



Intrepid College Preparatory Charter School

A Proposed Metropolitan Nashville Public Charter School

Application for Charter

March 28, 2012

Respectfully submitted by:

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Charter Applicant Information Sheet

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

Name of Proposed Public Charter School

Intrepid College Preparatory Charter School

Proposed School Address (if known)

Antioch Community in Southeast Nashville, Una Antioch Pike and Murfreesboro Pike

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

Nashville, Davidson County, Metropolitan Nashville Public Schools

Legal Name of Group (Sponsor) Applying for Charter

Intrepid College Preparatory Inc.

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Proposed Grade Levels & Total Enrollment

	Grade Levels	Total Enrollment
Year One	5	120
Year Two	5 - 6	210
Year Three	5 - 7	300
Year Four	5 - 8	390
Year Five	5 - 9	480
Year Six	5 - 10	570
Year Seven	5 - 11	660
Year Eight	5 - 12	750
Year Nine	5 - 12	750
Year Ten	5 - 12	750

Ultimately, once all grade spans have been added, what is the proposed grade configuration of the school? 5 – 12

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

Intrepid College Preparatory Charter School equips all students in grades five through twelve with the academic foundation, financial literacy and ethical development necessary to excel in selective colleges, earn professional opportunities and demonstrate positive leadership. Serving a community in Southeast Nashville with tremendous ethnic and socioeconomic diversity and a significant population of first generation English Language Learners, Intrepid College Prep aligns with MNPS priorities, educating students in middle school through high school to remediate academic gaps experienced in elementary school and accelerate learning in high school to prepare every student for the opportunity and independence of the adult world. Intrepid College Prep is organized as two grade-based academies, Opportunity Academy (5-8) and Independence Academy (9-12), providing a seamless middle-to-high school college preparatory education so that all students first have the opportunity to develop the skills, knowledge and habits necessary for a college preparatory high school, and then have the ability to master college readiness curriculum in grades 9-12 that leads to true independence.

Signature of Primary Contact Person_____ **Date** 4/2/2012

Assurances Form

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

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for Intrepid College Preparatory Charter School (name of school) to be located at Una Antioch Pike and Murfreesboro Pike is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

1. will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the charter school act;
2. will meet the same performance standards and requirements adopted by the state board of education for public schools;
3. will provide special education services for students as provided in Title 49, Chapter 10;
4. 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;
5. will follow any federal and state court orders in place in the local school district;
6. will comply with federal and state applicable health and safety standards;
7. will not be a conversion of any private, parochial, cyber-based, or home-based school;
8. will not be a cyber-based school;
9. (if conversion school) will demonstrate that parents of sixty percent of the children enrolled at a public school or sixty percent of the teachers assigned to the school have consented their support to conversion (please provide petitions as attachment);
10. will open to bid all contracts for goods and services in excess of five thousand dollars (\$5,000);
11. will be subject to the provisions of Tenn. Code Ann. §12-4-101 and 12-4-102 with regard to conflicts of interest;
12. will deem meetings of the governing body as public business and be held in compliance with Tenn. Code Ann. §8-44-102;
13. will employ individuals to teach who hold a license to teach in a public school in Tennessee or meet the minimum requirements for licensure as defined by the state board of education;
14. will follow state audit procedures and audit requirements;
15. will not charge tuition, unless the governing body of the charter school approves a transfer from another district to a public charter school in its district pursuant to the provisions of Tenn. Code Ann. §49-6-3003;
16. will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;

17. will prepare a budget in the same format as that required by the state department of education for local education agencies;
18. will maintain its accounts and records in accordance with generally accepted accounting principles and in conformance with the uniform chart of accounts and accounting requirements prescribed by the comptroller of the treasury;
19. will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school;
20. will require any member of the governing body, employee, officer or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by Tenn. Code Ann. §8-19-101;
21. will at all times maintain all necessary and appropriate insurance coverage;
22. will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular;
23. will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it; and
24. will follow any and all federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Mia Howard

Name of Authorized Signer (Print or type)

Lead Founder and Proposed Executive Director

Title of Authorized Signer

Signature

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SECTION I – EXECUTIVE SUMMARY

MISSION. Intrepid College Preparatory Charter School equips all students in grades five through twelve with the academic foundation, financial literacy, and ethical development necessary to excel in selective colleges, earn professional opportunities and demonstrate positive leadership.

VISION. Intrepid College Preparatory Charter School (“Intrepid College Prep”) is proposed for the Antioch community in Southeast Nashville. Educating students in grades 5-12, the school will open with 120 fifth grade students in 2013, use a slow growth model by growing one grade of 90 students per year, and reach full growth span in 2020. The founding group came together in the fall of 2011, intent on providing an academic model that meets the needs of all learners in Southeast Nashville, particularly those students struggling academically. Serving a community with tremendous ethnic and socioeconomic diversity and a significant population of first generation English Language Learners, Intrepid College Prep aligns with MNPS priorities and provides a high quality, college preparatory charter school focused on mastery of academic knowledge, financial literacy, entrepreneurship and positive leadership. Intrepid College Prep is organized as two grade-based academies, Opportunity Academy (5-8) and Independence Academy (9-12), providing a seamless middle-to-high school college preparatory education so that all students have the opportunity to develop the skills, knowledge and habits necessary for a college preparatory high school, and then have the ability to master college readiness curriculum in grades 9-12.

The mission and vision of Intrepid College Prep has been developed with MNPS district priorities in mind – commitment to diversity and closing the achievement gap for English Language Learners. The mission and vision have also been informed by the best practices of the highest performing charter schools in the country. Intrepid College Prep has the benefit, training, and network of Building Excellent Schools (BES), a highly respected national non-profit dedicated to the creation of high performing charter schools across the country. Through BES On-Going Support, Intrepid College Prep leadership and staff receive extensive training in building a rigorous academic program and achievement-oriented culture, executing powerful instructional leadership, and management of the operations, finance, and governance of a successful charter school. Our mission and vision have been tailored to meet the diverse needs of youth in the Antioch community and the school’s twin goals of closing the academic achievement gap and intergenerational wealth gap in this community.

All students, regardless of race, socio-economic status, or home language deserve a quality, rigorous college preparatory education, and the foundation for high school must be established during the middle school years. For our most at-risk students, middle school often accelerates academic decline into high school failure that must and can be prevented. We provide high-quality instruction within a structured, supportive school environment.

All students can achieve at high levels when high-quality instruction is provided. Every student is challenged to perform at the highest academic levels and receives demanding curriculum, high quality data-driven instruction, numerous opportunities to explain what they have learned, and daily individualized supports. Intrepid College Prep has 190 days of school, 7:30 am to 5:00 pm, far exceeding learning time in Antioch-area middle and high schools.

Every student graduates prepared to engage competently in the global financial marketplace. Starting in fifth grade, students develop seven key competencies: (1) financial responsibility/decision making, (2) planning/money management, (3) credit/debt management, (4) risk management/insurance, (5) saving/investing, (6) entrepreneurship, and (7) economics/global financial markets.

We invest in exceptional teachers to achieve exceptional results. The effect of teaching on learning is greater than ethnicity, family income, and school attended or class size.¹ We devote substantial resources to attracting and retaining high quality teachers. Leadership provides daily supports, frequent formal observation and immediate feedback for teachers. We access a national network of support for leaders and teachers.²

We provide a rigorous, literacy-rich curriculum. We map curriculum to TN standards, which adopted the Common Core for English Language Arts and Math, and supplement these with MA Curriculum Frameworks as needed for our college mission. Curriculum focuses on skill development in the core subjects in middle school, and content mastery and conceptual understanding in high school.

¹ Center for Public Education. Teacher Quality and Achievement Research Review: Insights from TN and TX. 2005. <http://www.centerforpubliceducation.org/Main-Menu/Staffings/Teacher-quality>.

² Intrepid College Prep leverages the resources used by the highest performing charter schools in the country. Teachers attend the instructional coaching and teacher trainings provided by Doug Lemov, Managing Director of Uncommon Schools, and the school receives extensive leadership development through Building Excellent Schools’ Follow-On Support.

We measure results, not intentions. We administer frequent internal assessments, mapped to state and national college preparatory standards³, and nationally normed and state assessments in all subjects. Teachers meet regularly to review external and internal assessments, modifying curriculum as needed to ensure that every student achieves and we provide the real-time interventions and supports that students require.

We foster a culture of success. Intrepid College Prep is structured to promote academic rigor and efficiency. The data-driven cycle of assessment, analysis, and action, indispensable for increasing achievement, is embedded in our culture and a priority for school-wide improvement. In middle school, where catching students up to grade level is paramount, we use tight transitions, economy of language and time-sensitive systems to maximize instructional time. In high school, we gradually release structures and systems so that maturing students develop skills to excel independently. **PRIDE** values – Professionalism, Rigor, Initiative, Discipline, and Endurance – create a framework for character development and college preparation.

KEY FEATURES. To deliver on our mission and vision, we offer key components of academics, culture, and professional development.

ACADEMIC ACHIEVEMENT	
More Time: 7:30 am – 5:00 pm, 190 days. We provide programs such as Brain Breakfast, The Great Debaters Lunch Program, DEAR, FOCUS, and Homework Club to provide more instructional minutes every day.	2 Grade-Based Academics: Opportunity Academy (5-8) and Independence Academy (9-12). Across middle and high school, students move developmentally and seamlessly towards college.
More Literacy: 3.5 hours of ELA instruction daily. Students master fiction and non-fiction texts and develop college preparatory writing skills through a sequenced and seamless middle/high school model.	Accountable Talk/Format Matters: Educating English Language Learners, we nurture and grow oral literacy skills so that all students develop excellent conversational, debate and self-advocacy skills.
More Math: 2 hours of Math daily. In middle school, students have 2 math classes daily. In high school, students take 4 years of math, culminating in the senior year study of calculus.	Reading/Writing Across Curriculum: Students build reading and writing skills in every class with attention to texts and response papers of varying complexity and length.
More Financial Literacy: 8 years of rigorous curriculum, including opportunities to invest in financial markets with real dollars, compared to 1 semester in district high schools.	Gradual Release: “I-We-You” Each lesson includes 10 minutes of Direct Instruction, 10 minutes of Guided Practice, and 25 minutes of Independent Practice.
More Entrepreneurship: 8 years of rigorous curriculum, turning content knowledge into creation and representing the highest levels of thinking per Bloom’s Taxonomy.	Joy Factor: Teachers are intentional about engaging every student in daily lessons and investing every student in their potential for long-term achievement.
CULTURE OF SUCCESS	
PRIDE Values: School leadership, Blue Chip Faculty, students and staff model and practice the school’s core values of Professionalism, Rigor, Initiative, Discipline and Endurance.	Token Economy System: Merit/demerit system feeds into token economy, PRIDE Shares Program. Students receive 5 shares of PRIDE stock, worth \$100 per share each week.
Clear/Constant Communication: Daily syllabi with goals, agendas, and assessments; weekly behavioral and academic reports; biweekly phone calls to families; monthly newsletters; and trimester report cards.	Sweating the Small Stuff: We train, support, and hold all students to the highest academic standards, beginning with strict adherence to Code of Conduct, Honor Code, and Attendance policies.
College Readiness: Students acculturated to college preparation from Day 1. Students are held to college preparatory expectations, go on annual university visits and wear college t-shirts on Intrepid Fridays (IF).	Summer Enrichment: We provide a pipeline to summer enrichment programs such as Center for Talented Youth, the Breakthrough Collaborative, EPGY Summer Institute Youth About Business, among others.
PROFESSIONAL DEVELOPMENT	
Planning for Excellence: 16 days of professional development prior to the first day of school for all Blue Chip Faculty, school leadership and staff; and 13 full days of professional development over the course of the school year for data analysis and coaching best instructional practices.	Tight Feedback Loop: Daily classroom visits with informal feedback and 2-week observation/formal feedback cycle strengthen teachers’ ability to drive achievement outcomes.
Intrepid Fridays: Weekly professional development meetings provide support for subject-based and grade-level teams as well as whole group training, amounting to 82 additional hours of professional development.	Backward Planning: Starting with the end — standards and skills students need in pursuit of a terminal degree, college, on AP, SAT, ACT, ISEE, and TCAP exams – and building internal assessments to match.
Double-Planning: Lesson plans scripted two weeks in advance, outlining not only what the teacher does, but also what students are doing every minute.	Sheltered English Immersion Protocol: Intensive professional development during summer and throughout year to implement, modify and adapt successful instructional strategies for ELLs.

Figure 1.1

³ For interim assessments to produce useful information about how students will perform on state tests, all questions must be aligned to a standard.

COMMUNITY. While there have been recent academic gains within Metropolitan Nashville Public Schools, there exists a great need to push Nashville students to achieve at levels required for true college preparation. Intrepid College Prep will recruit eligible students from neighborhoods throughout Nashville; we will concentrate our recruitment on neighborhoods that feed five zoned public middle schools in Southeast Nashville, zip code 37013.⁴ These schools serve more economically disadvantaged students than the broader MNPS population.⁵ In 2010-2011, TN gave all five middle schools Restructuring or School Improvement Plans. At Apollo, half the students scored less than basic proficiency on the Math TCAP; 75% of African American students failed to achieve proficiency; 41% of Hispanic students scored below basic. Figures are slightly better for ELA scores but nearly 57% of African American students did not demonstrate proficiency. Limited English Proficiency (LEP) students struggled most with more ELL students scoring below basic in Math and Reading than any other subgroup. Of LEP students, 14% scored Advanced/Proficient - the only score indicating any college readiness. Numbers are lower at Antioch MS where 60% of LEP students scored below basic in Math and 40% scoring below basic in Reading. Disappointing trends cut across all schools within Southeast Nashville.

Of the eight public elementary schools in the Antioch and Cane Ridge MNPS Clusters, seven failed to attain a grade higher than C on Tennessee's Annual Comprehensive Educational Report Card. More than half received a D grade in Reading and Language. Here, most students leave elementary school without the foundational literacy skills needed to succeed in middle and high school, and eventually the professional and college world. Academic under-preparation is chronic at the high school level. The average composite ACT score is 17; a minimum of 21 is considered an indicator of college readiness; a score of 31 is needed for entrance into selective colleges. Multiple proof points around the country demonstrate that socioeconomic status are not destiny. Intrepid College Prep proposes to educate students in middle through high school to remediate academic gaps experienced in elementary school and accelerate learning to prepare every high school student for the opportunity and independence of the adult world.

We expect that incoming fifth graders will represent the diversity of the Antioch community with a large majority of students identifying as ethnic minorities— primarily African-American, Hispanic, and Latino students— and high enrollment numbers of first generation English Language Learners and economically disadvantaged students. We anticipate approximately 12% of students will qualify for special education services, consistent with local MNPS district schools; we anticipate 92% to be eligible for Free or Reduced Lunch, and 30% to be ELL.

FOUNDING TEAM. The founding team was brought together by Lead Founder and proposed Executive Director Mia Howard. An alumna of the Posse Foundation scholarship program and graduate of Vanderbilt University, Ms. Howard brings significant expertise in business, finance, and law from the non-profit, for-profit and government sectors. As a Fellow with Building Excellent Schools, a highly regarded national non-profit dedicated to the creation of college preparatory charter schools, Ms. Howard has had educational leadership residencies at two high performing charter schools, including Freedom Preparatory Charter School in Memphis, TN.⁶ A committed group of high capacity professionals with the skill sets to govern a charter school, the founding team shares three core beliefs: (a) There is a serious need for a seamless 5-12 college preparatory school in Antioch; (b) There is a shared belief in the school's educational philosophy – setting high expectations with the structures and supports for every student to meet them, and building the foundational knowledge and skills for students to engage in a rigorous college preparatory curriculum; and (c) Teaching and developing the financial literacy skills needed for today's global marketplace and the character values needed to compete, achieve, and lead in high school, college, and beyond are critical. We have met with multiple local leaders and community stakeholders, we have hosted numerous family information and grassroots organizing events within the community, and we are grateful for the widespread and enthusiastic reception that our proposal has received. With the support of the Tennessee Charter School Incubator and other local partners, we look forward to continuing our work with community stakeholders during the start-up and implementation of our mission and vision for the students of Antioch.

⁴ The five zoned MNPS middle schools are Apollo, Margaret Allen, J.F. Kennedy, Antioch, and Thurgood Marshall. MNPS. Schools Listed by Clusters. <http://mnps.org/Page56789.aspx#Antioch Cluster>. Last accessed November 6, 2011.

⁵ 28% of Antioch households have annual income under \$35,000 per annum, economically disadvantaged students represent 70% to 95% of the population in Antioch elementary schools. At Antioch MS 92.4% of students are economically disadvantaged; that number swells to 94.9% at Apollo Middle School, while the district average is 71.4%. See MNPS 2011-2012 Facts. <http://www.mnps.org/AssetFactory.aspx?did=39158>

⁶ Freedom Prep, a BES school founded in 2008 by Roblin Webb, was honored for effectively closing the achievement gap on 2010 TCAP performance. TCAP scores in Reading and Math at Freedom Prep surpassed Memphis City Schools' averages. Math scores surpassed averages for the state. Seventh graders (students who have been there for two years) scored the same in math as seventh graders in Williamson County, Tenn. (the wealthiest county in TN). Freedom Prep students progressed an average of 2 to 2.5 years in one academic year in Reading and Math on the Stanford 10 exam, a nationally-normed exam. *For the Record, Memphis Education Champions* <http://memphiseducationchampions.org/for-the-record>. Last Accessed Mar. 8, 2012.

SECTION II – ACADEMIC PROGRAM

A. MISSION

Intrepid College Preparatory Charter School equips all students in grades five through twelve with the academic foundation, financial literacy, and ethical development necessary to excel in selective colleges, earn professional opportunities and demonstrate positive leadership.

B. VISION

Intrepid College Preparatory Charter School (“Intrepid College Prep”) is proposed for the Antioch community in Southeast Nashville. Educating students in grades 5-12, the school will open with 120 fifth grade students in 2013, use a slow growth model by growing one grade of 90 students per year, and reach our full growth span in 2020. The founding group came together in the fall of 2011, intent on providing an academic model that meets the needs of all learners in Southeast Nashville, particularly those students struggling academically. Serving a community with tremendous ethnic and socioeconomic diversity and a significant population of first generation English Language Learners, Intrepid College Prep aligns with MNPS priorities and provides a high quality, college preparatory charter school focused on mastery of academic knowledge, financial literacy, entrepreneurship and positive leadership. Intrepid College Prep is organized as two grade-based academies, Opportunity Academy (5-8) and Independence Academy (9-12), providing a seamless middle-to-high school college preparatory education so that all students first have the opportunity to develop the skills, knowledge and habits necessary for a college preparatory high school, and then have the ability to master college readiness curriculum⁷ in grades 9-12 that leads to true independence.

The mission and vision of Intrepid College Prep has been developed with MNPS district priorities in mind – commitment to diversity and closing the achievement gap for English Language Learners. The mission and vision have also been informed by the best practices of the highest performing charter schools in the country. Intrepid College Prep has the benefit, training, and network of Building Excellent Schools (BES), a highly respected national non-profit dedicated to the creation of high performing charter schools across the country. Through BES On-Going Support, Intrepid College Prep leadership and staff receive extensive training in building a rigorous academic program and achievement-oriented culture, executing powerful instructional leadership, and management of the operations, finance, and governance of a successful charter school. Our mission and vision have been tailored to meet the diverse needs of youth in the Antioch community and the school’s twin goals of closing the academic achievement gap and intergenerational wealth gap in this community.

All students, regardless of race, socio-economic status, or home language deserve a quality, rigorous college preparatory education, and the foundation for high school must be established during the middle school years. For our most at-risk students, middle school often begins the decline into high school failure that must and can be prevented. We also know that student achievement must be measurable, transparent, and constant. We provide high-quality instruction within a structured, supportive school environment so that all students can achieve at high levels. In full support of our mission, we believe and hold central to our work all of the following.

All students can achieve at high levels when high-quality instruction is provided. Every student is challenged to perform at the highest levels of academic achievement and receives demanding curriculum, high quality data-driven instruction, numerous opportunities to explain what they have learned, and daily individualized supports. Intrepid College Prep has 190 days of school, 7:30 am to 5:00 pm, far exceeding learning time in Antioch-area middle and high schools.

We ensure every student graduates prepared to engage competently in the global financial marketplace. Starting in fifth grade, students develop seven key competencies: (1) financial responsibility/decision making, (2) planning/money management, (3) credit/debt management, (4) risk management/insurance, (5) saving/investing, (6) entrepreneurship, and (7) economics/global financial markets.

⁷ In an ex post facto study of 48 school districts, Alspaugh (1998a) found that students attending school districts with transitions at grade six and grade nine experienced greater achievement loss than students in districts organized K–8. Seidman, Allen, Aber, Mitchell, and Feinman (1994) called the effect of multiple transitions on academic and social outcomes “double-jeopardy.”

We invest in exceptional teachers to achieve exceptional results. The effect of teaching on learning is greater than ethnicity, family income, and school attended or class size.⁸ We devote substantial resources to attracting and retaining teachers of the highest quality. School leadership provides daily support, daily classroom visits, frequent formal observation and immediate feedback for teachers. We access a national network of support for leaders and teachers.

We provide a rigorous and literacy-rich curriculum. We map curriculum to TN state standards, which adopted the Common Core for English Language Arts and Mathematics, and draw from the MA Curriculum Frameworks to provide aggressive academic goals and comprehensive standards that prepare every student for college. Curriculum focuses on skill development in the core subjects in middle school, and content mastery and conceptual understanding in high school.

We measure results, not intentions. Data-driven instruction is the cornerstone of our academic program. We administer frequent assessments, mapped to state and national college preparatory standards⁹, supplemented by rigorous internal standards and assessments. Teachers meet regularly to review external and internal assessments, modifying curriculum as needed to ensure that every student is achieving and receiving the real-time interventions and supports that they require.

We foster a culture of success. Intrepid College Prep is structured to promote academic rigor and efficiency. Our culture provides the platform for high levels of learning and student achievement. The data-driven cycle of assessment, analysis, and action, indispensable for increasing achievement¹⁰, is embedded in our culture and a priority for school-wide improvement. In middle school, where catching students up to grade level is paramount, we use tight transitions during instruction, economy of language, and clear systems to maximize instructional time. As students mature, they must develop skills to excel independently. In high school, we gradually release structures and systems so that students are prepared for the college experience. PRIDE values – Professionalism, Rigor, Initiative, Discipline, and Endurance – create a framework for a culture focused on character development and college preparation.

Intrepid College Preparatory Charter School's school design presents a unique and innovative opportunity for a community in dire need of quality educational alternatives. We provide students in grades five through twelve with eight years of seamless middle and high school college preparatory education, emphasizing academic excellence, advanced financial literacy and entrepreneurial skills. Intrepid College Preparatory Charter School ("Intrepid College Prep") holds itself accountable for overall academic success through a proactive system of frequent assessment, data-driven decision-making, and a classroom observation cycle focused on immediate feedback and instructional implementation. Intrepid College Prep uses a slow growth model to create a small school environment focused on academic success for every student. Our dual focus on college preparation and the life skills of financial literacy and strong character complements the district's efforts to narrow the achievement gap for all students, with emphasis on English Language Learners, increased college graduation rates, and a raised bar of academic excellence.

C. MEETING A PRIORITIZED NEED

A seamless middle-to-high school founded upon the best practices of successful urban schools educating diverse learners is precisely the type of school that is needed to close the achievement gap for students in Antioch. Less than 10% of English Language Learners leave Antioch-area public schools with mastery of the foundational literacy skills that are needed to excel in middle and high school. Unsurprisingly, that number does not increase substantially in middle school, with only 18% of ELL students demonstrating mastery of Reading and English Language Arts and as many as 60% of ELL students still scoring below basic on statewide tests. Success for ELLs only moves incrementally in high school. Only 17% of ELLs in Antioch-area high schools have achieved proficiency in English Language Arts. Results are equally as dismal in Math as the chart below explains. It is important to note that within each subgroup, the percentage of students achieving proficiency includes the few

⁸ Center for Public Education. Teacher Quality and Achievement Research Review: Insights from Tennessee and Texas. 2005. <http://www.centerforpubliceducation.org/Main-Menu/Staffings/Teacher-quality-and--achievement-At-a-glance/Teacher-quality-and--achievement-Research-review.html>.

⁹ For interim assessment to produce useful information about how students will perform on state tests, all questions must be aligned to a standard.

¹⁰ Fenton, Ben and Murphy, Mark. *Data-Driven Instruction*. ASCD Express. <http://www.ascd.org/ascd-express/vol5/508-fenton.aspx> (Last accessed Nov. 13, 2011).

students who have achieved advanced proficiency, the most reliable indicator of college readiness, in reading and math. Unfortunately, that number rarely is higher than 1 or 2% of the population.

Antioch 2011: Achievement Data: Percentage of FRPL, ELL & Ethnic Minorities Achieving Proficiency

*Includes data from Antioch and Cane Ridge MNPS Clusters.

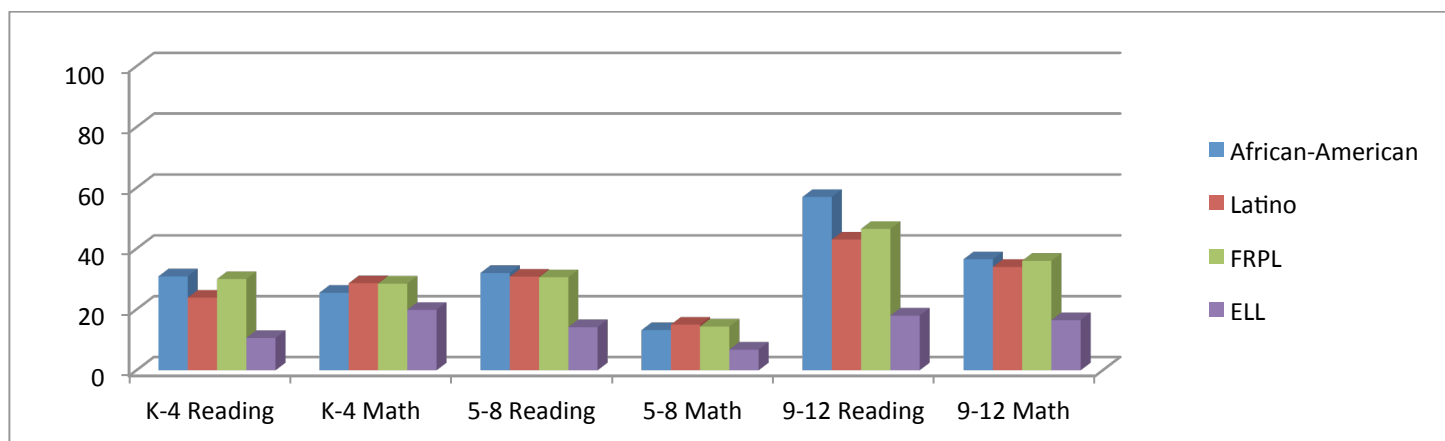


Figure 2.1

Middle School

- Every middle school in Antioch has been identified as an at-risk school under No Child Left Behind's Annual Yearly Progress standards.
- Across math and reading, Limited English Proficiency (LEP) students struggled most – as many as 67% of students scored below basic in math in at least one area middle school and at best 5.7% of LEP students scored Advanced. 40% scored below basic on the Reading/Language TCAP assessments.
- At Antioch Middle School 49% of LEP students scored below basic in reading. Similarly disappointing trends cut across all of the district schools in Southeast Nashville.

High School

- Only 53.1% of Hispanic students graduate on time and nearly 10% of LEP students drop out.
- Of those that graduate, almost all are severely unprepared for college success.
- The average composite ACT score is a disappointing 17, approximately 20% lower than the scores high school graduates need to go to college. An ACT score of 21 or higher is considered an indicator of college readiness.

Educated within our seamless 5-12 school, Intrepid College Prep alumni are prepared to enter, succeed within, and graduate from college - ready to compete globally in the 21st century, armed with the academic knowledge and financial literacy, entrepreneurship and leadership skills needed to make smart choices in the future and have positive impact in their community. Research indicates that a well-educated person in the 21st century will embody the following characteristics:

- Strong knowledge of academic content
- Problem solving capability
- Creativity and the ability to work with multiple ways of representation
- Motivation to learn, intellectual independence, and ability to self-educate
- Communications skills (oral, written, teamwork, and interpersonal skills)
- Global awareness, vision, a sense of human responsibility and ethics¹¹

¹¹ MIT Presidential Task Force on Life and Learning, 1997. Summary of the discussions can be found at <http://web.mit.edu/committees/sll/JrFacWkshp.html>.

We embrace this emphasis that a 21st century learner must have strong academic skills and specific character traits. We believe these characteristics must be developed starting in middle school and reinforced throughout high school.

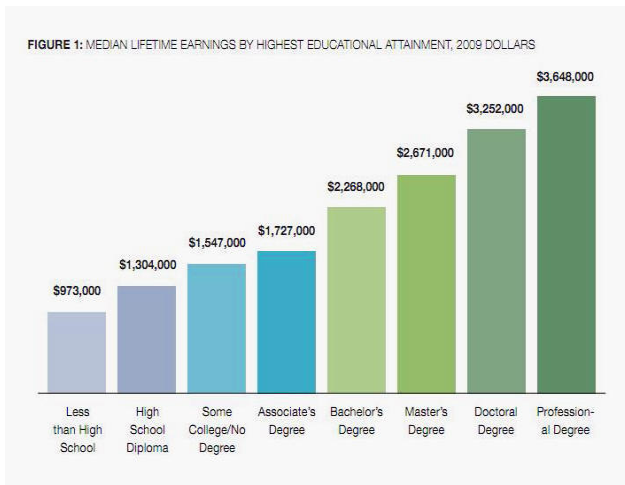
A compelling study of many of the best practices of successful urban schools can be found in Roland Fryer's *Creating "No Excuses" (Traditional) Public Schools*.¹² His research examines the impact of five core components of highly successful no excuses charter schools — increased time, better human capital, more level differentiation, frequent use of data to inform instruction, and a culture of high expectations — in nine of the lowest performing schools (educating more than 7,000 students) in Houston, TX. Drawing from the best practices of gap-closing charter schools, researchers studied the implementation of proven strategies for academic success in majority minority classrooms during the 2010-2011 school year. These classrooms had higher numbers of ethnic minorities, English Language Learners, and students qualifying for Free and Reduced Priced Lunch than district averages. Most strikingly, in Math, researchers observed that the impact of creating no excuses public schools is large and statistically significant, dwarfing gains attributed to smaller class sizes, bonus compensation programs for teachers, and the impact of early childhood programs. For English Language Learners and other struggling readers, the five core components of successful charter schools provide the baseline to which numerous research-proven intervention strategies must be added. Therefore, for every student to get to and through college, Intrepid College Prep employs these core no excuses practices, along with proven Sheltered English Immersion strategies and the Sheltered Instruction Observation Protocol, allowing English Language Learners to learn English rapidly and succeed across the curriculum.

Intrepid College Prep blends a college preparatory curriculum and no excuses school culture with emphasis on financial literacy skills because Antioch and Metro Nashville families experience two gaps, not one – an academic achievement gap and an intergenerational wealth gap.¹³ In Antioch, approximately 21% of families (including individuals) live below the poverty level.¹⁴ We cannot change the circumstances into which a child is born. Intrepid College Prep can and will provide every scholar with a college preparatory education of the highest quality that provides the skills students need to maximize opportunities in higher education and the professional world beyond. A 2009 report from the Georgetown University Center on Education and the Workforce estimates that Bachelor's degree holders earn approximately \$2.3 million over a lifetime, 74% more than those with just a high school diploma. Further, obtaining a Bachelor's degree is also the gateway to entering and completing graduate education. College graduates that go on to complete doctoral and professional degrees earn over \$3.6 million on average in a lifetime. Such financial trends are represented in both figures at the top of page 10 of this document. Not surprisingly, socioeconomic differences in the levels of education attained by whites and minorities have spillover effects on income and earning trajectories, and thus opportunities to save and invest, creating two gaps – not one. At Intrepid College Prep, we redefine what college preparation means through a deliberate and research-based academic program for financial literacy that goes beyond cursory basics in personal finance to develop financial expertise so that diverse learners have the opportunity to not only excel in selective colleges but also experience financial independence in adulthood.

