial services provider.
Health Services	$0	$0	N/A for Year 0.
Transportation	$0	$0	N/A for Year 0.
IT Services	$0	$0	N/A for Year 0.
Contracted SPED Services	$0	$0	N/A for Year 0.
Insurance	$7,000	$7,000	General Liability & Directors & Officers Insurance; Limited Property Coverage beginning January 1, 2025 - June 30, 2025.
Postal Charges	$24	$240	$20 per month beginning September 1, 2024 through June 30, 2025.
Bank Charges	$0	$0	Horizon Business Checking Account w/ Pinnacle Financial Partners w/ $0 maintenance fee.
Supplies & Materials			
Textbooks and Instructional Supplies	$0	$0	N/A for Year 0.
Education Software	$0	$0	N/A for Year 0.
Student Supplies	$0	$0	N/A for Year 0.
Faculty Supplies	$0	$0	N/A for Year 0.
Library Books	$0	$0	N/A for Year 0.
Testing & Evaluation	$475	$1,900	STEP Assessments Kit at $475 per grade level (K-3).
Student Laptops	$0	$0	N/A for Year 0.
Faculty Laptops	$500	$1,500	$500 per staff laptop for 3 staff members (i.e., CEO/Lead Founder, Operations Manager, Office Secretary)
Office Supplies	$300	$300	Startup Office Supplies (i.e., post-its, pens, notebook, etc.)
Printing Paper	$0	$0	N/A for Year 0.
Marketing Materials	$10,000	$10,000	Website Design & Social Media Advertising
Student Uniforms	$0	$0	N/A for Year 0.
Gifts & Awards - Students	$0	$0	N/A for Year 0.
Gifts & Awards - Teachers and Staff	$0	$0	N/A for Year 0.
Health Supplies	$200	$200	First Aid Kit
Facility Related Expenses			
Rent	$14	$33,950	$14 per square foot for 9,700 square feet in Year 0 for April 1, 2025 through June 30, 2025 (3 months).
Utilities	$2	$4,850	$2 per square foot for 9,700 square feet in Year 0 April 1, 2025 through June 30, 2025 (3 months).
Custodial	$0	$0	N/A for Year 0.
Waste	$0	$0	N/A for Year 0.
Faculty Furniture	$0	$0	N/A for Year 0.
Student Furniture	$0	$0	N/A for Year 0.
Internet/Network Equipment	$0	$0	N/A for Year 0.
Other Equipment	$0	$0	N/A for Year 0.
Building Decorum	$10,000	$10,000	Signage, Posters, Decorations
Tenant Improvements	$50,000	$50,000	Budgeted for tenant improvements. Will also pursue grants and facilities incentive funding.
Security Upgrades and Plan	$14,500	$14,500	Contrcted services provided by Unlimited Security; negotiations are in still in progress; see details in Section 2.9d.
Feasibility Review	$5,000	$5,000	Preliminary feasibility review work conducted by Ethan Levine at MZA Architecture (see Attachment G).
Other	$0	$0	N/A for Year 0.
Other	$0	$0	N/A for Year 0.
Other	$0	$0	N/A for Year 0.
Other Charges			
Staff Recruitment	$250	$3,000	$250 per hired employee for Year 1 (12 employees); excluding school CEO/Lead Founder, Operations Manager, and Office Secretary.
Student Recruitment & Community Engagement	$300	$28,800	$300 per founding scholar in Year 1 (96 scholars).
Parent & Staff Meetings	$300	$1,500	$300 per parent and staff meeting (i.e., scholars and families, teachers and staff members); hosted in October 2024, December 2024, February 2025, April 2025, and June 2025.
Authorizer Fee	$0	$0	N/A for Year 0.
Other	$0	$0	N/A for Year 0.

Novus SMART Academy (K-8)
New Charter School Application Budget Template
Pre-Opening Budget

Debt Service			
Other	$0	$0	N/A for Year 0.
Other	$0	$0	N/A for Year 0.
Other	$0	$0	N/A for Year 0.
Other	$0	$0	N/A for Year 0.
Other	$0	$0	N/A for Year 0.
Total Operating Expenses		245,840	
Total Expenses		382,209	



Novus SMART Academy (K-8)
New Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary

	Year 0 2024-25 Total Budget	Year 0 2024-25 July	Year 0 2024-25 August	Year 0 2024-25 September	Year 0 2024-25 October	Year 0 2024-25 November	Year 0 2024-25 December	Year 0 2024-25 January	Year 0 2024-25 February	Year 0 2024-25 March	Year 0 2024-25 April	Year 0 2024-25 May	Year 0 2024-25 June	Year 0 2024-25 Total	Year 0 2024-25 AR/AP
Beginning Cash		-	-	19,619	206,086	184,263	162,739	390,815	358,615	329,734	301,743	249,193	204,682		
Revenues															
Federal Revenues	250,080	-	-	250,080	-	-	-	-	-	-	-	-	-	250,080	-
Fundraising & Philanthropy	292,080	-	30,080	-	-	-	256,808	12,808	-	-	-	-	-	292,080	-
Total Revenues	542,080	-	30,080	250,080	-	-	256,808	12,808	-	-	-	-	-	542,080	-
Expenses															
Staffing	115,417	-	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,334	16,150	16,151	16,151	115,417	-
Employer Benefits & Taxes	20,952	-	1,357	1,357	1,357	1,357	1,357	1,357	1,357	1,357	3,166	3,166	3,166	20,952	-
Contracted Services	80,340	-	-	37,084	4,584	4,584	4,584	10,751	5,751	5,751	5,751	5,751	5,751	80,340	-
Supplies & Materials	13,980	-	700	5,580	580	580	580	2,400	580	500	1,800	500	500	13,980	-
Facility-Related Expenses	118,180	-	-	21,293	8,758	8,758	8,758	16,758	8,758	8,758	19,683	18,683	18,683	118,180	-
Other Charges	33,380	-	-	-	380	-	380	5,300	5,600	5,380	5,680	5,380	5,680	33,380	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	382,289	-	10,390	69,524	23,814	23,814	23,814	44,899	28,299	27,982	52,450	49,631	49,931	382,289	-
Operating Income (Loss)	159,791	-	19,690	180,476	(23,814)	(23,814)	232,994	(32,091)	(28,299)	(27,982)	(52,450)	(49,631)	(49,931)	159,791	-
Changes in Accounts Receivable															
Changes in Accounts Payable															
Line of Credit: Proceeds															
Line of Credit: Repayments															
Other Balance Sheet Activity															
Ending Cash		-	19,620	206,086	184,263	162,739	390,815	358,615	329,734	301,743	249,293	204,682	159,751		

Details of Cash Flow

	Year 0 2024-25 Total Budget	Year 0 2024-25 July	Year 0 2024-25 August	Year 0 2024-25 September	Year 0 2024-25 October	Year 0 2024-25 November	Year 0 2024-25 December	Year 0 2024-25 January	Year 0 2024-25 February	Year 0 2024-25 March	Year 0 2024-25 April	Year 0 2024-25 May	Year 0 2024-25 June	Year 0 2024-25 Total	Year 0 2024-25 AR/AP	Assumption Notes
Revenues																
Federal Revenues																
CSP Startup Grant	250,080	-	-	250,080	-	-	-	-	-	-	-	-	-	250,080	-	Grant is secured (see Attachment Q).
Fundraising & Philanthropy																
Charter School Growth Fund	250,080	$0	$0	$0	$0	$0	$218,808	$0	$0	$0	$0	$0	$0	250,080	-	Grant is submitted, advanced to Finalist Round (see Attachment Q).
BIS Start-up Fund	30,080	$0	$30,080	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	30,080	-	Grant is secured (see Attachment Q).
Board of Directors Annual Contribution	12,080	$0	$0	$0	$0	$0	$0	$12,000	$0	$0	$0	$0	$0	12,080	-	Commitment ensures school can fundraise (i.e., donations, sponsorships, and fundraising).
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Total Revenues	542,080	-	30,080	250,080	-	-	256,808	12,808	-	-	-	-	-	542,080	-	

Compensation

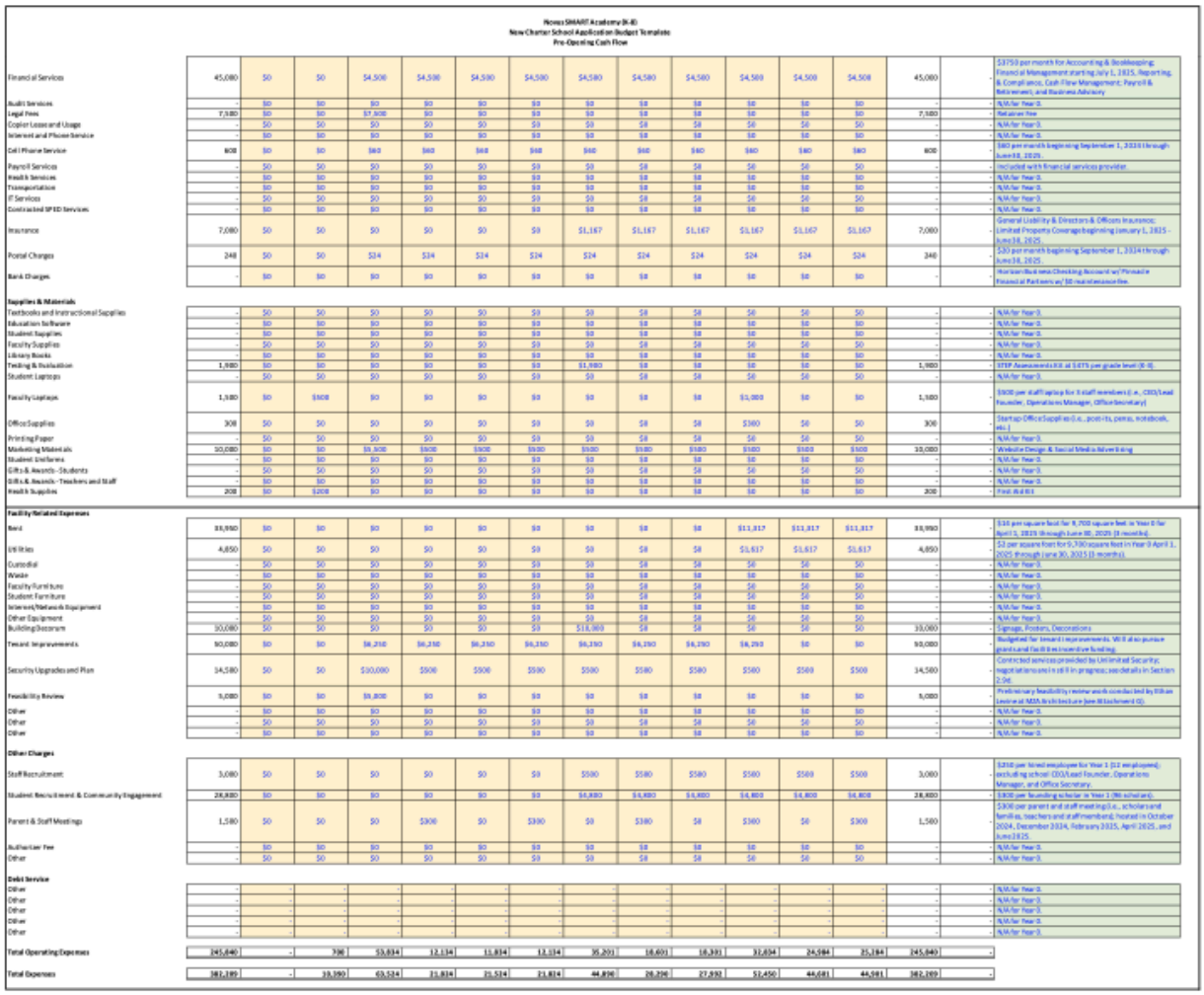
	Year 0 2024-25 Total Budget	Year 0 2024-25 July	Year 0 2024-25 August	Year 0 2024-25 September	Year 0 2024-25 October	Year 0 2024-25 November	Year 0 2024-25 December	Year 0 2024-25 January	Year 0 2024-25 February	Year 0 2024-25 March	Year 0 2024-25 April	Year 0 2024-25 May	Year 0 2024-25 June	Year 0 2024-25 Total	Year 0 2024-25 AR/AP	Assumption Notes
Compensation																
Principal/School Leader	91,667	$0	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,334	$8,333	$8,333	$8,334	91,667	-	CEO/Lead Founder with the roles and responsibilities of Lower School Principal and CEO/Lead Founder; start date is August 1, 2024 through June 30, 2025 (11 months). Based on Step 0 of proposed Principal Salary Scale.
Assistant Principal	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Special Education Coordinator	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Deans, Directors	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Total Administrative Compensation	91,667	-	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,334	8,333	8,333	8,334	91,667	-	
Instructional Staff																
Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Special Education Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Educational Assistants/Aides	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Elective Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Total Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Non-Instructional Staff																
Clerical Staff	8,750	$0	$0	$0	$0	$0	$0	$0	$0	$0	$2,916	$2,917	$2,917	8,750	-	Office Secretary start date is April 1, 2025 through June 30, 2025 (3 months). Based on Step 0 of proposed Office Secretary Salary Scale.
Custodial Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Operations	19,080	$0	$0	$0	$0	$0	$0	$0	$0	$0	$6,000	$6,000	$6,000	19,080	-	Operations Manager start date is April 1, 2025 through June 30, 2025 (3 months). Based on Step 0 of proposed Office & Operations Managers Salary Scale.
Social Workers/Counseling	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Total Non-Instructional Compensation	28,750	-	-	-	-	-	-	-	-	-	7,916	7,917	7,917	28,750	-	
Bonus	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Other Non-FTE Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Other Non-FTE Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Other Non-FTE Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Total Compensation	115,417	-	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,334	16,250	16,251	16,251	115,417	-	

Employer Benefits & Taxes

	Year 0 2024-25 Total Budget	Year 0 2024-25 July	Year 0 2024-25 August	Year 0 2024-25 September	Year 0 2024-25 October	Year 0 2024-25 November	Year 0 2024-25 December	Year 0 2024-25 January	Year 0 2024-25 February	Year 0 2024-25 March	Year 0 2024-25 April	Year 0 2024-25 May	Year 0 2024-25 June	Year 0 2024-25 Total	Year 0 2024-25 AR/AP	Assumption Notes
Social Security	7,156	$0	$517	$517	$517	$517	$517	$517	$517	$517	$1,008	$1,008	$1,008	7,156	-	6.2% of all wages during Year 0.
Medicare	1,674	$0	$121	$121	$121	$121	$121	$121	$121	$121	$236	$236	$236	1,674	-	1.45% of all wages during Year 0.
State Unemployment	600	$0	$86	$86	$86	$86	$86	$86	$86	$86	$100	$100	$100	600	-	Estimated $600 per employee.
Disability/Life Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Workers Compensation Insurance	1,323	$0	$83	$83	$83	$83	$83	$83	$83	$83	$219	$219	$219	1,323	-	1.08% of all wages during Year 0.
Other Fringe Benefits	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Medical Insurance	8,500	$0	$500	$500	$500	$500	$500	$500	$500	$500	$1,500	$1,500	$1,500	8,500	-	$500 per month per employee; CEO/Lead Founder start date is August 1, 2024 through June 30, 2025 (11 months); Operations Manager and Office Secretary start date is April 1, 2025 through June 30, 2025 (3 months).
Dental Insurance	1,275	$0	$75	$75	$75	$75	$75	$75	$75	$75	$225	$225	$225	1,275	-	$75 per month per employee; CEO/Lead Founder start date is August 1, 2024 through June 30, 2025 (11 months); Operations Manager and Office Secretary start date is April 1, 2025 through June 30, 2025 (3 months).
Vision Insurance	425	$0	$25	$25	$25	$25	$25	$25	$25	$25	$75	$75	$75	425	-	$25 per month per employee; CEO/Lead Founder start date is August 1, 2024 through June 30, 2025 (11 months); Operations Manager and Office Secretary start date is April 1, 2025 through June 30, 2025 (3 months).
Other Retirement	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Total Employer Benefits & Taxes	20,952	-	1,357	1,357	1,357	1,357	1,357	1,357	1,357	1,357	3,366	3,366	3,366	20,952	-	

Operating Expenses

	Year 0 2024-25 Total Budget	Year 0 2024-25 July	Year 0 2024-25 August	Year 0 2024-25 September	Year 0 2024-25 October	Year 0 2024-25 November	Year 0 2024-25 December	Year 0 2024-25 January	Year 0 2024-25 February	Year 0 2024-25 March	Year 0 2024-25 April	Year 0 2024-25 May	Year 0 2024-25 June	Year 0 2024-25 Total	Year 0 2024-25 AR/AP	Assumption Notes
Contracted Services																
Professional Development	20,080	$0	$0	$15,080	$0	$0	$0	$5,080	$0	$0	$0	$0	$0	20,080	-	$5k for Curriculum Support & Development and Travel to High-Performing Charter Schools in the BIS Network; $10k for BIS Fellows on Coaching & Support



Novus SMART Academy (K-8)
New Charter School Application Budget Template
Pre-Opening Cash Flow

Financial Services	45,080	$0	$0	$4,508	$4,508	$4,508	$4,508	$4,508	$4,508	$4,508	$4,508	$4,508	$4,508	45,080	-	$3750 per month for Accounting & Bookkeeping; Financial Management starting July 1, 2025. Reporting, & Compliance, Cash Flow Management, Payroll & Retirement, and Business Advisory
Audit Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Legal Fees	7,580	$0	$0	$7,500	$0	$0	$0	$0	$0	$0	$0	$0	$0	7,580	-	Retainer fee
Copier Lease and Usage	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Internet and Phone Service	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Cell Phone Service	808	$0	$0	$80	$80	$80	$80	$80	$80	$80	$80	$80	$80	808	-	$80 per month beginning September 1, 2026 through June 30, 2029.
Payroll Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Included with financial services provider.
Health Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Transportation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
IT Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Contracted SPED Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Insurance	7,080	$0	$0	$0	$0	$0	$0	$1,167	$1,167	$1,167	$1,167	$1,167	$1,167	7,080	-	General Liability & Directors & Officers Insurance; Limited Property Coverage beginning January 1, 2025 - June 30, 2025
Postal Charges	248	$0	$0	$24	$24	$24	$24	$24	$24	$24	$24	$24	$24	248	-	$20 per month beginning September 1, 2026 through June 30, 2029.
Bank Charges	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Horizon Business Checking Account w/ Pinnacle Financial Partners w/ $0 maintenance fee.
Supplies & Materials																
Textbooks and Instructional Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Education Software	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Student Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Faculty Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Library Books	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Testing & Evaluation	1,980	$0	$0	$0	$0	$0	$0	$1,980	$0	$0	$0	$0	$0	1,980	-	STIP Assessments @ at 1.65% per grade level (K-8).
Student Laptops	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Faculty Laptops	1,980	$0	$908	$0	$0	$0	$0	$0	$0	$0	$1,080	$0	$0	1,980	-	$900 per staff laptop for 3 staff members (i.e., CEO/Lead Founder, Operations Manager, Office Secretary)
Office Supplies	308	$0	$0	$0	$0	$0	$0	$0	$0	$0	$360	$0	$0	308	-	Start-up Office Supplies (i.e., post-its, pens, notebook, etc.)
Printing Paper	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Marketing Materials	10,080	$0	$0	$1,500	$600	$600	$600	$600	$680	$680	$680	$600	$600	10,080	-	Website Design & Social Media Advertising
Student Uniforms	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Gifts & Awards - Students	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Gifts & Awards - Teachers and Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Health Supplies	208	$0	$208	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	208	-	First Aid Kit
Facility Related Expenses																
Rent	33,990	$0	$0	$0	$0	$0	$0	$0	$0	$0	$11,317	$11,317	$11,317	33,990	-	$16 per square foot for 8,700 square feet in Year 0 for April 1, 2025 through June 30, 2025 (3 months). $3 per square foot for 9,700 square feet in Year 0 April 1, 2025 through June 30, 2025 (3 months).
Utilities	4,850	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,617	$1,617	$1,617	4,850	-	
Custodial	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Waste	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Facility Furniture	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Student Furniture	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Internet/Network Equipment	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Other Equipment	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Building Decorum	10,080	$0	$0	$0	$0	$0	$0	$10,080	$0	$0	$0	$0	$0	10,080	-	Signage, Posters, Decorations
Tenant Improvements	90,080	$0	$0	$8,250	$8,250	$8,250	$8,250	$8,250	$8,250	$8,250	$8,250	$0	$0	90,080	-	Budgeted for tenant improvements. Will also pursue grant and facilities incentive funding.
Security Upgrades and Plan	14,580	$0	$0	$10,000	$500	$500	$500	$500	$580	$580	$580	$500	$500	14,580	-	Contracted services provided by Unlimited Security; negotiations are still in progress; see details in Section 2.0e.
Feasibility Review	5,080	$0	$0	$5,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	5,080	-	Preliminary feasibility review work conducted by Urban Lens and MJA Architecture (see Attachment G).
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Other Charges																
Staff Recruitment	3,080	$0	$0	$0	$0	$0	$0	$500	$580	$580	$580	$580	$500	3,080	-	$250 per hired employee for Year 1 (12 employees), excluding school CEO/Lead Founder, Operations Manager, and Office Secretary.
Student Recruitment & Community Engagement	28,800	$0	$0	$0	$0	$0	$0	$4,800	$4,800	$4,800	$4,800	$4,800	$4,800	28,800	-	$300 per founding scholar in Year 1 (96 scholars).
Parent & Staff Meetings	1,580	$0	$0	$0	$300	$0	$300	$0	$380	$0	$380	$0	$300	1,580	-	$300 per parent and staff meeting (i.e., scholars and families, teachers and staff members); hosted in October 2024, December 2024, February 2025, April 2025, and June 2025.
Authorizer Fee	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A for Year 0.
Debt Service																
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	N/A for Year 0.
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	N/A for Year 0.
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	N/A for Year 0.
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	N/A for Year 0.
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	N/A for Year 0.
Total Operating Expenses	245,040	-	908	53,834	12,134	11,834	12,134	35,201	18,601	18,191	32,834	24,584	25,184	245,040	-	
Total Expenses	382,189	-	10,990	63,524	21,834	21,534	21,834	44,890	28,290	27,933	52,450	44,681	44,981	382,189	-	

Novus SMART Academy (K-8)
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

FTE Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment	96	192	288	384	504
# of Classes	4	8	12	16	21
Administrative Staff					
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal	0.00	0.00	0.00	0.00	1.00
Special Education Coordinator	1.00	1.00	1.00	1.00	1.00
Deans, Directors	0.00	0.00	0.00	0.00	0.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Administrative FTE	2.00	2.00	2.00	2.00	3.00
Instructional Staff					
Teachers	4.00	8.00	12.00	16.00	21.00
Special Education Teachers	1.00	1.00	1.00	2.00	2.00
Teachers-in-Residence	4.00	8.00	12.00	16.00	21.00
Educational Assistants/Aides	0.00	1.00	1.00	1.00	1.00
Elective Teachers	1.00	1.00	2.00	3.00	4.00
ESL Teachers	1.00	2.00	2.00	3.00	4.00
Total Instructional FTE	11.00	21.00	30.00	41.00	53.00
Non-Instructional Staff					
Clerical Staff	1.00	1.00	1.00	1.00	1.00
Custodial Staff	0.00	0.00	0.00	0.00	0.00
Operations	1.00	1.00	1.00	1.00	1.00
Social Workers/Counseling	0.00	1.00	1.00	1.00	1.00
Office Manager	0.00	0.00	1.00	1.00	1.00
Total Non-Instructional FTE	2.00	3.00	4.00	4.00	4.00
Total FTE	15.00	26.00	36.00	47.00	60.00

Compensation Assumptions

		Year 1	Year 2	Year 3	Year 4	Year 5	
		2025-26	2026-27	2027-28	2028-29	2029-30	
	Annual Increase	0.00%	2.00%	2.00%	2.00%	2.00%	
	Cumulative Increase	100.00%	102.00%	104.04%	106.12%	108.24%	
Administrative Staff	**Base Assumption**						**Assumption Notes**
Principal/School Leader	$100,000	100,000	102,000	104,040	106,121	108,243	CEO/Lead Founder serving as Lower School Principal in Years 1-5.
Assistant Principal	$70,000	-	-	-	-	75,770	Assistant Principal beginning in Year 5, serving as Lower School Principal-in-Residence.
Special Education Coordinator	$65,000	65,000	66,300	67,626	68,979	70,358	Special Education Coordinator known as the Academics Coordinator in Years 1-4. Special Education Coordinator known as the Scholar Access Coordinator in Year 5.
Deans, Directors	$0	-	-	-	-	-	
Other (Specify in Assumptions)	$0	-	-	-	-	-	
Total Administrative Compensation		165,000	168,300	171,666	175,099	254,372	
Instructional Staff							
Teachers	$50,000	200,000	408,000	624,240	848,966	1,136,554	Licensed Classroom Teacher(s)
Special Education Teachers	$50,000	50,000	51,000	52,020	106,121	108,243	Licensed Special Education Teacher(s)
Teachers-in-Residence	$40,000	160,000	326,400	499,392	679,173	909,243	Teacher(s)-in-Residence with a Practitioner Teacher License as defined by the TN-DOE.
Educational Assistants/Aides	$30,000	-	30,600	31,212	31,836	32,473	EAs will be hired based on need, using documentation from a scholar's IEP, ILP, or 504 Plan.
Elective Teachers	$50,000	50,000	51,000	104,040	159,181	216,486	Physical Education Teacher (beginning Year 1 and beyond); Music Teacher (beginning Year 3 and beyond); Art Teacher (beginning Year 4 and beyond); and Technology Teacher (beginning Year 5 and beyond).
ESL Teachers	$50,000	50,000	102,000	104,040	159,181	216,486	Licensed ESL Teacher(s)
Total Instructional Compensation		510,000	969,000	1,414,944	1,984,459	2,619,486	
Non-Instructional Staff							
Clerical Staff	$35,000	35,000	35,700	36,414	37,142	37,885	Office Secretary
Custodial Staff	$0	-	-	-	-	-	Contracted Services Provider
Operations	$60,000	60,000	61,200	62,424	63,672	64,946	Operations Manager
Social Workers/Counseling	$65,000	-	66,300	67,626	68,979	70,358	DEI Coordinator will serve as the School Counselor beginning in Year 2. Our contracted services provider will be managed by the Academics Coordinator in Years 1-4 and the Scholar Access Coordinator in Year 5 and beyond (i.e. Project Play Therapy).
Office Manager	$60,000	-	-	62,424	63,672	64,946	Office Manager added in Year 3.
Total Non-Instructional Compensation		95,000	163,200	228,888	233,466	258,135	
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Total Compensation		770,000	1,300,500	1,815,498	2,393,024	3,111,992	

Employer Benefits & Tax Assumptions

		Year 1	Year 2	Year 3	Year 4	Year 5	
		2025-26	2026-27	2027-28	2028-29	2029-30	
	Base Assumption						**Assumption Notes**
Social Security	6.20%	$47,740	$80,631	$112,561	$148,367	$192,944	6.2% of all wages during Year 0.
Medicare	1.45%	$11,165	$18,857	$26,325	$34,699	$45,124	1.45% of all wages during Year 0.
State Unemployment	$400 per employee	$6,000	$10,400	$14,400	$18,800	$24,000	Estimated $400 per employee.
Disability/Life Insurance	0.25%	$1,925	$3,251	$4,539	$5,983	$7,780	N/A for Year 0.
Workers Compensation Insurance	1.00%	$7,700	$13,005	$18,155	$23,930	$31,120	1.00% of all wages during Year 0.
Other Fringe Benefits	0.00%	$0	$0	$0	$0	$0	N/A for Year 0.
	Health Insurance Annual Increase	0.00%	5.00%	5.00%	5.00%	5.00%	
	Cumulative Increase	100.00%	105.00%	110.25%	115.76%	121.55%	
Medical Insurance	$6,000	$90,000	$194,000	$216,000	$282,000	$360,000	$500 per month per employee.
Dental Insurance	$900	$13,500	$23,400	$32,400	$42,300	$54,000	$75 per month per employee.
Vision Insurance	$300	$4,500	$7,800	$10,800	$14,100	$18,000	$25 per month per employee.
TCRS Certified Legacy	9.27%	$71,379	$120,556	$168,297	$221,833	$288,482	9.27% of all wages; represent highest contribution rate for TCRS participants; however, some employees may participate in the hybrid or classified model which would reduce costs.
TCRS Certified Hybrid	0.00%	$0	$0	$0	$0	$0	
TCRS Classified Legacy	0.00%	$0	$0	$0	$0	$0	
TCRS Classified Hybrid	0.00%	$0	$0	$0	$0	$0	
Other Classified Retirement	0.00%	$0	$0	$0	$0	$0	
Other Retirement	0.00%	$0	$0	$0	$0	$0	

Novus SMART Academy (K-8)
New Charter School Application Budget Template
Year 1 Budget

Revenue Assumptions

	Year 1 2025-26
Annual Revenue Increase	0.00%
Cumulative Increase	100.00%

State Revenues	Rate/Assumption		Assumption Notes
TISA Base Rate	$10,301	$988,896	$10,301 multiplied by Year 1 # of scholars (96). Base rate per TN DOE.
TISA Weights	See Tracker	$110,736	Base x 25% (Economically Disadvantaged) x # of Scholars Identified (20). Base x 15% (SWD) x # of Scholars Identified (9). Base x 20% (ELL) x # of Scholars Identified (22).
TISA Direct	See Tracker	$48,000	$44k for K-3 Literacy ($500 per scholar).
Local Tax Base Per Scholar	$1,700	$163,200	$1700 Local Tax Base Per Scholar
Other			N/A
Federal Revenues	$0	$0	N/A
Title I	$0	$0	N/A
Title II	$0	$0	N/A
Title III	$250	$5,500	Based on La Vergne and Smyrna ELL average enrollment; 22 scholars in Year 1.
NSLP	$9	$34,242	$8.78 projected reimbursement rate per student per day, breakfast, lunch, snack (20 scholars). 195 instructional days.
E-Rate	$150	$14,400	$150 per net change in student through Universal Service Administrative Company (USAC)
CSP Startup Grant	$250,000	$250,000	Grant is secured (see Attachment G). Budgeted conservatively for three annual payments of $250k for Years 0-2.
Other	$1,500	$13,500	Based on $1,500 per scholars and La Vergne and Smyrna SPED average enrollment (9 scholars in Year 1).
Other	$0	$0	N/A
School Activity Revenues			
Other	$0	$0	N/A
Other	$0	$0	N/A
Other	$0	$0	N/A
Other	$0	$0	N/A
Other	$0	$0	N/A
Fundraising & Philanthropy			
Charter School Growth Fund	$250,000	$250,000	Budgeted conservatively for three annual payments of $250k for Years 0-2.
BES Start-up Fund	$0	$0	N/A
Board of Directors Annual Contribution	$12,000	$12,000	Commitment once school is authorized (i.e., donations, sponsorships, and fundraising).
Statewide School Resource Officer Program Grant	$75,000	$75,000	The Statewide School Resource Officer (SRO) Program Grant provides funding to local law enforcement entities to place one full-time, POST-certified SRO in each K-12 public school and public charter school in Tennessee. Local law enforcement agencies are eligible to apply for funding not to exceed $75,000 per year, per SRO, per school for which they are responsible for providing SRO services. SROs provide the crucial link between schools and law enforcement agencies in their continued efforts to establish and maintain safe and secure learning environments. An SRO acts as a liaison between the police, the school, and the community. As part of their day-to-day operations, SROs are responsible for responding to all criminal acts committed at the school. Most of an SRO's time is spent interacting with youth. An SRO should connect with students, develop beneficial and enriching relationships, and have a positive effect on the school's overall climate. The duties of SROs include monitoring those who visit schools, providing assistance for disruptive students, and enforcing applicable laws.
Other	$0	$0	
Total Revenues		1,965,474	

Compensation

	Year 1 2025-26
Annual Revenue Increase	0.00%
Cumulative Increase	100.00%

Administrative Staff	FTE Count		Assumption Notes
Principal/School Leader	1.00	100,000	CEO/Lead Founder with the roles and responsibilities of Lower School Principal and CEO/Lead Founder. Based on Step 0 of proposed Principal Salary Scale).
Assistant Principal	0.00	-	N/A
Special Education Coordinator	1.00	65,000	Special Education Coordinator known as the Academics Coordinator in Years 1-4. Special Education Coordinator known as the Scholar Access Coordinator in Year 5.
Deans, Directors	0.00	-	N/A
Other (Specify in Assumptions)	0.00	-	N/A
Total Administrative Compensation	**2.00**	165,000	
Instructional Staff			
Teachers	4.00	200,000	Licensed Classroom Teacher(s)
Special Education Teachers	1.00	50,000	Licensed Special Education Teacher(s)
Teachers-in-Residence	4.00	160,000	Teacher(s)-in Residence with a Practitioner Teacher License as defined by the TN-DOE.
Elective Teachers	1.00	50,000	Physical Education Teacher (beginning Year 1 and beyond).
Other (Specify in Assumptions)	1.00	50,000	Licensed ESL Teacher(s)
Total Instructional Compensation	**11.00**	510,000	
Non-Instructional Staff			
Clerical Staff	1.00	35,000	Office Secretary
Custodial Staff	0.00	-	N/A
Operations	1.00	60,000	Operations Manager
Social Workers/Counselling	0.00	-	N/A
Other (Specify in Assumptions)	0.00	-	N/A
Total Non-Instructional Compensation	**2.00**	95,000	
Other Compensation		-	N/A
Other Compensation		-	N/A
Other Compensation		-	N/A
Other Compensation		-	N/A
Total Compensation		770,000	