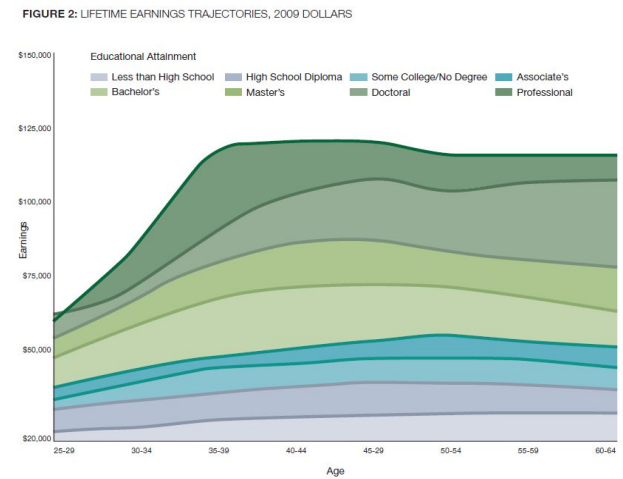
¹² Fryer, R. *Creating "No Excuses" (Traditional) Public Schools: Preliminary Evidence from an Experiment in Houston*. National Bureau of Economic Research. 2011.

¹³ Hull, Galen S. *Immigrant Entrepreneurs: The Face of the New Nashville*. iBusiness. Mar. 2010. <http://www.SciRP.org/journal/ib>. The intergenerational wealth gap has impacted the foreign born population as well. The foreign born population has grown from 4.7% in 2000 to 11.5% of the population in Nashville, according to the 2010 census. Of the 39,226 businesses in the Davidson County Business Tax Database, 12% of the total are owned by foreign born individuals. Immigrant entrepreneurs in Nashville are heavily concentrated in the southeastern part of the city along Nolensville Pike corridor (zip codes 37211, 37217, 37013) but recent surveys emphasize that English language acquisition, assistance in financing, business planning, tax preparation, and accessing sources of capital are among their chief concerns. Equally as notable, foreign-born entrepreneurs are currently concentrated in the transportation, tourism, retail, and carpentry and food service industries. The growth in the foreign born population in the 1990s and early 2000s has been of tremendous importance to the local economy but now first generation Nashville youth must prepare for financial literacy in an information economy.

¹⁴



Median Lifetime Earnings By Highest Educational Attainment, 2009 Dollars



Lifetime Earnings Trajectories, 2009 Dollars

Figure 2.3

A commitment to academic and professional success for diverse learners is why the Lead Founder, Mia Howard, accepted a Fellowship with Building Excellent Schools (BES), a national non-profit organization committed to training charter school leaders to design and operate highly effective urban schools. As part of the Fellowship, Ms. Howard observed, met with leaders from and studied the best practices of over 30 of the highest performing charter schools in the nation. She completed school leadership residencies at two BES schools - Freedom Preparatory Charter School, a successful urban charter school in Memphis, TN and Achievement Preparatory Academy Charter School, the highest performing charter school in Washington, D.C. She continues strong networking and mentoring relationships with both schools, as well as with two BES schools Nashville Preparatory and Liberty Collegiate here in Nashville where she has donated her work inside and outside of the classroom. All schools share similar mission and similar academic program characteristics.¹⁵

BUILDING EXCELLENT SCHOOLS FELLOWSHIP SCHOOL STUDIES		
Achievement Prep , Washington DC (4-8)	Amistad Academy , New Haven, CT (5-8)	Akili Academy , New Orleans, LA (K-5)
Boston Collegiate , Boston, MA (5-12)	Boston Prep , Boston, MA (Grades 6-12)	Capitol Collegiate , Sacramento, CA (K-8)
Chavez Prep , Washington, D.C. (6-12)	Collegiate School of Memphis , Memphis, TN (6-12)	Coney Island Prep , Brooklyn, NY (Grades 5-12)
Cornerstone Prep , Memphis, TN (K-5)	Cornerstone Prep , San Jose, CA (K-6)	Crown Prep , Los Angeles, CA (6-8)
Democracy Prep , Harlem NY (K-12)	Edward Brooke , Boston, MA (Grades K-8)	Endeavor College Prep , Los Angeles, CA (4-8)
Equitas Academy , Los Angeles, CA (K-5)	Excel Academy , Washington, D.C. (Pre-K-8)	Excel Academy , Boston, MA (5-8)
Freedom Prep , Memphis, TN (6-8)	Futuro Prep , Los Angeles, CA (K-3)	Invictus Prep , Brooklyn, NY (Grades 5-12).
KIPP Academy Lynn , Lynn, MA (G5-8)	KIPP Lynn Collegiate , Lynn, MA (9-12)	Liberty Collegiate , Nashville, TN (5-12)
MATCH Charter , Boston, MA (5-12)	MATCH Community Day , Boston, MA (K-5)	Memphis College Prep , Memphis, TN (K-5)
Nashville Prep , Nashville, TN	North Star Academy , Newark, NJ (K-12)	Robert Treat Academy , Newark, NJ (K-8)
Valor Academy , Los Angeles, CA (6-8)	Veritas Prep , Memphis, TN (6-8)	

Figure 2.4

¹⁵ Achievement Prep scholars consistently outperform the district on state-wide assessments and are pushed to achieve excellence every day. In 2011, 94% of seventh-graders scored Advanced/Proficient in Reading on the DC-CAS (the D.C. equivalent to the TCAP) and 100% scored Advanced/Proficient in Math. At Freedom Prep, seventh graders improved 55% in Math on the TCAP in their 2nd year at Freedom Prep (scoring the same as students in the wealthiest county in TN). Students consistently advance an average of 2 to 2 ½ academic years in one school year in Reading and Math on nationally normed exams such as the Stanford 10. See Appendix D for a Letters of Support from Shantelle Wright, Founder and Head of School at Achievement Preparatory Academy.

Information Gathered and Research from School Studies on Best Practices

Culture

Achievement Prep, Southeast, Washington, D.C., Shantelle Wright (Head of School)

Achievement Prep has created a school culture reinforcing student achievement and behavior by making it “cool” to do well – and to help others. Like at Achievement Prep, Intrepid College Prep students will be greeted each morning with a handshake and an entry ticket, a challenging question based on information students have learned in recent days to emphasize the importance of knowledge retention as the key to successful learning experiences. Students will meet daily to end the school day as a community and share the exciting things they learned each day. Students will model and practice the school’s values consistently and will be rewarded with special privileges including shopping in the school store, wearing special lanyards and permission to dress down and out-of-uniform on designated days. Intrepid College Prep will implement similar weekly meetings and provide daily opportunities for students to talk about what they learn in class with a relentless focus on doing good and doing well.

Freedom Prep, Westwood-Whitehaven, Memphis, TN, Roblin Webb (Executive Director)

Freedom Prep has one of the strongest school cultures among high performing charter schools across the nation. Students thrive in a positive and supportive school and a sense of calm permeates throughout the building, although it is very clear that everyone share’s a sense of urgency about student achievement. Like Freedom Prep, the Intrepid College Prep culture will be totally consistent throughout the school, and the rules and rituals will be evident in each class, teacher, and student. The strength of the Freedom Prep culture lies in the powerful relationships between teachers and students built on honesty and mutual respect - and one, which we are working to replicate. Blue Chip Faculty at Intrepid College Prep will similarly form genuine and respectful relationships with students that push students to achieve extraordinary academic accomplishments.

Accountability and Assessment Practices

Roxbury Prep Charter School, Roxbury, Massachusetts, Greg Woodward and Kim Nicoll (Co-Directors)

Roxbury Prep demonstrates a very strong analytic focus on school-wide assessment and student learning outcomes. Intrepid College Prep will create similar tools to assess its students and the school itself. Intrepid College Prep will hire a Data Analyst who will be solely responsible for analysis of performance data and who will work strategically with school leadership to use school data to improve student performance.

Excellence Girls Charter School, Bedford Stuyvesant, NY, Brett Peiser (Managing Director)

Excellence Girls Charter School has experienced success in its use of an Accountability Plan that has organizational clarity and rigorous goals for academic achievement and operational success. It is on the foundation of Excellence Girls’ Accountability Plan, that Intrepid College Prep has developed its annual Accountability Plan.

North Star Academy Charter School, Newark, New Jersey, Paul Bambrick-Santoyo (Managing Director)

North Star uses periodic assessments to analyze student achievement and teacher efficacy. Each assessment is made school wide, and all results are analyzed by individual standards. Individual students are assessed to identify areas in which they encountered the most difficulty, and thus individual instruction can address those areas of difficulty. Class-wide teacher instruction is assessed and continually improved through the review of content areas. Intrepid College Prep will take a similar approach to data analysis and instructional planning.

South Bronx Classical, Bronx, (BES School) New York, Lester Long (Executive Director)

South Bronx Classical has mastered operational efficiencies in the tracking and management of student achievement data. Drawing on the school leader’s experiences in financial services, the school conducts data analysis on an unparalleled scale, tracking data in a space known as the “War Room,” where data and academic results in each subject are very visual and displayed on large poster board along the walls, resembling the constant stream of financial market data that appears on Wall Street trading floors. South Bronx Classical not only tracks academic achievement but also studies operational data – attendance, tardiness, discipline code violations, and uniform compliance using similarly visual systems for data management. At Intrepid College Prep, Blue Chip Faculty use Kickboard to manage our data information system, which informs daily classroom observation and guides weekly professional development. We will be similarly demonstrative in making data visible not only for students in classroom to celebrate achievement but for faculty and school leadership to hold themselves accountable with visible reminders in all physical spaces throughout the building.

Curriculum and Teacher Development

Endeavor College Prep (BES School), Los Angeles, CA, Michelle Jasso (Principal)

Endeavor Prep approaches literacy as the foremost driver of academic achievement. Literacy is infused throughout each scholar’s day and is viewed as the key lever of student success. Like Endeavor Prep, we will be deliberate about intervening with struggling readers immediately in several ways. Students who are two or more grade levels behind in reading have Reading Acceleration, which provides individualized support during Science and Social Studies, and an additional class at the end of the day for targeted intervention. The literacy program is intentionally scaffolded to ensure scholars are prepared for success in rigorous high schools, and is thus broken down into an Upper School and a Lower School program. Intrepid College Prep will use Reading Acceleration to support our lowest level readers, who will work with the ELL/Literacy Coordinator one-on-one during Science and Social Studies and during FOCUS/Enrichment to receive more “at-bats” at mastery of foundational reading skills. Intrepid College Prep is organized as two grade-based academies, Opportunity Academy (5-8) and Independence Academy (9-12).

Achievement Prep (BES School), Southeast, Washington, D.C., Shantelle Wright (Head of School)

Achievement Prep develops teachers internally under the leadership of Susie Cannon (Director of Academic Achievement). Ms. Cannon is strategic about developing her weekly schedule to support instruction in the classroom and provide a consistent cycle of high-quality and helpful feedback to Platinum Teachers. Intrepid College Prep has modeled the roles and responsibilities of the Director of Curriculum and Instruction to be consistent with Achievement Prep’s approach to teacher development to protect instructional coaching minutes and use Intrepid College Prep administration to powerfully support teachers as they expertly deliver instruction and remediate academic gaps.

Funding and Facilities

Excel Academy Charter School (BES School), East Boston, MA (Komal Bhasin, Principal)

In its first years of operation Excel Academy created a Development Plan that established long-term facilities acquisition as one of its first development priorities and relied on a diversified pool of potential funders – individuals, corporations, foundations – to reach its ambitious development objectives. Finding a permanent home for Intrepid College Prep’s middle and high school is among one of our top priorities after developing the resources needed to support the financial literacy program’s Investment Program, which provides students with meaningful and real opportunities with actual dollars in the upper-grades of Opportunity Academy.

D. ACADEMIC FEATURES

To deliver on our mission and vision, we design our academic program through the mandates and elements of academic achievement, a culture of success, and professional development.

ACADEMIC ACHIEVEMENT	
More Time: 7:30 am – 5:00 pm, 190 days. Brain Breakfast, The Great Debaters Lunch Program, DEAR, FOCUS, and Homework Club to provide more instructional minutes every day.	2 Grade-Based Academies: Opportunity Academy (5-8) and Independence Academy (9-12). Across middle and high school, students move developmentally and seamlessly towards college.
More Literacy: 3.5 hours of ELA instruction daily. Students master fiction/non-fiction text and develop college preparatory writing skills through our sequenced, seamless 5-12 model.	Accountable Talk/Format Matters: Educating English Language Learners, we nurture and grow oral literacy skills so that all students develop excellent conversational, debate and self-advocacy skills.
More Math: 2 hours of Math daily. In middle school, students have 2 math classes daily. In high school, students take 4 years of math, culminating in the senior year study of calculus.	Reading/Writing Across Curriculum: Students build reading and writing skills in every class with attention to texts and response papers of varying complexity and length.
More Financial Literacy: 8 years of rigorous curriculum, including opportunities to invest in financial markets with real dollars, compared to 1 semester in district schools.	Gradual Release: “I-We-You” Each lesson in Opportunity Academy middle school includes 10 minutes of Direct Instruction, 10 minutes of Guided Practice, and 25 minutes of Independent Practice.
More Entrepreneurship: 8 years of rigorous curriculum, turning content knowledge into creation and representing the highest levels of thinking per Bloom’s Taxonomy.	Joy Factor: Teachers are intentional about engaging every student in daily lessons and investing every student in their potential for long-term achievement.
CULTURE OF SUCCESS	
PRIDE Values: School leadership, Blue Chip Faculty ¹⁶ , students and staff model and practice the school’s core values of Professionalism, Rigor, Initiative, Discipline and Endurance.	Token Economy System: Merit/demerit system feeds into token economy, PRIDE Shares Program. Students receive 5 shares of PRIDE stock, worth \$100 per share each week.
Clear/Constant Communication: Weekly syllabi w/goals, agendas, assessments and behavioral/academic reports; biweekly family phone calls; monthly newsletters; trimester report cards.	Sweating the Small Stuff: We train, support, and hold all students to highest academic standards, beginning w/ adherence to Code of Conduct, Honor Code, and Attendance policies.
College Readiness: Students acculturated to college from Day 1. Students held to college preparatory expectations, go on annual university visits and wear college t-shirts on Intrepid Fridays (IF).	Summer Enrichment: Summer enrichment programs such as Center for Talented Youth, the Breakthrough Collaborative, EPGY Summer Institute, Youth About Business among others.
PROFESSIONAL DEVELOPMENT	
Planning for Excellence: 16 days of professional development prior to the first day of school; 13 full days of professional development over school year for data analysis and coaching.	Tight Feedback Loop: Daily classroom visits with informal feedback and our two week observation/formal feedback cycle strengthen teachers’ ability to drive achievement outcomes.
Intrepid Fridays: Weekly professional development meetings support subject-based and grade-level teams and whole group training adds up to 82 additional hours of professional development.	Backward Planning: Starting with the end — standards and skills students need in pursuit of terminal degree, college, on AP, SAT, ACT, ISEE, and TCAP exams.
Double-Planning: Lesson plans scripted 2 weeks in advance, outlining not only what the teacher does, but also what students are doing every minute.	Sheltered English Immersion Protocol: Intensive PD during summer and throughout year to implement, modify and adapt successful instructional strategies for ELLs.

Figure 2.3

E. EDUCATIONAL PHILOSOPHY

Data-driven education reform only works when numbers and information can be used to make informed, timely decisions. –TN Commissioner of Education Kevin Huffman¹⁷

¹⁶We have chosen to recognize the excellence and strength of our faculty by giving them the title “Blue Chip Faculty.” Like Blue Chip stocks, our faculty has a national reputation for high quality, reliability, and the ability to operate successfully in good times and challenging circumstances. The Intrepid College Prep search for hiring talent is a national one and we seek these qualities in all of our candidates.

¹⁷Huffman, Kevin. “Tennessee Releases 2011 Report Card.” Press Release. Dec. 2, 2011 <http://news.tn.gov/node/8142>.

Intrepid College Prep's educational philosophy is based on two values: integrity and accountability.

1. VALUE 1: INTEGRITY

Intelligence plus character - that is the goal of true education. — Dr. Martin Luther King, Jr.

Schools that offer high quality education and produce outstanding results for students do so because they approach every aspect of education with integrity, expect integrity from all members of the school community, and develop structures and systems to support that expectation. Academic integrity means developing in students a demonstrable commitment to work hard, display consistent discipline, honesty, responsibility and overall excellence. Professional integrity is similarly defined as a demonstrable commitment by staff to live and breathe the school's core values in a manner that enables school success. At Intrepid College Prep, every member of the school community knows that adherence to these principles, as demonstrated through their words and actions, is key to achieving high levels of achievement. Research on urban, public, high performing schools that have a proven track record of academic excellence demonstrates that holding students staff and leadership to the highest standards is pivotal to producing high levels of achievement.¹⁸ Students are taught that effort creates ability. Each member of the school community knows that excellence demands hard work and is non-negotiable. Students and staff rise to the professional and personal challenges set before them. At Intrepid College Prep, there are no shortcuts to academic excellence.

a. Integrity in Leadership

Charter schools are only effective when they have the right leadership that knows how to set curriculum and, at the same time, manage the operations and finances of the school.- Nashville Mayor Karl Dean¹⁹

Strong and principled leadership requires the Executive Director to act only in the best interests of the school and to take all actions necessary to fulfill the school's mission. A strong Board of Directors provides clear oversight to ensure that the school is faithful to its mission and charter. Intrepid College Prep has assembled an exceptional team of individuals capable of managing and governing the school, able to oversee its mission and vision and establish policies and procedures to protect the school's academic and organizational success over time.

School leadership has been trained and supported during the application cycle through Building Excellent Schools, and will continue that relationship through its On-Going Support Program. Intrepid College Prep will be strengthened through continual professional development in organizational best practices and pedagogical frameworks employed throughout high performing charter schools. Similarly, Intrepid College Prep has the support of the Tennessee Charter School Incubator (TCSI), which has been essential in securing resources on behalf of the school. The TCSI has committed to providing \$50,000 in start-up funding, which supports the procurement of turn-key back-office support for finance, internal controls and accounting functions. The TCSI has also historically provided funding for the use of Achievement Network's interim assessment services, which allows the school to monitor its progress in achievement over the course of the school year and compare its results to peer schools across the state and to provide reliable, predictive data as to the degree students are mastering rigorous content standards. At least five times per school year, Intrepid College Prep leaders will visit other high performing schools serving similar populations and grade levels to learn and reinforce best practices. We will invite top performing school leaders to provide professional development for Intrepid College Prep staff throughout the year. Routine professional development of leadership and staff best positions the school to utilize and reflect the most effective practices in spurring achievement.

b. Integrity in Instruction

[G]reat masters leverage a proficiency with basic tools to transform the rawest of material... into the most valued assets in society. - Doug Lemov²⁰

¹⁸ Carter, Samuel C. *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*. Washington D.C.: Heritage, 2000.

¹⁹ Dean, Karl, Mayor. "Mayor Names CEO of Center for Charter School Excellence in Tennessee." Press Release. Jun. 24, 2010. <http://www.nashville.gov/mayor/news/2010/0624.asp>.

²⁰ Lemov, Doug. *Teach Like a Champion*. Jossey: San Francisco, CA: 2010. p. 1.

At Intrepid College Prep, every teacher provides each student with high quality instruction and academic supports every day. (For more detail, see our daily schedule in Section II.F.3 and supports in Section IV.C-D.) Teachers employ only the instructional methodologies proven effective in increasing academic achievement for our target community. (For more detail, see instructional practices in Section II.F.8.) Teachers meet the academic needs of each student, every student is challenged academically, and we maintain a high bar for students across all sub-groups. Staff leverages research-proven instructional methods²¹ to equip every student with a transformative education that propels them to measurable success in middle school and high school, and prepares them to achieve in college and beyond. We provide each faculty member with immediate and clear feedback and work with him or her to implement data-driven action plans tied to achievement. We use data from internal and external assessments to refine the curriculum and increase the quality of instruction delivered to our students. (For more detail, see data-driven cycle in Section III.C.1-3.) Daily classroom visits and frequent teacher observation inform weekly professional development. (For more detail, see professional development plans in Section VIII.C.)

c. Integrity in Academics

The ability to learn something new depends on an ability to accommodate the new thing to the already known. – E.D. Hirsch²²

Fourth grade is the watershed year when students transition from “learning to read” to “reading to learn.”²³ Two-thirds of students who cannot read proficiently by the end of fourth grade are predicted to end up in jail or on welfare.²⁴ Research indicates that between birth and age three, a socio-economically disadvantaged child hears some 30 million fewer words than a child who is economically advantaged.²⁵ The detrimental effects are most evident when students enter the fourth grade and unsuccessfully move from “learning to read” to “reading to learn.” This phenomenon commonly referred to as the fourth grade slump, is especially problematic in Nashville, where one in eight adults cannot read.²⁶

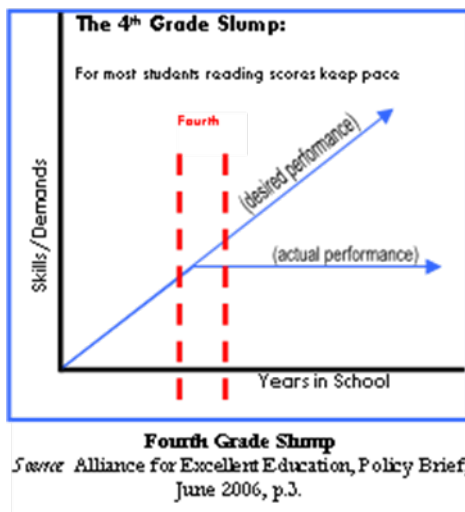


Figure 2.4

The significant number of English Language Learners (ELL) in Southeast Nashville magnifies this problem.²⁷ Starting in fifth grade, Intrepid College Prep stresses literacy in the classroom with 180 minutes of literacy instruction daily and a minimum of 30 minutes of independent and accountable reading through Drop Everything and Read (DEAR). (For more detail on our literacy instruction, please see Section II.F.6 a.) In middle school, students read independently for another 40 minutes every day and are held accountable for doing so through daily checks of DEAR Logs, journals that provide opportunities for students to respond daily to a variety of texts. In high school, students are held accountable for an hour of independent reading every day. By mastering literacy in the early grades across a variety of texts, students are prepared for more advanced work in high school and college.

For this advanced work to be accessible to students, fundamental skills must be in place. Cognitive scientists describe this process as rendering skills and knowledge automatic – necessary for students to succeed in sophisticated conceptual work. For example, a student must firmly grasp

multiplication tables to efficiently and accurately solve math problems with real world application. Preparation

²¹ Ibid. Lemov outlines a taxonomy of forty-nine techniques that put students on the path to college. We emphasize a strategic subset of the taxonomy such as Do Now (Q²), Exit Tickets, 100%, No-Opt-Out, Right-is-Right, Ratio, among others, as the non-negotiable drivers of achievement.

²² Hirsch, E.D. *The Schools We Need and Why We Don't Have Them*. NY: Anchor Books. 1996. p. 23.

²³ Chall, J.S.(1983). *Stages of Reading Development*. NY: McGraw-Hill. Prior to grade 4, students are judged competent readers if they can sound out words and follow simple plot. Beginning in grade 4, students move from decoding text to a solid comprehension of text – gathering, analyzing and interpreting information.

²⁴ Moore, Tracey. “English Only: One in Eight Nashvillians Can’t Read.” *Nashville Scene*. Feb. 19, 2009.

²⁵ Hart, Betty, and Todd R. Risely, “The Early Catastrophe: The 30 Million Word Gap by Age 3,” *American Educator* (Spring 2003).

²⁶ Lind, J.R. “Literacy Linked to Economic Development.” *Nashville City Paper*. Apr. 18, 2010.

²⁷ U.S. Census Bureau American Community Survey Data. 2008, <http://www.census.gov/acs/www/> Approximately , 11% of Davidson County residents are foreign-born, and 15% speak a language other than English at home, a figure that has risen 3% in just two years. Of those that speak a language other than English at home (ages 5 and above), 48.1% or nearly half, report speaking English less than very well.

begins in fifth and sixth grades with a foundation of number sense and operational fluency and increasing attention to algebraic reasoning. By the same logic, we understand that students must know geography before they move on to perform more advanced historical analyses. By sixth grade, students master the physical and political geography of the various continents. In middle school, students demonstrate basic knowledge, comprehension, and application of information. Students build upon their foundational knowledge to cultivate the intellectual tools to analyze, synthesize and evaluate what they are learning. In high school, this process of developing students as content-experts before layering on analytical skills continues. Students build a solid academic foundation followed by mastery of high-level conceptual tasks, preparing them for academic rigor and success in college.

Intrepid College Prep has adopted the Tennessee Department of Education's State Standards (TN State Standards), which incorporated the Common Core Standards in Mathematics and Language Arts in July 2010. We use these standards to drive all curriculum and assessments. As needed, we supplement these standards with curricular standards from the Massachusetts Curriculum Frameworks (MCF), SSAT, SAT and Advanced Placement (AP) exams to ensure that all Intrepid College Prep students are prepared to excel in selective colleges upon graduation.

*The extraordinary transformation of financial markets over the past decade has placed a new premium on financial literacy, making it nothing less than an essential survival tool.*²⁸ - Robert Mooney, Deputy Director of the Division of Supervision and Consumer Protection, FDIC

In addition to mastery of college preparatory curriculum, every student is equipped to achieve life success – and financial literacy is central to that goal. Financial literacy skills are taught at every grade level, creating a strong multi-year framework that prepares students for success in management of personal finance, college, entrepreneurship and career. (For more detail, see scope and sequence in Section II.F.2.) For example, in grade five students learn how to explain forms of financial exchange (cash, credit, debit, etc.), describe forms of money and sources of income, list examples of financial decisions and their consequences, identify sources of financial information, and give examples of investments and explain how they can grow in value. In grade six, students identify and explain ways to be financially responsible young adults, give examples of the benefits of financial responsibility and the costs of financial irresponsibility, research the major consumer protection laws in Tennessee, explain how education can affect lifetime income earnings, discuss the components of a personal budget, and explain how stocks and bonds differ as investments. In Independence Academy (9-12), students are held accountable for mastering advanced study in financial literacy coursework including Banking, Finance, Investment Strategy and Economics. In ninth grade, students study the difference between various types of financial institutions (credit unions, commercial banks, merchant banks, investment banks, hedge funds, etc.) and how these companies respond to the needs of individuals and organizations. In tenth grade, students learn about various financial tools and how debt and equity instruments provide capital to public and private companies. They study numerous institutions that support startup endeavors, including venture capital and microfinance firms. In eleventh grade, students develop advanced understanding of investment strategy, learning about how individuals and institutions develop short and long-term investment goals and the best practices in accomplishing financial goals (diversification, hedging, etc., analyzing investment risk, etc.) In twelfth grade, students eight-year course of study in financial literacy concludes with a focus on macro- and microeconomics so that students develop a firm understanding of how individuals and institutions work together and compete in the global marketplace. The National Financial Educators Council, the JumpStart Coalition, the National Council of Economic Education and the President's Advisory Council on Financial Literacy inform the financial literacy curriculum. For students in Antioch, Intrepid College Prep redefines what college preparation really means.

d. Integrity in Behavior

*If we want our children to possess the traits of character we most admire, we need to teach them what those traits are. – William Bennett*²⁹

²⁸ Mooney, Robert W. Statement of Robert W. Mooney, Deputy Director of the Division of Supervision and Consumer Protection, FDIC, before the U.S. House Committee on Financial Services on Financial Literacy and Education: The Effectiveness of Governmental and Private Sector Initiatives. April 15, 2008.

²⁹ Bennett, W. (1991). "Moral Literacy and the Formation of Character." In J. S. Benninga (Ed.), *Moral, Character, and Civic Education in the Elementary School* (pp. 131-138). New York: Teachers College.

Students learn in a disciplined and respectful environment so that nothing detracts from learning and achievement. Students have affirmative responsibilities, such as participating actively in class, respecting themselves and others, and helping fellow students who have difficulty mastering skills and concepts. Building on the philosophy of successful charter schools like Boston Preparatory Charter Public School, a BES school founded in 2003 and a nationally recognized EPIC award winner³⁰, we approach behavior just as we do academics: it is modeled by staff, learned and practiced by students, and consistently and rigorously expected and reinforced throughout the school. Students develop ethical character and positive leadership through instruction, training, and practice in our five **PRIDE** Values.

- **Professionalism:** All students are prepared to learn everyday (i.e. dressed in uniform, have all books and supplies) and demonstrate respect for the entire school community.
- **Rigor:** All students work hard to confront academic challenges and reach academic goals. Students self-assess mastery of material, strive for precision and accuracy, and are able to explain how they arrived at the right answer.
- **Initiative:** All students actively participate in the classroom every day and demonstrate leadership within the school community. Students are self-motivated to achieve.
- **Discipline:** All students follow directions the first time and demonstrate good character. Students do the right thing even when no one else is looking.
- **Endurance:** All students possess the stamina and work ethic to sustain academic and behavioral excellence.

Intrepid College Prep is divided into two academies. Middle school students in grades five through eight are in Opportunity Academy; high school students in grades nine through twelve are in Independence Academy. With a seamless transition between middle and high school, students need the support of that *continuity* and scaffolded structures aligned to their changing developmental needs. In Opportunity Academy, middle school students remain within the classroom, and the teacher transitions between classes – providing a more nurturing and structured approach for our youngest students, as well as 24 more minutes of daily instructional time, or eight (8) more days of instruction over the course of a school year. Classroom techniques engage much kinesthetic learning, with chants and cheers and physical movement, engaging this age group and providing for development needs for movement and tactile responses in the middle school years. Students are taught and held accountable through a clear Code of Conduct, which provides a disciplined and consistent culture of success. For example, students are taught to raise their hand in class before speaking and are given explicit instructions for how and when to request a teacher’s attention during class. In the race against time to get students on or above grade level with the skills and content they need as they prepare for the rigors of high school, instructional minutes are our most treasured commodity. In Independence Academy, maturing high school students earn increasing independence to make smart choices about their future. Expectations remain the same, such as attending school every day and on time, completing all class and homework assignments, upholding our core PRIDE values and following instructions, but there are more meaningful opportunities to take on increasing levels of responsibility and demonstrate leadership such as moving through the school building to discipline-specific classrooms, working with our established community partners to create and participate in entrepreneurial experiences designed to make quantifiable contributions to the surrounding community, and acting as mentors to our younger students in middle school.

All students participate in the PRIDE Token Economy System, which incorporates character education and financial literacy concepts. Every Friday, students receive five shares of PRIDE Stock, valued at \$100 in sum – \$20 for each of our five core values. Every student’s daily award or loss of PRIDE stock, based upon behavioral choices, is tabulated and recorded to provide a daily measure of individual performance to the student and family, and cohort and grade level performance to the school community. Throughout the week, each student has numerous opportunities to earn additional shares of PRIDE stock during classroom instruction and additional opportunities for Bonus Shares during Brain Breakfast, Lunch, Physical Education, DEAR and Enrichment. Awards of PRIDE Shares are a measure of a student’s individual ability to uphold the highest standards of excellence and reflect all of our PRIDE values. The school maintains a record of each student’s PRIDE share

³⁰ Boston Preparatory Charter Public School (BPCPS) is a high-performing BES charter school in Boston, MA. Currently in its eighth year, BPCPS has proven itself as one of the leading public schools in the nation. BPCPS students have made a habit out of out-performing their peers across the city and state, on a variety of assessments. In 2009, the Effective Practice Incentive Community (EPIC), an initiative of New Leaders for New Schools, announced that BPCPS is one of the five highest performing schools in the country. The school is also nationally recognized for its development of a school-wide ethics curriculum, which informs our work.

holdings and updates are reported weekly to families on a Brokerage Statement. Students demonstrating exemplary leadership and academic excellence on a consistent basis are celebrated by induction into the Intrepid CEO Circle, a leadership cadre that models academic and behavioral excellence for the student body, takes on leadership responsibilities in the character education program, and mentors other students. Students are inducted into CEO Circle through a rigorous process and acknowledged for their achievement during Circle Up.³¹ Eligible students must have an average daily balance in their PRIDE Shares brokerage account of \$5,000 and earn five or more PRIDE shares per week over a five-week period. Students must provide two one-page essays, a teacher recommendation, and excel in a brief interview. CEO Circle members are trained to lead and model our Core Values, learn to lead Circle Up, and receive certain privileges (i.e. wear college paraphernalia on Intrepid Fridays, transition independently, and redeem shares in the PRIDE Shop for achievement-oriented supplies.)

2. VALUE 2: ACCOUNTABILITY

An accountable school is one where the outcomes of learning have been clearly defined and measured. – Dr. Lorraine Monroe³²

Accountability is one of the central tenets of charter school legislation and one of the priorities of Metro Nashville Public Schools. Intrepid College Prep honors, welcomes, and is built upon such accountability. As a charter school, we gain autonomy of hiring, budget, and school design in exchange for a higher level of accountability for strong academic achievement – measurable on growth, comparative, and absolute scales - and fiscal sustainability – shared in timely, efficient, and clear ways with the larger authorizing and school community. Schools that offer high quality education and produce outstanding academic results do so because they provide the governance, leadership and school design that can deliver academic excellence through fidelity to their mission and vision.

Accordingly, Intrepid College Prep is accountable to the public, families, and the school community in accomplishment of its mission and vision. The Board of Directors has a leading role in maintaining a high level of transparency about academic achievement, finances, and school operations. Our data-driven instructional model, timeline of assessments, along with financial policies, procedures and management, provides a constant and targeted stream of information that allows the Board to maintain an effective level of oversight over the school's academic program, finances and operations.

The founders of Intrepid College Prep have developed clear, measurable, objective and achievable academic, organizational and value-added goals tied to the school's mission. The goals itemized in our Accountability Plan, as well as the measures that outline our success towards each goal, are thoroughly discussed in each section of the application.

According to a report by the Center for Education Reform, inadequate resources and poor financial management account for 41% of charter school closures annually.³³ Nashville's charter school landscape is not immune to these pitfalls.³⁴ Our founding team has studied these common pitfalls closely in the development of policies, procedures and systems that reflect our fiduciary and ethical obligation to ensure that public funds are used without waste, fraud, or abuse, and has brought together the financial training, expertise, and oversight necessary at the governance and management levels to ensure a sound and healthy organization. The founders have complimented academic goals with organizational goals that address such fiscal responsibility, and have outlined the clear relationship between governance and management to successfully oversee this critical responsibility.

a. Accountability to the Public

³¹ See Section II.F.5 for more information about Circle Up.

³² Dr. Lorraine Monroe is a national and international education consultant who founded and served as Principal of the Frederick Douglass Academy, which was notable as a highly effective middle school and high school located in Central Harlem under her leadership. Dr. Monroe's work has been featured on national media, including *60 Minutes*, in *The New York Times*, and in her books *Nothing's Impossible: Leadership Lessons from Inside and Outside the Classroom* and *The Monroe Doctrine: An ABC Guide to What Great Bosses Do*.

³³ Center for Education Reform. Press Release. Dec. 21, 2011. <http://www.edreform.com/2011/12/21/charter-schools-closure-rate-tops-15-percent/>

³⁴ Napier, Amy. Troubled Charter School To Pay Thousands Or Close. WKRN. Jun. 23, 2010. <http://www.wkrn.com/story/12698931/troubled-charter-school-to-pay-thousands-or-close?redirected=true>.

Intrepid College Prep regularly and transparently informs the public about the school's progress and the ways by which we have used data to drive our decision-making. Through published annual reports, family surveys, external evaluators, and community participation, we invite the public to hold Intrepid College Prep accountable for faithfulness to our mission, vision, and charter. We publish performance results on our website and the school is fastidious in collecting data to ensure that clear, measureable benchmarks are met. Our accountability plan is a constant measure of how we are performing as a school using longitudinal, comparative, and absolute measures, and that plan is a critical tool to inform strategic growth over time for maximum achievement. We maintain a number of ambitious and measurable goals focused on (a) achievement in middle and high school so that students can achieve at the highest levels in college, (b) organizational viability so that we demonstrate that we are faithful stewards of public revenue and serving the needs of our community, and (c) the value add of our school, particularly regarding our financial literacy, supports for English Language Learners, and in comparative analysis of student academic growth to local and state targets.

b. Accountability to Families

Parents and students have opted to attend a charter school by choice. Charter school leaders must honor that leap of faith by communicating honestly and often with students and families. – Network of Independent Charter Schools³⁵

We are accountable to the authorizer for reaching the goals identified in our accountability plan *and* we are accountable to our students and their families. To do this, we use benchmark, formative and summative tools to assess achievement and growth objectively, deliver that information clearly, and ensure that students are mastering subject matter content absolutely. We acknowledge that families have chosen our school and give us the honor and trust of educating their children and transforming their lives. As a result, we err on the side of over-communicating with parents about achievement in both growth and absolute terms. We use the Intrepid College Prep Compact³⁶, which parents sign at the conclusion of Parent University, to formalize an agreement between families and the school to work together, promoting achievement. Equally as important, the Compact is an invitation to parents to be close observers of our progress in fulfilling our mission. Once the school year starts, teachers and leadership are in routine communication with families on behalf of our mission. The Intrepid College Prep Family Communication Cycle is outlined below.

- **Homework:** HW is assigned to students five times per week. Parents of middle schoolers sign off on homework assignments daily, checking for completion only.
- **Phone calls:** We communicate with families daily³⁷ about mandatory Homework Center assignments, morning Tutoring sessions, Detention, and other time-sensitive scheduling matters.
- **Syllabi:** Every Monday, students receive weekly syllabi, outlining all assignments for the week. Parents sign weekly syllabi and return to school as part of Monday HW requirement.
- **Brokerage Statements:** Every Monday, students receive weekly Brokerage Statement - progress report to share with family, a snapshot of academics/behavioral and HW completion,
- **Newsletters:** Families are our most important partners. All families receive monthly newsletters detailing academic highlights with a focus on academic growth, student achievement, and school successes.
- **Family Literacy Nights:** Each trimester, the ELA team hosts Family Literacy Night - families learn best strategies for holding their children accountable for a lot of independent reading.
- **Cafecitos:** Monthly, we host morning coffee hour - a forum for families to communicate concerns, ask questions, get to know one another, and receive pertinent information from the school.

³⁵ Network of Independent Charter Schools. Growing a Culture of Accountability from the Start. Charter Notebook. Jun. 17, 2011.

<http://charternotebook.org/growing-a-culture-of-accountability>.

³⁶ See Section VII.D.4 for draft Intrepid College Prep Compact.

³⁷ Intrepid College Prep will cover the cost of a cell phone device and a monthly service plan with data package for school administrators. The school has budgeted \$150 per device and \$100 in monthly service charges.

- **Parent Universities and Handbooks:** New families are introduced annually to the school through three 90-minute sessions, where parents learn about school expectations and receive Student and Family Handbooks.
- **Home Visits:** Family Orientation process concludes with 30-minute home visit before school year begins. Conducted annually, staff begins relationship with every family.
- **Report Cards and Conferences:** Each trimester, we issue formal report cards to all families and schedule meetings with all families to meet with teachers to discuss students' academic growth.

c. Accountability to the Intrepid College Prep Community

We can model first-rate standards of performance and reinforce the idea that significant learning and personal growth come only from hard work and persistence. – Steven Landfried³⁸

All members of the Intrepid College Prep community are accountable for achieving our mission, respecting the culture of the school, and upholding and modeling the PRIDE values. We expect every member of the Intrepid College Prep community to uphold the expectations of the school consistently. We attend school every day and on time. We are all responsible for school culture and the maintenance of a respectful, safe, and productive learning environment. We are all responsible for the quality of instruction and our pursuit of learning. Students are accountable for mastering subject content and meeting behavioral expectations. Teachers are accountable for using professional development and data to inform instruction. Leadership and staff are responsible for supporting the teachers and students by ensuring access to the necessary resources and providing constructive feedback and guidance. The school leader establishes the precedent for school-wide excellence and is answerable to all community stakeholders, supporting faculty and staff as they do the critical work of normalizing student achievement and organizational excellence.

F. CURRICULUM AND INSTRUCTION

In support of our mission and aligned with the prioritized needs of our students, Intrepid College Prep's curriculum is aligned with the Tennessee (TN) Common Core, TN State Social Studies and Science Standards, and, as needed, supplemented by the Massachusetts Curriculum Frameworks. In high school, the SAT, ACT and AP exams provide guideposts for what students need to know to excel in college. All instruction is college preparatory and adheres to rigorous and explicit standards, and these standards provide teachers and parents with a common understanding of what students are expected to learn.³⁹

Curriculum planning begins with the creation of comprehensive year-end exams in each subject that assess the degree to which students have mastered a series of objectives tied to grade-level standards. With year-end assessments in place during Staff Summer Orientation, teachers - whom we refer to as Blue Chip Faculty based upon our school wide focus on financial literacy and upon our recognition and respect for our high quality staff - create trimester-based assessments, and trimester-based unit plans in close consultation with the Director of Curriculum and Instruction. We also use externally validated, standards-based assessments provided by the Achievement Network (A-Net)⁴⁰ given approximately 4-5 times per year. Results from A-Net, interim, and weekly assessments conducted each Friday inform curriculum revision to re-teach content with which students are struggling. Additionally, each summer, the Executive Director and Director of Curriculum and Instruction evaluate the effectiveness of curriculum based on data from annual Tennessee Comprehensive Assessment Program

³⁸ Landfried, Steven E. "Enabling Undermines Responsibility in Students." *Educational Leadership*, Vol. 47 No. 3 p.79-83 Nov. 1989.

³⁹ Common Core Standards, ELA & Mathematics. 2011. <http://www.corestandards.org/about-the-standards>.

⁴⁰ Achievement Network. www.achievementnetwork.org. The Achievement Network (A-Net) serves high-need students with effective data-driven strategies to identify and close gaps in learning and embed these strategies into schools' everyday routines. A-Net enables schools to use data to increase achievement by combining high-quality standards-aligned assessments; educator coaching in how to analyze assessment results, identify gaps in learning, and create action plans to address these gaps; and peer Networks of schools that collaborate to improve their use of data.

(TCAP)⁴¹, nationally normed assessments given each June, and results from end-of-year Comprehensive Assessments, make adjustments as needed, and inform the next summer training of teachers accordingly.

The Director of Curriculum and Instruction works closely with teachers to modify any aspects of the scope and sequence, and most particularly ensures that all internally developed assessments align to all standards-based external measures and that daily lesson plans with activities and assignments support mastery of the skill and content being assessed. The Board of Directors examines monthly dashboards with cultural and instructional data points, including attendance, performance in light of pre-established benchmarks, longitudinal growth of all subgroups, and growth points in relation to absolute goals.⁴² The Board's Student Achievement Committee holds the school accountable through Trimester Data Reports,⁴³ which include results from all standards-based interim assessments (A-Net and internal assessments) broken down by cohort and by standard. These trimester reports also provide a comparative measure against similar schools, as results from the A-Net exams provide full transparency of individual school results in comparison to all other schools. Results are also provided publicly within periodic Community Newsletters and our Annual Report.

1. CURRICULUM PLANNING

Students are like little engines – the only thing that will stop them is if you don't push them far enough, fast enough.
- Michael Mann. Founding Middle School Principal and current High School Principal at North Star Academy⁴⁴

Intrepid College Prep provides a rigorous college preparatory curriculum designed to aggressively remediate student's academic gaps in middle school and accelerate mastery in core content areas in high school, necessary steps to prepare every student for success in competitive four-year colleges around the country and the professional opportunities that follow. Our curriculum is focused on English Language Arts, Mathematics, Financial Literacy, Science, and Social Studies, and is complimented by enrichment opportunities and multiple layers of student supports. Our annual calendar, daily schedule and entire academic program are designed to promote success in students' core courses, with strong emphasis on literacy and foundational mathematics in the middle school grades.

Intrepid College Prep uses a dual approach to develop our college preparatory curriculum: (1) Research-proven curricula suitable for students with varying learning needs will be used in tandem with internally developed curricula aligned with and/or exceeding TN standards and the Common Core; (2) When research-proven curricula do not fully or adequately align to TN Standards, the Common Core, or fully prepare students for the demands of rigorous college courses, we will supplement these curricula with internally developed curricula. Blue Chip Faculty creates standards-based internal assessments, and has rigorous year-round professional development to strengthen implementation of curriculum. (For more detail on Professional Development, please see Section II.F.7 and Section VIII. I-J.) In selecting curricula, we have identified programs that can be easily adapted for students identified as English Language Learners and those with special needs. (For more detail on curriculum resources, please see Section II.F.5.) To develop curriculum aligned to rigorous state standards and simultaneously targeted to students' needs, teachers meet for three weeks in July to analyze diagnostic data gathered from the Stanford 10 during the Student Intake Process. This is where the process of data-driven instruction begins. Blue Chip Faculty develops and refines curriculum, and practices effective teaching strategies (For more detail on teaching strategies, please Section II.F.8-9.) At the middle school, TN guidelines, TCAP, SSAT, ISEE, EXPLORE and Stanford 10 exams are used to establish specific, rigorous, measurable school standards. At the high school, PLAN, the SAT, ACT and Advanced Placement (AP) exams are also used to ensure students master college preparatory curriculum.

Our curriculum is designed and suitable for all students. We anticipate a diverse body with varying learning needs and capabilities. Our extended day and year, tiers of student supports, increased emphasis on and opportunity for practice within ELA and math, and differentiated instructional strategies combine to meet the needs of all students. We differentiate instruction as needed, and provide all of the supports, accommodations and modifications necessary to best support the differing needs and capabilities of each individual student, with emphasis on

⁴¹ We recognize the adoption of TN Common Core Standards will impact the state assessment system once assessments are online; we will create a technology plan to prepare students for success on online adaptive assessments.

⁴² We study the longitudinal growth of English language learners, ethnic minorities, economically disadvantaged students, and students with special needs very closely.


⁴³ The school will track achievement data (exit tickets, quizzes, homework completion and accuracy) on a daily and weekly basis as well.

⁴⁴ Michael Mann. Building Excellent Schools School Study of North Star Academy. Oct. 17, 2011.

supporting struggling, ELL and special education students. And we hold all students to the same academic expectations, through the uniform implementation of year-end, trimester-based, and interim assessment system – thus holding the school community accountable for the achievement of all students and all sub-groups.

We will develop our curriculum according to the timetable below and the process described the subsequent paragraph. During the planning year, Robert Sheffield, Ed.D, seasoned educator and curriculum development specialist,⁴⁵ will work with the Executive Director (and once identified, the curriculum design team and Director of Curriculum and Instruction) to develop the curriculum. We have identified two very strong candidates for the Director of Curriculum and Instruction position and are in early communication with them. Either candidate, if selected, is available to and will start during the planning year.⁴⁶ Final decision will be made by February 1, 2013.

Intrepid College Prep’s curriculum planning process is informed by the best practices from Roxbury Preparatory Charter School⁴⁷ in Boston, MA. As part of the Building Excellent Schools Fellowship, proposed Executive Director, Mia Howard, has been trained⁴⁸ by Dana Lehman, Managing Director of Uncommon Boston and former Co-Director of Curriculum and Instruction at Roxbury Prep for six years. The curriculum development process for each academic year begins during the preceding summer training with an emphasis on yearlong planning. First, teachers complete protocols for external assessments – TCAP, SSAT, SAT and AP exams, Stanford 10 – determining what standards and sub-standards students must master to correctly answer each question. Next, teachers synthesize external assessment protocols to create a master list of standards and skills that students need to master by the end of each academic year. Then teachers create and revise Curriculum Alignment Templates (CATs), through which teachers break down TN standards to obtain a list of digestible objectives for each course that build toward mastery of each content area. (For more detail on the Intrepid College Prep Curriculum Alignment Template, please see sample below and Appendix A.)



INTREPID COLLEGE PREP CURRICULUM ALIGNMENT TEMPLATE

Fifth Grade English Language Arts (Fiction Reading) 2013-2014

UNIT	ICP STANDARD #	TN STANDARD #	MCF STD #	COMMON CORE STD #	CLEAR AND MEASURABLE STANDARD What will students know or be able to do? ICPWBAT	INTERNAL ASSESSMENT	LEARNING ACTIVITIES How will I teach the content and skills?	BLOOMS
Unit One	R5 3.01			CCR 1	Identify main ideas and supporting details.		Esperanza Rising Novel Study	Knowledge
Unit One	R5 3.02			RL5.5	Identify and explain the chronological order of key events in a text.		Esperanza Rising Novel Study	Knowledge
Unit One	R5 3.03	SPI0501.5.7		RL5.6	Identify the speaker and point of view in a first person text.		Esperanza Rising Novel Study Guided Reading	Knowledge
Unit One	R5 3.04	GLE0501.8.6		RL5.5 RL5.6	Identify and analyze elements of setting, characterization, plot, conflict, point of view, foreshadowing, flashback.		Esperanza Rising Novel Study Character Chart Shared Reading	Analysis

Figure 2.5

⁴⁵ Robert Sheffield, Ed.D. is the Senior Director of Implementation for SpringBoard, the Official Pre-AP curriculum in English and Mathematics. Dr. Sheffield has over a decade of experience in curriculum development and instructional coaching in public schools. At Springboard, he is tasked with primary responsibility for ensuring the quality implementation of SpringBoard curriculum, serving approximately one million students in 1200 schools in 200 districts across the country. See Appendix Z for his résumé and Appendix D for Letter of Support.

⁴⁶ The Director of Curriculum of Instruction will begin working as an Independent Contractor on April 1, 2013. Please refer to our Y0-Y10 Operating Budget for specific allocations made to contractors during the planning year.

⁴⁷ Roxbury Preparatory Charter School, a public charter school and member of the Uncommon Schools Network, serves 195 Black and Latino students in grades 6 through 8 (70% of whom qualify for the federal free and reduced price lunch program) is one of the highest achieving charter schools in the nation according to the U.S. Department of Education’s Office of Innovation and Improvement. See Students in Roxbury Master the MCAS, Press Release, dated September 28, 2005.

⁴⁸ The proposed Executive Director receives three-days of Curriculum Alignment Training by Dana Lehman during the Building Excellent Schools Fellowship; the first of these trainings occurred on September 13, 2011.

The CAT includes each Intrepid College Prep internal standard, alignment to TN standards, student learning goals/outcomes for each standard, student activities to reach these standards, critical thinking skills covered, referencing Bloom’s Taxonomy, and which questions on internal assessments test mastery of each standard. Teachers do this as a group to guarantee vertical and horizontal alignment. Lastly, teachers write trimester-based and end-of-year comprehensive assessments, using the CATs as their guide. Teachers analyze results from these assessments throughout the year to inform instruction and tutoring.

Once the backbone of the curriculum is complete with year-end and trimester assessments in place, and a sequenced list of the objectives and standards necessary to teach and learn towards success on those assessments, teachers organize standards into units and create lesson plans mapped to daily objectives. Blue Chip Faculty plans lessons with the end goals/objectives in mind. Teachers “double plan” their lessons so that they know not only what they need to do to accomplish their daily objectives, but also what students should be doing during every minute of instruction to maximize time on task – planning once for what the teacher does and planning twice for what the student does. The annual calendar allows for one week of re-teaching after every interim assessment, and so within the scope and sequence teachers plan for re-teaching blocks to review standards and respond to needs revealed through assessment data.

INTREPID COLLEGE PREPARATORY Curriculum Development Timeline													
Curriculum Planning	2012						2013						
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Identify and hire curriculum consultants													
Write benchmarks for content standards by grade, including Financial Literacy, Entrepreneurship													
Write performance indicators for benchmarks, including Financial Literacy and Entrepreneurship													
Generate scope and sequence for each subject in grades 5 and 6 aligned to standards													
Generate scope/sequence for Financial Literacy grades 5-6													
Select and order curriculum packages and accompanying textbooks													
Curriculum review by ELL and SPED experts													
Hire Director of Curriculum and Instruction													
Order any additional external instructional materials													
Refine and align internal standards by staff; design end-of-year and trimester-based assessments													

Figure 2.6

2. SCOPE AND SEQUENCE

In further detail of our academic program, we outline our middle school curriculum below.

Intrepid College Prep Middle School Curriculum Overview

Subject	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics	Dual focus on procedures (computation) and problem solving (application). Algebra and Geometry integrated.		Pre-Algebra	Algebra I
Reading	Guided reading, fluency, vocabulary comprehension strategies and genre characteristics, focus on phonics and phonemic awareness.		Reading and textual analysis of literature in a number of genres.	
Writing	Spelling, grammar, punctuation, paragraph writing, editing/revising. Composing multiple-paragraph writing of narrative and expository texts.		Spelling, grammar, punctuation, analytical and persuasive essays, research papers, editing and revising.	
Social Studies	United States History, Human Diversity, Economics, Geography, U.S. Government & Civics	Culture, World Religion, Ancient History, Globalization of the Economy, Geography, Governance, World History to the Mongols, Renaissance, Reformation	Culture, World Religion, Domestic and Global Economic Systems, Spatial Organization of Earth's Surface, Ecosystems, Global Governance Systems, Human Settlement and Cultural Identity	Cultures in Early Development of U.S., Fundamental Economics & Global Economy, U.S. Geographic Systems, Migration and Immigration in Early America, U.S. History: Colonialism –Reconstruction
Science	Study of scientific inquiry. Integrated study of technology and engineering, life, earth, space and physical sciences.	Experimental procedures. Testing and evaluation of prototypes and protocols. Interdependence in life science. Solar system and relationship to systems and cycles on Earth.	Bioengineering. Biodiversity and change. Matter. Forces in Nature.	Cells. Flow of Matter and Energy. Heredity. Earth processes. Newton's laws of Motion. Movement of objects.
Financial Literacy and Entrepreneurship	Money Basics, Sources of Financial Information, Financial Goal-Setting, Methods of Payment, Advantages of Investing, Main Features of Interest-Earning Accounts, Entrepreneurial Discovery, Leadership, Business Concepts, Fundamentals of Communication	Costs and Benefits of Financial Responsibility, Decision-making Based on Financial Information, Consumer Protection, Prioritizing Financial Goals, Cost-Benefit Analysis, Peer Attitudes About Money, Correlation Between Education and Income, Sources of Personal Income, Assets and Liabilities, Borrowing, Prerequisites to Investing	Lifelong Financial Responsibility, Objectivity, Accuracy, and Currency of Financial Information, Consumer Protection Laws, Impact of Inflation on Personal Finance Decisions, Identity Theft, Business Planning, Real Estate Ownership, Net Worth, Credit Scoring, Investment Strategy	Intro to Microeconomics

Figure 2.7

In further detail of our academic program, we outline our high school curriculum below. Please note specific reference to HS credits itemized within the High School Curriculum Overview. All HS credits meet or exceed TN standards.

Intrepid College Prep High School Curriculum Overview

Subject	Grade 9	Grade 10	Grade 11	Grade 12
Mathematics	Mathematics I Algebra I Geometry	Mathematics II Algebra II Trigonometry	Mathematics III Algebra III Pre-Calculus	Calculus
	AP Calculus			
	Meets TN Diploma Project Graduation Requirements Math: 4 Credits - Algebra I, II, Geometry and a fourth higher level math course			
English	English I World Literature	English II World Literature	English III American Literature	English IV British Literature
	AP English			Senior Thesis & Composition
	Meets TN Diploma Project Graduation Requirements English: 4 Credits			
Social Studies	History I World History 500-1800	History II World History 1800-2018	History III U.S. History 1877-2018	History IV U.S. Government
	AP History			
	Exceeds TN Diploma Project Graduation Requirements Social Studies: 4 Credits; 3 Required			
Science	Biology	Chemistry	Physics	Environmental Science
	Exceeds TN Diploma Project Graduation Requirements Science: 4 Credits; 3 Lab Courses; 3 Required			
Latin	Latin I	Latin II	Latin III	Latin IV
	Exceeds TN Diploma Project Graduation Requirements 4 Credits; 2 Required			
Financial Literacy	Financial Literacy I Banking	Financial Literacy II Financing	Financial Literacy III Investing	Financial Literacy IV Macro-/Micro- Economics
	Far Exceeds TN Diploma Project Graduation Requirements 4 Credits; 1.5 Required			

Figure 2.8

We more specifically outline the expectations of each course at each grade level below.

Intrepid College Prep Grade 5 Curriculum Outline

Grade 5
Mathematics
Understand place value to billions and thousandths; compute with large and small numbers, positive integers, decimals, fraction; understand relationship between decimals, fractions, percentages; perform calculations and solve problems involving addition, subtraction, simple multiplication/division of fractions and decimals; add and subtract integers; use variables in simple expressions; compute value of expression for specific values of variable; understand and compute volumes/areas of simple objects; identify, describe, classify properties of, relationships between, plane/solid geometric figures; display, analyze, compare, interpret data sets; problem solve; think critically. Understand ratio concepts and use ratio reasoning to solve problems.
Reading
Develop vocabulary via spelling, decoding, understanding of imagery, Greek/Latin roots/affixes, context clues, dictionary skills; fluently read aloud narrative/expository texts; identify/analyze characteristics of types of fiction/nonfiction; practice utilizing phonemic awareness and phonics skills as needed; identify/analyze plot conflict; contrast character traits; understand/recognize theme; summarize main ideas/supporting details of nonfiction texts; use textual evidence to determine author's POV; analyze chronologically organized texts; draw inferences, conclusions, generalizations supported by textual evidence; distinguish facts, supported inferences, opinions in texts.
Writing
Identify/utilize 7 parts of speech (adding conjunction; preposition; pronoun to previous list); recognize verb phrases/tense; use correct punctuation, capitalization, spelling; write multiple-paragraph stories/essays (w/ introduction, body, conclusion); gather research from various sources; revise writing; analyze media techniques.
Social Studies
Recognize components of American culture. Interpret economic issues as expressed in maps, tables, diagrams, and charts; locate continents and significant bodies of water; locate places using latitude and longitude. Distinguish between local, state, and federal levels of the legislative, executive, judicial branches of the American government; Understand the Bill of Rights, First Amendment freedoms and the rights conferred by the 13 th , 14 th , 15 th , and 19 th amendments. Understand the differences between the TN and U.S. Constitutions; Interpret sectional differences in the North and South in pre-Civil War; Interpret timelines that depict major historical post-Civil War events.
Science
Select an investigation that could be used to answer a specific question. Select a tool, technology, or invention that was used to solve a human problem Recognize the connection between a scientific advance and the development of a new tool or technology. Compare and contrast basic structures and functions of plant and animal cells. Describe the different types of nutritional relationships that exist among organisms. Distinguish among symbiotic, commensal, and parasitic relationships. Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion. Distinguish among the planets according to their known characteristics such as appearance, location, composition, and apparent motion. Select information from a complex data representation to draw conclusions about the planets. Identify methods and tools for identifying star patterns.
Financial Literacy
Explain forms of financial exchange (cash, credit, debit, etc.). Describe functions of money (medium of exchange, unit of measure, store of value). Describe the sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.). Explain legal responsibilities associated with use of money. Identify sources of financial information. Set measurable short-term financial goals. Describe how to allocate a weekly allowance among the financial goals of spending, saving, and sharing. Explain the difference between buying with cash and buying with credit. Give an example of an investment and explain how it can grow in value.

Figure 2.9

Intrepid College Prep Grade 6 Curriculum Outline

Grade 6
Mathematics
Compare/order positive/negative fractions/decimals/mixed numbers; solve problems involving fractions, ratios, proportions, percentages; utilize algebraic expressions/equations; apply order of operations; solve, graph, interpret simple linear equations; analyze/use tables, graphs, rules to solve problems; investigate geometric patterns; convert units of measurement, identify properties of angles and two and three-dimensional shapes; determine pi, area and circumference; analyze data sampling; theoretical and experimental probabilities; problem solve; think critically; compute the perimeter, area, and volume of common geometric objects.
Reading
Determine unfamiliar word meanings through use of Greek/Latin roots/affixes; determine meaning of figurative language; read aloud with pacing, intonation, expression; use textual evidence to identify author's purpose; practice utilizing phonemic awareness and phonics skills as needed; utilize print/electronic dictionaries/thesauri; identify textual organizational structures; determine figurative language meanings; analyze how tone/meaning is conveyed in poetry; identify/analyze characteristics of nonfiction texts; identify characteristics of different forms of prose; identify/use structural features of popular media; analyze compare-and-contrast texts.
Writing
Identify/utilize parts of speech (adding interjection to previous list); use common phrases, clauses, simple, compound, and compound-complex sentences; use correct punctuation, capitalization, spelling, and subject-verb agreement; write expository compositions, research reports, speeches, responses to literature, and narratives employing specific details, voice, and effective word choice; revise writing to improve level of detail; use various textual organizational structures; create outlines and logical notes; utilize books and the Internet to complete research projects; apply research steps for completing projects; create multimedia presentations; deliver formal presentations.
Social Studies
Recognize the basic components of culture. Recognize the world's major religions and their founders. Recognize significant epics as historical sources (i.e., Iliad, the Odyssey). Identify major trade routes (i.e., silk roads, Persian trade routes, African trade routes). Recognize the importance of economic systems in the development of early civilizations around rivers (i.e., Tigris and Euphrates). Analyze how basic economic ideas influenced world events (i.e., supply and demand). Identify the basic components of a world map (i.e., compass rose, map key, scale, latitude and longitude lines, continents, oceans). Identify basic geographic forms (i.e., rivers, lakes, bays, oceans, mountains, plateaus, deserts, plains, coastal plains). Identify the location of early civilizations on a map. Recognize types of government. Read a timeline and order events of the past between prehistory and the Renaissance. Recognize the types of early communities (i.e., nomadic, fishing, farming). Recognize the forms of early world writing (i.e., cuneiform and Egyptian/Native-American Hieroglyphics).
Science
Design simple experimental procedure with identified control and appropriate variables. Interpret and translate data experimental error into table, graph, or diagram. Classify organisms as producers, consumers, scavengers, or decomposers according to role in food chain or food web. Interpret how materials and energy are transferred through an ecosystem. Identify biotic and abiotic elements of major biomes. Identify environmental conditions and interdependencies among organisms found in the major biomes. Explain how the relative distance of objects from the earth affects how they appear. Distinguish among a day, lunar cycle, and year based on the movements of the earth, sun, and moon. Analyze data to identify events associated with heat convection in the atmosphere. Recognize the connection between the sun's energy and the wind. Distinguish among gravitational potential energy, elastic potential energy, and chemical potential energy. Interpret the relationship between potential and kinetic energy.
Financial Literacy
Identify ways to be a financially responsible adult. Use online and printed sources of financial information to guide financial decisions. Research primary consumer protection agency in state of residence. Set measureable short- and medium-term financial goals. Prioritize personal finance goals. Identify differences among peer's values and

attitudes about money. Give example of how education can affect lifetime income. Define gift, rent, interest, dividend, capital gain, tip, commission, and business profit income. Explain difference between earned and unearned income and give example of each. Explain the difference between spending practices and achieving financial goals. Explain the difference between assets and liabilities. Construct a net worth statement from a simplified case study. Explain how s, homeowners, and business owners use debt as an “investment.” Explain why it is important to establish a positive credit history. Discuss the relationship between risk and insurance. Give examples of how saving money can improve financial well-being. Explain why saving is a pre-requisite to investing. Describe entrepreneurial planning considerations. Explain tools used by entrepreneurs for venture planning. Assess start-up requirements. Assess risks associated with venture. Describe external resources useful to entrepreneurs during concept development. Assess the need to use external resources for concept development. Explain the basic functions of intellectual property protections for innovation. Use components of a business plan to define venture idea. Describe desirable entrepreneurial personality traits. Determine personal biases and stereotypes. Determine interests. Evaluate personal capabilities. Conduct self-assessment to determine entrepreneurial potential Explain marketing management and its importance in a global economy. Describe marketing functions and related activities. Explain the nature and scope of operations management. Explain the concept of management. Explain the concept of financial management. Explain the concept of human resource management. Explain the concept of risk management. Explain the concept of strategic management.