Novus SMART Academy (K-8)
New Charter School Application Budget Template
Year 1 Budget

Employer Benefits & Taxes

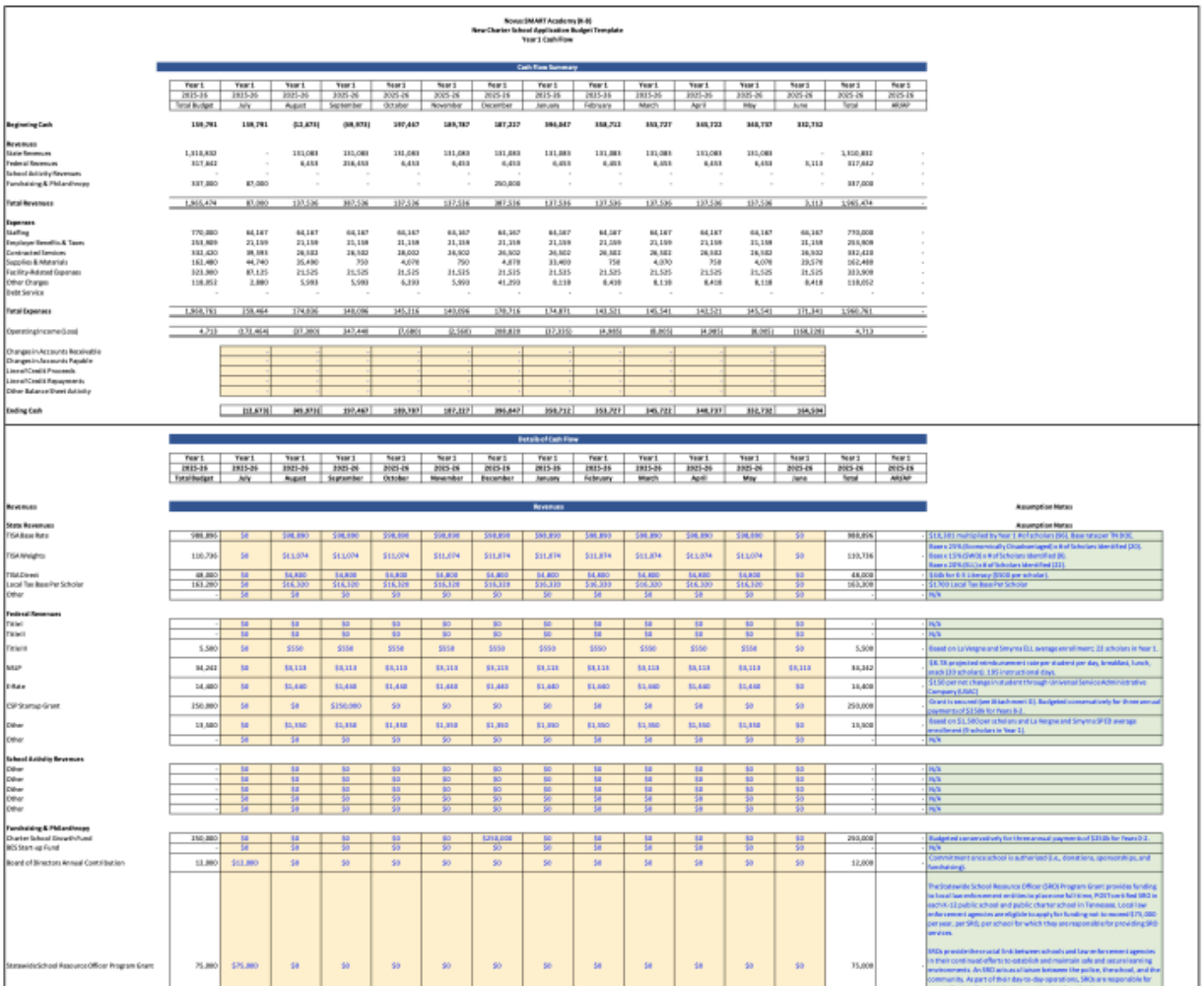
	Year 1 2025-26	Assumption Notes
Social Security	47,740	6.2% of all wages during Year 0.
Medicare	11,165	1.45% of all wages during Year 0.
State Unemployment	6,000	Estimated $400 per employee.
Disability/Life Insurance	1,925	1% of all wages during Year 0.
Workers Compensation Insurance	7,700	1.00% of all wages during Year 0.
Other Fringe Benefits	-	N/A
Medical Insurance	90,000	$500 per month per employee.
Dental Insurance	13,500	$75 per month per employee.
Vision Insurance	4,500	$25 per month per employee.
TCRS Certified Legacy	71,379	9.27% of all wages; represent highest contribution rate for TCRS participants; however, some employees may participate in the hybrid or classified model which would reduce costs.
TCRS Certified Hybrid	-	N/A
TCRS Classified Legacy	-	N/A
TCRS Classified Hybrid	-	N/A
Other Classified Retirement	-	N/A
Other Retirement	-	N/A
Total Employer Benefits & Taxes	**253,909**	

Operating Expenses

		Year 1 2025-26	Assumption Notes
Contracted Services			
Professional Development	$25,000	$25,000	$10k for Curriculum Support & Development and Travel to High-Performing Charter Schools in the BES Network; $15k for BES Follow-on Coaching & Support
Financial Services	$3,750	$45,000	$3,750 per month for Accounting & Bookkeeping; Financial Management, Reporting, & Compliance, Cash Flow Management; Payroll & Retirement; and Business Advisory
Audit Services	$1,500	$1,500	990 filing only in Year 1; audit begins in Year 2.
Legal Fees	$7,500	$7,500	Retainer Fee
Copier Lease and Usage	$500	$6,000	$500 per month.
Internet and Phone Service	$500	$6,000	$500 per month.
Cell Phone Service	$50	$600	$50 per month beginning July, 1, 2024 through June 30, 2025.
Payroll Services	$0	$0	N/A
Health Services	$50,000	$50,000	Novus SMART Academy (K-8) will collaborate with Express Healthcare Staff, our proposed contracted services provider, to provide a school-based nurse for Nursing Services and School Health Services. We have been in communication with Nurse Anita Akpan who is a contracted nurse with Express Healthcare Staff and our intention is to hire her through this organization (see Attachment G for nurse Anita Akpan's resume).
Transportation	$125,000	$125,000	Assumes $75K/bus 30% participation, 72 students/bus; $50K additional for students with disabilities.
IT Services	$8,880	$8,880	$500 per month for support; $30 per scholar for SchoolRunner.
Contracted SPED Services	$3,700	$40,700	Our Licensed Special Education Teacher(s) and Academics Coordinator will collaborate with Project Play Therapy, our proposed contracted services provider, to coordinate direct education services for our scholars who need deficit-based intervention services as outlined in the IEP (see Attachment AA as evidence of contracted special education services in our budgeted expenses in Years 1-5; quotes provided by Dr. Cindy Minnis, the Vice President of Clinical and School Services at Project Play Therapy). Services provided by Project Play Therapy include the following: Occupational Therapy, Psychological Services, and/or Speech/Language Therapy. Some low incidences and specialized services include the following: Hearing/Auditory Services, Physical Therapy, Music Therapy, Vision Services, Bilingual Spanish Evaluations, Behavioral Health Services, and/or Counseling Services.
Insurance	$16,000	$16,000	General Liability & Directors & Officers Insurance; Limited Property Coverage
Postal Charges	$20	$240	$20 per month beginning July 1, 2024 through June 30, 2025.
Bank Charges	$0	$0	Horizon Business Checking Account w/ Pinnacle Financial Partners w/ $0 maintenance fee.
Supplies & Materials			
Textbooks and Instructional Supplies	$100	$9,600	$100 per scholar for curricula resources, and supplies (i.e., binders, pencils, paper, science and technology lab supplies, etc.).
Education Software	$100	$61,800	Blended Learning Software (i.e., IXL and Imagine Learning for ELL only); $50k for PowerSchool SIS in Year 1.
Student Supplies	$20	$1,920	$20 for Arts/Electives Supplies.
Faculty Supplies	$200	$2,200	$200 per teacher per school year.
Library Books	$40	$3,840	$40 per scholar for library books.
Testing & Evaluation	$40	$3,840	STEP Assessments at $40 per scholar.
Student Laptops	$150	$14,400	$150 per chromebook per scholar.
Faculty Laptops	$500	$6,000	$500 per staff laptop for 12 new staff members in Year 1.
Office Supplies	$250	$3,000	$250 per month for office supplies (i.e., post-its, pens, notebook, etc.).
Printing Paper	$35	$3,500	30 boxes of printing paper puchased in July 2025; 50 boxes of printing paper purchased in January 2026 ($35 per box).
Marketing Materials	$6,000	$6,000	Website Design & Social Media Advertising
Student Uniforms	$30	$2,880	School uniform subsidized at $30 per scholar.
Gifts & Awards - Students	$100	$9,600	$100 per scholar for pizza parties, Noble Fest, and event prizes and other school celebrations.
Gifts & Awards - Teachers and Staff	$100	$1,500	$100 per employee for Noble Fest, event prizes, and other staff celebrations.
Classroom Coverage Compensation	$500	$5,500	Instructional staff-based members covering for an absent instructional staff-based member during an assigned planning period will receive a $25 stipend per class period at the end of each learning cycle. The purpose of this compensation is to maintain the integrity of our two-teacher model. We have initially budgeted up to $500 (20 days) for instructional staff-based roles (11 instructional staff in Year 1; see Attachment AA).
ELPA21 Performance-based Bonus	$3,000	$3,000	<up to $3,000> English Language Proficiency Assessment for the 21st Century (ELPA21): 95% Teacher Attendance Rate TEAM Evaluation Cumulative Score: 3 (At Expectations) or above. Beginning in Year 1 with Kindergarten. Achievement: Meet/exceed the schoolwide goal percentage of scholars with a qualifying score for exit of 4 or above in the four language domains of reading, writing, speaking and listening; $1,800 for fully licensed ESL Teacher; $900 for Practitioner Licensed Staff. Growth: Meet/exceed the schoolwide goal percentage of scholars with the following scores: only one 2 and/or two or more scores of 3 or above in the four language domains of reading, writing, speaking and listening; an overall proficiency level of Progressing; $1,200 for fully licensed ESL Teacher; $600 for Practitioner Licensed Staff.

Novus SMART Academy (K-8)
New Charter School Application Budget Template
Year 1 Budget

End-of-Year NWEA MAP Performance-based Bonus	$2,500	$22,500	<up to $2,500> EOY NWEA MAP Assessments 95% Teacher Attendance Rate TEAM Evaluation Cumulative Score: 3 (At Expectations) or above. Beginning in Year 1 with Kindergarten. Achievement (shows how scholars are performing compared to their current grade-level peers): Meet/exceed the schoolwide goal percentage of scholars who met/exceeded their Projected RIT Score as evidenced by the final (spring) assessment in Reading, Language, Math, and Science. Fully Licensed Instructional Staff: $375 per assessment in grades K-5 (totaling up to $1,500). $1,500 in grades 6-8, respectively by grade level and subject taught. Practitioner Licensed Staff and Non-licensed Instructional Staff: $187.50 per assessment in grades K-5 (totaling up to $750). $750 in grades 6-8, respectively by grade level and subject taught. Growth (shows how much growth scholars have experienced since the previous assessments, regardless of whether they are performing at grade level or not): Meet/exceed the schoolwide goal percentage of scholars who met/exceeded their Projected Growth as evidenced by the final (spring) assessment in Reading, Language, Math, and Science. Fully Licensed Instructional Staff: $250 per assessment in grades K-5 (totaling up to $1,000). $1,000 in grades 6-8, respectively by grade level and subject taught. Practitioner Licensed Staff and Non-licensed Instructional Staff: $125 per assessment in grades K-5 (totaling up to $500). $500 in grades 6-8, respectively by grade level and subject taught.
Health Supplies	$200	$1,400	First Aid Kit per classroom and front office Year 1; estimates 7 total classrooms.
Facility Related Expenses			
Rent	$14	$135,800	Rent begins on July 1, 2025 through June 30, 2026. ($14 sq/ft x 9700 sq feet).
Utilities	$2	$19,400	$2 per square foot for 9,700 square feet in Year 1.
Custodial	$1	$9,700	Assumes $1/sqft for 9,700 sqft.
Waste	$200	$2,400	$200 per month.
Faculty Furniture	$3,000	$21,000	$3k per new classroom, estimates 7 total classrooms.
Student Furniture	$100	$9,600	$100 per new scholar.
Internet/Network Equipment	$10,000	$10,000	Internet Connectivity (i.e., cabling, WiFi, access points, etc.)
Other Equipment	$5,000	$5,000	Office Furniture and General Equipment
Building Decorum	$5,000	$5,000	Signage, Posters, Decorations
Tenant Improvements	$25,000	$25,000	Add additional classroom space for Year 2 build out. Will also pursue grants and facilities incentive funding.
Security Plan	$6,000	$6,000	Contrcted services provided by Unlimited Security; negotiations are in still in progress; see details in Section 2.9d.
School Resource Officer Contracted Services	$75,000	$75,000	The Statewide School Resource Officer (SRO) Program Grant provides funding to local law enforcement entities to place one full-time, POST-certified SRO in each K-12 public school and public charter school in Tennessee. Local law enforcement agencies are eligible to apply for funding not to exceed $75,000 per year, per SRO, per school for which they are responsible for providing SRO services. SROs provide the crucial link between schools and law enforcement agencies in their continued efforts to establish and maintain safe and secure learning environments. An SRO acts as a liaison between the police, the school, and the community. As part of their day-to-day operations, SROs are responsible for responding to all criminal acts committed at the school. Most of an SRO's time is spent interacting with youth. An SRO should connect with students, develop beneficial and enriching relationships, and have a positive effect on the school's overall climate. The duties of SROs include monitoring those who visit schools, providing assistance for disruptive students, and enforcing applicable laws.
Other	$0	$0	N/A
Other	$0	$0	N/A
Other	$0	$0	N/A
Other Charges			
Staff Recruitment	$250	$12,750	2 Teach for America Teachers at $5k each for Year 2; $250 per new employee hired in Year 2 to include replacements (11 new hires; events include hiring fairs, social media, etc.).
Student Recruitment & Community Engagement	$300	$34,560	$300 per new Kindergarten scholar in Year 2 + 20% to account for any student loses
Parent & Staff Meetings	$300	$1,500	$300 per meeting for at least 15 members presents (i.e., scholars and families, teachers and staff members).
Authorizer Fee	$35,000	$35,000	The lesser of 3% of state and local allocations up to $35k.
NSLP	$34,242	$34,242	Amount is estimated based on other schools with similar student populations and demographics. NSLP meal program assumes to break even. $8.78 projected reimbursement rate per student per day, breakfast, lunch, snack (20 scholars). 195 instructional days.
Debt Service			
Other	$0	$0	N/A
Other	$0	$0	N/A
Other	$0	$0	N/A
Other	$0	$0	N/A
Other	$0	$0	N/A
Total Operating Expenses		936,852	
Total Expenses		1,960,761	



Novus SMART Academy (K-8)
New Charter School Application Budget Template
Year 1 Cash Flow