Figure 2.10

Intrepid College Prep Grade 7 Curriculum Outline

Grade 7
Mathematics – Pre-Algebra
Read, write, compare rational numbers in scientific notation; convert fractions to decimals/percentages; differentiate between rational/irrational numbers; apply exponents, powers, roots/use exponents in working with fractions; understand pre-algebra concepts; use algebraic terminology, expressions, equations, inequalities, graphs; interpret/evaluate expressions involving integer powers/simple roots; graph/interpret linear/nonlinear functions; apply Pythagorean theorem; use mathematical reasoning; problem solve.
Reading
Use knowledge of affixes/roots to determine meaning of content area words; use textual evidence to support facts/opinions; build upon previously developed skills analyzing various nonfiction texts; employ character analysis; identify, analyze, provide textual evidence of themes; identify genres of fiction; analyze character/plot development.
Writing
Write summaries, persuasive essays, autobiographical narratives, poems; apply research steps for completing projects; effectively utilize English language conventions; support all statements/ claims with anecdotes, descriptions, facts, statistics, specific examples; use note taking, outlines, summaries to impose structure on drafts; revise writing to improve organization/word choice; critique works in oral presentations; deliver well-organized formal presentations demonstrating standard American English.
Social Studies
Compare and contrast the tenets of the five major world religions. Recognize basic economic concepts. Select the major resources, industrial, and agricultural products for the three grand divisions from a map of Tennessee. Interpret economic issues as expressed with maps, tables, diagrams, and charts. Locate on a map, specific lines of longitude and latitude. Locate the Earth's major physical characteristics, Identify the location of Earth's major landforms and bodies of water. Recognize specific physical processes that operate on the Earth's surface. Define the different types of governments. Map large civilizations to discover the impact of water as a main reason behind society's founding.
Science
Identify faulty interpretation of data that is due to bias or experimental error. Predict population survival rates based on adaptation to particular environment. Compare fossils found in sedimentary rock to determine relative age. Recognize that all matter consists of atoms. Identify common outcome of all chemical changes. Classify common substances as elements or compounds based on symbols or formulas. Compare particle arrangement and type of particle motion associated with different states of matter. Apply equation to determine density of object based on

mass and volume. Distinguish among Earth's magnetic field, magnet, and fields that surround magnet and electromagnet. Distinguish between mass and weight using appropriate measuring instruments and units. Determine relationship among mass of objects, distance between these objects, and amount of gravitational attraction.
Financial Literacy
Explain how individuals demonstrate responsibility for financial well-being over a lifetime. Analyze how financial responsibility is different for individuals with and without dependents. Determine whether financial information is objective, accurate and current. Set measureable, short-, medium-, and long-term financial goals. Apply systematic decision making to long-term goal. Analyze how taxes affect financial decisions. Determine risks, costs, and rewards of starting a business. Demonstrate skill in basic financial tasks, including reconciling checking/debit account statement. Discuss factors that affect net worth. Explain difference, with examples, between cash inflows (including income) and cash outflows (including expense). Explain difference between cash flow statement and budget. Compare cost of borrowing \$1,000 by means of different consumer credit options. Identify and compare strategies for investing, including establishing brokerage account with investment advisor. Given rate of return, and years, determine end value of an invested lump sum and the lump sum needed to reach a specific investment goal. Explain common types of investment risk. Analyze how economic and business factors affect the market value of a stock. Distinguish between debt and equity financing for venture creation. Describe processes used to acquire adequate financial resources for venture creation/start-up. Select sources to finance venture creation/start-up. Explain factors to consider in determining a venture's human-resource needs. Describe considerations in selecting capital resources. Acquire capital resources needed for the venture. Assess the costs/benefits associated with resources. Maintain positive attitude. Demonstrate interest and enthusiasm. Make decisions. Develop an orientation to change. Demonstrate problem-solving skills. Assess risks. Assume personal responsibility for decisions. Use time-management principles. Develop tolerance for ambiguity. Use feedback for personal growth. Demonstrate creativity. Set personal goals.

Figure 2.11

Intrepid College Prep Grade 8 Curriculum Outline

Grade 8
Mathematics – Algebra
Identify/use arithmetic properties of subsets of integers/rational, irrational, real numbers; solve equations/inequalities involving absolute values; solve multistep problems, including word problems, involving linear equations/linear inequalities in one variable; understand concepts of parallel/perpendicular lines and how slopes are related; add, subtract, multiply, divide monomials/polynomials; solve quadratic equation by factoring/ completing square; apply algebraic techniques to solve rate problems, work problems, percent mixture problems; problem solve; think critically.
Reading
Know meanings of common foreign words used in English language; understand shades of meaning in words; identify speaker's purpose/POV; compare/contrast texts covering same topic; build upon previously developed skills analyzing various nonfiction texts; evaluate structural elements of plot; analyze how setting relates to problem and resolution.
Writing
Identify significant literary devices that define writer's style; write multi-paragraph essays with thesis statements, logical organization, detail, rhetorical devices, transitions, varying sentence structure; write short stories or narratives; support conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, similar.
Social Studies
Identify cultures that contributed to development of U.S. Recognize influence of science and technology on development of early American colonial cultures. Recognize America's natural resources. Recognize economic activities of early America. Interpret variety of economic graphs and charts with topics. Analyze in economic terms why slavery flourished in South as opposed to North. Identify and use key geographic elements on maps. Interpret geographic map of early United States. Recognize how topographical features such as mountain and river systems influenced settlement and expansion of United States. Identify rights, responsibilities, and privileges of member of

United States of America. Identify purposes and structures of various systems of governance. Recognize impact of major court decisions have had on American life. Contrast characteristics of major native civilizations of Americas; Recognize causes and consequences of conflict. Examine demographic changes brought about by westward movement. Recognize course of conflicts including major battles, alliances, strategy, leadership, resources, or technology using diagram for Revolutionary War.
Science
Design simple experimental procedure with identified control and appropriate variables. Interpret and translate data experimental error into table, graph, or diagram. Identify tools and procedures needed to test design features of prototype. Identify and describe function of major plant and animal cell organelles. Interpret chart to explain integrated relationships that exist among cells, tissues, organs, and organ systems. Explain basic functions of major organ system. Compare chemical compounds that make up the reactants and of photosynthesis and respiration. Classify methods of reproduction as sexual or asexual.
Financial Literacy
Apply knowledge of personal finance to the economics of individual firm. Understand that productive resources are limited. Identify what is gained and lost when various choices are made. Describe situation that requires a choice, make a decision, and identify opportunity cost. Identify examples of natural resources, human resources, and capital goods. Give examples of how to improve their human capital. Identify individuals and firms that act as consumers and producers. Identify marginal benefit and marginal cost of buying and consuming certain items. Understand that principles of rational behavior predict that people, individual firms will respond in reliable ways to positive and negative incentives. Analyze competing viewpoints about impact (on consumers, producers, workers, savers, investors) of increase in minimum wage, new tax policy, and change in interest rates. Give examples of markets in which buyers and sellers meet face-to-face and other markets in which buyers and sellers never meet. Predict how consumers and producers would react if price of pencils rose to \$10 each or fell to \$.01. Understand difference between price and non-price competition. Use external resources to supplement entrepreneur's expertise. Explain the complexity of business operations. Evaluate risk-taking opportunities. Explain the need for business systems and procedures. Describe the use of operating procedures. Explain methods/processes for organizing work flow. Develop and/or provide product/service. Use creativity in business activities/decisions. Explain the impact of resource productivity on venture success. Create processes for ongoing opportunity recognition. Adapt to changes in business environment. Explain accounting standards (GAAP). Prepare estimated/projected income statement Estimate cash-flow needs. Prepare estimated/projected balance sheet. Calculate financial ratios. Determine and deposit payroll taxes. File tax returns.

Figure 2.12

Intrepid College Prep Grade 9 Curriculum Outline

Grade 9
Mathematics I – Algebra and Geometry
<p>Number and Operations: Demonstrate understanding of elements, subsets, properties, and operations of rational numbers. Demonstrate understanding of positive integer exponents and perform operations with expressions involving exponents. Connect physical, graphical, verbal and symbolic representations of rational numbers. Connect physical, graphical, verbal and symbolic representations of rational and absolute numbers. Articulate, model, and apply concept of inverse (i.e. opposites and reciprocals). Describe, model, and apply inverse operations. Perform operations on algebraic expressions and informally justify procedure chosen. Apply matrix addition, subtraction, and scalar multiplication in real-world problems, using appropriate technology. Use variety of notations appropriately (exponential, functional, square roots). Select and apply an appropriate method (i.e. mental arithmetic, paper and pencil or technology) for computing with real numbers, and use estimation to evaluate reasonableness of result. Algebra: Communicate meaning of variables in algebraic expressions, equations, and inequalities. Identify dependent and independent variables in real-world situations. Apply concept of variable in simplifying algebraic expressions, solving equations, and solving inequalities. Represent solution set linear equations and inequalities in one variable symbolically, graphically and verbally. Interpret graphs that depict real-world phenomena. Represent functions with equations, graphs, tables and words. Understand and apply slope as rate of change. Solve systems of two equations in two unknowns. Describe transformation of graph that occurs when coefficients and/or constants of corresponding linear equation are changed. Geometry: Apply inductive reasoning to make conjectures, then test</p>

conjectures and/or determine a counterexample. Apply properties of special pairs of angles. Articulate relationships of angles formed when parallel lines cut by transversal. Apply concept of slope to parallel and perpendicular lines. Apply Pythagorean Theorem and distance formula. **Measurement:** Use concepts of length, area, and volume to estimate and solve real-world problems. Demonstrate understanding of rates and other derived and indirect measurements (e.g. velocity, miles per hour, revolutions per second, and cost per unit.) **Data Analysis and Probability:** Represent and describe linear and nonlinear data sets developed from real world. Choose, construct, and analyze appropriate graphical representations for data set. Apply basic counting principles, introducing factorial notation. Apply experimental and theoretical probability with simulations where appropriate.

English I – World Literature

Cite strong and thorough textual evidence in literature and informational texts to support analysis of what text says explicitly as well as inferences drawn from the text. Determine theme or central idea of a text and analyze in detail its development over course of text. Analyze complex character development in World Literature. Determine meaning of words and phrases, including figurative and connotative meanings. Analyze representation of subject or key scene in two different artistic mediums. Analyze how author draws on and transforms source material in specific work. Analyze in detail how author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of literary non-fiction text. Delineate and evaluate argument and specific claims in text, assessing whether reasoning is valid and supported by relevant and sufficient evidence; identify false statements and fallacious reasoning. Analyze seminal U.S. documents of historical and literary significance. By end of grade 9, read and comprehend literature and literary nonfiction, including stories, dramas, and poetry in the grades 9-10 complexity band proficiently, with scaffolding as needed at high end of range. In writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, introduce precise claims and counterclaims that are developed fairly with supporting evidence pointing out strengths and limitations of both, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. Write informative/explanatory texts to examine and convey complex ideas, concepts and information. Introduce topic and organize complex ideas. Use appropriate and varied transitions to link major sections of text. Use precise language and domain-specific vocabulary to manage complexity of topic. Establish and maintain formal style and objective tone while attending to norms and conventions of discipline in which they are writing. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. Engage and orient reader by setting out problem, situation, or observation, establishing one or multiple point(s) of view, and introducing narrator and/or characters. Produce clear and coherent writing in which development, organization and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach, focusing on addressing what is most significant for specific purpose and audience. Conduct research projects to answer question, solve problem, narrow or broaden inquiry. Synthesize multiple sources on particular subject.

History I – World History

The Emergence and Expansion of Islam to 1500: On map of Middle East, Europe, Africa, and Asia, identify where Islam began and trace course of expansion to 1500 AD. Describe significant aspects of Islamic belief. Analyze causes, and course, and effects of Islamic expansion through North Africa, Iberian Peninsula, and Central Asia. Describe central political, economic, and religious developments in major periods of Islamic history. **The Medieval Period in Europe to 1500:** Describe rise and achievements of Byzantine Empire. Describe major economic, social, and political developments that took place in medieval Europe. Describe developments in medieval English legal and constitutional history and relationship to rise of modern democratic institutions and procedures, including the Magna Carta, parliament and habeas corpus. **The Encounters Between Christianity and Islam to 1500:** Describe religious and political origins of conflicts between Islam and Christianity, including Muslim wars against Christianity before European Crusades and Crusades that followed in 11th, 12th, and 13th centuries. Describe rise of Ottoman Empire in 14th and 15th centuries, including capture of Constantinople. **The Origins of European Western Expansion and the Civilizations of Central and South America:** Explain why European nations sent explorers westward and how overseas expansion led to growth of commerce and development of trans-Atlantic slave trade. **African History to 1800:** Describe indigenous religious practices observed by early Africans before contact with Islam and Christianity. Identify locations and time periods of empires of Ghana, Mali and Songhay. Describe development and effects of trans-African slave trade to Middle East from the 8th century on, and trans-Atlantic slave trade to Western Hemisphere from 16th century on. **Indian History to 1800:** Describe important economic, political, and religious developments in Indian history to 1800. **History of China, Japan and Korea to 1800:** Summarize major economic political and religious developments in Chinese, Japanese and Korean

history. Renaissance and the Reformation in Europe: Describe origins and developments of Renaissance, including influence and accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, and Shakespeare. Describe origins and effects of Protestant Reformation.
Science – Biology
Recognize that biological organisms are composed primarily of very few elements. Six most common are C, H, N, O, P, and S. Relate cell parts/organelles (plasma membrane, nuclear envelope, nucleus, nucleolus, cytoplasm, mitochondrion, endoplasmic reticulum, Golgi apparatus, lysosome, ribosome, vacuole, cell wall, chloroplast, cytoskeleton, centriole, cilium, flagellum, pseudopod) to functions. Relate cell parts/organelles (plasma membrane, nuclear envelope, nucleus, nucleolus, cytoplasm, mitochondrion, endoplasmic reticulum, Golgi apparatus, lysosome, ribosome, vacuole, cell wall, chloroplast, cytoskeleton, centriole, cilium, flagellum, pseudopod) to functions. Describe basic process of DNA replication and how it relates to transmission and conservation of genetic code. Distinguish among observed inheritance patterns caused by several types of genetic traits (dominant, recessive, co-dominant, sex-linked, polygenic, incomplete dominance, multiple alleles). Explain generally how digestive system, circulatory system, respiratory system, nervous system, muscular/skeletal system and sexual reproductive systems work. Explain how evolution is demonstrated by evidence from fossil record, comparative anatomy, genetics, molecular biology, and examples of natural selection. Understand interaction among organisms and between organisms and their environment. Explain how water, carbon, and nitrogen cycle between abiotic resources and organic matter in an ecosystem, and how oxygen cycles through photosynthesis and respiration.
Latin I
Emphasis will be on elements of the language: alphabet and pronunciation, parts of speech, word-formation, vocabulary (including English derivatives), and grammatical rules. It is first part of elementary study of Latin, to be completed in the 10th grade. Students begin to learn geography of ancient Roman world, an outline of Roman history, and important aspects of Roman private and public life. Towards end of year, students read Perseus stories in Fabulae Graecae (texts and exercises available on-line); and begin Hercules stories. Because course is foundation for continuing study of Latin, it is vital that students develop the necessary habits of memorization, attention to detail, preparation of daily work, and organization. Memorization of word-forms and vocabulary is essential at this level.
Financial Literacy I – Banking
Explain how institutions evolve in market economies to help individuals and groups accomplish their financial goals. Describe how banks and other financial institutions channel funds from savers to borrowers and investors. Understand the difference between commercial banks and investment banks. Correctly identify the differences between various financial institutions such as a bank and a credit union. Describe the types of services offered by financial institutions. Explain that the services banks offer are not limited to individual customers. Banks also perform many services for small and large businesses. Learn about the state and federal banking laws that regulate the industry to protect consumers and market efficiency. Understand the role of the Federal Reserve in establishing U.S. monetary policy.

Figure 2.13

Intrepid College Prep Grade 10 Curriculum Outline

Grade 10
Mathematics II – Algebra and Geometry
Number and Operations: Demonstrate understanding of the elements, properties and operations of real numbers. Demonstrate understanding of relative size of rational and irrational numbers. Connect physical, graphical, verbal and symbolic representations of real numbers. Articulate, model and apply concept of inverse (powers and roots). Demonstrate understanding of absolute value. Recognize existence of imaginary numbers. Select and apply appropriate method (i.e. mental arithmetic, paper and pencil, or technology) for computing with real numbers, and evaluate reasonableness of result. Apply matrix operations to solve real-world problems, using appropriate technology. Algebra: Solve systems of three equations and three unknowns. Describe domain and range of function. Apply Venn diagrams in problem solving. Solve quadratic equations and inequalities using appropriate methods. Solve radical equations using appropriate methods. Graph absolute value functions and quadratic functions with emphasis on formations. Solve real-world problems modeled by absolute value or quadratic functions. Recognize conic sections from given information. Geometry: Demonstrate understanding of geometric

transformations. Apply deductive reasoning using postulates and theorems to prove conclusions from given hypotheses. Determine truth of implication, its converse, inverse, and contrapositive. Apply right triangle properties, including geometric mean, Pythagorean Theorem, special right triangles and trigonometric ratios. Derive distance formula for distance between two points in triangular coordinate system. Apply concepts related to similar and congruent triangles. Apply properties of circles, arcs, chords, tangents, or secants to solve problems. Use coordinates to describe position in two and three dimensions. **Measurements:** Choose appropriate techniques and tools to measure quantities to specifications for tolerance. Perform operations on algebraic expression and informally justify procedures chosen. **Data Analysis and Probability:** Demonstrate understanding of different sampling methods and when each is appropriate. Use variety of techniques to determine equations of best fit for quadratic data sets. Determine probability of event. Determine probability of mutually exclusive events.

English II – World Literature

Cite strong and thorough textual evidence in literature and informational texts to support analysis of what text says explicitly as well as inferences drawn from text. Determine theme or central idea of text and analyze in detail its development over course of text. Analyze complex character development in World Literature. Determine meaning of words and phrases, including figurative and connotative meanings. Analyze representation of subject or key scene in two different artistic mediums. Analyze how author draws on and transforms source material in specific work. Analyze in detail how author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of literary non-fiction text. Delineate and evaluate the argument and specific claims in text, assessing whether reasoning is valid and supported by relevant and sufficient evidence; identify false statements and fallacious reasoning. By the end of grade 10, read and comprehend literature and literary nonfiction, including stories, dramas, and poetry in grades 9-10 complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, and literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. In writing arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, introduce precise claims and counterclaims that are developed fairly with supporting evidence pointing out strengths and limitations of both, and create organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. Write informative/explanatory texts to examine and convey complex ideas, concepts and information. Introduce topic, organize complex ideas. Use appropriate and varied transitions to link major sections of text. Use precise language and domain-specific vocabulary to manage complexity of the topic. Establish and maintain formal style and objective tone while attending to norms and conventions of discipline in which they are writing. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. Engage and orient reader by setting out problem, situation, or observation, establishing one or multiple point(s) of view, and introducing narrator and/or characters. Produce clear and coherent writing in which development, organization and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach, focusing on addressing what is most significant for specific purpose and audience. Conduct research projects to answer question, solve problem, narrow or broaden an inquiry. Synthesize multiple sources on particular subject.

History II – World History

The Growth of the Nation State in Europe: Describe growing consolidation of political power in Europe from 1500 to 1800 as manifested in rise of nation states ruled by monarchs. Summarize important causes, events and effects of French Revolution. **Industrial Revolution and Social and Political Change in Europe, 1800-1914:** Identify causes, social and economic impact of Industrial revolution. Describe rise of unions and socialism, including ideas and influence of Owen and Marx. Describe rise and significance of anti-slavery sentiment and abolition in Britain. Describe causes of 19th century European imperialism. **Asian, African and Latin American History in the 19th and Early 20th Centuries:** Identify major developments in Indian, Chinese, Japanese, African and Latin American history to early 20th Century. **The Great Wars, 1914-1945:** Describe relative importance of economic and imperial competition, Balkan nationalism, German militarism and aggression, and power vacuum in Europe due to declining power of Russian, Austrian and Ottoman Empire in causing World War I. Summarize major events and consequences of World War I. Identify major developments in Middle East and Central Asia before World War II. Describe various causes and consequences of global depression of 1930s and analyze how governments responded to Great Depression. Describe rise and goals of totalitarianism in Italy, Germany, Soviet Union. Summarize key battles and events of World War II. Describe background, course and consequences of Holocaust. Explain reasons for dropping of atom bombs on Japan and short and long-term effects. Explain consequences of World War II. Describe reasons for establishment of United Nations. **Cold War Era, 1945-1949:**

Summarize factors that contributed to Cold War in Eastern Europe. Describe policy of containment, including Truman Doctrine, Marshall Plan, and NATO, as America's response to Soviet expansionist policies. Describe development of arms race and key events of Cold War Era. Explain background for establishment of modern state of Israel in 1948 and subsequent military and political conflicts between Israel and Arab world. **The Contemporary World, 1989-2018:** Identify causes for decline and collapse of Soviet Union and communist regimes of Eastern Europe. Explain reasons for fall of apartheid in South Africa. Describe America's response to and wider consequences of September 11, 2001 terrorist attack in the U.S.

Science – Chemistry

Identify and explain physical properties (e.g., density, melting point, boiling point, conductivity, malleability) and chemical properties (e.g., the ability to form new substances). Distinguish between chemical and physical changes. Recognize discoveries from Dalton (atomic theory), Thomson (the electron), Rutherford (the nucleus), and Bohr (planetary model of atom), and understand how each discovery leads to modern theory. Interpret and apply laws of conservation of mass, constant composition (definite proportions), and multiple proportions. Write electron configurations for first twenty elements of periodic table. Explain relationship of element's position on periodic table to atomic number. Identify families (groups) and periods on periodic table. Explain how atoms combine to form compounds through both ionic and covalent bonding. Predict chemical formulas based on number of valence electrons. Use valence-shell electron-pair repulsion theory (VSEPR) to predict molecular geometry (linear, trigonal planar, and tetrahedral) of simple molecules. Balance chemical equations by applying laws of conservation of mass and constant composition (definite proportions). Classify chemical reactions as synthesis (combination), decomposition, single displacement (replacement), double displacement, and combustion. Using kinetic molecular theory, explain behavior of gases and relationship between pressure and volume (Boyle's law), volume and temperature (Charles's law), pressure and temperature (Gay-Lussac's law), and number of particles in a gas sample (Avogadro's hypothesis). Using kinetic molecular theory, describe and contrast properties of gases, liquids, and solids. Explain, at molecular level, behavior of matter as it undergoes phase transitions. Describe process by which solutes dissolve in solvents. Relate hydrogen ion concentrations to pH scale and to acidic, basic, and neutral solutions. Compare and contrast strengths of various common acids and bases (e.g., vinegar, baking soda, soap, citrus juice).

Latin II

Master connected reading in authentic Latin. Develop needed work habits, reading skills, and knowledge critical for continued study in Latin. Solid knowledge of subordinate sentence structures, architecture of complex Latin sentence, and skills for dealing with variable Latin word order are essential for this year and as preparation for next year. *Fabulae Romanae* will gradually improve students' reading abilities while providing good basic survey of Roman history through Monarchy (753-510 BC) and Republic to death of Cicero (43 BC). Students learn Roman and ancient Mediterranean geography, Roman social and political customs, and personal values Romans admired most in great individuals.

Financial Literacy II – Financing

Examine the role of finance in supporting entrepreneurship and business operations, and foster an understanding of how financial decisions themselves can create value. Master basic analytical skills and principles of corporate finance. Understand core functions of modern capital markets and financial institutions. Understand and use standard techniques of analysis, including capital budgeting, discounted cash flow valuation, and risk analysis.

Figure 2.14

Intrepid College Prep Grade 11 Curriculum Outline

Grade 11
Mathematics III – Pre-Calculus
<p>Number and Operations: Demonstrate understanding of laws of exponents, including integral and rational exponents. Demonstrate understanding of elements, subsets and properties of complex number system. Perform operations on complex numbers of the form $a + bi$. Algebra: Perform operations on functions, including composition, and determine effects of composition on domain and range. Demonstrate understanding of inverse of function and determining if inverse is function. Identify and describe characteristics of families of functions. Articulate results of varying parameters of parent function. Solve polynomial equations and inequalities using</p>

appropriate technology. Solve absolute value equations and inequalities. Graph polynomial, exponential and logarithmic and rational functions. Solve exponential, logarithmic, and rational equations using appropriate methods. Solve problems involving linear programming. Apply sigma notation with arithmetic and geometric series. **Geometry:** Apply and justify properties of quadrilaterals and circles. Solve real world problems involving volume of geometric solids. Demonstrate understanding of Platonic Solids. Demonstrate understanding of uniqueness through indirect proofs. Apply transformational matrices to transform geometric figures in rectangular coordinate system. **Measurement:** Use concepts of length, area, and volume to estimate and solve real-world problems. Apply measurement concepts and relationships in algebraic and geometric problem-solving situations. Demonstrate understanding of rates and other derived and indirect measurements (e.g. velocity, miles per hour, rpm, cost per unit.) **Data Analysis & Probability:** Describe and apply normal distribution and its properties. Use z-scores to compare normally distributed data sets. Use variety of techniques to determine equations of best fit for nonlinear data sets. Calculate and interpret z-scores. Apply properties of conditional probability. Determine binomial probabilities. Make inferences about data set using appropriate measures of central tendency and dispersion, including variance and standard deviation. Calculate expected value to make judgments about real-life situations.

English III – American Literature

Cite strong and thorough textual evidence to support analysis of what literature and informational texts say explicitly as well as inferences drawn from text, including determining where text leaves matters uncertain. Determine two or more themes or central ideas of text and analyze development over course of text, including how they interact and build on one another to produce complex account; provide objective summary of text. Determine meaning of words and phrases used in text, including figurative and connotative meanings; analyze impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. Analyze how author's choices concerning how to structure specific parts of text contribute to overall structure and meaning as well as aesthetic impact. Determine author's point of view or purpose in informational text in which rhetoric is particularly effective, analyzing how style and content contribute to power, persuasiveness, or beauty of text. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of **American Literature**, including how two or more texts from same period treat similar themes or topics. By end of grade 11, read and comprehend literature, including stories, dramas, and poems, in grades 11–CCR text complexity band proficiently, with scaffolding as needed at high end of range. Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link major sections of text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content. Develop topic thoroughly by selecting most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to audience's knowledge of the topic. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of topic. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use variety of techniques to sequence events so that they build on one another to create coherent whole and build toward particular tone and outcome (e.g., sense of mystery, suspense, growth, or resolution).

History III – U.S. History

Industrial America and its Emerging Role in International Affairs, 1870-1920: Explain causes of Industrial Revolution. Explain important consequences of Industrial Revolution. Describe causes of immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in late 19th and early 20th centuries and major roles of immigrants in U.S. industrialization. Analyze causes of continuing westward expansion of American people after Civil War and impact of migration on Indians. Explain course and significance of President Wilson's wartime diplomacy, including Fourteen Points, League of Nations and failure of Versailles treaty. **The Age of Reform: Progressivism and the New Deal. 1900-1940:** Analyze origins of Progressivism and important Progressive leaders. Analyze post-Civil War struggles of African-Americans and women to gain basic and civil rights. Describe various causes and consequences of global depression of 1930s and national response. Analyze important policies, institutions and personalities of New Deal era. **World War II, 1939-1945:** Explain strength of American isolationism after World War I and impact on U.S. foreign policy. Analyze German and Japanese aggression as factors contributing to start of World War II. **The Cold War Abroad, 1945-1989:** Analyze factors that contributed to Cold War and describe policy of containment as America's response to Soviet expansionist policies. Analyze

sources of Cold War conflict between U.S. and Soviet Union. Analyze role that U.S.-sponsored resistance to Soviet military and diplomatic initiatives that led to end of the Cold War.
Science III – Physics
Compare and contrast vector quantities (e.g., displacement, velocity, acceleration force, linear momentum) and scalar quantities (e.g., distance, speed, energy, mass, work). Distinguish between displacement, distance, velocity, speed, and acceleration. Solve problems involving displacement, distance, velocity, speed, and constant acceleration. Interpret and provide examples that illustrate law of conservation of energy. Describe both qualitatively and quantitatively how work can be expressed as change in mechanical energy. Explain how heat energy is transferred by convection, conduction, and radiation. Describe relationship between average molecular kinetic energy and temperature. Recognize that energy is absorbed when substance changes from solid to liquid to gas, and that energy is released when substance changes from gas to liquid to solid. Describe measurable properties of waves (velocity, frequency, wavelength, amplitude, period) and explain relationships among them. Recognize examples of simple harmonic motion. Recognize that electric charge tends to be static on insulators and can move on and in conductors. Explain that energy can produce separation of charges. Describe electromagnetic spectrum in terms of frequency and wavelength, and identify locations of radio waves, microwaves, infrared radiation, visible light (red, orange, yellow, green, blue, indigo, and violet), ultraviolet rays, x-rays, and gamma rays on spectrum.
Latin III
Read, with appropriate help, adapted to unadapted Latin prose. Translate selected seen passages from Latin texts. Translate unseen passage of adapted Latin prose. Demonstrate comprehension of both seen and unseen passages. Identify substantives by case form and function in context. Identify finite and non-finite verb forms and uses. Identify principal types of subordinate sentence structures. Demonstrate knowledge of principal eras of Roman history. Demonstrate knowledge of significant Roman individuals. Demonstrate knowledge of values important in traditional Roman society. Associate values with stories of significant Roman individuals. Students read original Latin prose and poetry, including scansion and figures of speech. Second-half of year begins with thorough review of forms, vocabulary, after which students read selections from Cicero’s philosophical works and oratory, from mythological poetry of Ovid, Tacitus’ Annals, and private letters of Pliny. Students demonstrate proficiency in translation skills, and move beyond mere translation to develop their own understanding, on firm textual evidence, about what they read.
Financial Literacy III – Investing
Investment Strategy considers the creation and management of wealth. Learn about different types of wealth-building investments, such as diverse opportunities in stocks, bonds, emerging markets, real estate, hedge funds, derivatives, and other alternative investments. Define the following terms: security, equity, debt, bond, preferred stock among other investment terms. Understand business valuation of a public company and its connection to the book and market value of stock. Analyze investments – their value and risk. Develop an investment strategy for a conservative, neutral, and aggressive risk taker, understanding the different decisions that each would make.

Figure 2.15

Intrepid College Prep Grade 12 Curriculum Outline

Grade 12
AP Calculus
Work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. Understand connections among these representations. Understand meaning of derivative in terms of rate of change and local linear approximation and use derivatives to solve variety of problems. Understand meaning of definite integral both as limit of Riemann sums and as net accumulation of change and use integrals to solve variety of problems. Understand relationship between derivative and definite integral as expressed in both parts of Fundamental Theorem of Calculus. Communicate mathematics orally and in well-written sentences and explain solutions problems. Model written description of physical situation with function, differential equation, or integral. Use technology to help solve problems, experiment, interpret results, and verify conclusions. Determine reasonableness of solutions, including sign, size, relative accuracy, and units of measurement. Develop appreciation of calculus as coherent body of knowledge and as human accomplishment.
Calculus

Work with functions represented in variety of ways: graphical, numerical, analytical, or verbal. Understand connections among representations. Understand meaning of derivative in terms of rate of change and local linear approximation and use derivatives to solve variety of problems. Understand meaning of definite integral both as limit of Riemann sums and as net accumulation of change and use integrals to solve variety of problems. Understand relationship between derivative and definite integral as expressed in both parts of Fundamental Theorem of Calculus. Communicate mathematics orally and in well-written sentences and explain solutions to problems. Model written description of physical situation with function, a differential equation, or integral. Use technology to help solve problems, experiment, interpret results, and verify conclusions. Determine reasonableness of solutions, including sign, size, relative accuracy, and units of measurement. Develop appreciation of calculus as coherent body of knowledge and as human accomplishment.

English IV – British Literature

Cite strong and thorough textual evidence to support analysis of what literature and informational texts say explicitly as well as inferences drawn from text, including determining where text leaves matters uncertain. Determine two or more themes or central ideas of text and analyze development over course of text, including how they interact and build on one another to produce complex account; provide objective summary of text. Determine meaning of words and phrases as used in text, including figurative and connotative meanings; analyze impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. Analyze how author's choices concerning how to structure specific parts of text contribute to overall structure and meaning as well as aesthetic impact. Determine author's point of view or purpose in informational text in which rhetoric is particularly effective, analyzing how style and content contribute to power, persuasiveness, or beauty of text. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of **British Literature**, including how two or more texts from the same period treat similar themes or topics. By end of grade 12, read and comprehend literature, including stories, dramas, and poems, in grades 11–12 CCR text complexity band proficiently, with scaffolding as needed at high end of range. Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link major sections of text, create cohesion, and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content. Develop topic thoroughly by selecting most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to audience's knowledge of topic. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage complexity of the topic. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use variety of techniques to sequence events so that they build on one another to create coherent whole and build toward particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

Senior Thesis and Composition

All students write a senior thesis - significant, original work, usually 25-40 pages in length, on topics of business, finance and entrepreneurship. During senior year, students work closely with faculty members to complete theses. Once complete, copy of every senior thesis is permanently stored in Intrepid College Preparatory Manuscript Library. To prepare for senior thesis, students write one or two 12-20-page junior papers ("JPs") in junior year.

History IV - U.S. Government

The Nature of Citizenship, Politics, and Government: Foundations of Government in the U.S. **Purpose, Principles and Institutions of Government in U.S.:** The Relationship of the United States to Other Nations in World Affairs. Role of Citizens in the United States.

AP History

Pre-Columbian Societies: Early inhabitants of the Americas; American Indian empires in Mesoamerica, the Southwest, and the Mississippi valley; American Indian cultures of North America at the time of European contact. **Transatlantic Encounters and Colonial Beginnings, 1492-1690:** First European contacts with American Indians, Spain's empire in North America, French colonization of Canada, English settlement of New England, the Mid-Atlantic region, and the South; servitude to slavery in the Chesapeake region; religious diversity in the American colonies; resistance to colonial authority. **Colonial North America, 1690-1754:** Population growth and immigration; transatlantic trade and the growth of seaports; the eighteenth century back country; growth of plantation economies and slave societies; the Enlightenment and the Great Awakening; colonial governments and imperial policy in British North America. **The American Revolutionary Era, 1754-1789:** The French and Indian

War; the imperial crisis and resistance to Britain; the War for Independence; state constitutions and the Articles of Confederation; the federal Constitution. **The Early Republic, 1789-1815:** Washington, Hamilton and shaping of the national government; emergence of political parties: Federalists and Republicans; Republican Motherhood and education for women; beginnings of the Second Great Awakening; significance of Jefferson's presidency; the War of 1812 and its consequences. **Transformation of the Economy and Society in Antebellum America:** Transportation revolution and creation of a national market economy; immigration and nativist reaction. **Territorial Expansion and Manifest Destiny:** Forced removal of American Indians to the trans-Mississippi West; Western migration and cultural interactions; territorial acquisitions, early U.S. imperialism – the Mexican War. **The Crisis of the Union:** Pro and antislavery arguments; Compromise of 1850 and popular sovereignty; states' rights; Kansas-Nebraska Act and the emergence of the Republican Party; Abraham Lincoln, the election of 1860, and secession. **The Civil War:** Two societies at war; emancipation and the role of African-Americans in the war. **Reconstruction:** Southern state government – aspirations, achievements, failures, Compromise of 1877; impact of Reconstruction. **Development of the West in the Late Nineteenth Century:** Expansion and development of western railroads; competitors for the west – miners, ranchers, homesteaders and American Indians. **Industrial America in the Late Nineteenth Century:** corporate consolidation of industry; labor and unions; effects of technological developments. The Emergence of America as a World Power: American imperialism, World War I, Treaty of Versailles. **The New Era: 1920s:** Republican politics: Harding, Coolidge, and Hoover; culture of Modernism, ongoing struggle for equality – African-Americans and women. **The Great Depression and the New Deal:** causes of the Great Depression, Hoover administration response, Franklin Delano Roosevelt and the New Deal. **The Second World War:** rise of fascism and militarism in Japan, Italy, and Germany; prelude to war: policy to neutrality; attack on Pearl Harbor; United States as global power in the Atomic Age. **The United States and the Early Cold War:** Origins of the Cold War; Truman and containment; the Cold War in Asia, China, Korea, Vietnam and Japan; diplomatic strategies and policies of Eisenhower; the Red Scare and McCarthyism. **Politics and Economics at the End of the Twentieth Century:** Nixon's challenges, the New Right and the Reagan Revolution; end of the Cold War. **The United States in the Post-Cold War World:** Globalization and the American economy, unilateralism versus multilateralism in foreign policy; environmental issues in the global context.

Science IV - Environmental Science

Earth Systems and Resources: Geographic time scale; plate tectonics, earthquakes, volcanism; seasons; solar intensity and latitude; composition; structure, weather and climate; Atmospheric circulation and Coriolis Effect; atmosphere-ocean interactions; ENSO. Freshwater/saltwater; ocean circulation, agricultural, industrial, and domestic use; surface and groundwater issues; global problems; conservation, rock cycle; rock formation; composition; physical and chemical properties; main soil types; erosion and other soil problems; soil conservation. **The Living World:** Biological populations and communities; ecological niches; interactions among species; keystone species; species diversity and edge effects; major terrestrial and aquatic biomes; energy flow, photosynthesis and cellular respiration; food webs and trophic level, ecological pyramids; biodiversity, natural selection, evolution, ecosystem services, natural ecosystem change, climate shifts; species movement; ecological succession, natural biogeochemical cycles. **Population:** Population ecology; carrying capacity; reproductive strategies; survivorship; human population dynamics; impacts of population growth. **Land and Water:** Agriculture, feeding growing population; forestry; rangelands; urban land development; sustainable land use strategies; mining; fishing; global economics. **Energy Resources and Consumption:** Energy forms; power; units; conversions; laws of thermodynamics; energy consumption; fossil fuel resources; nuclear energy; hydroelectric power. **Pollution:** Air pollution, noise pollution, water pollution; solid waste, impacts on the environment and human health; economic impact. **Global Change:** Stratospheric ozone, global warming, loss of biodiversity.

Latin IV

Read, with appropriate assistance, authentic Latin prose and poetry. Translate short passages of Latin prose not previously seen. Answer key questions of comprehension about both seen and unseen passages. Identify substantives by case form and function in context. Identify finite and non-finite verb forms and uses. Identify principal types of subordinate constructions. Identify metrical patterns in lines of verse (dactyl, spondee, elision, caesura). Scan dactylic hexameter verse and recite metrically.

Financial Literacy IV – Macro and Micro Economics

Study of economic analysis and its application. Learn and apply theory of supply and demand, costs and revenues of the firm under perfect competition, monopoly and oligopoly, pricing of factors of production, income distribution, and theory of international trade. An examination of a market economy to provide an understanding of how the size and composition of national output are determined. Elements of monetary and fiscal policy, international trade, economic development, and comparative economic systems.

Figure 2.16

3. DAILY SCHEDULE

We organize our middle school, Opportunity Academy (5-8), and our high school, Independence Academy (9-12), into daily schedules that maximize instructional time on our priorities of remediating core academic weaknesses at the middle school and accelerating learning at the high school – all in support of our mission, the mandate of TN charter school legislation, and in full alignment with MNPS priorities and the chronic academic needs of students in Southeast Nashville. Our school day Monday-Thursday is from 7:30 am to 5:00 pm and Friday is from 7:30 am - to 2:40 pm to provide for weekly professional development.

In Opportunity Academy, the school day begins with arrival at 7:30 am. We begin the school day with an immediate focus on academics. Jump Start, our morning Brain Breakfast and Tutoring program, provides students with the supports they need before class starts. Some students are assigned to Tutoring based on entry diagnostic results and interim assessment data from the preceding trimester. Students who do not have morning Tutoring have a 20-minute Brain Breakfast, a time when students have opportunities for Accountable Talk during facilitated conversations about what they are learning in classes and current events. Once students have gone through morning routines (entry ticket, uniform check, silent transition to the cafeteria, accessing breakfast items) students are seated by Advisory and Blue Chip Faculty moderate academic discussions where students focus on mastery of the Habits of Discussion, learning how to listen critically, agree and disagree respectfully agree, as well as ask questions and expand upon comments by their peers. This intentional time at the start of the day devoted to Accountable Talk is proven highly successful in developing language acquisition for English Language Learners as it provides multiple opportunities to use the language within clear and proscribed ways and within a safe and nurturing setting. The ten minutes between Brain Breakfast and Period 1 are spent in Advisory preparing for the start of the day. Advisory teachers check for homework completion while students put their belongings away and take out their books and supplies for first period.

Every advisory or cohort has core content – Literacy and/or Math coursework at the beginning of the day. Students have two reading classes (Fiction and Non-Fiction) and one Writing class every day. Students have two math classes, Math Procedures and Math Problem Solving. Math Procedures focuses on computations accuracy on key math concepts, rules and skills. Math Problem Solving focuses on application of knowledge and skills, particularly within real world and multi-step problems. In fifth through eighth grade, students have Financial Literacy four days per week and Science or Social Studies every day, in six-week intervals. In order to close the twin gaps in achievement and intergenerational wealth, students have financial literacy five days per week in the middle school and high school. We recognize that delivering on our mission requires necessary trade-offs⁴⁹ but in prioritization of developing English fluency and financial literacy skills we do not ignore mastery of science and social studies standards; students are prepared at year-end with the requisite skill and content knowledge to succeed on TCAP science and social studies exams. Starting in seventh grade, students have yearlong course work in science and social studies, preparing them for the rigors of high school History, Biology, Chemistry, and Physics. In the upper grades of the middle school, financial literacy instruction moves to six-week intervals, with alternating units in Financial Literacy and Entrepreneurship.

⁴⁹ To deliver on our mission and maintain responsible stewardship of public dollars, we have made several tradeoffs in favor of student achievement. Intrepid College Prep would have to extend the school day to 6:00 pm to provide science and social studies every day in fifth and sixth grades. Rather than move to block scheduling, which disrupts consistency for scholars, we rotate out science and social studies units on six-week intervals, which allows for continuous instruction of complete units. We teach the full complement of curriculum standards in Science, Social Studies, English Language Arts, and Math for each grade prior to TCAP administration each spring. This model has been used by Excel Academy Charter School (Boston, MA), the highest-performing charter middle school in Massachusetts. In 2011, the school ranked #1 in 7th grade math with 98% of students scoring advanced or proficient, ranked #1 in 8th grade English with 100% of students scoring advanced or proficient and ranked #2 in 8th grade math with 96% of students scoring advanced or proficient. 100% of Excel students passed all subjects on the 2011 MCAS, including science.

Students have four hours of uninterrupted learning before Lunch. Students have a ten-minute Bathroom Break in the morning during which Blue Chip Faculty members are stationed in hallways, joyfully and engagingly quizzing students on Math Facts and Vocabulary while they wait in lines to use restrooms. After Lunch, students utilize books within classroom-based level libraries and engage in Drop Everything and Read for twenty minutes. DEAR time is sacred as students work to increase their ability to read rigorous material with comprehension for long periods of time and are held accountable through the use of DEAR journals that are collected and reviewed weekly by their ELA teachers. Students have three more uninterrupted hours of learning after DEAR.

After the last class of the day, students have FOCUS time two days per week and Enrichment two days per week. FOCUS time, the last sixty minutes of school, in many ways is an “eighth” class period. Students have one hour of FOCUS time to receive small group supports, get a head start on their homework, study using specific strategies that have been proven to increase academic achievement, and receive extra help with concepts and skills when they need it. During this time, a student may have subject-area tutoring, ELL tutoring, Homework Center, or Instructional Support, or simply a quiet and supportive place in which to start their Homework. Whatever the particular student’s needs, FOCUS provides a quiet, working environment overseen by core teachers. Students that did not complete their homework or scored below a 70% on homework assignments have mandatory Homework Center during FOCUS time. Our Homework Collection and Management system provides same day data points regarding homework completion and mastery. Two days per week students have Enrichment. We have established relationships with Junior Achievement, Una Recreation Center, the Tennessee Golf Foundation, and the Nashville Symphony, among others, all of whom has expressed meaningful interest in providing dynamic and engaging enrichment opportunities for Opportunity Academy (5-8) students.

In Independence Academy (9-12), high school students continue to attend a 7:30 – 5:00 pm academic program four days per week, with early release Fridays that conclude at 3:00 pm. As in middle school, students are greeted upon arrival by school leadership with a ritualistic call and response (Leader with a smile, eye contact, and a handshake: “Good Morning, Why are you here?” Student with a smile, eye contact, and a handshake: “I am here to learn”) and have an Entry Ticket, a quick content-specific question that challenges every student and establishes a threshold that acknowledges the school as a temple of learning.

Successfully preparing every student for the academic and social demands of college requires the gradual release of responsibility. Students begin every day with an independent breakfast. They may use this time to study, socialize with their peers in a professional way, or engage in independent reading. Students have seven courses daily in English, Writing, Mathematics, History, Science, Financial Literacy, and Latin, which over the course of four years of studies exceed TN credit requirements for a high school diploma. (For more detail on high school credit requirements, see Section III.C.6.c.) Students may use Lunch time in one of two ways: engaging in the Great Debaters lunch program, which builds off of the Accountable Talk facilitated conversations in the middle school and in the high school engages students with topical debate issues of historical or current significance, or in FOCUS, which allows students to work on their studies independently or in small groups. Tutoring and Homework Center are held every day, including early release Fridays. Students are assigned to Tutoring and/or Homework Center based on diagnostic and interim assessment data as well as homework completion and accuracy rates. Students have Enrichment every day except Friday. On Fridays, high school students lead Circle Up, a community circle focused on our core PRIDE values, and have House Meetings, which provide academic peer support from and to students in each grade with a focus on upperclassmen mentoring underclassmen. Blue Chip Faculty members conclude the day and week with professional development from 3:00 – 5:00 pm. (For more detail on Professional Development, please see Section VIII.I.1-5.)

Sample Schedule for Grades 5 - 8 Monday through Thursday												
	Jump Start 7:30 – 8:00	Period 1 8:00 – 9:00	Period 2 9:00-10:00	Break 10:00-10:10	Period 3 10:10-11:10	Period 4 11:10-12:10	Lunch/Detention 12:10-12:35	DEAR 12:35-12:55	Period 5 12:55-1:55	Period 6 1:55-2:55	Period 7 2:55-3:55	Period 8 4:00-5:00
UC Berkeley 5	Tutoring & Brain Breakfast	Reading: Fiction	Reading: Non-Fiction	Bathroom Break	Writing	Science Social Studies	Lunch/Detention	DEAR	Math Problem Solving	Math Procedures	Financial Literacy	HW Center Enrichment
Tuskegee 5	Tutoring & Brain Breakfast	Reading: Fiction	Reading: Non-Fiction	Bathroom Break	Science Social Studies	Writing	Lunch/Detention	DEAR	Math Procedures	Financial Literacy	Math PS	HW Center Enrichment
Vanderbilt 5	Tutoring & Brain Breakfast	Math Procedures	Math Problem Solving	Bathroom Break	Financial Literacy	Reading Fiction	Lunch/Detention	DEAR	Reading Non-Fiction	Writing	Science Social Studies	HW Center Enrichment
Brown 5	Tutoring & Brain Breakfast	Math Problem Solving	Math Procedures	Bathroom Break	Reading: Fiction	Financial Literacy	Lunch/Detention	DEAR	Science Social Studies	Reading Non-Fiction	Writing	HW Center Enrichment
Middlebury 6	Tutoring & Brain Breakfast	Reading: Fiction	Reading: Non-Fiction	Bathroom Break	Writing	Science Social Studies	Lunch/Detention	DEAR	Math Problem Solving	Math Procedures	Financial Literacy	HW Center Enrichment
Rice 6	Tutoring & Brain Breakfast	Math Problem Solving	Math Procedures	Bathroom Break	Reading: Fiction	Financial Literacy	Lunch/Detention	DEAR	Science Social Studies	Reading Non-Fiction	Writing	HW Center Enrichment
Penn 6	Tutoring & Brain Breakfast	Reading: Fiction	Reading: Non-Fiction	Bathroom Break	Science Social Studies	Writing	Lunch/Detention	DEAR	Math Procedures	Financial Literacy	Math PS	HW Center Enrichment
U Chicago 6	Tutoring & Brain Breakfast	Math Procedures	Math Problem Solving	Bathroom Break	Financial Literacy	Reading Fiction	Lunch/Detention	DEAR	Reading Non-Fiction	Writing	Science Social Studies	HW Center Enrichment

Figure 2.17

At Intrepid College Prep, the daily middle school schedule is entirely driven by the mission of providing the excellent academic foundation necessary to excel in academically rigorous colleges and throughout their professional lives. The nine and a half hour school day provides additional time on task to bring students to mastery and advanced proficiency of the college preparatory curriculum. Intrepid Prep provides students with 180 minutes of literacy instruction daily in grades five through eight, and 120 minutes of math instruction daily in grades five through eight. While Intrepid College Prep does borrow from the extended day practices of other successful schools serving similar student populations, it deviates from the norm in the extent to which it provides even more time dedicated to the core academic areas. In fifth through eighth grade, Intrepid College Prep students receive three periods of English Language Arts, two periods of mathematics, one period of social studies/science and one period of financial literacy daily. As a result, Intrepid College Prep students receive no less than 15 hours of weekly ELA instruction, 10 hours of math instruction, and no less than four hours of weekly social studies/science and financial literacy instruction. The extended school day and extended school year result in approximately 78 more days of school per year than traditional MNPS district schools.

Sample Schedule for Grades 5 - 6 Intrepid Friday												
	Jump Start 7:30 – 8:00	Circle Up 8:00 – 8:40	Period 1 8:40-9:20	Break 9:20-9:30	Period 2 9:30-10:10	Period 3 10:10-10:50	Period 4 10:50-11:30	Lunch/DEAR 11:30-12:00	Period 5 12:00-12:40	Period 6 12:40-1:20	Period 7 1:20 – 2:00	Period 8 2:00 – 2:40
UC Berkeley 5	Tutoring & Brain Breakfast	Circle Up	Reading: Fiction	Bathroom Snack Break	Reading: Non-Fiction	Math Procedures	Financial Literacy	Lunch/DEAR	Science Social Studies	Math Problem Solving	Writing	Physical Education
Tuskegee 5	Tutoring & Brain Breakfast	Circle Up	Math Procedures	Bathroom Snack Break	Financial Literacy	Writing	Reading: Fiction	Lunch/DEAR	Physical Education.	Science Social Studies	Math Problem Solving	Reading: Non-Fiction
Vanderbilt 5	Tutoring & Brain Breakfast	Circle Up	Math Problem Solving	Bathroom Snack Break	Writing	Reading Fluency	Math Procedures	Lunch/DEAR	Physical Education	Literary Analysis	Financial Literacy	Science Social Studies
Brown 5	Tutoring & Brain Breakfast	Circle Up	Science Social Studies	Bathroom Snack Break	Math Procedures	Literary Analysis	Writing	Lunch/DEAR	Math Problem Solving	Reading Fluency	Science Social Studies	Physical Education
Middlebury 6	Tutoring & Brain Breakfast	Circle Up	Reading Fluency	Bathroom Snack Break	Literary Analysis	Math Procedures	Financial Literacy	Lunch/DEAR	Social Studies	Math Problem Solving	Writing	Physical Education
Rice 6	Tutoring & Brain Breakfast	Circle Up	Math Procedures	Bathroom Snack Break	Financial Literacy	Writing	Reading Fluency	Lunch/DEAR	Physical Education	Social Studies	Math Problem Solving	Literary Analysis
Penn 6	Tutoring & Brain Breakfast	Circle Up	Social Studies	Bathroom Snack Break	Writing	Reading Fluency	Math Procedures	Lunch/DEAR	Physical Education	Literary Analysis	Financial Literacy	Math Problem Solving
U Chicago 6	Tutoring & Brain Breakfast	Circle Up	Financial Literacy	Bathroom Snack Break	Math Procedures	Literary Analysis	Writing	Lunch/DEAR	Math Problem Solving	Reading Fluency	Social Studies	Physical Education

Figure 2.18

Grades 7 and 8 follow the same schedule with appropriate grade level material as outlined earlier within this section. On Fridays, Intrepid College Prep operates on an abbreviated schedule to provide professional development for faculty and staff. Since we believe that you cannot know if students are learning at the highest levels if you do not access and analyze the results of that learning, data-driven instruction is the path to academic success – and that requires sacred, targeted time for the adults working strategically on behalf of student growth. Across all grade levels, teachers have regular planning meetings with instructional leaders to prepare for upcoming lessons and continuously improve their classroom instruction and classroom management. Despite the abbreviated schedule, students still receive no less than 120 minutes of ELA instruction and no less than forty minutes of instruction in the remaining core academic areas. Students begin Intrepid Fridays with Circle Up, a motivational start to the day, so that students are instilled with a love of learning, have opportunities to Show What You Know before the entire student body and celebrate being college bound. Students have 40 minutes of

physical education to develop kinetic skills and promote overall physical health. (For more detail on these components of the school day, see Section II.F.5.f)

Sample Schedule for Grades 9 and 10 – Monday through Thursday											
	Jump Start 7:30 – 8:00	Period 1 8:00 – 9:00	Period 2 9:00-10:00	Period 3 10:00-11:00	Period 4 11:00 – 12:00	Lunch/Focus 12:00-12:30	Period 5 12:30-1:30	Period 6 1:30 – 2:30	Period 7 2:30-3:30	Period 8 3:30 – 4:15	Period 9 4:15 – 5:00
Weill 9	Breakfast	English I	History	Writers Workshop	Algebra I	Lunch/Focus	Biology	Latin I	Financial Literacy I	Tutoring & Homework Center	Enrichment
Kellogg 9	Breakfast	Biology	Latin I	English I	History	Lunch/Focus	Writers Workshop	Financial Literacy I	Algebra I	Tutoring & Homework Center	Enrichment
Tisch 9	Breakfast	Writers Workshop	Algebra I	Biology	Latin I	Lunch/Focus	English I	History	Tutoring & Homework Center	Financial Literacy I	Enrichment
Owen 9	Breakfast	History	English I	Latin I	Biology	Lunch/Focus	Financial Literacy I	Writers Workshop	Tutoring & Homework Center	Algebra I	Enrichment
Tuck 10	Breakfast	English II	History	Writers Workshop	Geometry	Lunch/Focus	Chemistry	Financial Literacy II	Latin II	Tutoring & Homework Center	Enrichment
Boalt 10	Breakfast	Chemistry	Latin II	English II	History	Lunch/Focus	Writers Workshop	Geometry	Tutoring & Homework Center	Financial Literacy II	Enrichment
Stern 10	Breakfast	Writers Workshop	Geometry	Chemistry	Latin II	Lunch/Focus	English II	History	Financial Literacy II	Tutoring & Homework Center	Enrichment
Meharry 10	Breakfast	History	English II	Latin II	Chemistry	Lunch/Focus	Financial Literacy II	Writers Workshop	Tutoring & Homework Center	Geometry	Enrichment

Figure 2.19

Grades 11 and 12 follow a similar schedule with grade level appropriate material as outlined earlier in this section.

At the high school, students receive two periods of English Language Arts, two periods of mathematics, one period of history, one period of science and one period of foreign language daily. This framework allows high school students to develop mastery of the college preparatory curriculum through additional time on task, academic rigor and reinforcement of fundamental skills honed in middle school. In high school, students prepare for college through interdisciplinary courses that further encourage students to think critically. The Financial Literacy and Entrepreneurship curriculum in the high school continues to embed interdisciplinary strands such as communication, oral advocacy, and debate so that students critically think about and engage with these topics. Additionally, Independence Academy students have enrichment every day, which provides opportunities for students to engage in physical activities, volunteer, study elective courses, and take their entrepreneurial interests to the next level. In the high school, advisories are named after notable graduate schools in various disciplines – Owen (Business School at Vanderbilt), Tuck (School of Management School at Dartmouth), Boalt (UC Berkeley School of Law), Meharry (Medical College), Stern (Business School at NYU), Tisch (School of the Arts at NYU), Weill (Medical College at Cornell) etc.

Sample Schedule for Grades 9 and 10 – Friday												
	Jump Start 7:15 – 8:00	Circle Up 8:00 – 8:40	Period 1 8:40-9:20	Period 2 9:20-10:00	Period 3 10:00 – 10:40	Period 4 10:40-11:20	Period 5 11:20-12:00	Lunch/Focus 12:00-12:20	Period 6 12:20-1:00	Period 7 1:00-1:40	Period 8 1:40 – 2:20	Period 8 2:20-3:00
Weill 9	Breakfast	Circle Up	House Meeting	P.E.	English I	History	Writers Workshop	Lunch/Focus	Algebra I	Biology	Latin I	Tutoring & Homework Center
Kellogg 9	Breakfast	Circle Up	P.E.	House Meeting	Biology	Latin I	English I	Lunch/Focus	History	Writers Workshop	Algebra I	Tutoring & Homework Center
Tisch 9	Breakfast	Circle Up	P.E.	House Meeting	Writers Workshop	Algebra I	Biology	Lunch/Focus	Latin I	English I	History	Tutoring & Homework Center
Owen 9	Breakfast	Circle Up	House Meeting	P.E.	History	English I	Latin I	Lunch/Focus	Biology	Algebra I	Writers Workshop	Tutoring & Homework Center
Tuck 10	Breakfast	Circle Up	House Meeting	P.E.	English II	History	Writers Workshop	Lunch/Focus	Geometry	Chemistry	Latin II	Tutoring & Homework Center
Boalt 10	Breakfast	Circle Up	P.E.	House Meeting	Chemistry	Latin II	English II	Lunch/Focus	History	Writers Workshop	Geometry	Tutoring & Homework Center
Stern 10	Breakfast	Circle Up	P.E.	House Meeting	Writers Workshop	Geometry	Chemistry	Lunch/Focus	Latin II	English II	History	Tutoring & Homework Center
Meharry 10	Breakfast	Circle Up	House Meeting	P.E.	History	English II	Latin II	Lunch/Focus	Chemistry	Geometry	Writers Workshop	Tutoring & Homework Center

Figure 2.20

On Intrepid Fridays, high school students in Independence Academy attend and lead Circle Up, a collaborative weekly meeting central to our character education program, which is focused on our learning, living, and modeling our core PRIDE values. At the high school, Circle Up is led entirely by students. Students transition from a symbolic and ritualistic college culture in the middle school to a straightforward and tangible focus on socio-emotional and practical college preparation. Circle Up is central to students learning the soft skills such as communication, respect, celebrating achievements of others, and being a team player within a larger community, that they need to succeed in college that they need to succeed in college. After Circle Up, students have a House Meeting, which is an all school mentorship program with individual Houses comprised of students at all grade levels. Students are inducted into a House upon enrollment into the high school and remain with that house until graduation. Houses are mentoring groups that provide peer academic support to one another. As students from every grade are represented in each House, upperclassmen are able to serve as mentors and role models to younger students.⁵⁰ When we reach our full grade span, each of our fifteen Houses will be comprised of approximately six (6) freshman, six (6) sophomores, six (6) juniors and six (6) seniors. Relationships built and strengthened through the peer academic support model are sustained beyond graduation, with the notion that Intrepid College Prep alumni will help acculturate Intrepid College Prep students to the college experience.

⁵⁰ Practice taken from Boston Preparatory Public Charter School, a high performing 6-12 BES charter school in Boston, MA. Boston Prep is an EPIC Award Winner, as one of the highest value-added charter schools in the country. For more detail, please see www.bostonprep.org.

4. DAY IN THE LIFE OF AN INTREPID COLLEGE PREP STUDENT

7:10 am Dayana Perez waves goodbye to her mother mouthing, “Te quiero, mama” as she boards the school bus, which has arrived promptly at 7:10 am at its last stop on the bus route before it returns to Intrepid College Prep for a timely arrival. Mr. Harrison, the morning bus driver, greets Dayana as he closes the bus door behind her. “Good morning, Dayana, ready for an enthusiastic day of learning?” “Yes sir, good morning Mr. Harrison.” Dayana replies with a smile in her eyes. Mr. Harrison was part of a day of training at Intrepid College Prep, and knows he is an important part of the school community. He was excited to be part of the early summer training when the school leader taught Dayana and the other students to greet the bus driver warmly each day, and then to thank him upon exiting the bus each morning. Dayana likes the routine of greeting with the bus driver, and knows that this will be the start of another good day of learning in which she feels safe and supported by all the adults at Intrepid College Prep. Dayana spots her assigned seat next to Frank Gallegos, passing rows of students seated silently reading their DEAR books as she arrives at her seat. She greets him with a warm smile, taking her seat quickly to remove her DEAR book from her backpack as she has been taught, placing the bag underneath her seat to keep the aisles clear. Mr. Harrison eyes Dayana taking her seat through his rear view mirror and moves the gearshift into drive. Mr. Harrison chuckles to himself as he takes mental note of the quiet learning taking place behind him, recalling the many hours of practice at the start of the year – boarding and de-boarding the bus, reviewing procedures until students carried out arrival and dismissal procedures correctly.

7:25 am Promptly at 7:25, the bus arrives at the school entrance. The bus driver drives carefully past scores of students lined up by cohort in parallel rows outside. Just as they had been taught, students on the bus know to remain seated silently until they receive further instruction. Mr. Harrison opens the bus doors to allow Ms. Smith, the Office Coordinator, to board the bus with her morning clipboard, ensuring that the ride was safe and that all students behaved as Intrepid College Prep expects. Ms. Smith stands squarely in front of the aisle and exclaims, “Good morning, Intrepid College Prepsters!” “Good morning, Ms. Smith!” the students enthusiastically reply in unison. “Row 1, rise” Ms. Smith says with a smile, calling the first group of students to exit the bus. Dayana waits patiently for Ms. Smith to call, “Row 6, rise.” Dayana moves swiftly towards the front of the bus and smiles at Ms. Smith. Ms. Smith gives Dayana’s shoulder a reassuring squeeze and smile back as she steps down off the school bus. Dayana proceeds to walk in a straight line to stand with her classmates in UC Berkeley 5.

7:30 am At 7:30 the Executive Director opens the school doors. Ms. Howard warmly and individually greets every student. When it is Dayana’s turn to enter the building, Ms. Howard welcomes her eagerly. “Good Morning, Dayana! Why are you here today?” “I am here to learn,” Dayana replies. “What will it take?” asks Ms. Howard. “Professionalism, Rigor, Initiative, Discipline and Endurance,” replies Dayana. “Absolutely,” says Ms. Howard. “Dayana, I heard you got an A- on Friday’s Math Procedures Show What You Know Quiz. Great work! I look forward to sharing your progress with your mother at tomorrow morning’s cafesito.” “Thank you, Ms. Howard,” replies Dayana as she beams with pride. In full uniform, Dayana is welcomed into the school building.

Dayana is greeted again on her way to Brain Breakfast by Mr. Bryan, one of the fifth-grade ELA teachers, in the school’s main hallway, passing walls rich with information about colleges that Blue Chip Faculty members have attended.

Dayana enters the multi-purpose room, and walks to her left to silently join the line of students walking around the perimeter of the room toward the breakfast pick-up table. Today’s breakfast consists of a bran muffin, yogurt, assorted fruit, and a carton of orange juice or 1% milk. With breakfast in hand, Dayana continues to walk along the perimeter of the room, just as she had been taught in student orientation, until she reaches her advisory’s table, clearly identified with a laminated sign that reads “UC Berkeley 5” next to a colorful picture of Oski the Bear, the UC Berkeley mascot. Ms. Graham, Dayana’s advisor, looks over the book she is reading to flash a warm

smile and extend a firm handshake. At the end of each table, plastic cartons hold each student's Brain Breakfast folder, all organized alphabetically for easy retrieval. Dayana sets her food down and then walks to the end of the table to pick up her folder. As she returns to her seat, Ms. Howard, the Executive Director, walks to the center of the room to lead a clapped chant, letting everyone know that it is time for Advisory Conversations. "Good morning, Class of 2025!" *"We are Intrepid College Prepsters. We have the knowledge to go to college. We share our knowledge with others because explaining what we know and justifying our thinking prepares us to transform ourselves, our communities, and the 21st century."* Dayana and the rest of the students and staff repeat the chant in unison. Then, with a non-verbal cue from the school leader, advisory teachers begin to facilitate conversations at the breakfast table. "On Friday, we started to talk about the challenges faced by Ruby Bridges, one of the first African-American girls to attend an all-white school in 1960. Who wants to touch the ball first and continue the conversation with a comment or question?" The advisor has a small conversation ball that he hands to one student ready to share her thoughts. Monica chimes in, "What did it mean?" Dayana responds, "I think it means that Ruby was brave." "Interesting", Ms. Graham replies, "Can you elaborate on that?" Dayana continues, "She was scared, but kept walking past those angry people. Then she was alone with the teacher. That's scary, too." Marco enters the conversation. "Yeah, I don't think I would've kept going. I once had some old man scream at me and I stayed away from that store for weeks. But Ruby didn't do that, she just prayed for those people who hated her." "Why did she do that?" Dayana asks. "I don't think screaming back at them would've helped," Monica offers. The students continue in lively conversation for 10 more minutes in Normal and Formal voice (another thing they were taught in Intrepid Institute – how to talk indoors without yelling, like you are dining in an expensive restaurant)⁵¹ before Ms. Howard reminds the students and staff that it is time for silent cleanup. Blue Chip Faculty members bring large waste cans to the end of each table. Students silently pass their food trays in an assembly line to the end of the table, where there is a separate waste container for solids and liquids. Students wait for additional directions and then gather their belongings to transition to advisory in silent, orderly lines.