Cash Flow Summary

	Year 1 2025-26 Total Budget	Year 1 2025-26 July	Year 1 2025-26 August	Year 1 2025-26 September	Year 1 2025-26 October	Year 1 2025-26 November	Year 1 2025-26 December	Year 1 2025-26 January	Year 1 2025-26 February	Year 1 2025-26 March	Year 1 2025-26 April	Year 1 2025-26 May	Year 1 2025-26 June	Year 1 2025-26 Total	Year 1 2025-26 MUSD
Beginning Cash		**158,791**	**158,791**	**(12,671)**	**(69,971)**	**107,467**	**189,787**	**187,317**	**396,847**	**358,712**	**353,727**	**345,722**	**348,737**	**332,732**	
Revenues															
State Revenues	1,310,832	-	131,083	131,083	131,083	131,083	131,083	131,083	131,083	131,083	131,083	131,083	-	1,310,832	-
Federal Revenues	317,642	-	6,653	216,653	6,653	6,653	6,653	6,653	6,653	6,653	6,653	6,653	3,113	317,642	-
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	337,380	87,380	-	-	-	-	250,000	-	-	-	-	-	-	337,000	-
Total Revenues	1,965,474	87,380	137,536	367,536	137,536	137,536	387,536	137,536	137,536	137,536	137,536	137,536	3,113	1,965,474	-
Expenses															
Staffing	770,880	64,167	64,167	64,167	64,167	64,167	64,167	64,167	64,167	64,167	64,167	64,167	64,167	770,008	-
Employer Benefits & Taxes	253,809	21,159	21,159	21,158	21,158	21,158	21,159	21,159	21,159	21,159	21,159	21,158	21,158	253,908	-
Contracted Services	332,420	38,981	28,582	28,582	28,002	26,902	26,902	26,902	26,582	26,582	26,582	26,582	26,902	332,418	-
Supplies & Materials	162,480	44,740	35,490	750	4,078	750	4,878	33,400	758	4,070	758	4,078	29,578	162,480	-
Facility-Related Expenses	303,360	87,125	21,525	21,525	21,525	21,525	21,525	21,525	21,525	21,525	21,525	21,525	21,525	303,908	-
Other Charges	118,852	2,880	5,593	5,593	6,293	5,993	41,293	8,118	8,418	8,118	8,418	8,118	8,418	118,052	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	1,965,781	258,464	174,836	148,096	145,216	140,096	179,716	174,871	142,521	145,541	142,521	145,541	171,341	1,960,781	-
Operating Income/(Loss)	4,713	(170,464)	(37,300)	147,440	(7,680)	(2,560)	207,819	(37,335)	(4,985)	(8,005)	(4,985)	(8,005)	(168,228)	4,713	-
Changes in Accounts Receivable		-	-	-	-	-	-	-	-	-	-	-	-		
Changes in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Proceeds		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Repayments		-	-	-	-	-	-	-	-	-	-	-	-		
Other Balance Sheet Activity		-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash		**(12,671)**	**(69,971)**	**107,467**	**189,787**	**187,227**	**396,847**	**358,712**	**353,727**	**345,722**	**348,737**	**332,732**	**164,504**		

Details of Cash Flow

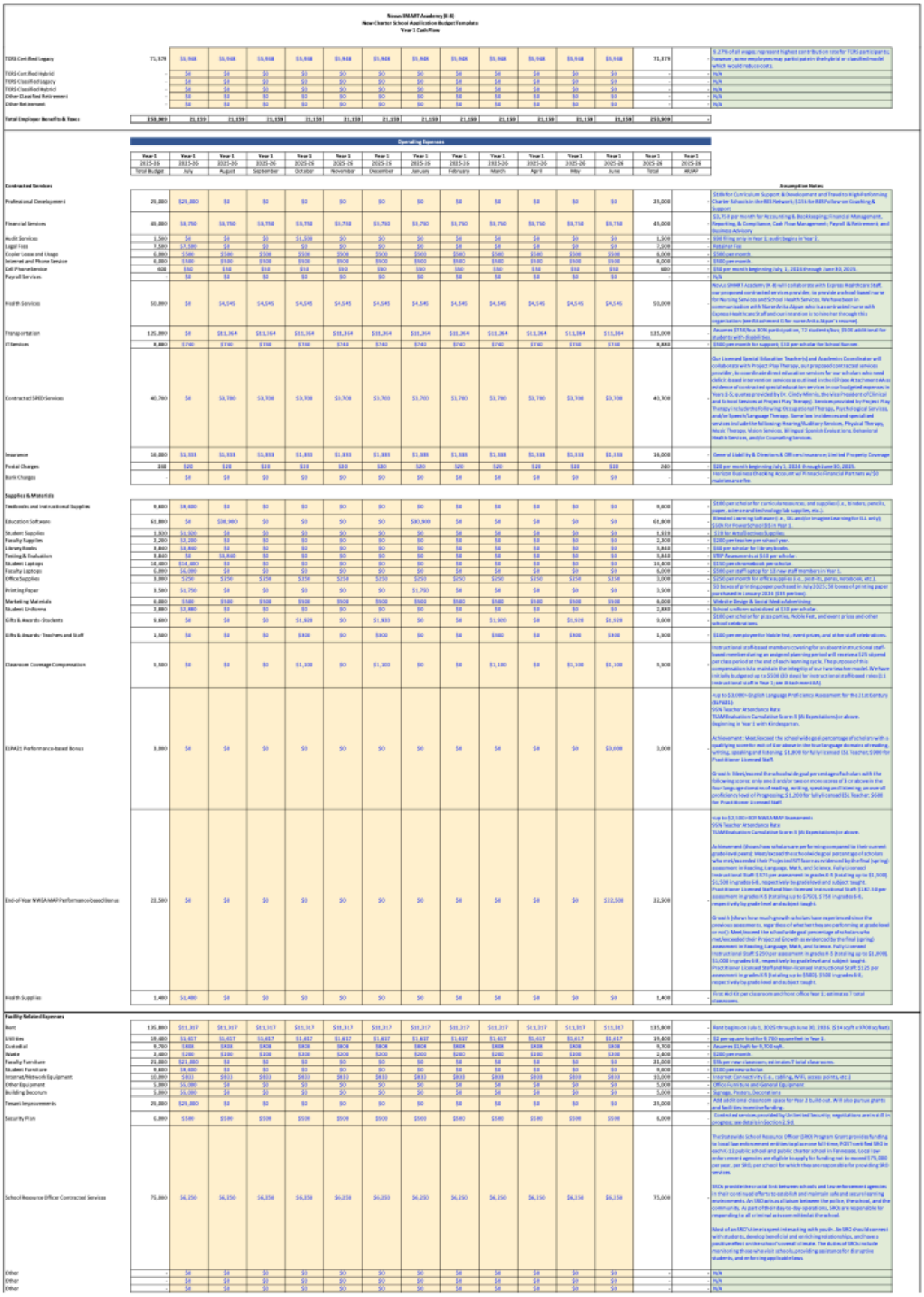
	Year 1 2025-26 Total Budget	Year 1 2025-26 July	Year 1 2025-26 August	Year 1 2025-26 September	Year 1 2025-26 October	Year 1 2025-26 November	Year 1 2025-26 December	Year 1 2025-26 January	Year 1 2025-26 February	Year 1 2025-26 March	Year 1 2025-26 April	Year 1 2025-26 May	Year 1 2025-26 June	Year 1 2025-26 Total	Year 1 2025-26 MUSD	Assumption Notes
Revenues																
State Revenues																
TSA Base Rate	988,896	$0	$98,890	$98,890	$98,890	$98,890	$98,890	$98,890	$98,890	$98,890	$98,890	$98,890	$0	988,896	-	$18,181 multiplied by Year 1 ADA (school) (95), Base taxpayer TN (93).
TSA Weights	110,736	$0	$11,074	$11,074	$11,074	$11,074	$11,074	$11,074	$11,074	$11,074	$11,074	$11,074	$0	110,736	-	Base x 25% (Economically Disadvantaged) x # of Scholars Identified (20). Base x 15% (EWD) x # of Scholars Identified (8). Base x 25% (ELL) x # of Scholars Identified (11).
TSA Direct	68,880	$0	$6,888	$6,888	$6,888	$6,888	$6,888	$6,888	$6,888	$6,888	$6,888	$6,888	$0	68,880	-	$688 for K-5 Literacy ($900 per scholar)
Local Tax Base Per Scholar	163,280	$0	$16,320	$16,320	$16,320	$16,320	$16,320	$16,320	$16,320	$16,320	$16,320	$16,320	$0	163,200	-	$1,700 Local Tax Base Per Scholar
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Federal Revenues																
Title I	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Title II	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Title III	5,580	$0	$550	$558	$558	$558	$550	$550	$550	$550	$550	$558	$0	5,508	-	Based on La Vergne and Smyrna ELL average enrollment; 33 scholars in Year 1.
NSLP	84,243	$0	$8,118	$8,118	$8,118	$8,118	$8,118	$8,118	$8,118	$8,118	$8,118	$8,118	$8,118	84,342	-	$8.1K projected reimbursement rate per student per day, breakfast, lunch, snack (10 scholars), 185 instructional days.
E-Rate	14,400	$0	$1,440	$1,440	$1,440	$1,440	$1,440	$1,440	$1,440	$1,440	$1,440	$1,440	$0	14,400	-	$150 per net change in student through Universal Service Administrative Company (USAC)
CSP Startup Grant	250,000	$0	$0	$150,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	250,000	-	Grant is secured (see Attachment B). Budgeted conservatively for three annual payments of $250k for Years 0-2.
Other	13,980	$0	$1,350	$1,350	$1,350	$1,350	$1,350	$1,350	$1,350	$1,350	$1,350	$1,350	$0	13,500	-	Based on $1,500 per scholars and La Vergne and Smyrna SPED average enrollment (9 scholars in Year 1).
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
School Activity Revenues																
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Fundraising & Philanthropy																
Charter School Growth Fund	250,000	$0	$0	$0	$0	$0	$250,000	$0	$0	$0	$0	$0	$0	250,000	-	Budgeted conservatively for three annual payments of $250k for Years 0-2.
BCS Start-up Fund	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Board of Directors Annual Contribution	12,000	$12,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	12,000	-	Commitment once school is authorized (i.e., donations, sponsorships, and fundraising).
Statewide School Resource Officer Program Grant	75,000	$75,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	75,000	-	The Statewide School Resource Officer (SRO) Program Grant provides funding to local law enforcement entities to place one full-time, POST-certified SRO in each K-12 public school and public charter school in Tennessee. Local law enforcement agencies are eligible to apply for funding not to exceed $75,000 per year, per SRO, per school for which they are responsible for providing SRO services. SROs provide the crucial link between schools and law enforcement agencies in their continued efforts to establish and maintain safe and secure learning environments. An SRO acts as a liaison between the police, the school, and the community. As part of their day-to-day operations, SROs are responsible for responding to all criminal acts committed at the school. Most of an SRO's time is spent interacting with youth. An SRO should connect with students, develop beneficial and enriching relationships, and have a positive effect on the school's overall climate. The duties of SROs include mentoring those who visit schools, providing assistance for disruptive students, and enforcing applicable laws.
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Total Revenues	1,965,474	87,380	137,536	367,536	137,536	137,536	387,536	137,536	137,536	137,536	137,536	137,536	3,113	1,965,474	-	

Compensation

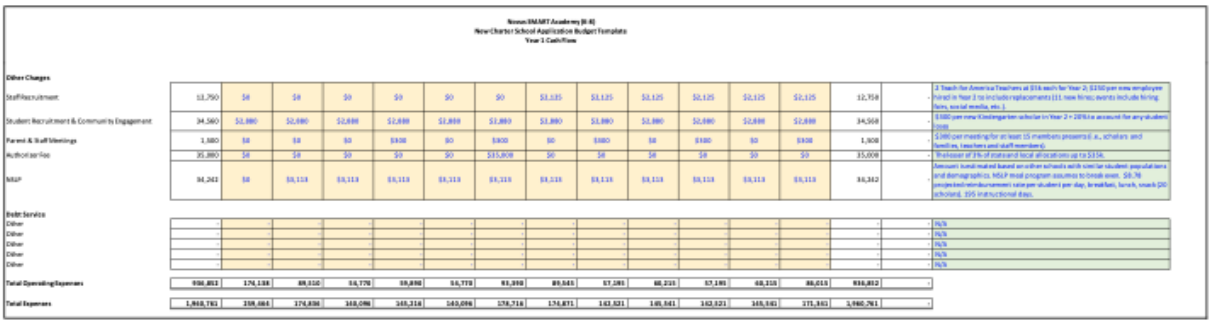
	Year 1 2025-26 Total Budget	Year 1 2025-26 July	Year 1 2025-26 August	Year 1 2025-26 September	Year 1 2025-26 October	Year 1 2025-26 November	Year 1 2025-26 December	Year 1 2025-26 January	Year 1 2025-26 February	Year 1 2025-26 March	Year 1 2025-26 April	Year 1 2025-26 May	Year 1 2025-26 June	Year 1 2025-26 Total	Year 1 2025-26 MUSD	Assumption Notes
Compensation																
Principal/School Leader	180,000	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	100,000	-	CEO/Lead Founder with the roles and responsibilities of Lower School Principal and CEO/Lead Founder. Based on Step 9 of proposed Principal Salary Scale).
Assistant Principal	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Special Education Coordinator	65,000	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	65,000	-	Special Education Coordinator known as the Academics Coordinator in Years 1-4. Special Education Coordinator known as the Scholar Access Coordinator in Year 5.
Deans, Directors	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Total Administrative Compensation	245,000	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	165,000	-	
Instructional Staff																
Teachers	200,000	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	200,000	-	Licensed Classroom Teacher(s)
Special Education Teachers	90,000	$8,167	$8,167	$8,167	$8,167	$8,167	$8,167	$8,167	$8,167	$8,167	$8,167	$8,167	$8,167	98,000	-	Licensed Special Education Teacher(s)
Teachers-in-Residence	160,000	$13,333	$13,333	$13,333	$13,333	$13,333	$13,333	$13,333	$13,333	$13,333	$13,333	$13,333	$13,333	160,000	-	Teacher(s)-in-Residence with a Provisional Teacher Licensure defined by the TN DOE
Elective Teachers	50,000	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	50,000	-	Physical Education Teacher (beginning Year 1 and beyond).
Other (Specify in Assumptions)	50,000	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	50,000	-	Licensed ESL Teacher(s)
Total Instructional Compensation	550,000	42,500	42,500	42,500	42,500	42,500	42,500	42,500	42,500	42,500	42,500	42,500	42,500	510,000	-	
Non-Instructional Staff																
Clerical Staff	35,000	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	35,000	-	Office Secretary
Custodial Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Operations	60,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	60,000	-	Operations Manager
Social Workers/Counseling	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Total Non-Instructional Compensation	95,000	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	95,000	-	
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Total Compensation	770,000	64,167	64,167	64,167	64,167	64,167	64,167	64,167	64,167	64,167	64,167	64,167	64,167	770,000	-	

Employer Benefits & Taxes

	Year 1 2025-26 Total Budget	Year 1 2025-26 July	Year 1 2025-26 August	Year 1 2025-26 September	Year 1 2025-26 October	Year 1 2025-26 November	Year 1 2025-26 December	Year 1 2025-26 January	Year 1 2025-26 February	Year 1 2025-26 March	Year 1 2025-26 April	Year 1 2025-26 May	Year 1 2025-26 June	Year 1 2025-26 Total	Year 1 2025-26 MUSD	Assumption Notes
Social Security	47,740	$3,978	$3,978	$3,978	$3,978	$3,978	$3,978	$3,978	$3,978	$3,978	$3,978	$3,978	$3,978	47,740	-	6.2% of all wages during Year 0.
Medicare	11,165	$930	$930	$930	$930	$930	$930	$930	$930	$930	$930	$930	$930	11,165	-	1.45% of all wages during Year 0.
State Unemployment	6,000	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	6,000	-	Estimated $400 per employee.
Disability Insurance	1,925	$160	$160	$160	$160	$160	$160	$160	$160	$160	$160	$160	$160	1,925	-	1% of all wages during Year 0.
Workers Compensation Insurance	7,708	$643	$643	$643	$642	$642	$642	$642	$642	$643	$643	$642	$642	7,708	-	1.00% of all wages during Year 0.
Other Fringe Benefits	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	N/A
Medical Insurance	90,000	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	90,000	-	$500 per month per employee.
Dental Insurance	13,500	$1,125	$1,125	$1,125	$1,125	$1,125	$1,125	$1,125	$1,125	$1,125	$1,125	$1,125	$1,125	13,500	-	$75 per month per employee.
Vision Insurance	4,500	$375	$375	$375	$375	$375	$375	$375	$375	$375	$375	$375	$375	4,500	-	$25 per month per employee.