7:50 am

Dayana enters the classroom to see Reading Packets for 1st period already on every desk. Ten minutes before the first class period, students have all homework on their desks so that Ms. Graham can quickly check for homework completion during AM Advisory. Homework is in color-coded packets so Ms. Graham can easily see that students have their homework for each subject. Students pass their assignments forward, one subject at a time. Row leaders walk to the side of the room to deposit the stack of homework in labeled bins for each subject. Today, all students but one have completed all of their assignments. Dayana and other students have talked about how they do their homework now because the school checks it right away and their families know that homework comes home every night and needs their signature. Dayana notices the "Shout Outs" covering the sides of each student's desk—colorful notes of praise from classmates and teachers—and also a few Post-it notes on desktops from teachers reminding an individual student to "Raise your hand more! ☺" or "Write in complete sentences! ☺ We know you can do it!"

A few minutes before 8:00 am Ms. Graham greets the students, who echo back her greeting. She instructs students to take out their books and materials for Fiction Reading in ten seconds or less. She counts down from ten, "10-9-8-7-6-5- I like that Dayana and Lydia are already prepared – 3-2 – waiting on one." "Thank you." Next, she shares a daily inspirational quote—today it is from Maya Angelou. "Courage is the most important of all the virtues, because without courage you can't practice any other virtue consistently. You can practice any virtue erratically, but nothing consistently without courage." She wishes the students a beautiful day and reminds them to try to earn every PRIDE Blocks and PRIDE Shares they can, for their professionalism, rigor, initiative, discipline and endurance, core character values of the school. As a class, yesterday they were two points shy of a perfect day.

8:00 am

Fiction Reading begins with an overview of today's lesson. Dayana reads along as Mr. Bryan, the Reading teacher, as he states, "After today's lesson, Intrepid College Prepsters will be able to use

⁵¹ Practice of "classy restaurant voice" taken from study of KIPP Academy Lynn. www.kippacademylynn.org.

active reading skills such as underlining importation information (descriptions, actions, events) to understand context and plot in *Freedom Walkers*.” The class begins timed Q² (Quick Questions) and vocabulary prompts. Today, students review words with a dis- prefix (dissatisfied, disadvantage, disability, disregard, discrimination). Next, the teacher provides a mini-lesson formatted as ten minutes of direct instruction on active reading skills, after which students engage in guided reading with a grade-level, shared text for twenty minutes. ELL students have accommodated readers, which provide annotations and vocabulary help on each page so they can more comfortably follow along during guided reading. Fifteen minutes of Accountable Independent Reading follows guided reading. The class concludes with five minutes of shared reading and daily Exit Tickets.

9:00 am Following a two-minute stretch, students begin Non-Fiction Reading. Students are learning to recognize, name, and understand the purpose of the most common features of non-fiction texts – caption, diagram, glossary, graph, heading, map, table, photograph, and table of contents. The class uses a Text Feature Scavenger Hunt graphic organizer to document text features they find in “Typhoid Mary,” the non-fiction story of Mary Mallon, the first healthy carrier of typhoid bacteria in the United States.

10:00 am Students have a 10-minute morning snack and bathroom break. The office manager has placed bins of daily snacks outside of the room, and one student with the assigned job takes the bin and distributes the snacks. Students silently raise their thumb if they have to use the restroom and Mr. Bryan keeps track of the bathroom list on the white board at the front of the room. Like all other teachers at Intrepid College Prep, he has separate lists for boys and girls and writes students initials on the board. After their name is on the white board, students put their hands down. Mr. Gonzalez monitors the hallway during bathroom break, ensuring the lines are moving quickly and in an orderly fashion. Mr. Gonzalez peeks his head into the classroom to provide a nonverbal signal to Mr. Bryan that the first three boys and the first three girls can join the bathroom line. Remaining students have two options: (1) Read independently or (2) Talk to their Shoulder Partner.

10:10 am The writing teacher enters and puts today’s grammar practice on the overhead. Students turn in their binders to the writing Q² and begin to work, using standard editing marks to correct common errors in capitalization, punctuation, and frequently misspelled words from last week’s spelling list.

“Good morning, authors!” “Good morning, Mrs. Christensen!” Mrs. Christensen begins the class not by correcting the Do Now but by announcing the five scholars who earned 100% on Friday’s Show What You Know grammar quiz. She invites each of the five to correct one of the Q² sentences while their classmates follow along on their papers.

The fifth grade writing unit test is coming up, and the students are in the middle of their narrative writing unit. Today they will spend the bulk of the class period responding to a prompt asking them to tell the story of a time someone surprised them. While they move independently through the steps of the writing process, Mrs. Christensen works the room, giving pointers, reminding students to read their drafts aloud to revise and edit, and conferencing when a student seems temporarily stuck. Three ELL students in the class met with Mrs. Christensen that morning for extra help, and get extra attention during the writing period. They also are meeting with Mrs. Christensen this afternoon during FOCUS for more support.

Seven minutes before the end of class, Mrs. Christensen asks students to share their narratives with their partners and reminds them to finish revising and bring a second draft with them tomorrow. The students take a minute to clean up the room and take out their materials for social studies.

11:10 am As Ms. Christensen wraps up Writing class with a PRIDE Block tally that shows students not only how many blocks they earned, but why they did or did not earn each block, Ms. Graham wheels her mobile cart into the room. Ms. Christensen and Ms. Graham smile warmly at each other as Ms. Graham prepares to greet the class. Ms. Graham tells the students to activate what they know about timelines and major post-Civil War events—a hint that today’s social studies Q² will ask students to interpret a timeline about post-Civil War events. They have used timelines before but within a

couple of minutes Ms. Graham can tell that students are struggling, so she stops the Q² time to re-teach and answer questions before asking students to finish the task independently.

Ms. Graham reads the day's objectives and leads the class through a lesson on non-fiction text features. They practice using several parts of the history book and then students work in groups of four to complete the assignment.

With ten minutes left in class, Ms. Graham goes over the parts of the assignment that will be homework and takes questions from two students. They spend five minutes practicing social studies vocabulary using Ms. Graham's famous vocabulary charades game (a few students peek at the history word wall when they need a hint), review the objective for the day, and get ready for lunch.

12:10 pm It's time for lunch. Dayana lines up with the rest of her classmates and UC Berkeley 5 walks in a silent line to the multi-purpose room. Ms. Graham monitors movement in the halls and praises the preppers on their professional posture. "You look like fifth graders," Ms. Graham tells the class they stride with pride down the hall.

The school administration and other supporting, non-teaching staff supervise the lunch period where they engage tables of students in "classy restaurant voice" discussions about current events, hobbies, books they are currently reading, and what students did over the weekend. Any students assigned to lunch detention leave the multi-purpose room after they have picked up their lunch and walk to Ms. Howard's office, where they are tasked with writing an essay explaining the nature of their poor choices and how it impacts their learning, chances to attend college, and the Intrepid College Prep community. Back in the multi-purpose room, as students finish eating, they are dismissed outside, where the school's Student Advancement Coordinator is waiting for them. Other lunch-supervising staff transition outside as more advisories are dismissed to recess. Dayana and her classmates spent the first week of school practicing recess and learning about different stations they can participate in each day. All of the preppers are having fun with their free time, but there is also a clear sense of organization and shared expectations.

12:35 pm Students make a quick transition back to the classroom for D.E.A.R. Students are greeted at the door by Mr. Bryan, the reading teacher. Students take out their DEAR books, which have been carefully selected for each student with the assistance of Ms. Jones, the Literacy Coordinator, who matches each student with an appropriately challenging book for his or her reading level and interests. Dayana is currently reading *The Phantom Tollbooth*, a classic fantasy novel by Norton Juster. At 255 pages, it is the longest book that Dayana has ever read but she became excited about it when Ms. Jones told her that *The Phantom Tollbooth* was also one of her favorite books when she was in fifth grade. Dayana is already more than halfway through. Time passes too quickly and just as Dayana reads that Milo and his friends reach the Valley of Sound, Mr. Bryan calls "1-2-3 All eyes on me!" The class responds in unison, "1-2-3 All eyes on you!" and then students proceed to close DEAR books and place them on the right corner of their desks.

Mr. Odom enters the room, signaling the beginning of Math Problem Solving. Dayana is one of three classroom monitors who volunteers to hand out the class packets so that students may begin to complete the Q² on their individual whiteboards. Today's Q² is a series of word problems about area and perimeter, with a couple of bonus problems on volume. A timer is displayed on the overhead projector, holding students accountable to completing the assignment quickly and accurately.

12:55 pm After three and a half minutes, the timer beeps, signaling the end of the Q². Mr. Odom invites a few students up to the main whiteboard to show their work and then explain their answers to the class. When the first student begins to explain, all of the other students SLANT (sit up straight, listen, ask and answer questions, nod, and track the speaker). When one of the students realizes that his work led to an incorrect answer, he calls on a classmate for help. No one in the class laughs or teases him; instead, several erase their own whiteboards and make the same correction.

Mr. Odom thanks students for sharing and leads the class through a quick scoring of the homework. After a few minutes for questions and students working together to complete corrections for any problems they missed, the teacher collects the assignment while narrating the next direction for students, “Put your math wizard hat on, we’re getting ready for Mental Math.” Once the papers are all collected, Mr. Odom grabs his clipboard and begins to cold call students. “100 minus 51, Sam?” “49”. “210 divided by 3, Lydia?” “70”. “8 horses, how many legs, Ashton?” “32.” “How many tens in 7800, Dayana?” “78?” Dayana says, only half-confident in her answer. “Is that correct?” Mr. Odom asks Dayana. A few seconds pass without response and her classmates reach out with outstretched arms to give her spirit fingers and encouragement while she arrives at the right answer. Dayana takes a moment to recalculate her answer. “780,” Dayana states with more confidence. “Nice self-correction, Dayana” replies Mr. Odom. Mr. Odom cold calls on five more students before moving on to the daily objective. A student volunteer reads the daily objective to the class.

Mr. Odom teaches a lesson on converting fractions to decimals and stops every few minutes to check for student understanding. After he shows several sample problems, he has students talk him through three more while the rest of the class takes notes. He assigns three more problems for students to complete in pairs. After each pair finishes and holds up their whiteboards, he gives them permission to move on to the day’s independent work.

After all the students in the class are working independently, Mr. Odom calls a group of five students to the side table. These are the students who, based on the scores from last night’s homework, need some additional instruction. He works with them for five minutes, re-teaching the skill and giving them feedback as they practice, before he feels confident sending them back to their desks to work on today’s assignment plus five extra problems to practice the skill from yesterday.

Five minutes before the end of class, Mr. Odom calls the group back together to go over two problems with which some of the students seemed to be struggling. They review the day’s objective, make sure everyone has copied tonight’s homework into their agenda, and prepare for Math Procedures.

1:55 pm Math Procedures always begins with a Q^2 and Mad Minute math facts, where students calculate as many math facts as they can on a handout containing 100 questions. Quon Harding is the UC Berkeley 5 Mad Minute Champion but Dayana is not close behind. Dayana gets to 87 questions today, which is a personal best.

Mr. Odom teaches a lesson on expressing fractions as ratios. Students begin to understand the relationship between converting fractions to decimals, decimals to fractions, and fractions to ratios. Math Problem Solving and Math Procedures are Dayana’s favorite classes so she is particularly excited about two hours of uninterrupted math every day.

2:55 pm Students transition to the last class of the day, Financial Literacy, which is taught by Mr. Weston. Mr. Weston is a Certified Public Accountant, who has over a decade of experience in accounting and financial planning. He is currently pursuing his MBA at Owen Graduate School of Management due to his growing interest in social entrepreneurship and learned about Intrepid College Prep through the Vanderbilt Center for Business and Society.

Mr. Weston displays today’s agenda and objective on the overhead projector. Jason volunteers to read the objective aloud for the class, “Intrepid College Prepsters will be able to explain how limited personal resources affect the choices people make.” The lesson begins with ten minutes of direct instruction. Students use guided notes to fill in their note sheets with essential information. Mid-way through the exercise, Dayana’s shoulder partner, Keith, accidentally knocks his pencils to the floor. Rather than bend down to pick them up, Keith knows all he has to do is raise his hand in a fist to signal that he needs a pencil. Mr. Weston sees Keith’s request immediately and grabs a sharpened

number two pencil from the pencil holder on the supplies table and walks it over to Keith so that he can continue to follow the lesson with no interruption.

Next Mr. Weston queues up a video produced by Khan Academy, Buying versus Renting a Home, which allows students to apply course concepts to a new context, entering the real estate market as a buyer or renter. Students turn to the next page in their course packet, which contains a list of key vocabulary words that they will be introduced to during the video and six questions that they are expected to answer during the video and will discuss as a group at the conclusion of the video.

Mr. Weston begins the video debrief with a question prompt, “What is one difference between owning a home and renting one?” Dayana thinks she knows the answer so she raises her pointer finger to signal that she would like to answer the question. “Everyone tracking Dayana.” Her classmates shift in their seats to face her. “One difference between purchasing home and renting is that if you buy a home, then you may need a mortgage.” Mr. Weston asks another question, “A mortgage? That’s a new word.” “Dayana, what’s a mortgage?” Dayana thinks for a second and looks down at her notes. “A mortgage is a loan from a bank used to purchase a home.” Mr. Weston, pleased with her response, says, “Nice definition, Dayana!” “Can anyone else think of another difference between owning a home and renting one?” Mr. Weston uses this class discussion to tease out other distinctions such as the need to save for a down payment, responsibilities for maintenance and repairs, tax benefits of homeownership, and home ownership as a real estate investment. Mr. Weston concludes class with an Exit Slip, which asks: “Is homeownership always preferred to renting? Why or why not? Give three examples to support your answer.” Students have five minutes to complete their exit slip. Their homework for the evening explores five scenarios with different income assumptions, costs to purchase a home and mortgage lending rates. Students will be expected to use calculations they have practiced in class to determine whether the individual should buy or rent, given limited personal resources in each scenario. Students put their course packet, including homework, in their binders, and prepare for afternoon advisory.

3:55 pm

In afternoon advisory, as is consistent each and every day, Ms. Graham leads a discussion about the class’ major learning for the day, some of the highlights, and what to expect tomorrow. Students have an opportunity to share their thoughts from the day while also praising one another for any experiences throughout the day that exemplified one of the five core values of the school – Professionalism, Rigor, Initiative, Discipline, and Endurance. Ms. Graham is always sure to shout out at least one student for modeling the school’s core values. Today, Dayana receives praise for her rigor as Ms. Howard cites some of the exceptional language that she used during class throughout the day and for self-correcting an error in Math Problem Solving. “Dayana, you sounded like a college student today.” Ms. Howard is easily able to know what language Dayana used with precision by looking at Kickboard⁵², where teachers track notes to one another on student behavior and class academic performance. Dayana smiles with PRIDE.

Ms. Howard also reminds students to tell their parents about the cafesito tomorrow morning. There are flyer invitations in every student’s homework folder as well, which have been prepared by the school’s Operations Associate and distributed to each advisory homeroom through the classroom bin system

4:00 pm

Since Dayana has completed all of her homework with 70% accuracy or higher, she attends FOCUS for the last hour of the school day. Dayana is grateful for the concentrated quiet time she needs to get a head start on her homework. She especially appreciates this time since her youngest sister Penelope, who is only six months old, demands a lot of her mom’s time when she gets home from school and she cries a lot like most babies do. Jeremy, the lone student in UC Berkeley 5 who did not complete his homework today, and a few others who did not complete their homework with sufficient accuracy gather their belongings and head to Homework Center where they are required to

⁵² Kickboard is a web-based professional data management system that allows schools to track performance in individual classrooms and school-wide using skills-based grade books, progress reporting, school culture analysis and custom tailored to the discipline systems of each school client. Kickboard. <http://www.kickboardforteachers.com/features>. (Last accessed Mar. 29, 2012)

complete their work.

5:00 pm

At 5:00 pm Dayana and the rest of her classmates as well as teachers are tired but satisfied. The students are dismissed to transportation and parent pick-up and teachers and staff work to prepare for tomorrow. Similar procedures are in place for bus drop-off in the afternoon, with students silently reading their DEAR books on the ride home. The day's work is intense but every day brings the students one day closer to college and a more successful future – full of opportunity and the promise of independence.

5. DAILY INSTRUCTION IN GRADE-BASED ACADEMIES

a. Literacy and English Language Arts

For English language learners to succeed, they must master not only English vocabulary and grammar, but also the way English is used in core content classes. – Jana Echevaria⁵³

To build reading fluency and comprehension of fiction, informational texts and a variety of literary genres, middle school students in Opportunity Academy (5-8) have three hours of daily ELA instruction, with targeted focus on Reading Fiction, Reading Non-Fiction, and Writing. The Reading curriculum is grounded in the five components of excellent reading: phonemic awareness, phonics, fluency, vocabulary and comprehension.⁵⁴ In Opportunity Academy, each of the two reading classes (Fiction and Non-fiction) begins with a ten-minute introduction consisting of a Q² (Quick Questions) and vocabulary prompts, drawing on *Words Their Way* including a Word of the Day drawn from the best research on High Frequency Words. Next, the teacher provides a mini-lesson formatted as ten minutes of direct instruction on a selected reading strategy, after which students engage in guided reading with a grade-level, shared text for twenty minutes and accountable independent reading for fifteen minutes. The class concludes with five minutes of shared reading and daily Exit Tickets. The ELA program is structured to increase opportunities for meaningful Accountable Talk between students, and the teacher intersperses “turn and talk” with guided questions at key points throughout the lesson. Components of the ELA program introduced throughout the year include Book Club, where students meet in small groups (heterogeneous by ability) to discuss DEAR books they are reading, and Socratic Seminar⁵⁵, a collaborative, intellectual dialogue facilitated with open-ended questions about a text.

With two dedicated class periods, reading instruction focuses on fluency, comprehension, and textual analysis of fiction and non-fiction. Through ambitious goal setting⁵⁶ and exposure to numerous texts from various genres, students become insightful and capable readers. Progress is closely monitored by routine assessments such as the Fountas and Pinnell Benchmark and Developmental Reading Assessment (DRA), which we administer at the start of the year, and at least three additional times throughout the year.⁵⁷

English Language Learners (ELL) and struggling adolescent readers need to build foundational phonics and comprehension skills quickly. They need literacy-rich school environments where students are immersed in a variety of language experiences and learn not only comprehension but also how to express and explain what they have learned. Students are explicitly taught functional language skills as well, such as how to negotiate meaning, ask for clarification, confirm information, argue, persuade, and disagree. Blue Chip Faculty make the content

⁵³ Echevaria, Jana., and Deborah Short. *The Sheltered Instruction Observation Protocol (SIOP) White Paper*. <http://www.siopinstitute.net/media/pdfs/sioppaper.pdf> Last accessed March 8, 2012.

⁵⁴ The National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000).

⁵⁵ The purpose of a Socratic Seminar is to achieve a deeper understanding about the ideas and values in a text. In the Seminar, participants systematically question and examine issues and principles related to a particular content, and articulate different points-of-view. The group conversation assists participants in constructing meaning through disciplined analysis, interpretation, listening, and participation. Socratic Seminar is a discussion format that consists of two concentric circles - an inner and outer circle. Participants in the inner circle provide three points of analysis, three points of agreement and three points of disagreement. Members of the outer circle can take notes or use an evaluation form to track the overall conversation or to focus on specific participants.

⁵⁶ Students supplement in class and homework assignments with accountable independent DEAR (Drop Everything and Read) time. All students participate in Book Club to develop comprehension and analysis skills. Students have accountable talk and lead discussions about what they've read. Students are held accountable for reading with comprehension 30-35 texts per school year.

⁵⁷ Fountas and Pinnell Leveled Literacy Intervention System and Developmental Reading Assessments only provide curriculum and assessments through eighth grade.

comprehensible through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, predictions, adapted texts, and cooperative learning.

In Independence Academy (9-12), high school students continue to hone higher-level reading skills including analysis of complex material; progress is tracked through teacher-created assessments. We maintain a dual focus on Reading and Writing and students have two Language Arts classes every day – English and Writers Workshop. Students study World Literature, American Literature and British Literature, which align well with the Social Studies progression and provide multiple opportunities for cross-curricular connections, and are supported by the College Board’s Springboard Pre-AP curriculum.

The Opportunity Academy Writing Program is aligned with Common Core standards. Starting in fifth grade, Opportunity Academy middle school students write expository compositions and complete research reports. They: prepare and deliver impromptu and extemporaneous speeches, responses to literature, and narratives employing specific details, voice, and effective word choice; revise writing to improve level of detail; employ various textual organizational structures; create outlines and logical notes. In addition to a strong foundation in grammar, style, and format, matriculating eighth grade students transition to Independence Academy with the ability to express analytical ideas in writing, write response papers of varying length, and complete expository and persuasive writing assignments. In Independence Academy, students continue to hone these skills through twelfth grade, when all Intrepid College Prep seniors complete a Senior Thesis - a significant, original work 25-40 pages in length focused on the topics of financial literacy, business, and entrepreneurship.

Comprehensively, and across all grade levels, our Language Arts program addresses all components of literacy acquisition and meets the needs of all learners, including students with disabilities and English Language Learners.

Phonemic Awareness and Phonics

Given the low reading scores of our proposed population⁵⁸, we have not made assumptions that incoming students have the phonetic foundation on which all future learning depends — particularly as students move from sight recognition and familiar vocabulary to more complex words and types of words. Although phonics and phonemic awareness are often seen as lower level skills and thus not appropriate for a middle school program, this balanced and rigorous approach to literacy development is a strong practice used by other high performing middle schools that have been successful at dramatically raising their students’ reading scores in a short period of time.⁵⁹ We use differentiated questions during instruction so that we meet the needs of those students who require phonics and phonemic awareness, particularly in fifth grade, and accelerate the instruction for those students who are higher skilled and do not require such remediation. Intrepid College Prep uses Reading Mastery Plus in the early grades as its central phonemic awareness and phonics curriculum. Reading Mastery Plus, with its synthetic phonics approach, helps students to develop strategies for reading and understanding. Reading Mastery Plus provides a balanced literacy approach while directly teaching sound-symbol relationships and including ample practice with phonemic awareness and phonics. The program begins by teaching phonemic awareness and sound-letter correspondence and progresses to word and passage reading, vocabulary development, comprehension, and building oral reading fluency. Later lessons emphasize accurate and fluent decoding while teaching students the skills necessary to comprehend and learn from expository text. Lessons are designed to be fast-paced⁶⁰ and interactive. Students are grouped by similar reading level, based on program placement tests. The program includes placement assessments and a continuous monitoring component. For our lowest level readers, we supplement Reading Mastery with Wilson Reading System and Foundations, early intervention programs that focus on alphabetic (sound-symbol) relationships.

Fluency

To ensure that all our readers are fluent, Intrepid College Prep tests all students on fluency upon entry and prior to the start of each school year. For those students who demonstrate the need for fluency practice we use the Fountas and Pinnell Benchmark Assessment program as part of our broader use of Fountas and Pinnell Leveled Guided Reading Program — developed for students who have difficulty reading accurately and fluently. The Fountas and Pinnell Guided Reading Program blends decoding and comprehension of fiction and non-fiction texts in a small

⁵⁸ See Appendix M, Antioch Reading Scores, for a complete picture of the crisis facing minority and ethnic subgroups in Antioch public schools

⁵⁹ Reading Mastery and Reading Mastery Plus as well as Wilson Reading System are used at over 60% of the schools that Lead Founder Mia Howard has had deep and continuous access to through the Building Excellent Schools Fellowship.

⁶⁰ The strength of the Opportunity Academy academic program is the high number of “at-bats” scholars have to build towards mastery. Blue Chip Faculty undergoes extensive training on the Reading Mastery program to ensure every scholar receives upwards of 40 “at-bats” per minute during Reading Mastery.

group setting, which allows Blue Chip Faculty to effectively differentiate learning for all students. This proven intervention program progresses from teaching letter sounds and blending to reading passages typical of textbook material. Detailed data on performance allows students to monitor their own improvement and experience success.

Vocabulary

Intrepid College Prep is very intentional about creating a culture of vocabulary development. Every student has multiple meaningful interactions with words throughout the school day. Students learn the denotation and connotation of high frequency words, master grade level vocabulary and are challenged to learn and use words and terms of increasing complexity over the course of the school year. Prior to the beginning of the school year, the ELA Department establishes a list of 180-200 strong vocabulary words that all students should and will encounter in lessons and texts at each grade level. We go for more breadth than depth in recognition of the sheer volume of scholarly words that must be taught and used in order to develop a varied and articulate communication style. The ELA vocabulary list is shared with Blue Chip Faculty and the Director of Curriculum and Instruction works with faculty to ensure that vocabulary words are spiraled appropriately throughout curricula in all classes.

In the classroom, strong vocabulary strands are embedded in the Reading Mastery and Guided Reading programs and teachers use these programs to build student's vocabulary skills. We adhere to the philosophy that vocabulary is best built through accountable independent reading. Thirty minutes of every school day is dedicated to Drop Everything and Read (DEAR). In addition, all students are expected and required to carry their independent reading book throughout the school day, and keep it on their desks in all classes. We teach students to be meta-cognitive about their ability to comprehend what they read. To that end, every student has an Oxford dictionary on their desk at all times and has been taught to confront comprehension challenges using specific strategies for vocabulary development. In particular, students are taught how to parse words and recognize common prefixes, suffixes, and root words. In the early grades students learn the etymology of Latin and Greek roots as students come across new words in the curriculum – a precursor to Latin study in Independence Academy (9-12). We do not group common root words and teach them together because students, particularly those whose literacy rates and exposure are at the core of their academic underperformance, are easily confused by words that look very much alike and have difficulty discerning meaning divorced from context (e.g. credible, credulity, credence, credo, incredulous). Rather, we confront new terms organically and teach them as they arise in texts of increasing complexity. We teach students as part of student orientation that any available time – when they have finished a class activity early or have completed a quiz – is an opportunity to enjoy reading. In addition, students in both Academies will be required to read their independent reading books for at least forty minutes per night as part of their homework and complete a reading log documenting their reading for the evening. The reading logs must be signed by the student's parent and will be collected with daily homework.

Research indicates that students need to hear a word forty times before the definition is committed to memory. Therefore, in addition to building vocabulary through accountable independent reading, students need opportunities to use and hear challenging vocabulary in everyday speech. Book Club, introduced in fifth grade, provides students opportunities to talk with their peers about the books they are reading, new vocabulary they have learned, and connections they are making across various texts. We anticipate introducing book club in the literacy curriculum in the last trimester of fifth grade. By that point, students will have learned through other means (Brain Breakfast, Habits of Discussion, Accountable Talk) how to carry productive and academic conversations about texts that they have read. Book Club will be introduced as a station during the Reading Block for our highest-level readers, providing the Reading teacher with additional opportunities to work individually and in small groups with students that need additional support, without diminishing challenging learning opportunities for the rest of the class.

Eighty percent of English words borrowed from other languages come to us from Latin and Greek and make up approximately sixty percent of our language.⁶¹ In the high school, students have four years of study in Latin, which has consistently been positively correlated to higher standardized test scores on college entrance exams and higher GPAs in college.⁶² Thus, strong emphasis on vocabulary acquisition is mission critical – a necessary pillar of our academic program so that every student possesses the academic foundation to excel in selective colleges.

⁶¹ Ayers, Donald M., Cherry, R.L., Vorthen, Donald M. *English Words from Latin and Greek Elements*. University of Arizona Press. 1986. pg. 196

⁶² Smith, Jeffry Ladell. *The Correlation of Latin, Greek and the Classical Education Model With Learning Other Subjects*. ProQuest. 2007. "The following data was gleaned from a research study conducted by Kennedy (2006): In comparison with students who studied a modern foreign language, students who studied Latin demonstrated higher levels of achievement in: (a) English course grades (b)...PSAT Critical Reading, (c) PSAT Writing scores, (d)...SAT

Comprehension

As students become more fluent readers, the focus of reading classes increasingly shifts to comprehension and textual analysis. The Guided Reading and Reading Mastery programs have strong comprehension strands that align to the Common Core. Blue Chip Faculty builds comprehension skills through in-depth analysis of numerous texts of varying length across literary genres. In fifth and sixth grades, the English Language Arts program uses the Jamestown Education Fiction and Non-Fiction catalog of books. This series has been recognized by a number of school systems for two powerful reasons: it is research-based and it works.⁶³ Jamestown curricula focus on knowledge acquisition - the goal of any excellent literacy program. Further, vocabulary, fluency, and comprehension instruction, designed explicitly for struggling adolescent readers, shows measurable results in increased performance on standardized tests. Overall, the Jamestown Signature Reading series is designed to: (a) improve s' comprehension, vocabulary, content area reading, and meta-cognitive strategies, (b) encourage reading growth with graduated readability in each book, and (c) help students apply skills and strategies to new reading situations.

Similarly, we are considering supplementing Jamestown with Scholastic Books due to the sheer volume of texts available for all grade levels (over 50,000). Students have access to these texts through our DEAR program. To hold each student accountable for comprehension of independently read text, students in grades five through eight take an Accelerated Reader quiz at the completion of every text. When students complete their DEAR books, which is tracked using DEAR logs, they take an Accelerated Reader quiz during AM Advisory or FOCUS time. Accelerated Reader is a well-respected software program that tests comprehension and personalizes reading practice to each student's current level and assesses students' reading with four types of quizzes: Reading Practice, Literacy Skills, Vocabulary Practice, and Textbook quizzes.

In Independence Academy, students tackle more ambitious texts recommended by the Common Core and analyze texts in various genres through novel study, poetry study, informational text study. See our description of English Literature on the following page for deeper treatment of our English Literature program.

Writing

Teachers in the successful "90/90/90 Schools" plac[e] a very high emphasis on informative writing. – Douglas Reeves⁶⁴

Increasingly studied for their successes, 90/90/90 schools serve a high minority (90%), high poverty (90%), and yield high achievement results (90%). These schools are also termed gap-closing schools, and it is upon their model that we design elements of our academic program, most particularly here with the writing program.

In addition to the five key components of strong reading instruction, we offer a rigorous writing curriculum designed to have students produce writing with excellent grammar, organization, elaboration, and expression of increasingly complex ideas. Writing is the most difficult activity we ask students to do and the stakes for improving writing skills continue to escalate. The focus of all writing classes is clarity of expression. Because the best way to improve one's writing is by writing, students write every day in every class and at home. In addition to mastery of grammar, handwriting, and other isolated sub-skills, Intrepid College Prep students spend most of their time putting pencil to paper.

Writing classes are formatted as Writer's Workshop in which full class lessons are short and tightly focused on practical real-world issues. As in professional writing workshops, emphasis is placed on sharing work with the class, on peer conferencing and editing, and on the collection of a wide variety of work. The goal for Writer's Workshop for Opportunity Academy middle school students is to challenge them to expand their ideas in the revision process and to not simply 'correct' the previous ones, to help students become aware of writing for different audiences, creating focus within a topic and seeing the piece of writing from a distance. One important additional goal is for teachers to be sure revision strategies are well developed so students may use them

Verbal scores, (e) overall GPA scores... Kennedy concluded that students who studied Latin positively differed from students who studied a modern foreign language with respect to patterns of English achievement during their freshman, sophomore and junior years."

⁶³ Shaughnessey, Michael. "An Interview with Doug Fisher: About Jamestown Reading Navigator". Education News. Nov. 10, 2008.

<http://www.educationnews.org/articles/an-interview-with-doug-fisher-about-jamestown-reading-navigator.html> (Last accessed March 28, 2012).

⁶⁴ Reeves, Douglas. *The 90/90/90 Schools. Accountability in Action*. Englewood, CA: Advanced Learning, 2000.

comfortably through high school and college. Students learn step-by-step how to create strong sentences, paragraphs, and papers using templates and teacher modeling until they are confident enough to tackle the task without scaffolding.

Intrepid College Prep high school students continue to develop their writing craft in Independence Academy. In addition to reading and writing across curriculum, students have English and Writers Workshop every day, providing students with focused time to respond to texts they are reading in English class in addition to time for more creative writing. In eleventh grade, every student completes at least one Junior Paper (10-20 pages in length) on topics from their study of financial literacy, business, or entrepreneurship in preparation for fulfillment of their Senior Thesis graduation requirement.

English Literature

By grade seven, students are prepared to tackle ambitious texts, and begin the critical development of textual analysis. Students read literature in a number of genres - including novels, short stories, poetry, drama, memoirs, and various other non-fictional texts including speeches and expository narratives. Using the Common Core as foundation, we draw from their suggested reading list for English Language Arts. Students read texts from writers such as Lewis Carroll, Robert Frost, Madeleine L'Engle, William Butler Yeats, Laura Ingalls Wilder, Homer, Franz Kafka, Harper Lee, William Shakespeare, Maya Angelou, Chaucer, and Toni Morrison. Students acquire knowledge of a range of literary works reflecting a common literary heritage, and thus exposing them to authors, poets and illustrators from Anglophone countries and from around the world. Knowledge of these authors and works contribute significantly to our students' ability to understand literary allusions and participate effectively in our common civic culture. In selecting class readings or suggesting books for independent reading, teachers ensure that students are engaged and appropriately challenged by their selections. We also use text from awards lists such as works written by recipients of the Margaret Edwards Award, Newbery Medal, Coretta Scott King Award, and American Library Association Notable Books. Some texts in the literature courses are chosen to effectively coordinate with the content students are learning in history and science, and thus provide opportunities for students to make cross-curricular learning connections.

High school English Literature classes in our Independence Academy continue to build upon foundational writing skills learned in grades five through eight; they provide extensive writing practice, explicit instruction, and individualized support for all writing requirements. We are considering using the Collins Writing Program in Independence Academy, not just as the anchor of our writing curriculum for English Literature but as an interdisciplinary writing program implemented in every course. The Collins Writing Program employs Five Types of Writing first introduced to students in middle school. The program blends seamlessly with Writers Workshop, places emphasis on peer editing, and is a highly structured writing program that increases s' critical thinking skills and writing ability. Blue Chip Faculty receives extensive training to successfully implement reading and writing across the curriculum providing a strong platform on which teachers can design their lesson plans and build their students' writing skills. We use a common, school-wide and rigorous rubric that provides a numerical approach to the format, style, and content of writing in all classes. The writing program is vertically aligned across grade levels and includes explicit instruction in grammar, the writing process, writing essays, and research skills. It replaces the ambiguity and abstraction of writing terminology with a numbered structure that students can understand more easily. Regular conferences allow teachers to assess and intervene immediately to accommodate each student's reading and writing progress. Use of frequent standards-based assessments allows the school to calibrate progress against TN Common Core Standards, grade level expectations and comparative schools. By the end of the twelfth grade, students produce quality narratives, expository essays, and persuasive essays, research papers, and literary analysis essays.

b. Mathematics

*Varied and repeated practice leading to rapid recall and automaticity is necessary to higher-order problem-solving skills in both mathematics and the sciences. - E.D. Hirsch, Jr.*⁶⁵

Students engage in a demanding math curriculum beginning in the fifth grade that first addresses previously unlearned skills and concepts and efficiently establishes the foundational numeracy skills on which more advanced

⁶⁵ Hirsch, E.D. Jr. Address to California State Board. Apr. 10, 1997.

high school math – Mathematics I (Algebra II), Mathematics II (Geometry), Mathematics III (Pre-Calculus) and Mathematics IV (Calculus) is based. Intrepid College Prep math instruction uses precise mathematical terminology at all times, ensuring students master basic computation without technology, and teaching students the standard algorithms to solve problems. Math teachers agree on common definitions of terms identified during department meetings, and build these into a Math Dictionary that students create, use, and continue to revise as the year progresses. We emphasize standard algorithms so that students are prepared for the formality of more advanced mathematics. As arithmetic forms the foundation of K-16 mathematics, and whole-number arithmetic forms the foundation of arithmetic, the proper goal for whole-number arithmetic is fluency with (and understanding of) the standard algorithms.

In Opportunity Academy, middle school students have double periods of math to ensure a solid foundation of skills and concepts and prepare for an accelerated high school mathematics curriculum. Modeled after the mathematics curriculum of Roxbury Preparatory Charter School,⁶⁶ the mathematics courses have a dual focus: procedures (computation) and problem solving (application). All students complete a full year of Algebra I in grade eight.

The Math Procedures course instills and reinforces computation and basic math skills, rules, and operations that many students lack, and infuses new grade-level math concepts and skills. In Math Procedures, each class begins with a Q², a quick assessment of a student's ability to retain material introduced during the previous lesson, followed by a Mad Minute, a timed and written math sprint and review of skills, rules, and operations that students must commit to memory as they move toward automaticity of foundational math skills. Next, teachers deliver ten minutes of Direct Instruction - explicit, ordered instructions about how to complete operations in fulfillment of daily objectives. Students have another ten minutes of Guided Practice, as the teacher continues to model the correct way to set up and answer questions while soliciting responses from students that prepare them to succeed during Independence Practice. The majority of class time is spent in Independent Practice, where students work silently and quickly to apply newly learned skills to open-ended questions of increasing complexity and rigor. Students are required to explain in writing how they arrived at each answer. The class concludes with a daily Exit Ticket, which tests mastery of the daily objective, providing the teacher with an immediate assessment of how successfully students grasp new concepts.

Math Problem Solving teaches students how to apply this procedural knowledge to complex, multi-step problems—often with real world applications. Students are taught mathematics vocabulary, so that across classes and teachers there is continuity in terms, definitions, explanations, and concepts throughout their middle school education. The format of Math Problem Solving is similar to the format of Math Procedures. However, Mental Math takes the place of Mad Minute. Regular practice with Mental Math has been shown to enhance the efficacy of mathematics programs and result in significant improvement for students on standardized tests of computation and problem solving.

In Independence Academy, high school students build upon their early algebraic foundation to master Algebra, Geometry, Pre-Calculus and Calculus. We primarily draw from the Springboard Pre-Advanced Placement curriculum as our guide, modifying the curriculum to increase the rigor as necessary. Success in advanced mathematics is necessary to excel in Intrepid College Prep's Financial Literacy curriculum, especially in the later grades as students study Finance, Investing and Economics principles.

c. Financial Literacy

Research is coalescing around the idea that in order to raise financially capable adults, we must start teaching them the fundamentals of money at a young age. - President's Advisory Council on Financial Capability

Preparing Intrepid College Prep students to transform the 21st century, we educate every student to mastery of financial literacy and entrepreneurship skills. Financial literacy curriculum reflects statewide priorities to infuse secondary school curricula with knowledge of personal finance. For example, in fifth grade students learn how to explain forms of financial exchange (cash, credit, debit, etc.), describe forms of money and sources of income, list

⁶⁶ Roxbury Preparatory Charter School, a public charter school and member of the Uncommon Schools Network, serves 195 Black and Latino students in grades 6 through 8 (70% of whom qualify for the federal free and reduced price lunch program) is one of the highest achieving charter schools in the nation according to the U.S. Department of Education's Office of Innovation and Improvement. See students in Roxbury Master the MCAS, Press Release, dated September 28, 2005.

examples of financial decisions and their consequences, identify sources of financial information, and give examples of investments and explain how they can grow in value. In the upper middle school, students identify and explain ways to be a financially responsible young adult, give examples of the benefits of financial responsibility and the costs of financial irresponsibility, research the major consumer protection laws in Tennessee, explain how education can affect lifetime income earnings, discuss the components of a personal budget, and explain how stocks and bonds differ as investments.

In Independence Academy (9-12), high school students are held accountable for mastering advanced study in financial literacy coursework including Banking, Finance, Investment Strategy and Economics. In ninth grade, students study the difference between various types of financial institutions (credit unions, commercial banks, merchant banks, investment banks, hedge funds, etc.) and how these companies respond to the needs of individuals and organizations. In tenth grade, students learn about various financial tools and how debt and equity instruments provide capital to public and private companies. They study numerous institutions that support startup endeavors, including venture capital and microfinance firms. In eleventh grade, students develop advanced understanding of investment strategy, learning about how individuals and institutions develop short and long-term investment goals and the best practices in accomplishing financial goals (diversification, hedging, etc., analyzing investment risk, etc.). In twelfth grade, students' eight-year course of study in financial literacy concludes with a focus on macro- and microeconomics so that students develop a firm understanding of how individuals and institutions work together and compete in the global marketplace. Tennessee is one of three states in the nation to prioritize personal finance in state curriculum standards. The more standard course of study, however, is fulfilled with a semester-long Financial Literacy course in twelfth grade, which is too late to learn deeply engrained wealth-enhancing financial knowledge and skill.

The National Financial Educators Council, the JumpStart Coalition, the National Council of Economic Education and the President's Advisory Council on Financial Literacy inform financial literacy curriculum. It is sequenced throughout middle school and high school, with a matriculating middle school student able to identify personal habits shared by fiscally responsible individuals and a matriculating higher school student able to discuss financial best practices used by individuals and firms in the attainment of personal and organizational goals. Upon graduation, students matriculate into top colleges, able to: (1) apply reliable information and systematic decision making to personal finance decisions; (2) organize personal finances and use a budget to manage cash flow; (3) maintain creditworthiness, borrow at favorable terms, and manage debt; (4) use appropriate and cost-effective risk management strategies (e.g. property and liability insurance, health, disability and life insurance); (5) implement a diversified investment strategy that is compatible with personal goals; (6) hone the business acumen and leadership skills necessary to create sustainable business and non-profit ventures; and (7) understand the complexities of micro- and macroeconomics and global financial markets.

In Opportunity Academy (5-8), middle school students learn about financial planning, the positive relationship between college and income, investment strategy and entrepreneurship. Starting in fifth grade, students have a financial literacy course four days per week. Blue Chip Faculty members teach the class with an emphasis on knowledge mastery before moving on to higher-ordered thinking skills such as application of course concepts. The capstone of the financial literacy curriculum is the opportunity for students to invest in real dollars starting in seventh grade, taking increasing responsibility for managing a diversified investment portfolio under the guidance of a preferred investment firm. We have had some early stage conversations with potential partners and have received Letters of Support from Morgan Stanley Smith Barney and Pinnacle Financial Partners expressing meaningful interest in partnering with us to support this program. The preferred investment firm will either provide the startup capital for the investment program outright or partner with Intrepid College Prep to launch a 10-for-10 Kickstarter fundraising campaign so that.⁶⁷ Kickstarter is a crowdfunding internet fundraising platform that allows individuals and institutions to raise funds in accordance with specific financial goals in an all-or-nothing race to secure funds in a specific window of time. Each class, starting with the Class of 2025 (so named because that is the year our inaugural class will graduate from college), manages an investment portfolio continuously through twelfth

⁶⁷ The 10-for-10 Kickstarter Fundraising Campaign allows the school to launch its Investment Program with a combination of grassroots support and institutional giving. As example, we expect to raise no less than \$10,000 each year so that a new incoming class of fifth graders has an investment pool that they will have increasing responsibility for managing by seventh grade. The crowd funding campaign allows the school to raise \$10 from 500 supporters. A financial institution commits to matching funds raised, dollar-for-dollar, so that we reach our \$10,000 goal.

grade, with gains distributed upon graduation as college studentship funds in equal shares. We anticipate that our students will graduate from high school with anywhere from \$500-\$1000 in studentship funding.⁶⁸

In Independence Academy (9-12), high school students tackle advanced financial coursework in Banking, Financing, Investing and Economics. During the first half of the school year, students learn about these topics from the perspective of the individual – i.e. learning how an individual navigates the banking system and what regulatory controls are in place to protect individual consumers. In the second half of the school year, students learn about these topics from the perspective of the individual firm, studying how businesses and corporate forms, including non-profits, access financial markets and make smart business decisions. The Financial Literacy and Entrepreneurship curriculum in the high school culminates in twelfth grade with capstone projects and internships that allow students to apply what they have learned to develop early-stage business and social ventures. We use textbooks that have been approved for use at top business schools, including Wharton School of Business at the University of Pennsylvania and Blue Chip Faculty will use those texts to inform instruction and internally-create additional materials that allow students to successfully access what would otherwise be considered college-level curriculum.

d. Science

If America is to compete successfully in a global innovation economy, it must find ways for larger number of American students to excel in science. – Freeman Hrabowski⁶⁹

Starting in Opportunity Academy (5-8), students learn the skills and knowledge of safe laboratory practices necessary to fully participate in college preparatory middle school courses and study Physical Science, Biology, and Geology. With teacher guidance, students conduct investigations and prepare reports with questions, procedures and conclusions. The curriculum builds upon and develops students' literacy skills and knowledge;⁷⁰ students develop core vocabulary and conceptual knowledge, and strengthen their ability to read informational texts of varying length and increasing complexity. Our curriculum is internally created to emphasize a focus on non-fiction texts and literacy acquisition in the middle school science curriculum. Reading and writing across curriculum are essential to students' success at this stage.

Intrepid College Prep's science curriculum is an integration of science, technology and engineering coursework aligned to TN State Standards, the Common Core, the National Science Education Standards, Benchmarks for Science Literacy⁷¹, National Association for Education Progress standards and ACT standards. In middle and high school, science curriculum provides rigorous scientific content knowledge embedded with inquiry, technology and engineering strands. Emphasis on embedded standards encompasses, on average, 40% of instructional time,⁷² consistent with TN Science Standards. In Independence Academy (9-12), students take courses in Biology, Chemistry, Physics and Environmental Science because all competitive colleges require four years of science. Students continue to develop and master scientific knowledge and skills in the major scientific disciplines: earth and space sciences, physical science, and life science. While our high school will not be grown until year 2017, and thus curricular sources and state expectations can change over time, currently we are considering using texts approved by the State Textbook Commission, with an eye toward using textbooks approved for AP-level coursework in all classes. See Figure 2.22, Independence Academy Curriculum Bank, ahead for more details on the Independence Academy science curriculum.

Blue Chip Faculty use STEM Resources located online at <http://stemresources.com>. Materials found in the stemresources.com constitute a toolkit that can be used by teachers who are implementing standards-based practices. Within the contents, the term "standards-based" describes educational contexts wherein everything that is

⁶⁸ Studies suggest that If an incoming fifth grader graduates from Intrepid College Prep in 2021 and the investment account has achieved an average gain of 15% over the course of eight years, the capital gains in the investment account are so divided that the scholar will leave Intrepid College Prep with nearly \$500.00 in scholarship funding to be applied toward room and board, textbooks, and supplies.

⁶⁹Mervis, Jeffrey. New Answers for Increasing Minorities in Science. Science Insider. Sept. 30, 2010. <http://news.sciencemag.org/scienceinsider/2010/09/new-answers-for-increasing-minorities.html>. (citing the Committee on Underrepresented Groups and the Expansion of the Science and Engineering Workforce Pipeline. Expanding Underrepresented Minority Participation: America's Science and Technology Talent at the Crossroads. The National Academies Press. 2011)

⁷⁰Students read rigorous scientific texts provided in the Jamestown Readers series to build non-fiction literacy and comprehension skills into the science curriculum. See Jamestown Education "The Outer Edge" and "The Wild Side." http://www.glencoe.com/gln/jamestown/reading_nonfiction/index.php.

⁷¹ Using literacy standards outlined in TN Common Core Standards, science literacy objectives are incorporated into the curriculum.

⁷² 2009 Users Guide to the TN Science Curriculum Framework. www.tn.gov/education/ci/sci/doc/Users_guide.pdf. Last accessed Dec. 12, 2011.

associated with teaching and learning is referenced to the national and state standards. The tools found on this website can help teachers to implement the science curriculum standards. All of these standards-based tools are aligned with the Tennessee Science and Mathematics Curriculum Standards. The stemresources.com website offers teachers the quality support materials and clear, high quality work samples needed to implement the state curriculum standards. To be successful, every teacher must have appropriate instructional tools and the background preparation needed to apply curriculum standards in the classroom. Some materials, like grade and attendance managers, simplify routine classroom management tasks. The compilation of standards, curriculum development and instructional tools, science and mathematics teacher resources, and work samples found in the stemresources.com can facilitate the consistent delivery of high-quality, standards based instruction.

e. Social Studies

The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. - National Council for Social Studies

Using the TN Standards for Social Studies, Common Core Standards, and supplementing those as needed with the MA Curriculum Frameworks for Social Studies, we provide a curriculum that builds a solid foundation of factual knowledge while providing opportunities for students to understand how history has shaped our lives today and will continue to shape the future. Curriculum is designed around compelling themes that engage middle school students. Students are trained to become critical consumers of non-fiction, primary source documents - developing thoughts and opinions and learning to express them articulately. Students acquire historical facts and knowledge as they learn to think deeply about significant events and people and express their thoughts in writing. The ELA Common Core Standards outline literacy objectives for Social Studies and are incorporated into our Social Studies curriculum to further develop students' literacy skills.

In Opportunity Academy (5-8), students will use Houghton-Mifflin's Social Studies curriculum, which allows students to learn Social Studies in a regional context with emphasis on Tennessee's unique history. In Independence Academy (9-12), students must complete one credit in U.S. History, one half credit in U.S. Government, one half credit in Economics and one credit in either World History or Geography, and one half credit in Personal Finance to satisfy graduation requirements. Intrepid College Prep high school social studies course of study, mandatory for all students, exceeds these requirements.

f. Enrichment and Wellness

As a college preparatory middle and high school, our primary focus is to prepare students to become individuals with strong academic skills and character. We recognize the importance of providing daily enrichment opportunities and do so as part of our extended daily schedule. Enrichment classes include art, music, volunteerism and sports. Teachers have the option of leading enrichment classes and we use volunteers from local colleges and community organizations to expose students to added enrichments.⁷³ Students have PE one day per week in the middle school and enrichment twice per week, which provides additional exposure to physical education and sports activities.

g. Advisory

Many students are ill prepared for academic success due to a lack of good study skills and habits. After Brain Breakfast, students have a ten-minute Advisory period that allows them to organize their work/assignments from the day before in preparation for the day ahead. Advisory teachers have a list of homework assigned in each subject and ensure that each has completed their assignments. Subject teachers check for homework accuracy during prep periods before Lunch and send names of students with incomplete or unsatisfactory homework completion to the operations team, which calls families to notify them that their must attend Homework Center that afternoon. Advisors distribute progress reports, build relationships with students, and communicate regularly with the families of their advisees.

⁷³ We are in discussion with Big Brothers, Big Sisters of Middle TN, the Nashville Symphony, Junior Achievement, and Backfield in Motion to discuss partnerships to provide enrichment services.

h. Circle Up – Character Education

Circle Up is a weekly community meeting for the entire Intrepid College Prep community. Circle Up provides an opportunity for the school to celebrate student achievement, reflect on recent academic success, share what students are learning in classes and integrate our character education curriculum. Students also earn PRIDE shares and associated awards for excellent behavior. Our character education curriculum has been informed by Boston Preparatory Charter School,⁷⁴ a high-performing 6-12 grade middle-to-high school in Massachusetts.

Opportunity Academy Curriculum Bank

Intrepid College Prep will draw on a number of curricular sources to inform the development of our academic program, which will allow us to design a curriculum that is fully aligned with state and national standards and meets the academic needs of our student population in full alignment with our college preparatory mission.

	English Language Arts	Mathematics	Science	Social Studies/History	Financial Literacy and Entrepreneurship
5	Reading Mastery Collins Writing Program Fountas and Pinnell Wilsons Foundations Junior Great Books SIOP Materials Wordly Wise Jamestown Readers	Singapore Math Math Trailblazers Saxon Math Everyday Math	Internally-Created	Houghton Mifflin Social Studies	Jumpstart Coalition
6	SpringBoard Collins Writing Program Fountas and Pinnell Great Books SIOP Materials Wordly Wise Jamestown Readers	Springboard Singapore Math Everyday Math	Internally-Created	Houghton Mifflin Social Studies	Jumpstart Coalition
7	SpringBoard Collins Writing Program Fountas and Pinnell Great Books SIOP Materials Wordly Wise Jamestown Readers	Springboard Singapore Math	Internally-Created	Houghton Mifflin Social Studies	Jumpstart Coalition

⁷⁴ BES School Study. September 13, 2011. "Established in 2004 in Boston's Hyde Park neighborhood, the school emphasizes scholarship, personal growth, and five moral virtues: courage, compassion, integrity, perseverance, and respect. Thrasymachus and Yertle figured into a lesson on the virtue of respect. Similar lessons use the memoirs of Gandhi to teach integrity and episodes of the reality show Fear Factor to distinguish between true courage and mere bravado. Boston Prep, with its weekly ethics class and its community meetings where students receive value commendations for good behavior, is among a growing number of charter schools that aim to instill in their students positive character traits, from perseverance and self-discipline to generosity and kindness." See also Steinbrenner, Corinne. Ethics for Eighth Graders: Boston Charter Schools Teaching It But Is It Working? BU Today. Dec. 12, 2011.

8	SpringBoard Collins Writing Program Fountas and Pinnell Great Books SIOP Materials Wordly Wise Jamestown Readers	Springboard Singapore Math	Internally-Created	Houghton Mifflin Social Studies	Jumpstart Coalition
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Figure 2.21

Independence Academy Curriculum Bank

Intrepid College Prep will draw on a number of curricular sources to inform the development of our academic program, which will allow us to design a curriculum that is fully aligned with state and national standards and meets the academic needs of our student population in full alignment with our college preparatory mission.

9	SpringBoard Collins Writing Program Great Books SIOP Materials Wordly Wise	Singapore Math	Bedford, Freeman & Worth's Life: The Science of Biology	Glencoe World History, TN Edition	Prentice Hall's Financial Markets and Institutions
10	SpringBoard Collins Writing Program Great Books SIOP Materials Wordly Wise	Singapore Math	Holt McDougal's Chemistry	Glencoe World History, TN Edition	McGraw Hill's Principles of Corporate Finance
11	SpringBoard Collins Writing Program Great Books SIOP Materials Wordly Wise	Singapore Math	Glencoe/McGraw -Hill's Physics: Principles and Problems	Bedford Freeman & Worth's America's History	Gitman Joehnk Fundamentals of Investing Valuation: Measuring and Managing the Value of Companies
12	SpringBoard Collins Writing Program Great Books SIOP Materials Wordly Wise	Singapore Math	It's About Time Investigations in Environmental Science: Land Use, Energy Generation, Water Management	Glencoe/McGraw- Hill's United States Government: Democracy in Action	Glencoe/McGraw- Hill's Economics: Principles and Practices Microeconomics (5 th Edition)

Figure 2.22

6. REMEDIATION AND STANDARDS-BASED INSTRUCTION

*Secondary teachers have to recognize and accept their roles with literacy for all s, not just those who struggle; connections must be made between content mastery and content literacy... By focusing on proficiency in listening, speaking, reading, and writing, educators can help students access content, thereby avoiding more global school failure. –Barbara J. Ehren, Ed.D.*⁷⁵

⁷⁵ Ehren, Barbara J. Response to Intervention in Secondary Schools: Is It on Your Radar Screen? RTI Action Network. <http://www.rtinetwork.org/learn/why/rtiinsecondaryschools>. Last accessed March 8, 2012.

Every student graduating from Intrepid College Prep matriculates into college with the transcript, test scores, skills, content knowledge and strong character required to excel in four-year colleges and universities. In full service of English Language Learners (ELL) and students that struggle in one or more classes, Intrepid College Prep provides instruction that develops foundational skills in English, enabling students to participate successfully in grade-level coursework across the curriculum. Anticipating that students will have gaps in learning when they enroll, entry diagnostics determine students' academic strengths and weaknesses and teachers supplement the curriculum to meet students' need. Targeted, standards-based instruction that supports the most at-risk students, an extended day and year, three periods of daily instruction in literacy and double periods of daily instruction in math provide the rigor and additional time necessary to achieve mastery of content. Multiple academic supports— Fluency and Decoding Groups, Academic Support Groups, and Homework Center — are provided every afternoon, allowing each student to meet high expectations for achievement.

Blue Chip Faculty spend extra time working with our students that struggle most, regardless of ELL or Special Education status, in small group settings to best accelerate their learning and catch them up to grade-level standards of performance. These sessions may be scheduled as long-term Academic Support Groups during FOCUS, an afternoon tutoring block and additional sessions may be added during the school day, before school, or Saturday Academy to provide students with the assistance they need for academic success. While the curricula used for this targeted intervention varies based on students' needs, teachers use an even more frequent assessment regimen to ensure that progress is monitored accurately and teaching methods are frequently adjusted to produce maximum results.

Interventions for students that need remediation and extra support are deliberate and implemented with examination of all data points from diagnostic and interim assessments. Blue Chip Faculty meet with the Director of Curriculum and Instruction and Executive Director after each round of interim assessments to closely inspect the data, look for patterns, and create an Six-Week Action Plan for the class and individual students based on the results. Action plans identify:

- Skills/concepts to be retaught to the class during re-teaching blocks during the week after each interim assessment
- Skills/concepts to be retaught to small groups during class
- Skills/concepts to be retaught to individual students with one-on-one teacher instruction or with assistance of tutor
- Students needing intense remediation assigned to AM tutoring sessions for next marking period
- Adjustments to existing small groups for reading and math instruction
- Weaknesses in curriculum revised for subsequent years
- Support and professional development for teacher to strengthen areas of instructional weakness

Action plans are revisited frequently in grade-level and content-area team meetings to ensure that students are making adequate progress toward mastery. Blue Chip Faculty receives data analysis training during Planning for Excellence, our summer professional development for staff. Throughout the year, Blue Chip Faculty attend subsequent data development trainings during professional development on Intrepid Fridays and five Data Analysis professional development days scheduled throughout the annual calendar.

We provide a rigorous, college preparatory curriculum in the core subjects of Math, English, Science, Social Studies and Financial Literacy with emphasis on reading and writing in all content areas. In high school, students build in the Reading Mastery and Guided Reading programs and teachers use these programs to build students' vocabulary skills. We adhere to the philosophy that vocabulary is best built through accountable independent reading. Thirty minutes of every school day is dedicated to Drop Everything and Read (DEAR). In addition, all students are expected and required to upon their foundation in the core academic areas and take coursework in Latin, Debate⁷⁶ and Financial Literacy to possess a full complement of core academic and life skills that prepare them for success in college and throughout their professional lives. All s, regardless of incoming academic ability, learn to read with fluency, comprehension and insight and develop powerful reading skills — the foundational skills that allow students to succeed across curriculum. Targeted, standards-based instruction that supports the most at-risk s, an extended day and year, three periods of daily instruction in literacy and double periods of daily

⁷⁶ Latin and Debate classes provide comprehensive language instruction, opportunities for classroom discourse and interaction that are well-designed to enable ELL scholars to develop communicative strengths in language arts.

instruction math provide the rigor and additional time necessary to achieve mastery of content. Multiple academic supports each afternoon allow each student to rise and meet high expectations for achievement.

Strong classroom instruction is even more important than strong supports outside the classroom because all students, including ELLs and students with mild-to-moderate special needs, spend most of their time in whole group instruction. In the classroom, Blue Chip Faculty use enunciation and repetition to increase understanding and lessons are formatted with visual aids and other media, proven to increase English language acquisition for ELL students. Please see Section IV.C.1-2 and D for a full discussion of how the academic program at Intrepid College Prep supports students designated as ELLs and those with special needs.

7. PROFESSIONAL DEVELOPMENT, EVALUATION, and STAFF RETENTION

Blue Chip Faculty is the lynchpin of our academic program. “More than any other variable in education – more than schools or curriculum, teachers matter.”⁷⁷ We hold our staff to very high professional standards, which begins with a rigorous recruitment process that sweats every detail. We set a tone of excellence through our teacher candidate selection process, which includes a resume screening, phone interview, response to written questions and demonstration lesson with feedback, an opportunity to reteach (demonstrating successful implementation of feedback), and an in-person interview. Through this rigorous multi-step process we select for candidates who are smart, humble, quick, results-oriented, and mission- and vision-aligned with our organization.

Once our teachers become members of Blue Chip Faculty, we recognize it is the job of the school’s leadership to grow and support them to drive student achievement. We devote a lot of time to summer professional development during 16 hard-working days known as Planning for Excellence, and have 13 additional professional development and data analysis days during the year so that teachers can continue to grow. Data drives our instructional practices and so teachers need ample time to study student data and plan to address academic gaps or other trends requiring remediation. We also recognize the importance of learning and continuing to study best practices of other schools. Each new-hire spends, at minimum, one day analyzing the highest performing urban middle-to-high schools in the country. Throughout the year, we plan to continue our deep study and learning from other high-performing schools locally and across the country who are successfully closing the achievement gap by taking additional trips during professional development days, inviting respected school leaders to provide training to our staff, and using technology to keep us well-connected to best practices elsewhere (video, in particular). Admittedly, there are fewer partners in the work who are delivering financial literacy instruction on the scale that we intend to but we will continue to learn from Power Center Academy in Memphis, TN and Ariel Community Academy in Chicago, IL, who have established successful financial literacy instruction models that inform our program.

We use a rigorous and supportive evaluation process to ensure teachers continue to grow in their ability to educate students to the highest levels of academic achievement so that our alumni go off to college prepared to succeed academically, financially, and personally. We recognize that the pool of superior teacher talent is small but growing and we recognize our role in increasing teacher-quality for the benefit of the school and the profession. The Executive Director and Director of Curriculum and Instruction observe every teacher daily and use a series of Quick Feedback Loops⁷⁸ and Formal Observations to ensure that in Y1, and in every year thereafter, teachers receive no fewer than five feedback loops in a two week period. Longer full-class period formal observations take place on biweekly cycles that allow teachers to receive substantive debriefs and practicable action plans that work on improving instruction, curriculum development, assessment and teacher reflection on best practices. Teachers receive mid- and end-of-year evaluations, which form the basis for renewal of employee contracts. See Section VIII.J for a full discussion of our Observation and Evaluation process.

8. INSTRUCTIONAL STRATEGIES

Instruction is organized with daily objectives and agendas for each class. Each class begins with a Q² (Quick Questions – a quick exercise at which 100% of students can and should be successful), followed by agenda and objective preview, the lesson’s activities and exit ticket. Lessons are designed so that students have the opportunity to accomplish most of the cognitive heavy-lifting – the writing, thinking, analyzing, and talking – in class. “The goal is to give [s]tudents the most practice possible, to apply what they know as much as they can to do all the work

⁷⁷ Ripley, Amanda. What Makes a Great Teacher? The Atlantic Online. January/February 2010.

⁷⁸ Quick Feedback Loops are fifteen minute observations, followed by a quick debrief and opportunity for another fifteen minute observation later that day to check for implementation of feedback. The real benefit here is the immediacy of feedback and implementation.

in solving sample problems as opposed to watching [the teacher] solve problems.”⁷⁹ While teachers draw from many instructional methods, we consistently use the following research-proven strategies, aligned with our educational philosophy, to build skills and content knowledge critical to our students’ success.

a. Gradual Release

In middle school, the “I-We-You” model of instruction⁸⁰ begins with the teacher giving direct instruction on the objective – “I Do.” Next, the teacher facilitates the “We do,” guiding students to practice as a class, talking it through as they apply the material, concept or skill. At this stage the lesson is formatted to allow students to do most of the cognitive work. In the “You Do,” which comprises a substantial portion of instructional time, the teacher releases students to independent practice that extends to homework. Students become more independent and responsible for their learning as the weight of cognitive work shifts from teacher-as-model to joint responsibility, to independent practice and application by the student.

b. Reading and Writing Across the Curriculum

A focus on literacy permeates the curriculum. Reading across content areas accomplishes two things: (1) It provides additional time to develop reading comprehension skills and produce avid readers; and (2) it develops readers able to access content regardless of subject matter. Starting in middle school, students use Harvard Outline and Cornell Note-taking study strategies to support their independent work habits. Students are taught, supported and expected to produce high-quality and substantive writing in all content areas. To support ELL students and struggling writers, teachers provide exemplars of responses that meet and exceed expectations for all independent practice and homework.⁸¹

c. Double Planning

Lesson plans include what the teacher is doing during class time and detailed, parallel plans for what students are doing. Teachers create a T-chart listing teacher and tasks during the class period. See Appendix B for a sample lesson plan. This setup ensures teachers define and plan students’ on-task behavior during the entire lesson, avoid the error of teacher talk and idle students, and ensures students are maximizing every instructional minute to achieve more time on task.⁸²

d. Format Matters and Accountable Talk

“Talking with others about ideas and work is fundamental to learning.”⁸³ Students are trained, supported, and then required to ask and answer questions and address teachers in complete sentences, using proper grammar, with strong, articulate voices. Equally high standards attach to all written work. Students are respectfully corrected on format if an answer or question is given using incomplete sentences and/or improper grammar. High quality work is celebrated and displayed throughout the school and quality standards inform the level of excellence required for posting work. Students are given numerous opportunities to engage in meaningful and highly structured conversation, which builds phonemic awareness and fluency for English Language Learners and excellent habits of discussion across the school. In class, students “Turn and Talk” with shoulder partners and receive numerous opportunities to provide independent oral responses. During meals, students have additional structured opportunities to engage in discussion about curriculum content, current events and student interests.

e. The Joy-Factor

Including joy in the work of learning is part of an Intrepid College Prep classroom. During Intrepid Institute, which constitutes the first week of the school year during which we train students to the routines, practices, and expectations of our school, we introduce numerous achievement-oriented chants and cheers to foster a culture

⁷⁹ Lemov, Doug. *Teach Like a Champion: 49 Techniques That Put Students on the Path to College*. San Francisco, CA: Jossey Bass. 2010. p. 74.