Novus SMART Academy (K-8) 534



Novus SMART Academy (K-8)
New Charter School Application Budget Template
Year 1 Cash Flow

Other Charges															
Staff Recruitment	13,750	$0	$0	$0	$0	$0	$0	$1,125	$1,125	$1,125	$1,125	$1,125	$1,125	12,750	-
Student Recruitment & Community Engagement	34,560	$2,880	$2,880	$2,880	$2,880	$2,880	$2,880	$2,880	$2,880	$2,880	$2,880	$2,880	$2,880	34,560	-
Parent & Staff Meetings	1,880	$0	$0	$0	$908	$0	$908	$0	$880	$0	$880	$0	$908	1,908	-
Authorizer Fee	35,880	$0	$0	$0	$0	$0	$35,808	$0	$0	$0	$0	$0	$0	35,008	-
MSP	84,262	$0	$8,118	$8,118	$8,118	$8,118	$8,118	$8,118	$8,118	$8,118	$8,118	$8,118	$8,118	88,382	-
Debt Service															
Other	-													-	-
Other	-													-	-
Other	-													-	-
Other	-													-	-
Other	-													-	-
Total Operating Expenses	**936,812**	**174,188**	**89,010**	**84,770**	**89,898**	**84,770**	**81,998**	**89,045**	**87,195**	**88,215**	**87,195**	**88,215**	**88,015**	**936,812**	-
Total Expenses	**1,960,781**	**358,064**	**174,836**	**168,096**	**168,216**	**168,096**	**170,716**	**174,871**	**163,521**	**165,541**	**162,521**	**165,541**	**171,341**	**1,960,781**	-

Novus SMART Academy (K-8)
New Charter School Application Budget Template
Year 2 Through 5 Budget

Revenue Assumptions

		Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	
	Annual Revenue Increase	0.00%	2.00%	2.00%	2.00%	2.00%	
	Cumulative Increase	100.00%	102.00%	104.04%	106.12%	108.24%	
State Revenues	**Assumption**						**Assumption Notes**
TISA Base Rate	$10,301	988,896	$1,977,792	$2,966,688	$3,955,584	$5,191,704	$10,301 multiplied by Year 1 # of scholars (96 in Year 1, 192 in Year 2, 288 in Year 3, 384 in Year 4, and 504 in Year 5). Base rate per TN DOE.
TISA Weights	See Tracker	110,736	$219,926	$330,662	$443,973	$581,491	Base x 25% (Economically Disadvantaged) x # of Scholars Identified (20). Base x 15% (SWD) x # of Scholars Identified (9). Base x 20% (ELL) x # of Scholars Identified (22).
TISA Direct	See Tracker	48,000	$96,000	$144,000	$192,000	$252,000	$500 per scholar for K-3 Literacy (96 in Year 1, 192 in Year 2, 288 in Year 3, and 384 in Year 4). $500 per scholar for Grade 4 tutoring.
Local Tax Base Per Scholar		163,200	$326,400	$489,600	$482,800	$856,800	$1700 Local Tax Base Per Scholar
Other		-	$0	$0	$0	$0	N/A
Federal Revenues							
Title I	$0	-	$0	$0	$0	$0	N/A
Title II	$0	-	$0	$0	$0	$0	N/A
Title III	$250	5,500	$11,000	$16,500	$22,000	$29,000	Based on La Vergne and Smyrna ELL average enrollment.
NSLP	$9	34,242	$68,484	$102,726	$138,680	$181,483	$8.78 projected reimbursement rate per student per day, breakfast, lunch, snack (20 scholars). 195 instructional days.
E-Rate	$150	14,400	$28,800	$43,200	$57,600	$133,200	$150 per net change in student through Universal Service Administrative Company (USAC)
CSP Startup Grant	$750,000	250,000	$250,000	$0	$0	$0	Grant is secured (see Attachment G). Budgeted conservatively for three annual payments of $250k for Years 0-2.
Other	$1,500	13,500	$25,500	$39,000	$52,500	$67,500	Based on $1,500 per scholar and La Vergne and Smyrna SPED average enrollment.
Other	$0	-	$0	$0	$0	$0	N/A
School Activity Revenues							
Other	$0	-	$0	$0	$0	$0	N/A
Other	$0	-	$0	$0	$0	$0	N/A
Other	$0	-	$0	$0	$0	$0	N/A
Other	$0	-	$0	$0	$0	$0	N/A
Other	$0	-	$0	$0	$0	$0	N/A
Fundraising & Philanthropy		-					
Charter School Growth Fund	$750,000	250,000	$250,000	$0	$0	$0	N/A
BES Start-up Fund	$0	-	$0	$0	$0	$0	N/A
Board of Directors Annual Contribution	$12,000	12,000	$12,000	$12,000	$12,000	$12,000	Commitment once school is authorized (i.e., donations, sponsorships, and fundraising).
Statewide School Resource Officer Program Grant	$0	75,000	$75,000	$75,000	$75,000	$75,000	The Statewide School Resource Officer (SRO) Program Grant provides funding to local law enforcement entities to place one full-time, POST-certified SRO in each K-12 public school and public charter school in Tennessee. Local law enforcement agencies are eligible to apply for funding not to exceed $75,000 per year, per SRO, per school for which they are responsible for providing SRO services. SROs provide the crucial link between schools and law enforcement agencies in their continued efforts to establish and maintain safe and secure learning environments. An SRO acts as a liaison between the police, the school, and the community. As part of their day-to-day operations, SROs are responsible for responding to all criminal acts committed at the school. Most of an SRO's time is spent interacting with youth. An SRO should connect with students, develop beneficial and enriching relationships, and have a positive effect on the school's overall climate. The duties of SROs include monitoring those who visit schools, providing assistance for disruptive students, and enforcing applicable laws.
Other	$0	-	$0	$0	$0	$0	N/A
Total Revenues		**1,965,474**	**3,340,902**	**4,219,376**	**5,432,137**	**7,380,178**	

Compensation

	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	
Administrative Staff						**Assumption Notes**
Principal/School Leader	100,000	102,000	104,040	106,121	108,243	CEO/Lead Founder serving as Lower School Principal in Years 1-5.
Assistant Principal	-	-	-	-	75,770	Assistant Principal beginning in Year 5, serving as Lower School Principal-in-Residence.
Special Education Coordinator	65,000	66,300	67,626	68,979	70,358	Special Education Coordinator known as the Academics Coordinator in Years 1-4. Special Education Coordinator known as the Scholar Access Coordinator in Year 5.
Deans, Directors	-	-	-	-	-	N/A
Other (Specify in Assumptions)	-	-	-	-	-	N/A
Total Administrative Compensation	**165,000**	**168,300**	**171,666**	**175,099**	**254,372**	
	-					
Instructional Staff						

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Year 2 Through 5 Budget

Teachers	200,000	408,000	624,240	848,966	1,136,554	Licensed Classroom Teacher(s)
Special Education Teachers	50,000	51,000	52,020	106,121	108,243	Licensed Special Education Teacher(s)
Teachers-in-Residence	160,000	326,400	499,392	679,173	909,243	Teacher(s)-in Residence with a Practitioner Teacher License as defined by the TN-DOE.
Educational Assistants/Aides	-	30,600	31,212	31,836	32,473	EAs will be hired based on need, using documentation from a scholar's IEP, ILP, or 504 Plan.
Elective Teachers	50,000	51,000	104,040	159,181	216,486	Physical Education Teacher (beginning Year 1 and beyond); Music Teacher (beginning Year 3 and beyond); Art Teacher (beginning Year 4 and beyond); and Technology Teacher (beginning Year 5 and beyond).
Other (Specify in Assumptions)	50,000	102,000	104,040	159,181	216,486	Licensed ESL Teacher(s)
Total Instructional Compensation	**510,000**	**969,000**	**1,414,944**	**1,984,459**	**2,619,486**	
Non-Instructional Staff						
Clerical Staff	35,000	35,700	36,414	37,142	37,885	Office Secretary
Custodial Staff	-	-	-	-	-	Contracted Services Provider
Operations	60,000	61,200	62,424	63,672	64,946	Operations Manager
Social Workers/Counseling	-	66,300	67,626	68,979	70,358	DEI Coordinator will serve as the School Counselor beginning in Year 2. Our contracted services provider will be managed by the Academics Coordinator in Years 1-4 and the Scholar Access Coordinator in Year 5 and beyond (i.e. Project Play Therapy).
Other (Specify in Assumptions)	-	-	62,424	63,672	64,946	Office Manager added in Year 3.
Total Non-Instructional Compensation	95,000	163,200	228,888	233,466	238,135	
Other Compensation	-	-	-	-	-	N/A
Other Compensation	-	-	-	-	-	N/A
Other Compensation	-	-	-	-	-	N/A
Other Compensation	-	-	-	-	-	N/A
Total Compensation	**770,000**	**1,300,500**	**1,815,498**	**2,393,024**	**3,111,992**	

Employer Benefits & Taxes

	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	Assumption Notes
Social Security	47,740	80,631	112,561	148,367	192,944	6.2% of all wages during Year 0.
Medicare	11,165	18,857	26,325	34,699	45,124	1.45% of all wages during Year 0.
State Unemployment	6,000	10,400	14,400	18,800	24,000	Estimated $400 per employee.
Disability/Life Insurance	1,925	3,251	4,539	5,983	7,780	1% of all wages during Year 0.
Workers Compensation Insurance	7,700	13,005	18,155	23,930	31,120	1.00% of all wages during Year 0.
Other Fringe Benefits	-	-	-	-	-	N/A
Medical Insurance	90,000	156,000	216,000	282,000	360,000	$500 per month per employee.
Dental Insurance	13,500	23,400	32,400	42,300	54,000	$75 per month per employee.
Vision Insurance	4,500	7,800	10,800	14,100	18,000	$25 per month per employee.
TCRS Certified Legacy	71,379	120,556	168,297	221,833	288,482	9.27% of all wages; represent highest contribution rate for TCRS participants; however, some employees may participate in the hybrid or classified model which would reduce costs.
TCRS Certified Hybrid	-	-	-	-	-	N/A
TCRS Classified Legacy	-	-	-	-	-	N/A
TCRS Classified Hybrid	-	-	-	-	-	N/A
Other Classified Retirement	-	-	-	-	-	N/A
Other Retirement	-	-	-	-	-	N/A
Total Employer Benefits & Taxes	**253,909**	**433,901**	**603,476**	**792,012**	**1,021,449**	

Operating Expenses

		Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	Assumption Notes
	Annual Expense Increase	0.00%	2.00%	2.00%	2.00%	2.00%	
	Cumultative Increase	100.00%	102.00%	104.04%	106.12%	108.24%	
Contracted Services							
Professional Development	$25,000	25,000	$25,500	$26,010	$26,530	$27,061	$10k for Curriculum Support & Development and Travel to High-Performing Charter Schools in the BES Network; $15k for BES Follow-on Coaching & Support
Financial Services	$3,750	45,000	$45,900	$46,818	$47,754	$48,709	$3,750 per month for Accounting & Bookkeeping; Financial Management, Reporting, & Compliance, Cash Flow Management; Payroll & Retirement; and Business Advisory
Audit Services	$0	1,500	$12,000	$12,000	$12,000	$12,000	990 filing only in Year 1; audit begins in Year 2.
Legal Fees	$7,500	7,500	$7,500	$7,500	$7,500	$7,500	Retainer Fee
Copier Lease and Usage	$500	6,000	$6,000	$6,000	$6,000	$6,000	$500 per month.
Internet and Phone Service	$500	6,000	$6,000	$6,000	$6,000	$6,000	$500 per month.
Cell Phone Service	$50	600	$600	$600	$600	$600	$50 per month.
Payroll Services	$0	-	$0	$0	$0	$0	N/A
Health Services	$50,000	50,000	$50,000	$50,000	$50,000	$50,000	Novus SMART Academy (K-8) will collaborate with Express Healthcare Staff, our proposed contracted services provider, to provide a school-based nurse for Nursing Services and School Health Services. We have been in communication with Nurse Anita Akpan who is a contracted nurse with Express Healthcare Staff and our intention is to hire her through this organization (see Attachment G for nurse Anita Akpan's resume).
Transportation	$0	125,000	$127,500	$130,050	$265,302	$270,608	Assumes $75K/bus 30% participation, 72 students/bus; $50K additional for students with disabilities

Novus SMART Academy (K-8)
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Year 2 Through 5 Budget

IT Services	$0	8,880	$11,760	$14,640	$17,520	$21,120	$500 per month for support; $30 per scholar for SchoolRunner.
Contracted SPED Services	$3,700	40,700	$46,970	$86,405	$113,245	$163,185	Our Licensed Special Education Teacher(s) and Academics Coordinator will collaborate with Project Play Therapy, our proposed contracted services provider, to coordinate direct education services for our scholars who need deficit-based intervention services as outlined in the IEP (see Attachment AA as evidence of contracted special education services in our budgeted expenses in Years 1-5; quotes provided by Dr. Cindy Minnis, the Vice President of Clinical and School Services at Project Play Therapy). Services provided by Project Play Therapy include the following: Occupational Therapy, Psychological Services, and/or Speech/Language Therapy. Some low incidences and specialized services include the following: Hearing/Auditory Services, Physical Therapy, Music Therapy, Vision Services, Bilingual Spanish Evaluations, Behavioral Health Services, and/or Counseling Services.
Insurance	$0	16,000	$24,000	$32,000	$40,000	$48,000	General Liability & Directors & Officers Insurance; Limited Property Coverage
Postal Charges	$20	240	$240	$240	$240	$240	$20 per month.
Bank Charges	$0	-	$0	$0	$0	$0	Horizon Business Checking Account w/ Pinnacle Financial Partners w/ $0 maintenance fee.
Supplies & Materials							
Textbooks and Instructional Supplies	$100	9,600	$19,200	$28,800	$38,400	$50,400	$100 per scholar for curricula resources, and supplies (i.e., binders, pencils, paper, science and technology lab supplies, etc.).
Education Software	$100	61,800	$48,600	$60,400	$72,200	$87,000	Blended Learning Software (i.e., IXL and Imagine Learning for ELL only); $50k for PowerSchool SIS in Years 2-5.
Student Supplies	$20	1,920	$3,840	$5,760	$5,680	$10,080	$20 per scholar for Arts/Electives Supplies (96 in Year 1, 192 in Year 2, 288 in Year 3, 384 in Year 4, and 504 in Year 5).
Faculty Supplies	$200	2,200	$4,200	$6,000	$8,200	$10,600	$200 per teacher per school year (11 in Year 1, 21 in Year 2, 30 in Year 3, 41 in Year 4, and 53 in Year 5).
Library Books	$40	3,840	$7,680	$11,520	$15,360	$20,160	$40 per scholar for library books (96 in Year 1, 192 in Year 2, 288 in Year 3, 384 in Year 4, and 504 in Year 5).
Testing & Evaluation	$40	3,840	$7,680	$21,120	$34,560	$48,960	STEP Assessments at $40 per scholar in grades K-3; Fountas & Pinnell Reading Assessments at $40 per scholar in grades 3-5 (96 in Year 1, 192 in Year 2, 288 in Year 3, 384 in Year 4, and 504 in Year 5). MasteryConnect for scholars in Grades 2-4; $100 per scholar.
Student Laptops	$150	14,400	$28,800	$43,200	$57,600	$75,600	$150 per chromebook per scholar. 96 added per year in Years 1-5; add an additional 24 in Year 5 for 5th cohort of Kindergarten.
Faculty Laptops	$500	6,000	$3,500	$4,500	$5,500	$5,500	$500 per new staff laptop.
Office Supplies	$250	3,000	$3,000	$3,000	$3,000	$3,000	$250 per month for office supplies (i.e., post-its, penss, notebook, etc.).
Printing Paper	$35	3,500	$3,500	$5,250	$7,000	$7,000	100 boxes of printing paper puchased per year in Years 1-2; 150 in Year 3; 200 per year in Years 4-5 ($35 per box)
Marketing Materials	$6,000	6,000	$10,000	$10,000	$10,000	$10,000	Website Design & Social Media Advertising
Student Uniforms	$30	2,880	$5,760	$8,640	$11,520	$15,120	School uniform subsidized at $30 per scholar (96 in Year 1, 192 in Year 2, 288 in Year 3, 384 in Year 4, and 504 in Year 5).
Gifts & Awards - Students	$100	9,600	$19,200	$28,800	$38,400	$50,400	$100 per scholar for Noble Fest, event prizes, and other staff celebrations (96 in Year 1, 192 in Year 2, 288 in Year 3, 384 in Year 4, and 504 in Year 5).
Gifts & Awards - Teachers and Staff	$100	1,500	$2,600	$3,600	$4,700	$6,000	$100 per employee for Noble Fest, event prizes, and other staff celebrations (15 in Year 1, 26 in Year 2, 36 in Year 3, 47 in Year 4, and 60 in Year 5).
After School Tutoring	$1,875	-	$0	$0	$30,000	$39,375	Fully licensed teachers will have the opportunity to earn up to $1,875 per school year by providing small group tutoring support for at least 5 scholars per session and will receive payment of $25 per hour at the end of each learning cycle. The SMART Tutoring Academy will be managed by the Academics Coordinator on Mondays, Tuesdays, and Thursdays for 1 hour after school beginning annually in Year 4 with grade 3 and beyond; starting in September and continuing up to state testing (up to 25 weeks; 16 fully licensed teachers in Year 4; 21 fully licensed teachers in Year 5).
Grade-level Chair Compensation	$500	-	$0	$7,500	$10,000	$12,500	Fully licensed teachers serving as Grade-level Chairs will receive an additional $500 stipend at the end of each learning cycle, totaling $2,500 per school year. This compensation will begin in Year 3 with Grade 2, totaling $7,500 in Year 3; $10,000 in Year 4; and $12,500 in Year 5. This graduated expense is also included in our proposed school budget.
Classroom Coverage Compensation	$500	5,500	$10,500	$15,000	$20,500	$26,500	Instructional staff-based members covering for an absent instructional staff-based member during an assigned planning period will receive a $25 stipend per class period at the end of each learning cycle. The purpose of this compensation is to maintain the integrity of our Two-Teacher Model. We have initially budgeted up to $500 (20 days) for instructional staff-based roles (11 instructional staff in Year 1; 20 instructional staff in Year 2; 29 instructional staff in Year 3; 40 instructional staff in Year 4; 52 instructional staff in Year 5.
TCAP Performance-based Bonus	$3,000	-	$0	$0	$96,000	$121,500	<up to $3,000> EOY Tennessee Comprehensive Assessment Program (TCAP) 95% Teacher Attendance Rate TEAM Evaluation Cumulative Score: 3 (At Expectations) or above. Beginning in Year 4 with grade 3. Achievement: Meet/exceed the schoolwide goal percentage of scholars with "Met Expectations" and/or "Exceeded Expectations" performance levels in English/Language Arts (grades 3-8), Math (grades 3-8), Science (grades 3-8), and Social Studies (grades 6-8).Fully Licensed Instructional Staff: $600 per assessment in grades 3-5 (totaling up to $1,800). $1,800 in grades 6-8, respectively by grade level and subject taught. Practitioner Licensed Staff and Non-licensed Instructional Staff: $300 per assessment in grades 3-5 (totaling up to $900). $900 in grades 6-8, respectively by grade level and subject taught. Growth: Meet/exceed the schoolwide goal percentage of scholars with Level 3 (evidence that the students made growth as expected), Level 4 (moderate evidence that the students made more growth than expected), and/or Level 5 (significant evidence that the students made more growth than expected) effectiveness levels in English/Language Arts (grades 3-8), Math (grades 3-8), Science (grades 3-8), and Social Studies (grades 6-8). Fully Licensed Instructional Staff: $400 per assessment in grades 3-5 (totaling up to $1,200). $1,200 in grades 6-8, respectively by grade level and subject taught. Practitioner Licensed Staff and Non-licensed Instructional Staff: $200 per assessment in grades 3-5 (totaling up to $600). $600 in grades 6-8, respectively by grade level and subject taught.
ELPA21 Performance-based Bonus	$3,000	3,000	$6,000	$6,000	$9,000	$9,000	<up to $3,000> English Language Proficiency Assessment for the 21st Century (ELPA21): 95% Teacher Attendance Rate TEAM Evaluation Cumulative Score: 3 (At Expectations) or above. Beginning in Year 1 with Kindergarten. Achievement: Meet/exceed the schoolwide goal percentage of scholars with a qualifying score for exit of 4 or above in the four language domains of reading, writing, speaking and listening; $1,800 for fully licensed ESL Teacher; $900 for Practitioner Licensed Staff. Growth: Meet/exceed the schoolwide goal percentage of scholars with the following scores: only one 2 and/or two or more scores of 3 or above in the four language domains of reading, writing, speaking and listening; an overall proficiency level of Progressing; $1,200 for fully licensed ESL Teacher; $600 for Practitioner Licensed Staff.

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End-of-Year NWEA MAP Performance-based Bonus	$2,500	22,500	$42,500	$60,000	$82,500	$106,250	<up to $2,500> EOY NWEA MAP Assessments 95% Teacher Attendance Rate TEAM Evaluation Cumulative Score: 3 (At Expectations) or above. Beginning in Year 1 with Kindergarten. Achievement (shows how scholars are performing compared to their current grade-level peers): Meet/exceed the schoolwide goal percentage of scholars who met/exceeded their Projected RIT Score as evidenced by the final (spring) assessment in Reading, Language, Math, and Science. Fully Licensed Instructional Staff: $375 per assessment in grades K-5 (totaling up to $1,500). $1,500 in grades 6-8, respectively by grade level and subject taught. Practitioner Licensed Staff and Non-licensed Instructional Staff: $187.50 per assessment in grades K-5 (totaling up to $750). $750 in grades 6-8, respectively by grade level and subject taught. Growth (shows how much growth scholars have experienced since the previous assessments, regardless of whether they are performing at grade level or not): Meet/exceed the schoolwide goal percentage of scholars who met/exceeded their Projected Growth as evidenced by the final (spring) assessment in Reading, Language, Math, and Science. Fully Licensed Instructional Staff: $250 per assessment in grades K-5 (totaling up to $1,000). $1,000 in grades 6-8, respectively by grade level and subject taught. Practitioner Licensed Staff and Non-licensed Instructional Staff: $125 per assessment in grades K-5 (totaling up to $500). $500 in grades 6-8, respectively by grade level and subject taught.
Health Supplies	$200	1,400	$2,200	$3,200	$4,400	$5,600	First Aid Kit per classroom (7 in Year 1, 11 in Year 2, 16 in Year 3, 22 in Year 4, and 28 in Year 5)
Facility Related Expenses							
Rent	$14	135,800	$201,600	$266,000	$358,400	$467,600	$14 per square foot: Year 1 = 9,700; Year 2 = 14,400; Year 3 = 19,000; Year 4 = 25,600; Year 5 = 33,400.
Utilities	$2	19,400	$28,800	$38,000	$51,200	$66,800	$2 per square foot: Year 1 = 9,700; Year 2 = 14,400; Year 3 = 19,000; Year 4 = 25,600; Year 5 = 33,400.
Custodial	$1	9,700	$14,400	$19,000	$25,600	$33,400	$1 per square foot: Year 1 = 9,700; Year 2 = 14,400, Year 3 = 19,000; Year 4 = 25,600; Year 5 = 33,400.
Waste	$200	2,400	$2,400	$2,400	$2,400	$2,400	$200 per month.
Faculty Furniture	$3,000	21,000	$12,000	$15,000	$18,000	$15,000	$3k per new classroom (7 in Year 1, 4 in Year 2, 5 in Year 3, 6 in Year 4, and 5 in Year 5).
Student Furniture	$100	9,600	$19,200	$28,800	$38,400	$50,400	$100 per new scholar.
Internet/Network Equipment	$10,000	10,000	$10,000	$12,500	$15,000	$17,500	Internet Connectivity (i.e., cabling, WiFi, access points, etc.)
Other Equipment	$5,000	5,000	$5,000	$5,000	$5,000	$5,000	Office Furniture and General Equipment
Building Decorum	$5,000	5,000	$5,000	$5,000	$5,000	$5,000	Signage, Posters, Decorations
Tenant Improvements	$25,000	25,000	$25,000	$25,000	$25,000	$25,000	Add additional classroom space for Year to build out. Will also pursue grants and facility incentive funding.
Security Plan	$6,000	6,000	$6,000	$6,000	$6,000	$6,000	Contrcted services provided by Unlimited Security; negotiations are in still in progress; see details in Section 2.9d.
School Resource Officer Contracted Services	$75,000	75,000	$75,000	$75,000	$75,000	$75,000	The Statewide School Resource Officer (SRO) Program Grant provides funding to local law enforcement entities to place one full-time, POST-certified SRO in each K-12 public school and public charter school in Tennessee. Local law enforcement agencies are eligible to apply for funding not to exceed $75,000 per year, per SRO, per school for which they are responsible for providing SRO services. SROs provide the crucial link between schools and law enforcement agencies in their continued efforts to establish and maintain safe and secure learning environments. An SRO acts as a liaison between the police, the school, and the community. As part of their day-to-day operations, SROs are responsible for responding to all criminal acts committed at the school. Most of an SRO's time is spent interacting with youth. An SRO should connect with students, develop beneficial and enriching relationships, and have a positive effect on the school's overall climate. The duties of SROs include monitoring those who visit schools, providing assistance for disruptive students, and enforcing applicable laws.
Other	$0	-	$0	$0	$0	$0	N/A
Other	$0	-	$0	$0	$0	$0	N/A
Other	$0	-	$0	$0	$0	$0	N/A
Other Charges							
Staff Recruitment	$250	12,750	11,250	11,750	12,250	12,250	2 Teach for America Teachers at $5k each for Year 2; $250 per hired employee to include replacements (hiring fairs, social media, etc.)
Student Recruitment & Community Engagement	$300	34,560	34,560	34,560	34,560	43,200	$300 per new Kindergarten scholar in Year 2 + 20% to account for any student loses.
Parent & Staff Meetings	$300	1,500	1,500	1,500	1,500	1,500	$300 per meeting for at least 15 members presents (i.e., scholars and families, teachers and staff members).
Authorizer Fee	$35,000	35,000	35,000	35,000	35,000	35,000	The lesser of 3% of state and local allocations up to $35k.
NSLP	$0	34,242	$68,484	$102,726	$138,680	$181,483	NSLP meal program is expected to break even each fiscal year.
Debt Service							
Other	$0	-	-	-	-	-	N/A
Other	$0	-	-	-	-	-	N/A
Other	$0	-	-	-	-	-	N/A
Other	$0	-	-	-	-	-	N/A
Other	$0	-	-	-	-	-	N/A
Total Operating Expenses		**936,852**	**1,147,924**	**1,433,789**	**2,004,202**	**2,424,101**	
Total Expenses		**1,960,761**	**2,882,325**	**3,852,763**	**5,189,238**	**6,557,542**	

Novus SMART Academy (K-8)
New Charter School Application Budget Template
Year 0 & Years 1 through 5 Summary

Revenue Assumptions

	Year 0 2024-25	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30
Starting Fund Balance	-	**159,791**	**164,504**	**623,081**	**989,694**	**1,232,593**
State Revenues	**-**	**1,310,832**	**2,620,118**	**3,930,950**	**5,074,357**	**6,881,995**
Federal Revenues	**250,000**	**317,642**	**383,784**	**201,426**	**270,780**	**411,183**
School Activity Revenues	**-**	**-**	**-**	**-**	**-**	**-**
Fundraising & Philanthropy	**292,000**	**337,000**	**337,000**	**87,000**	**87,000**	**87,000**
Total Revenues	**542,000**	**1,965,474**	**3,340,902**	**4,219,376**	**5,432,137**	**7,380,178**
Staffing	**115,417**	**770,000**	**1,300,500**	**1,815,498**	**2,393,024**	**3,111,992**
Employer Benefits & Taxes	**20,952**	**253,909**	**433,901**	**603,476**	**792,012**	**1,021,449**
Contracted Services	**80,340**	**332,420**	**363,970**	**418,263**	**592,692**	**661,023**
Supplies & Materials	**13,900**	**162,480**	**228,760**	**332,290**	**564,520**	**720,545**
Facility-Related Expenses	**118,300**	**323,900**	**404,400**	**497,700**	**625,000**	**769,100**
Other Charges	**33,300**	**118,052**	**150,794**	**185,536**	**221,990**	**273,433**
Debt Service	**-**	**-**	**-**	**-**	**-**	**-**
Total Expenses	**382,209**	**1,960,761**	**2,882,325**	**3,852,763**	**5,189,238**	**6,557,542**
Net Income	**159,791**	**4,713**	**458,578**	**366,613**	**242,899**	**822,636**
Ending Fund Balance	159,791	164,504	623,081	989,694	1,232,593	2,055,229

Attachment BB

3.2: Budget Narrative

3.2(a): How the proposed budget is adequate to ensure the proposed school model can be implemented fully and how it supports your theory of action concerning scholar achievement.

Novus SMART Academy (K-8) proposes to open its doors in August 2025 to 96 scholars and families enrolled in Kindergarten. The projected class size is 24 scholars with a ratio of 1 teacher to 12 scholars in four (4) classrooms, providing intentional support during whole-class learning, small group instruction, and blended learning across all content areas in grades K-5, and specifically in English/Language Arts and math in grades 6-8. This budget narrative describes the financial resources needed in Year 0 through Year 5, respectively, to support the operations of Novus SMART Academy (K-8) to have a strong start with scholars and families, teachers and school leaders, and staff members.

Our theory of action concerning scholar achievement aligns with our mission to provide all scholars access to rigorous curricula and high-quality academic instruction that fosters a love for learning, embraces innovation and creativity, and encourages personal growth to thrive in their chosen college and career paths, making a positive impact on society. Our vision is to inspire all scholars to unlock their full potential through extraordinary learning experiences that lead to successful college journeys and fulfilling careers, empowering them to make a positive impact on society and to achieve extraordinary success in all aspects of life. These financial resources will ensure our scholars and families receive access to high-quality academic instruction using extended time and blended learning specifically in literacy and math, with a strategic two-teacher model. Our rigorous curricula will prepare scholars with the skills needed to collaborate appropriately with their peers, to think critically and creatively across all content, and to solve real-world challenges through Asset-based Learning (ABL) in Arts/Electives and Character Education, Inquiry-based Learning (IBL) in Science and Research (i.e., Reading, Writing, and Social Studies), and Project-based Learning (PBL) in Science, Math and Technology. Specifically, our mission and vision are clearly aligned to the overall purpose of T.C.A. § 49-13-104: to implement an academic focus and academic plan that will improve learning in Science, Math, Arts/Electives, Research, and Technology for all scholars, and to close the achievement gap between high-achieving and low-achieving scholars.

Novus SMART Academy (K-8) also proposes to adopt a robust Teacher Incentive Fund (TIF) that will compensate teachers beyond their annual salaries (i.e., planned stipends, tutoring pay, and performance-based bonuses). This TIF is aligned to our academic priorities, will attract high-quality teachers, and will be disbursed based on the following criteria:

After School Tutoring (see **Attachment AA**): Fully licensed teachers will have the opportunity to earn up to $1,875 per school year by providing small group tutoring support for at least 5 scholars per session and will receive payment of $25 per hour at the end of each learning cycle. The SMART Tutoring Academy will be managed by the Academics Coordinator on Mondays, Tuesdays, and Thursdays for 1 hour after school beginning annually in Year 4 with grade 3 and beyond; starting in September and continuing up to state testing (up to 25 weeks; 16 fully licensed teachers in Year 4; 21 fully licensed teachers in Year 5).

Grade-level Chairs (see **Attachment AA**): Fully licensed teachers serving as Grade-level Chairs will receive an additional $500 stipend at the end of each learning cycle, totaling $2,500 per school year. This compensation will begin in Year 3 with Grade 2, totaling $7,500 in Year 3; $10,000 in Year 4; and $12,500 in Year 5. This graduated expense is also included in our proposed school budget.

Classroom Coverage Compensation (see **Attachment AA**): Instructional staff-based members covering for an absent instructional staff-based member during an assigned planning period will receive a $25 stipend per class period at the end of each learning cycle. The purpose of this compensation is to maintain the integrity of our Two-Teacher Model. We have initially budgeted up to $500 (20 days) for instructional staff-based roles (11 instructional staff in Year 1; 20 instructional staff in Year 2; 29 instructional staff in Year 3; 40 instructional staff in Year 4; 52 instructional staff in Year 5.

Performance-based Bonuses (see **Attachment AA**)

- <up to $3,000> EOY Tennessee Comprehensive Assessment Program (TCAP)
    - 95% Teacher Attendance Rate
    - TEAM Evaluation Cumulative Score: 3 (At Expectations) or above.
    - Beginning in Year 4 with grade 3.
    - Achievement: Meet/exceed the schoolwide goal percentage of scholars with Met Expectations or Exceeded Expectations performance levels in English/Language Arts (grades 3-8), Math (grades 3-8), Science (grades 3-8), and Social Studies (grades 6-8).
        - Fully Licensed Instructional Staff
            - $600 per assessment in grades 3-5 (totaling up to $1,800).
            - $1,800 in grades 6-8, respectively by grade level and subject taught.
        - Practitioner Licensed Staff and Non-licensed Instructional Staff
            - $300 per assessment in grades 3-5 (totaling up to $900).
            - $900 in grades 6-8, respectively by grade level and subject taught.
    - Growth: Meet/exceed the schoolwide goal percentage of scholars with Level 3 (evidence that the students made growth as expected), Level 4 (moderate evidence that the students made more growth than expected), and/or Level 5 (significant evidence that the students made more growth than expected) effectiveness levels in English/Language Arts (grades 3-8), Math (grades 3-8), Science (grades 3-8), and Social Studies (grades 6-8).
        - Fully Licensed Instructional Staff
            - $400 per assessment in grades 3-5 (totaling up to $1,200).
            - $1,200 in grades 6-8, respectively by grade level and subject taught.
        - Practitioner Licensed Staff and Non-licensed Instructional Staff
            - $200 per assessment in grades 3-5 (totaling up to $600).
            - $600 in grades 6-8, respectively by grade level and subject taught.
- <up to $3,000> English Language Proficiency Assessment for the 21st Century (ELPA21):
    - 95% Teacher Attendance Rate
    - TEAM Evaluation Cumulative Score: 3 (At Expectations) or above.
    - Beginning in Year 1 with Kindergarten.
    - Achievement: Meet/exceed the schoolwide goal percentage of scholars with a qualifying score for exit of 4 or above in the four language domains of reading, writing, speaking and listening; $1,800 for fully licensed ESL Teacher; $900 for Practitioner Licensed Staff.
    - Growth: Meet/exceed the schoolwide goal percentage of scholars with the following scores: only one 2 and/or two or more scores of 3 or above in the four language domains of reading, writing, speaking and listening; an overall proficiency level of Progressing; $1,200 for fully licensed ESL Teacher; $600 for Practitioner Licensed Staff.
- <up to $2,500> EOY NWEA MAP Assessments
    - 95% Teacher Attendance Rate
    - TEAM Evaluation Cumulative Score: 3 (At Expectations) or above.
    - Beginning in Year 1 with Kindergarten.
    - Achievement (shows how scholars are performing compared to their current grade-level peers): Meet/exceed the schoolwide goal percentage of scholars who met/exceeded their Projected RIT Score as evidenced by the final (spring) assessment in Reading, Language, Math, and Science.
        - Fully Licensed Instructional Staff
            - $375 per assessment in grades K-5 (totaling up to $1,500).
            - $1,500 in grades 6-8, respectively by grade level and subject taught.
        - Practitioner Licensed Staff and Non-licensed Instructional Staff
            - $187.50 per assessment in grades K-5 (totaling up to $750).
            - $750 in grades 6-8, respectively by grade level and subject taught.
    - Growth (shows how much growth scholars have experienced since the previous assessments, regardless of whether they are performing at grade level or not): Meet/exceed the schoolwide goal percentage of scholars who met/exceeded their Projected Growth as evidenced by the final (spring) assessment in Reading, Language, Math, and Science.
        - Fully Licensed Instructional Staff
            - $250 per assessment in grades K-5 (totaling up to $1,000).
            - $1,000 in grades 6-8, respectively by grade level and subject taught.
        - Practitioner Licensed Staff and Non-licensed Instructional Staff

        - $125 per assessment in grades K-5 (totaling up to $500).
        - $500 in grades 6-8, respectively by grade level and subject taught.
- Year 6 Proposed Stipends (not included in the 5-year budget plan):
    - Sponsors of National Academic Organizations (i.e., National Honor Society, BETA Club, FBLA, etc.) will receive a $300 stipend at the end of each learning cycle, totaling $1,500 per school year.
    - This compensation will begin in Year 6 when we establish Grade 5, and scholars are eligible to begin joining these organizations.
- Year 7 Proposed Stipends (not included in the 5-year budget plan):
    - Sports (baseball, basketball, cheerleading, football, rugby, soccer, track, etc.)
    - Head coaches will receive a $1,500 stipend, and Assistant Coaches (as deemed necessary) $750 at the end of the season.
    - The Athletics Director (preferably the Physical Education teacher) will receive a $1,000 stipend at the end of each learning cycle, totaling $5,000 per school year.
    - This compensation will begin in Year 7 when we establish Grade 6, and scholars in Grades 6 through 8 will be eligible to play sports.
    - Please Note: For scholars and families in Grades K-5 who want to participate in sports, we will leverage our future partnerships with the North Rutherford Family YMCA and the Smyrna Boys and Girls Clubs to access their sports programs at the grassroots of our development.

Novus SMART Academy (K-8) proposes to operate on the strength of federal funding, disbursed based on the number of scholars enrolled, using the TISA base rate, weights and direct funding calculations. Understanding that our founding class of scholars will consist of 96 families in Year 1, our plan for allocating funds for staffing, academic resources, professional learning and development, and facilities and operations will be conservative and in the interest of fulfilling the mission of our school for scholars and families. In addition to federal funding for the number of scholars enrolled, Novus SMART Academy (K-8) will apply for several funding opportunities as follows:

Grant Name	Amount Available	Projected Budget Amount
BES Startup Grant	$500,000	$30,000 in Year 0. See **Attachment G** for BES Award letter of support.
Board of Directors Contributions	$12,000	Annual commitment once school is authorized (i.e., donations, sponsorships, and fundraising).
Charter School Growth Fund	$750,000	• $250,000 in Year 0. • $250,000 in Year 1. • $250,000 in Year 2.
CSP Startup Grant	$750,000	• $250,000 in Year 0. • $250,000 in Year 1. • $250,000 in Year 2.

3.2(b): An explanation of scholar enrollment and TISA projections.

Novus SMART Academy (K-8) enrollment projections for Year 1 through Year 5 are in the table below. Using $10,302 from for the 2025-2026 base rate and applying a 2% annual increase has been confirmed with the Tennessee Department of Education as a fair estimate to use for Novus SMART Academy (K-8)'s budget. The Year 1 budget reflects 96 scholars in Kindergarten, which will produce $1,147,632 in TISA revenue when using demographic data for the schools in La Vergne and Smyrna pulled from the TDOE in the weights and directs. The table below provides our enrollment projections for Years 1-5.

Year of Operation	Year 1	Year 2	Year 3	Year 4	Year 5
School Year	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Kindergarten	96	96	96	96	120
Grade 1		96	96	96	96
Grade 2			96	96	96
Grade 3				96	96
Grade 4					96
Total	96	192	288	384	504

The CEO/Lead Founder will lead recruitment efforts in partnership with the Academics Committee, which will have an essential role in our recruitment efforts and, during planning in Year 0, will function as the Community Engagement Task Force. We will collaborate with community organizations, such as the Smyrna Boys and Girls Club, to enhance our community engagement efforts. Our goal is to achieve 150% enrollment for our Founding kindergarten class, which is 144 scholars and families. This involves filling 100% of the 96 available seats, creating a waitlist with 50% of the total enrollment goal (48). A lottery will be held on February 15, 2025, when all planned seats are filled by that date. Efforts will be made to identify partner organizations that can contribute to enhancing our scholars' educational experiences that may include mentoring organizations, before and after school programs, and field experience opportunities. The table below provides details regarding the start-up plan to recruit scholars and families.

Action Item	Members Responsible	Action Item Detailed	Completion Date
Survey of Proposed Communities	CEO/Lead Founder Community Engagement Task Force	The CEO/Lead Founder will collect information about the census of children between ages of 3 to 4. The Task Force will identify businesses and organizations who offer services to this population in Rutherford County, Tennessee.	Add to plans for pre-authorization by July 2024.
Community Engagement	CEO/Lead Founder Community Engagement Task Force Community Members	We will collaborate with local organizations and host educational events, such as but not limited to, summer camp collaborations, Town Hall meetings, and information sessions; secure more partnerships.	Pending Authorization
Ongoing Social Media Campaign	CEO/Lead Founder	The CEO/Lead Founder will begin social media campaigns for families to	Ongoing

		complete their letter of intent; increase interest in future enrollment via our school website and social media platforms.	
Communication, Marketing and Branding	CEO/Lead Founder Community Engagement Task Force Community Members	The CEO/Lead Founder will secure a contract with a local marketing company to update the school website, brochures, flyers, and print materials.	August 30, 2024
Postal Marketing	CEO/Lead Founder Community Engagement Task Force	Postcards will go out to families inviting them to our first monthly community engagement event. The mailers will go to families with children between the ages of 3-5.	December 2024
Ongoing Early Childhood Facilities Events and Collaboration	CEO/Lead Founder Community Engagement Task Force Others	Host events and information sessions with early childhood facilities in Rutherford County, Tennessee, and send print materials home in scholar backpacks.	January 2025 (ongoing)
Application Cycle	CEO/Lead Founder Engagement Task Force Operations Manager Office Secretary	Begin application cycle on January 1st and close on February 1st to allow scholars and families to know their status of acceptance early enough to make school choice decisions.	February 1, 2025
Lottery	CEO/Lead Founder Community Engagement Task Force	The lottery will occur within fifteen (15) days of the close of application period, on/before February 15th, during which names will be randomly selected for each available seat. Within ten (10) days, on/before February 25th, notifications will be sent to scholars and families about the lottery via email and through the United States postal services.	February 25, 2025
Uniform Fitting Day	CEO/Lead Founder	Host festive event where	July 2025

	Operations Manager Office Secretary	families receive scholar uniforms and take pictures of their child in Novus SMART Academy (K-8) gear.	

3.2(c): An explanation of all anticipated funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, scholar fees, donations, etc.

Novus SMART Academy (K-8) proposes all anticipated funding sources, to include grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, scholar fees, and donations in the budget worksheet (see Attachment AA). In addition to TISA revenue funding, federal program revenue funding has been forecasted conservatively in the budget, such as Title funding and school meals reimbursements. Understanding that these revenues could change in the future, the Tennessee Department of Education has estimated an amount of $1,500 for the projected special education population in Rutherford County Schools at 9% which is reflective of the local community. The budget also assumes 21% for Title I and free and reduced lunch population and 23% for the ELL population. These are estimates in order to project the budget. Any allocation in excess of these projections will reduce the amount of funding received and will require adjustment of working capital advances required in the initial years of operation. The Tennessee Department of Education has also confirmed the renewal of the CSP grant, and we secured these CSP grant funds that can be used for program implementation expenses in Years 0-2 in the amount of $750,000 with $250,000 allocated over three years.

3.2(d): If the budget includes fundraising or philanthropic revenue, provide detailed assumptions for how the revenue amounts were determined, and whether the funds have been awarded or are estimates. If the proposed school is still in the application process, the narrative should disclose where they are at in the process, the timing of when these funds will be awarded, and a contingency plan should the funds not be realized. Include evidence of awards or firm commitments. Evidence includes a letter, etc.

Post-authorization, Novus SMART Academy (K-8) will establish rapport with local Metro Nashville and Rutherford County philanthropic funders who historically aid other public charter schools to strengthen our budget projections and outlook. Novus SMART Academy (K-8) has conservatively assumed that we can grow into a facility and pay rent on an "as utilized" basis. This has been successfully implemented in several existing charter schools in the Metro Nashville area and is the ideal method through which we would execute our facilities plan. If we cannot come to terms on a lease that operates on an "as utilized" basis, the model has conservatism built in that would allow us to rent a facility that would fit our needs in Year 1 through Year 5, and then may require a move to expand the square footage needed.

Grant Name & Application Deadline	Amount Available	Projected Budget Amount
BES Startup Grant	$500,000	$30,000 in Year 0. See **Attachment G** for BES Award letter of support.
Board of Directors Contributions	$12,000	Annual commitment once school is authorized (i.e., donations, sponsorships, and fundraising).
Charter School Growth Fund **Submitted on December 1, 2023 and notified as a semi-finalist.**	$750,000	See **Attachment G** for CSGF Seed Grant finalist letter of support. ● $250,000 in Year 0. ● $250,000 in Year 1. ● $250,000 in Year 2.
CSP Startup Grant	$750,000	See **Attachment G** for CSP Startup

		Grant letter of support. ● $250,000 in Year 0. ● $250,000 in Year 1. ● $250,000 in Year 2.

3.2(e): Specify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Please note which are secured and which are anticipated and include evidence of firm commitments where applicable.

Grant Name	Amount Available	Projected Budget Amounts Anticipated
BES Startup Grant **Secured**	$500,000	$30,000 in Year 0. See **Attachment G** for BES Award letter of support.
Board of Directors Contributions **Anticipated**	$12,000	Annual commitment once school is authorized (i.e., donations, sponsorships, and fundraising).
Charter School Growth Fund **Anticipated**	$750,000	See **Attachment G** for CSGF Seed Grant finalist letter of support. ● $250,000 in Year 0. ● $250,000 in Year 1. ● $250,000 in Year 2.
CSP Startup Grant **Secured**	$750,000	See **Attachment G** for CSP Startup Grant letter of support. ● $250,000 in Year 0. ● $250,000 in Year 1. ● $250,000 in Year 2.

3.2(f): Provide an explanation of all anticipated expenditures including those identified in Subpart III.I.d.

Novus SMART Academy (K-8) expenditures are detailed in the budget worksheet (see Attachment AA). Anticipated expenditures include the 3% authorizer fee up to the $35,000 state limit. During Year 0, the CEO/Lead Founder will als serve in the capacity of the Founding Lower School Principal with a start date of August 1, 2024 through June 30, 2025. The Operations Manager and Office Secretary will be hired with a start date of April 1, 2025 through June 30, 2025. Other positions will be hired in preparation for Year 1. During Year 0, Novus SMART Academy (K-8) will have limited staffing expenses, however, as expected with most schools, salaries and benefits are the primary expense estimated at 60% of revenue during the Novus SMART Academy (K-8)'s initial years with annual increases estimated at 2%.

Novus SMART Academy (K-8) will solicit contracted services beginning in Year 1 and will continue to do so during the early growth years. Contracted services providers will assist with budgeting as enrollment grows, and these services will include accounting and audit services, technology services, contracted special education oversight, scholar services, food service, facilities services, and professional learning and development services. Because of our blended learning model there will be significant expenses associated with technology to facilitate necessary cabling, hardware, software, and equipment. Technology estimates are included in the budget as well as curriculum, furniture, fixtures, utilities, and various other assets and supplies necessary for school operations.

3.2(g): Describe the systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls.

Novus SMART Academy (K-8)'s Board Treasurer and Finance Committee will engage with an independent accountant and auditor to ensure that financial controls, checks, and balances are in place during the planning year. Novus SMART Academy (K-8) has established a relationship with a reputable and knowledgeable charter school accountant who will provide payroll and fiscal controls policies under which the school will operate. The board will secure a contract upon approval of the application if not sooner. Fiscal control policies and procedures will be adopted to ensure compliance with Tennessee and local district rules and laws.

3.2(h): Describe how the proposed school will provide an independent annual audit of school-level operations and comply with other federal or state accounting and/or reporting requirements.

Novus SMART Academy (K-8) will secure contracted services with a reputable and knowledgeable charter school accountant and will secure a contract with an independent auditor during the planning year before the opening of the school. These relationships will be established early in the planning process to ensure that appropriate accounts are established, leaders are knowledgeable of all federal, state, and Tennessee Department of Education requirements, and so that the school is adequately prepared from a fiscal standpoint prior to opening.

3.2(i): Provide the different roles and responsibilities of the proposed school's administration and governing board for school finances.

Novus SMART Academy (K-8)'s Board of Directors brings significant financial and operational experience to the school. Oversight of financials is a primary role of the Board and essential to the fiscal management and success of the school over time. The Board will hire an experienced accountant to provide detailed monthly financials, report to the Board and submit financial reporting to the authorizer and the state as required. The Board's accountant will be involved with the audit process and keep the CEO/Lead Founder, Board Treasurer, and Finance Committee, and the entire Board informed of progress and/or anything needed to ensure compliance.

Dwight Gordon, III - Proposed Board Treasurer and Finance Committee Chair
Master of Business Administration in Economics and Finance

Reports to: Board Chair & Board of Directors

Supports: CEO/Lead Founder, Operations Manager, Back Office Provider, & Auditors

Purpose: Provides direction for the financial management of the school and facilitates the board in meeting its financial oversight responsibilities.

Specific Responsibilities

1. Chair of the Finance Committee.
2. Provides direction for the oversight of the school's record keeping and accounting policies.
3. Ensures the presentation of timely and meaningful financial reports to the board to ensure that the full board completely understands the financial picture.
4. Ensures the development of the annual budget and its submission to the Board for its approval. Leads the monitoring of budget implementation.
5. Oversees the development and board review of financial policies and procedures. With the Finance Committee, monitors the adherence to financial policies and procedures adopted by the Board.
6. Develops and monitors any investment policies adopted by the Board.
7. Ensures that assets are protected and invested according to board policy.
8. Leads the board in assuring compliance with federal, state and other financial reporting requirements.
9. Presents the recommendation of the auditor to the Board for their approval. Reviews the results of the audit with the Finance Committee, including the management letter, develops a plan for remediation, if necessary, and presents the results to the Board.
10. Takes responsibility for the design of an annual board education program so that all board members can effectively conduct oversight of the financial health of the organization.

Qualifications

1. Commitment to and energy to support the charter school's mission, goals, and core values.

2. An understanding of the distinctions between governance and management.
3. A strong understanding of the record keeping accounting systems, financial reports and financial policies and procedures of the organization.
4. Ability to focus on both the short-term and long-term financial health of the organization.

Indicators of Effectiveness

1. Meets annual goals as identified and adopted by the board at the beginning of the leadership term.
2. Is perceived by other board members as being transparent and efficient in delivering financial reports and as being aggressively protective of the integrity of the organization's fiscal management.
3. Is perceived by staff as supporting and adding value to their work.
4. Is perceived by a majority of parents and other community members as being accessible, fair, constructive, and representative of the interests of the broader school community.

Finance Committee

Reports to: Convened by and reports the Board of Directors.

Purpose: The Finance Committee has responsibility for working with the CEO/Lead Founder to create the upcoming fiscal year budget; present budget recommendations to the Board; monitor implementation of the approved budget on a regular basis and recommend proposed budget revisions; and recommend to the Board appropriate policies for the management of the organization's assets. The Finance Committee is assisted by the CEO/Lead Founder.

Appointments and Composition

The members of the Finance Committee shall be the Treasurer of the Board who shall serve as Chair, the Board Chair who shall serve as an ex-officio member, together with other Board members appointed by the Chair with the advice and consent of the Board in accordance with the Bylaws.

Responsibilities

1. Review, and recommend to the Board for approval, an annual budget for Novus SMART Academy (K-8) in collaboration with the CEO/Lead Founder.
2. Also in collaboration with the CEO/Lead Founder, review and recommend to the Board for approval and annually revise a three-year financial forecast and long range financial plans based on the forecast.
3. Review grant proposals when required by funders, and when necessary, recommend action by the Board.
4. Review all non-budgeted expenditures over a set dollar amount to be determined by the Board and recommend action to the Board.
5. Annually submit objectives as part of the planning and budgeting process.
6. Annually evaluate its work as a committee and the objectives it has committed itself to and report on the same to the Board of Directors.
7. Arrange for an annual audit with submission of the same to the Board.
8. Report to the Board of Directors at regular meetings of the Board in a manner determined by the Board.

3.2(j): If there is a plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose and oversee the contractors.

Novus SMART Academy (K-8)'s will outsource financial management by soliciting contracted services with an accounting firm; likely Edtec (See **Attachment G** for letter of support). In general, Novus SMART Academy (K-8)'s Board of Directors will oversee the school's contracts, and the accountant and auditor will report directly to the Board. The Board Treasurer alongside the Finance Committee and CEO/Lead Founder has responsibility for overseeing the financial management of the school. The Finance Committee, then, has responsibility for working with the CEO/Lead Founder to create the upcoming fiscal year budget; to present budget recommendations to the Board; monitor implementation of the approved budget on a regular basis and recommend proposed budget revisions; and to recommend to the Board appropriate policies for the management of the organization's assets. The budget will be managed and monitored in collaboration with the Board Chair, CEO/Lead Founder, and the Operations Manager.

3.2(k): The level of financial expertise of the proposed school's internal and external team members.

We currently have one member with an extensive background in Finance who will function as our Founding Board Treasurer; however, as we grow over time, we want to ensure our Finance Committee has the sustainability and capacity to govern our school budget successfully. As a proactive measure to prevent skill gaps, we are doing our due diligence to add two additional members in the area of Finance on our Founding Team to ensure we have a strong finance committee that will govern our fiscal affairs with integrity. To support our financial efforts, we will work with our proposed back office provider, EdTec, to support decision-making and to receive professional learning and development in fiscal governance, policies, and procedures over time.

3.2(l): The proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected.

When creating an initial school budget, Novus SMART Academy (K-8) will take the approach of evaluating hypothetical, realistic circumstances regarding actions steps the school will take should certain revenues not materialize, expenses run higher than current budget projections, or there are challenges with the cash flow. During planning and projections, Novus SMART Academy (K-8) has taken the approach of under-estimating revenue and overestimating expenses by using TISA revenue projections as our main source of funding. Post-authorization, Novus SMART Academy (K-8) will establish rapport with local Metro Nashville and Rutherford County philanthropic funders who historically aid other public charter schools to strengthen our budget projections and outlook. Novus SMART Academy (K-8) has conservatively assumed that we can grow into a facility and pay rent on an "as utilized" basis. This has been successfully implemented in several existing charter schools in the Metro Nashville area and is the ideal method through which we would execute our facilities plan. If we cannot come to terms on a lease that operates on an "as utilized" basis, the model has conservatism built in that would allow us to rent a facility that would fit our needs in Year 1 through Year 5, and then may require a move to expand the square footage needed.

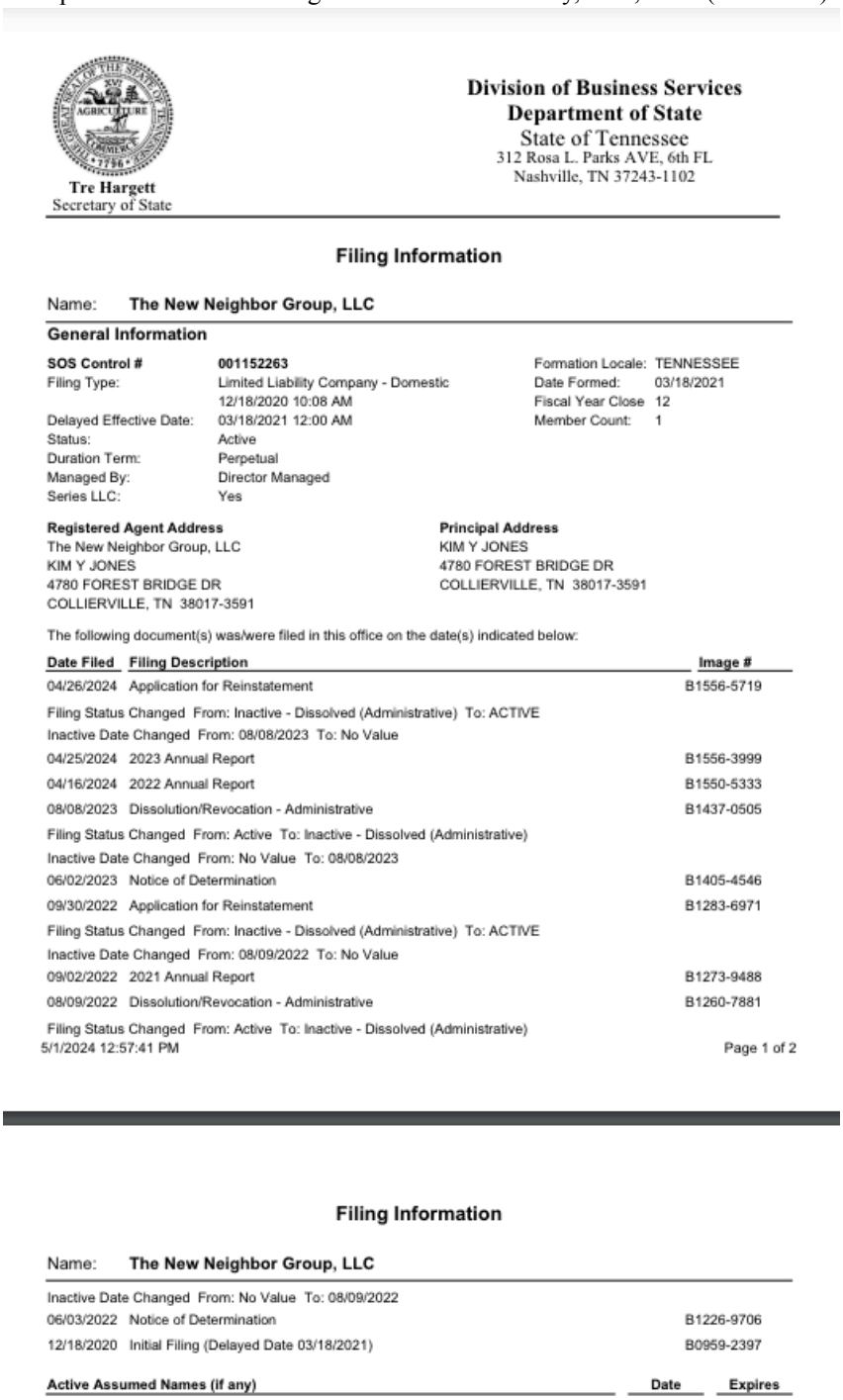
If a material revision on the revenue or expense side materialized with changes in excess of 20%, the budget will be reevaluated, redeveloped, and reapproved by the Board. Additionally, the startup budget may be tailored to align with the available startup resources or be reduced to generate a larger startup year carryover into Year 1. Given the percentage of the budget, the staffing plan would likely need to be reevaluated as well with the number of positions being reduced to part-time or delayed to a later start date, or even delayed to the following school year. Some equipment and furniture purchases may have to be delayed, and contracted services may have to be renegotiated for a reduced scope. Looking at the five-year outlook, we will face the largest financial challenge in Year 1 of operation; however, Novus SMART Academy (K-8) is committed to having a positive fund balance all five years, and that commitment is what will drive budget decisions and revisions to address any potential shortfalls. With the ending cash balance in Year 1, Novus SMART Academy (K-8) will evaluate all financing options available. In addition to pursuing a line of credit amount up to $1 million, the CEO/Lead Founder and Board will pursue all avenues of cash flow financing, including but not limited to, vendor credit, credit cards, and any options available that can increase the amount of cash at our disposal.

3.2(m): The cash flow contingency, in the event that revenue projections are not met in advance of opening including.

Novus SMART Academy (K-8) has applied and secured the CSP grant through the Tennessee State Department of Education. The Tennessee Department of Education charter school program grant has been renewed and we are expected to receive $750,000. This CSP grant will help us meet financial startup needs for Years 0-2 with $250,000 available each of those years. Post-authorization, our Board of Directors will also conduct capital campaigns to further support the efforts of the school.

Post-authorization, and as a last resort, Novus SMART Academy (K-8) will consider applying for an interest-free private line of credit through The New Neighbor Group, LLC with proof of authorization to operate as a public charter school in Rutherford County, Tennessee beginning in August 2025. Our CEO/Lead Founder has been in ongoing conversations with Kim Jones at the New Neighbor Group, LLC. Due diligence conducted by Rutherford County Schools' committee failed to find evidence of the legitimacy of this organization and discovered that according to the Tennessee Department of State Business Registration, this company is currently inactive –

dissolved. Since this discovery, the New Neighbor Group, LLC's filing status with the State of Tennessee's Division of Business Services Department has been changed to active as of Friday, 4/26, 2024 (see below):



Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102

Filing Information

Name: **The New Neighbor Group, LLC**

General Information

SOS Control #	**001152263**	Formation Locale:	TENNESSEE
Filing Type:	Limited Liability Company - Domestic	Date Formed:	03/18/2021
	12/18/2020 10:08 AM	Fiscal Year Close	12
Delayed Effective Date:	03/18/2021 12:00 AM	Member Count:	1
Status:	Active		
Duration Term:	Perpetual		
Managed By:	Director Managed		
Series LLC:	Yes		

Registered Agent Address
The New Neighbor Group, LLC
KIM Y JONES
4780 FOREST BRIDGE DR
COLLIERVILLE, TN 38017-3591

Principal Address
KIM Y JONES
4780 FOREST BRIDGE DR
COLLIERVILLE, TN 38017-3591

The following document(s) was/were filed in this office on the date(s) indicated below:

Date Filed	Filing Description	Image #
04/26/2024	Application for Reinstatement	B1556-5719
	Filing Status Changed From: Inactive - Dissolved (Administrative) To: ACTIVE	
	Inactive Date Changed From: 08/08/2023 To: No Value	
04/25/2024	2023 Annual Report	B1556-3999
04/16/2024	2022 Annual Report	B1550-5333
08/08/2023	Dissolution/Revocation - Administrative	B1437-0505
	Filing Status Changed From: Active To: Inactive - Dissolved (Administrative)	
	Inactive Date Changed From: No Value To: 08/08/2023	
06/02/2023	Notice of Determination	B1405-4546
09/30/2022	Application for Reinstatement	B1283-6971
	Filing Status Changed From: Inactive - Dissolved (Administrative) To: ACTIVE	
	Inactive Date Changed From: 08/09/2022 To: No Value	
09/02/2022	2021 Annual Report	B1273-9488
08/09/2022	Dissolution/Revocation - Administrative	B1260-7881
	Filing Status Changed From: Active To: Inactive - Dissolved (Administrative)	

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Filing Information

Name: **The New Neighbor Group, LLC**

	Inactive Date Changed From: No Value To: 08/09/2022	
06/03/2022	Notice of Determination	B1226-9706
12/18/2020	Initial Filing (Delayed Date 03/18/2021)	B0959-2397

Active Assumed Names (if any)	Date	Expires

This line of credit will potentially be used to assist with our development in supporting facilities acquisition, expansion, and/or other operational needs that may develop due to reduced enrollment revenues or delays in revenues. Since we have been awarded the CSP grant and are finalists for the Charter School Growth Fund Seed Grant, we do not foresee the immediate need to apply for this line of credit right away. If there are revenue delays that could cause cash flow problems, we will apply for this line of credit up to $1 million. Novus SMART Academy (K-8) is also prepared to negotiate extended payment terms with vendors through the guidance of our Board Treasurers and Finance Committee; and to negotiate delayed or deferred payment structures into the lease during the

summer months. Any potential cash shortfall would be manageable based upon the above contingencies. We understand that Rutherford County Schools' committee is concerned about our consideration to use a line of credit, however, these contingencies have been practiced at other charter schools with operational success, and as mentioned before, Novus SMART Academy (K-8) will only apply for this line of credit as a last resort.

3.2(n): Plan explanation and evidence of sources and financing terms if the contingency plan includes loans, commitments from an outside donor, or alternative funding source.

As a last resort, Novus SMART Academy (K-8) will apply for an interest-free private loan through The New Neighbor Group, LLC in Collierville, Tennessee. This line of credit will be used to assist with Novus SMART Academy (K-8)'s development in supporting facility acquisition, expansion, and/or other operational needs that may develop due to reduced enrollment revenues or delays in revenues. If there are revenue delays that could cause cash flow problems, we will apply for this line of credit up to $1 million. Novus SMART Academy (K-8) is also prepared to negotiate extended payment terms with vendors through the guidance of our Board Treasurers and Finance Committee; and to negotiate delayed or deferred payment structures into the lease during the summer months. Any potential cash shortfall would be manageable based upon the above contingencies. We understand that Rutherford County Schools' committee is concerned about our consideration to use a line of credit, however, these contingencies have been practiced at other charter schools with operational success, and as mentioned before, Novus SMART Academy (K-8) will only apply for this line of credit as a last resort.

3.2(o): How one or more high-needs scholars with disabilities might affect the budget and your plan to meet scholar needs that might be more than anticipated.

Novus SMART Academy (K-8) understands that the needs of scholars with disabilities, especially those with more high-needs, can vary in significant ways and inform staffing needs. The Tennessee Department of Education suggests that Novus SMART Academy (K-8) use an estimated $1,500 allocation estimate for special needs scholars, but the school is aware that depending upon a scholar's designation and required needs, costs associated with services can range well beyond $1,500. Novus SMART Academy (K-8)'s Finance Committee, CEO/Lead Founder, and Operations Manager will ensure the reporting of scholars with special needs to ensure all federal dollars are received to cover the cost of additional services and accommodations. It is known that, especially in recent years, federal grant dollars are not always received as quickly as needed, and Novus SMART Academy (K-8)'s will consider access to a line of credit that will lessen the burden and address any concerns with short-term cash flow shortfalls.