⁸⁰ The Gradual Release of Responsibility is a research-based instructional model developed by Pearson and Gallagher (1993). In this optimal learning model, the responsibility for task completion shifts gradually over time from the teacher to the student.

⁸¹ Exemplar responses contain components scholars must include, may include, and a word bank from which to draw.

⁸² Ibid. p. 66.

⁸³ Resnick, L.B., and Megan Williams Hall. “Learning Organizations for Sustainable Education Reform”. *Journal of the American Academy of Arts and Sciences*. Vol. 127. Iss. 4. Fall 1998.

where “learning is cool,” teachers engage students in the classroom, students are invested in the learning experience and we celebrate excellence. The process of acculturating students is an ongoing process, supported by weekly professional development to continue to build and improve upon the development and inculcation of that culture begun during Intrepid Institute.

f. FOCUS

Tutoring is part of the daily schedule, allowing staff to work individually or in small groups to re-teach skills and concepts with which students are struggling. Teachers create tutoring plans and school leadership support and monitor teachers on results. The FOCUS program is informed by the best practices of Excel Academy Charter School, a highly successful Building Excellent Schools (BES) charter school in Boston, MA⁸⁴ and replicated successfully by BES schools Nashville Preparatory and Liberty Collegiate.

As a direct result of the instructional content and methodology we have chosen, Intrepid College Prep students have:

- **More time on task** – Students need to learn more; they need more time to learn it.
- **Demanding Curriculum** – Students are going to college; they need college preparatory classes.
- **Professionalism** – Students need to develop socially; they need skills that open doors.
- **Competitive Test Scores** – Students want opportunity; they have to show what they know.

9. ACHIEVEMENT STRATEGIES

All instruction is achievement-driven, and all instructional strategies are complimented by achievement strategies that together promote strong achievement across all grades and in all core subjects.

a. Clear and Constant Communication

A warm and demanding school culture for every stakeholder begins before the school’s first day of operation with Parent University, a mandatory three-session introduction⁸⁵ for families during the summer. We review all components of the Student and Family Handbook that explicitly name expectations of students, parents and staff.⁸⁶ The Handbook outlines the structures that support students during and outside of the school day. It details the school’s expectations and consequences for not meeting those expectations. Topics include attendance, uniforms, schoolwork, homework, and discipline. Families are introduced to the entire Intrepid College Prep staff. The Handbook details whom families and student should contact for needs during the year, with all individual phone numbers and professional e-mail addresses for all staff provided, and all families receive the Handbook during Parent University. At the conclusion of the program, families sign the Intrepid College Prep Compact, an agreement from parents and guardians to maintain a university-ready culture at home with the support of the school.⁸⁷ To keep all members of the Intrepid College Prep community accountable and informed about weekly instruction expectations, each teacher completes a Weekly Syllabus outlining daily objectives, HW, and

⁸⁴ Excel Academy Charter School was founded through Building Excellent Schools, which trained its Founder and founding Executive Director in 2002 and continues to work closely with the school through the BES Ongoing Support program. The school opened in fall 2003 to 100 6th grade s, and now serves 212 young scholars, grades 5 through 8. Excel Academy s, the majority of whom are children of first generation immigrants, are among the most underserved learners in the city of Boston. Traditionally, these students score significantly below the state average on annual math and English MCAS examinations. One of the fundamental reasons Excel was created was to address this achievement gap. Roughly 55% of students report speaking a language other than English at home. On average, over two-thirds of fifth graders arrive at Excel reading three or more grade levels below the educational standard for their age-level, and with computation skills that test at two or more grade levels below standard. Despite these challenges, Excel Academy ranked first in the state on 7th grade math, 8th grade English and 8th grade math, with nearly 100% of students scoring advanced or proficient. Overall 93% of Excel students scored advanced or proficient in English and math.

⁸⁵ Intrepid College Prep hosts a mandatory Parent University series in three parts during the period between the lottery and the first day of school. The syllabus is as follows: Meeting 1 – Welcome and School Design (including our college-preparatory mission, academic program, homework expectations); Meeting 2 – Grading Policies and Pre-Work (including entry diagnostic testing, scheduling home visits, summer remediation for incoming fifth graders); Code of Conduct and Uniform Policy; and Meeting 3 - Opportunities for Family Involvement. Parents and guardians will understand what the school expects academically and behaviorally for each student, and how all adults can support their child’s educational success. These meetings will conclude with families signing the Intrepid College Prep Compact. These meetings, like all school-home communications, will be conducted in English, Spanish, and additional languages as necessary to communicate with our s’ families. Please refer to Section XIII A for full discussion of Parent University and its impact on parent involvement.

⁸⁶ See Appendix C – Intrepid College Prep Students and Families Handbook

⁸⁷ See Appendix N for the Intrepid College Prep Compact

quizzes/assessments. Students receive a copy of all weekly syllabi to keep in their notebooks.⁸⁸ The weekly syllabi are sent home to parents every Friday for signature, and keep families informed of upcoming classroom lessons, assignments, quizzes, and tests. The Staff Handbook details expectations, policies and procedures for all staff.⁸⁹ The Handbook details the expectations for ensuring that we maintain a safe, orderly, academically focused school. We provide the Handbook to staff during Planning for Excellence and closely review its key components.

b. College Readiness

As students progress and move through the upper-level grades, students experience a variety of instructional styles that they will encounter in college. Upper-level instruction includes discussion seminars, student-led seminars, and Socratic seminars with the use of inner and outer circles for intellectual accountability, lectures and presentations and study sessions in addition to direct instruction. Academic independence is not the same as behavioral independence. As students take on additional intellectual responsibility in the classroom, they remain accountable to the discipline systems and behavioral expectations that all Intrepid College Prep students follow. Opportunities to celebrate and benefit from students' growing achievement expand in high school with engaging enrichment and annual trips.

c. Culture of Total Achievement

We provide a positive, safe, vibrant middle school and a seamless path through high school where achievement comes first. By implementing systems and structures to limit distractions, and as drawn from high-performing BES schools such as Excel Academy⁹⁰ and Achievement Preparatory Academy⁹¹, we keep a laser-like focus on achievement. Advisory classes provide the daily structure in which we teach students the character values necessary to excel as students and individuals. Weekly community meetings celebrate our success as a community and recognize each other for having the **PRIDE** to compete, achieve, and succeed. Students are taught that it takes **PRIDE** to be successful and receive explicit instruction in our values: **Professionalism, Rigor, Initiative, Discipline and Endurance**. During the planning year, the Executive Director conducts recruitment events in the Greater Nashville area, concentrating on neighborhoods in Antioch, explaining the school's mission to parents and prospective students and emphasizing the importance of every child obtaining a quality, college preparatory education starting in middle school and continuing seamlessly through high school. At these events and through marketing material, we communicate how Intrepid College Prep will accomplish its mission with high expectations, highly structured environment, focus on academic achievement, education in financial literacy, extended school day and year, and explicit character development.

d. Disciplinary Offenses

The discipline system provides immediate intervention, seamless and uninterrupted learning, and consistency across the school. At Intrepid College Prep, we sweat the details. No problem is too small to address – little problems quickly pave the way to big problems. No misbehavior goes unacknowledged or unaddressed. Students learn quickly the actions that will lead to school success and they learn that for every infraction there is a clear consequence, and that high standards of behavioral excellence are in place at all times. The school communicates with families about any disciplinary issues and consequences when applied.

e. Focus and Brain Breakfast

⁸⁸ See Appendix P for a sample Weekly Syllabus.

⁸⁹ **If you have draft staff handbook, footnote where in appendices to find this.**

⁹⁰ Excel Academy Charter School was founded through Building Excellent Schools, which trained its Founder and founding Executive Director in 2002 and continues to work closely with the school through the BES Ongoing Support program. The school opened in fall 2003 to 100 6th grade s, and now serves 212 young scholars, grades 5 through 8. Excel Academy s, the majority of whom are children of first generation immigrants, are among the most underserved learners in the city of Boston. Traditionally, these students score significantly below the state average on annual math and English MCAS examinations. One of the fundamental reasons Excel was created was to address this achievement gap. Roughly 55% of students report speaking a language other than English at home. On average, over two-thirds of our fifth graders arrive at Excel reading three or more grade levels below the educational standard for their age-level, and with computation skills that test at two or more grade levels below standard. Despite these challenges, Excel Academy ranked first in the state on 7th grade math, 8th grade English and 8th grade math, with nearly 100% of students scoring advanced or proficient. Overall 93% of Excel students scored advanced or proficient in English and math.

⁹¹ Achievement Preparatory Academy Charter School is a high performing BES School in Washington D.C., founded by Shantelle Wright, Head of School. The leader was trained by BES in 2006 and the school continues to work closely with BES as part of its Ongoing Support program. The school is among the highest-performing middle schools in the area – Achievement Prep scholars are nearly twice as likely to be proficient in math and reading than other students in the District of Columbia according to 2010 D.C. CAS performance data.

All students have access to additional tutoring as part of the schedule before the start of school each day. Students are identified for support and work closely with teachers during Focus time if they have difficulty mastering the content and skill of their core classes. Tutorials provide remedial support and preview the day's lesson to give struggling students a head start on difficult concepts.⁹² Tutorials are provided in small group settings or through one-on-one support. Tutoring is mandatory for any student scoring below 70% in a subject area. Students attend tutoring over a six-week or until the student objectively demonstrates through standards-based assessments that s/he is successfully mastering class material. As part of their daily schedule, teachers provide targeted tutoring during the day for individual students who require additional support to ensure all assignments are completed with accuracy.

f. Homework Center

Homework is assigned nightly for every class, including weekends. We believe that homework should be a mechanism for success. It is *not* a means of introducing new material – that is the purpose of classroom instruction. Instead, it is used to review materials and subject content taught and practiced in class that day or taught in a previous lesson. Since homework is a review of subject content already taught, it allows teachers to know how each is performing on each lesson and identify any interventions students may need. Nightly homework assignments help students become accustomed to the self-motivation and time management skills needed to advance their education. Each morning, all homework is collected during advisory. Assigned faculty members are responsible for general review of homework during advisory to ensure that all assignments are complete. Later in the morning, faculty checks homework for accuracy during their first prep period of the day. If students do not complete their homework adequately and consistently, they are in danger of failing their classes. These students are immediately identified as part of the daily Homework collection process and required to attend Homework Center after school dismisses. This homework checking process is completed by no later than 12:00 noon each day, and the Office Coordinator contacts the parents of those students required to attend Homework Center. Homework Center provides a quiet and structured environment where students can complete their homework and receive assistance if needed.

g. Tight Feedback Loop

Every teacher has support and receives weekly observation from the Dean of Curriculum and Instruction who provides real-time feedback and live coaching to support teacher growth. Every observation is followed by immediate written feedback through email and in-person conversations as necessary. Teachers are expected to implement feedback successfully during their next teaching opportunity even when it is the next class period, and such implementation is part of the Dean's daily schedule of observations. Informal classroom visits allow instructional leadership to further support classroom instruction and sustain gains in the quality of instruction. Teachers meet with instructional leadership for at least one hour weekly to debrief and receive more substantive guidance and growth strategies.

h. Token Economy System

We reward and grow behaviors that we want to see. Modeled after KIPP (Paychecks) and similar to systems implemented by BES schools such as Excel Academy (PREP Points), Achievement Prep (DREAM Dollars) and Nashville Prep (Prep Dollars), we use a “stock market system” and reward students with more PRIDE stock for upholding expectations and modeling PRIDE values. Students earn PRIDE stock individually and may lose PRIDE stock for exhibiting behaviors that do not uphold the PRIDE values (i.e. unprepared for class, not paying attention, not doing HW, showing disrespect). The school will “cash out” PRIDE stock in exchange for mission-appropriate materials (college notebooks, college pens, and college t-shirts and Intrepid school supplies) during our monthly school store access. Students can accumulate PRIDE stock for rewards such as field trips and events. PRIDE stock volume and prices are tallied weekly and sent home for parental review and signature, and are returned to school each Monday. Students receive new PRIDE stock at book value (\$100) every Friday. Weekly stock holdings tell families how students have done in the previous week in regards to attendance, behavior, and homework.

i. Saturday Academy

⁹² Tutoring at the start of the day provides targeted opportunities to review difficult homework questions in a small group or one-on-one and preview new material for students.

Saturday Academy provides mandatory supplemental support in reading, math and writing during eight sessions over the course of four weeks leading up to the TCAP writing exam in February, and reading and math assessments in May. This supplemental program provides all students with additional academic support in small groups tailored to their specific academic needs. Saturday Academy is staffed with independent contractors

j. Summer Interdisciplinary Study

The summer session consists of fifteen days of academic enrichment classes that either supplement materials taught during the school year or introduce a new topic. Eligible students⁹³ may attend the Center for Talented Youth⁹⁴, affiliated with John Hopkins, which provides intensive summer study taught by college faculty on college campuses across the country, among other select programs.⁹⁵

10. ORGANIZATIONAL STRATEGIES

If student achievement and fiscal sustainability represent the school's bottom line, school operations provide the systems and operational efficiencies that equip teachers with the resources that they need to succeed. Our most important resource is time. All of our systems and procedures have four goals in mind:

- Intrepid College Prep students will make significant, measurable content and skill gains every year, demonstrating that they are increasingly and unquestionably prepared academically for college.
- Intrepid College Prep students will fulfill our PRIDE expectations during their tenure at Intrepid College Prep: Be Professional, Rise to Rigorous Expectations, Take Initiative, Demonstrate Discipline and Develop Endurance.
- Intrepid College Prep students will graduate with the academic skills, financial literacy foundation and excellent character necessary to succeed in college, make smart choices, and have positive impact in their communities.
- The Intrepid College Prep community (Blue Chip Faculty, board, leadership, staff, students, and families) will do whatever it takes on behalf of our mission to ensure our students are college ready upon high school graduation.

In all that we do at Intrepid, we define success quantitatively. Therefore, Intrepid College Prep has developed very specific, measurable metrics – for our current students and our graduates – as a means of holding our students and ourselves accountable for reaching these goals, and ultimately for fulfilling our school mission. These metrics are outlined and reviewed during Planning for Excellence, our annual summer staff orientation. Additionally, Intrepid College Prep has designed its school day, school year, and annual operations to extend and maximize instructional time. See Section VI for more detail on school operations. Select aspects of the school's operations are highlighted here, demonstrating the two most important elements of the school's use of time and space to drive student achievement.

a. Common Blackboard Configuration

All teachers will use the common Blackboard Configuration (BBC) endorsed by educational expert Dr. Lorraine Monroe.⁹⁶ The BBC

MODEL BBC

5th Grade Mathematics Procedures

September 17, 2013

AIM: Determine place value of digits in decimal numbers to the thousandths place.

Objectives:

SWBAT explain that each digit to the left and right of the decimal point has a different place value, identify numbers to the left of the decimal point as whole numbers and numbers to the right of the decimal point as fractions of whole numbers.

Agenda:

Q²: Place value to the hundredths place. (6 minutes)

Direct Instruction (12 minutes)

Guided Practice (15 minutes)

Independent Practice (20 minutes)

HW Preview (2 minutes)

⁹³ In order to enroll, students must take the School and College Ability Test (SCAT).

⁹⁵ See Appendix D for an Informational Letter from CTY about their academic programs.

⁹⁶ Dr. Lorraine Monroe is a national and international education consultant who founded and served as Principal of the Frederick Douglass Academy, which was notable as a highly effective middle school and high school located in Central Harlem under her leadership. Dr. Monroe's work has been featured on

reinforces consistency of academic expectations by (1) providing a means to hold teachers accountable for the content taught and the methods used to teach it, and (2) providing students with clear communication about the expected outcomes for learning for each class. The BBC is a school-wide systematic structure for planning and delivering lessons. The Aim listed on the board will indicate a broader learning objective for the material being taught for the day, and will correlate directly with content and performance standards. The Objective(s) will provide the specific goal(s) for that particular class. The objective(s) must be measurable learning goals that are directly connected to standards developed in the curriculum. Q2 (Quick Questions) is a silent, pen to paper 4-5 minute activity that focuses students immediately on class work and allows the teacher to quickly assess understanding of a specific topic. Blue Chip Faculty have carefully planned Agendas for each class so that consideration is given to how every minute of the class is spent from two perspectives – the teacher and the student. The Agenda allows students to have a clear understanding of the expectations for that day and gives Blue Chip Faculty a script to follow so that they properly differentiate instruction for every student and the Director of Curriculum and Instruction may hold faculty accountable for fidelity to their objective and vision in every lesson.

b. Operations Support

The Finance and Operations team provides support for Blue Chip Faculty to protect instructional minutes. The operations team implements systems and procedures for stocking supplies, leveraging technology, communicating with parents and visitors, and disseminating appropriate financial information to teachers.

Good operational processes such as intake, homework collection, bathroom use, meals, absence and lateness procedures, data management, and facilities maintenance create an environment that supports teaching and learning. Operational roles are integral to closing the achievement gap because good operational processes protect and increase instructional minutes.

Our staffing and outsourcing structure for school operations and finance is designed to achieve three goals:

1. Sustainable Operations: Removing roadblocks to allow teachers to teach
2. Dedicated Financial Management: Supporting future growth to allow for continued academic achievement
3. Effective Systems and Procedures: Constantly looking for ways to increase student achievement.

In Y1, the Executive Director will work with EdTec, a well-reputed back office solutions provider, to manage the school's finances and compliance with reporting schedules. Additionally, the school will hire an Office Coordinator in Y1 to manage the day-to-day operations of the school. In Y2, the school brings on a Director of Operations to build capacity for school operations, including scheduling, logistics, and data analysis. The school will provide additional human capital⁹⁷ to support school operations as necessary to support our enrollment and staffing plan. In Y3, the school hires a Director of Finance and Development to spearhead resource development efforts and oversee the school's financial health and viability. Once the school has reached its full growth span, the Finance and Operations team will consist of the following:

Opportunity Academy	Independence Academy
Director of Finance and Development	
Director of Operations	
Office Coordinator	
Administrative Assistant	
Data Analyst	
Records Specialist	

c. Intrepid College Prep Classrooms - Opportunity Academy

national media, including 60 Minutes, in The New York Times, and in her books Nothing's Impossible: Leadership Lessons from Inside and Outside the Classroom and The Monroe Doctrine: An ABC Guide to What Great Bosses Do.

⁹⁷ See Section VIII.A-B for full staffing plan, roles and responsibilities and staff decision tree.

Opportunity Academy (5-8) middle school classrooms possess distinct characteristics in furtherance of one simple but mission-critical objective: providing students with a safe, structured environment in which learning can take place most effectively. In Opportunity Academy, Blue Chip Faculty rotates from classroom to classroom, while students remain in the same learning space throughout the course of the academic day. This setup is advantageous for both faculty and students. For teachers, it allows them to concentrate on teaching rather than on hall/bathroom monitoring and to ensure smooth, crisp transitions between classes. For students, it allows them to take ownership of and pride in a small space, have all of their supplies in one location, and maximize learning time. These points notwithstanding, transitioning from classroom to classroom throughout the day is a sacrifice that teachers are making. Though switching classrooms will seem difficult at first, the ultimate decrease in logistical issues and the subsequent increase in academic time, as well as the adult team building opportunities these daily teacher transitions provide, will pay long-term dividends for teachers and students alike. Our calculations demonstrate that teacher transitions provide 4560 additional instructional minutes each year, or eight additional days of instruction.

The following is a list of features that all Opportunity Academy classrooms share. (Please note that some of these features become less prominent in our upper grades as the school year progresses, thus fostering greater independence and responsibility as students prepare for a high school learning environment.)

- **Homework Board:** The Homework Board, a small bulletin board prominently positioned in each Homeroom, provides space for teachers to post their English, math, science or social studies, and financial literacy course assignments, respectively. Homework assignments, written on “sentence strips,” can be easily thumb-tacked to the board’s material. A sample board, as it would appear at the end of a given day, is shown below:

Reading HW: Read Ch. 5; answer questions on HW # 29
Writing HW: Draft five-paragraph essay on theme of overcoming difficult challenges in <i>Esperanza Rising</i>
Math HW: Pg. 256 (#1-20), Solving algebraic equations with one variable
Social Studies HW: HW # 34
Financial Literacy HW: Read handout on consumer protection laws in the state of Tennessee and markup the text using close reading strategies to identify the law’s (1) purpose; (2) applicability; and (3) impact.

Figure 2.11⁹⁸

During the end of FOCUS, the Advisory Teacher will review the coming night’s homework assignments and ensure that all student HW planners reflect the assignments posted on the Homework Board. (This specific procedure is scaffolded away in the upper grade levels.)

- **Pair Share Seating Arrangements:** Opportunity Academy middle school students are seated in pairs, creating three columns and five rows of seating for a class size of thirty. This seating arrangement allows students to engage in Accountable Talk, a key part of every lesson.
- **Homework Guidelines:** Intrepid College Prep has clear expectations for high quality homework. For example, every homework sheet must include the student’s name, clearly printed, their advisory, the course, and the date. Every question needs a response. Blue Chip Faculty make themselves available in the evenings to answer student question by phone and homework never introduces new material so students are setup to succeed and have the supports to answer questions correctly. Questions with blank answers will result in an incomplete grade. The message is clear – it is better to try and err than to not try at all. A clear guide that details these expectations appears in every classroom. This laminated guide is distributed to teachers during Planning for Excellence. A copy of the Intrepid College Prep Homework Guidelines document can also be found in the appendix of the Curriculum, Instruction, and Assessment manual.⁹⁹

⁹⁸ This sample Homework Board comes from the Excel Academy Charter School Operations Manual (2009).

⁹⁹ This manual will be developed and finalized during the planning year, and draws heavily upon the work of BES school Excel Academy in Boston, MA, and Achievement Preparatory Academy in Washington, DC, where lead founder and proposed Executive Director Mia Howard has studied extensively and completed leadership residency, respectively. For more detail, please see www.excelacademy.org and www.aprepacademy.org.

- **Library:** Every Opportunity Academy classroom is equipped with an in-class leveled library. Studies show that the best way to teach children to read is to pair them up with books that are at their instructional or independent reading level. Students can build their fluency and comprehension skills when they read books that are on their target level, allowing them to concentrate on comprehension instead of struggling in decoding unknown words. Leveled books allow students to read and comprehend various types of texts, exposing them to information and vocabulary they can understand, allowing students to gain background knowledge that will help them move onto higher level texts. It also promotes success in all students, particularly those on the lower spectrum.
- **Monthly Calendar:** Monthly calendars, provided to each member of the Intrepid College Prep community, allow staff and students to manage their time and assignments effectively. For example, it may be helpful for the fifth grade social studies teacher to know that fifth grade students will be taking an English Language Arts exam next Thursday. Likewise, students will benefit from knowing due dates of long-term projects and will appreciate being aware of upcoming school events.

It is the Advisory Teacher's responsibility to post the calendar (at the beginning of each month), to update the calendar, and to consistently incorporate the calendar into the daily routine for AM and PM Advisory. Frequently referencing the calendar is strongly encouraged. In addition, the Advisory Teacher should mark all upcoming advisee birthdays on the monthly calendar.

It is the subject teachers' responsibility to maintain the calendars, frequently posting dates on unit exams, long-term assignments, etc. Daily homework assignments are not to be posted on the monthly calendars.

- **Rules/PRIDE Posters:** During staff orientation, each Advisory Teacher will be provided with several professionally made and culture-related signs to decorate their room, send important messages to our students, and create a culture of consistency from classroom to classroom.
- **Six Habits of Successful Students:** Blue Chip Faculty has identified six non-content skills that will be crucial for students to master if they are to be successful in college and the competitive world beyond.

These six scholarly habits are:

- Decision-Making Skills (Do the right thing even when no one is watching)
- Use Free Time Wisely (Stick to a schedule)
- Use Money Wisely (Stick to a budget)
- Effective Oral and Written Communication (Speak and write with clarity, organization, and style)
- Efficient Research Study Skills (Gather and organize information efficiently)
- Take Initiative (Ask questions and take smart risks)

For students to be successful in college and the competitive world beyond, students should be exposed to every one of these skills in every single class, every day at Intrepid College Prep. For students to be successful in life, they must be able to execute these skills independently by the time they Independence Academy in ninth grade.

- **Building Block Board:** During every period of every school day, classes are assessed on their performance as a group.¹⁰⁰ The Building Block program encourages students to work together in their efforts to improve academic achievement. At the end of each class, teachers will post a certain number of color-coded building blocks on the magnetic board based on their class's relative fulfillment of the five school expectations: Professionalism, Rigor, Initiative, Discipline and Endurance. PRIDE Building Blocks provide periodic and daily checkpoints on school-wide academic and behavioral performance. PRIDE Building Blocks determine the daily price of PRIDE shares.

¹⁰⁰ Refer to Section VII.D.3-4 for complete description of our classroom management systems for student discipline.

- **Building Block Magnets:** At the end of class, the teacher will determine which blocks (Professionalism, Rigor, Initiative, Discipline, Endurance) the class earned. Each class provides students with an opportunity to gain as many as five PRIDE blocks. In Opportunity Academy (5-8), each cohort can earn as many as thirty-five PRIDE blocks daily across seven class periods. Again, for additional information on the Building Block system, please see the Classroom Management, School Culture, and Student Character manual.
- **Noise Level Meter:** The Noise Level Meter is a tool that allows all Intrepid College Prep staff members to regulate the level of noise within a given classroom during non-class time (e.g., breaks, lunch, Focus): Silent, Library Level, Normal and Formal, Loud and Proud, and Trading Floor. The Noise Level Meter should hold a prominent, permanent position in the classroom. A model Noise Level Meter will be showcased during Planning for Excellence.
- **College Paraphernalia of Selective Colleges:** In Opportunity Academy (5-8), each advisory is named after a selective university or college. The administrative team chooses the advisory names based on numerous criteria. Most importantly, advisories must reflect the diversity of excellent institutions in higher education (state schools, HBCUs, small liberal arts colleges, big research universities). This allows students to rally around a particular theme in addition to serving as a constant reminder of the long-term educational ambitions we hold for all Intrepid College Prep students. Often, a quick phone call or brief letter to a college can yield free merchandise that can be shown off within each advisory.

d. Intrepid College Prep Classrooms - Independence Academy

Classrooms in the high school are similarly focused on achievement. However, we are aware of the differing needs of students as they progress through middle and high school. Classrooms switch from general education classrooms to subject and content specific classrooms. Therefore, students transition in between classes. In the middle school we provide visuals in the classroom to provide explicit instructions regarding directions and expectation at all times. In the high school, students have internalized Intrepid College Prep expectations (i.e. Intrepid College Prep scholars follow instructions the first time). For example, Blue Chip Faculty members do not use noise level meters in the high school. In response to higher levels of responsibility and independence, classrooms reflect our student's growing maturity.

- **Seating Arrangements:** Scholars move away from sitting in pairs and have individual desks that are arranged in several ways depending on lesson format – direct instruction, seminars, lectures, and study groups.
- **Library:** Like those in Opportunity Academy (5-8) classroom, Independence Academy (9-12) classrooms are equipped with a content-specific library. In addition to a general library for student use, classrooms contain additional content-specific books that can guide each student's course of study. For example, leveled books allow students to read and comprehend various types of texts, exposing them to information and vocabulary they can understand, allowing students to gain background knowledge that will help them move onto higher level texts. It also promotes success in all students, particularly those on the lower spectrum.
- **Paraphernalia of Graduate Schools:** In Independence Academy (9-12), each advisory is named after selective graduate schools in numerous disciplines – law, business, medicine, and the arts. The administrative team chooses the advisory names based on numerous criteria. In the high school, show students the possibilities *after* college.

e. Annual Calendar

The Tennessee Public Charter Schools Act of 2002 requires that charter schools meet, at a minimum, the state's requirement for instructional time in other public schools (TCA 49-13-105). The Intrepid College Prep school year has 190 instructional days, divided into three trimesters and a weeklong student orientation, Intrepid Institute. Prior to the start of the school year, the Executive Director meets with families three times once students are enrolled at a

series of events called Parent University¹⁰¹, which prepare families for the Intrepid College Prep experience. Teachers have 29 days devoted to professional development annually, first during sixteen days of staff training in preparation for the school year and then thirteen strategically and additionally placed throughout the year to hone best practices analyze interim assessment data. In addition, teachers have weekly professional development safeguarded within our schedule (for more detail, please see school schedule for Intrepid Fridays in Section II.F.3.), which cumulatively provides 82 additional hours of development each year.

In addition to our extended day and year, we also provide eight days of Saturday Academy for students that need additional time to achieve mastery of curriculum in preparation for TCAP exams and end-of-year comprehensive assessments.

Please see the drafted Intrepid College Prep annual calendar on the next page of this document.

¹⁰¹ Parent University is held on Saturday, March 18th, 2013 , Saturday, May 18th, 2013, and Thursday, July 25, 2013.

2013-2014 Calendar



Instructional Days: 190

July 2013						
Su	M	Tu	W	Th	F	Sa
	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			

Instructional Days: 2

August 2013						
Su	M	Tu	W	Th	F	Sa
			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

Instructional Days: 22

September 2013						
Su	M	Tu	W	Th	F	Sa
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					

Instructional Days: 18

October 2013						
Su	M	Tu	W	Th	F	Sa
		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		

Instructional Days: 19

November 2013						
Su	M	Tu	W	Th	F	Sa
					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

Instructional Days: 18

December 2013						
Su	M	Tu	W	Th	F	Sa
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				

Instructional Days: 14

January 2014						
Su	M	Tu	W	Th	F	Sa
			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	

Instructional Days: 19

February 2014						
Su	M	Tu	W	Th	F	Sa
						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	

Instructional Days: 19

March 2014						
Su	M	Tu	W	Th	F	Sa
						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					

Instructional Days: 19

April 2014						
Su	M	Tu	W	Th	F	Sa
		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			

Instructional Days: 16

May 2014						
Su	M	Tu	W	Th	F	Sa
				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

Instructional Days: 21

June 2014						
Su	M	Tu	W	Th	F	Sa
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					

Instructional Days: 3

July 2014						
Su	M	Tu	W	Th	F	Sa
	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 2014						
Su	M	Tu	W	Th	F	Sa
					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						

Legend

- First/Last Day of School
- Start of New Trimester
- Stanford 10
- 6 Week Interim Assessments
- TCAP Assessments
- Saturday Academy (8)

- Professional Development Days (23)
- Data Analysis Days
- Progress/Trimester Report to Families
- Parent Teacher Conferences
- No School

2013

07.08 - 07.29 Planning for Excellence

07.25 Family Orientation

07.30 First Day of School

07.30 - 08.02 Stanford 10 Assessment

07.30 - 08.02 Intrepid Institute

09.02 Labor Day

09.03 PD - Staff Development

09.05 Interim Assessment

09.09 PD - Data Analysis

09.13 Progress Report 1 to Parents

10.07 PD - Staff Development

10.15 Interim Assessment

10.17 - 10.18 No School - Fall Break

10.21 PD - Data Analysis

10.25 1st Trimester Report to Parents

10.28 Start of 2nd Trimester

10.30 Parent-Teacher Conferences

11.25 Interim Assessment

11.27-11.29 No School - Thanksgiving Break

12.02 PD - Data Analysis

12.06 Progress Report 2 to Parents

12.23 - 12.31 No School - Winter Break

2014

01.01 No School - New Year's Day

01.13 PD - Staff Development

01.16 Interim Assessment

01.20 No School - MLK Jr. Day

01.21 PD Day - Staff Development

01.28-01.31 Stanford 10 Assessments

02.04-02.05 TCAP Writing Assessment

02.07 2nd Trimester Report

02.10 Start of 3rd Trimester

02.17 PD - Staff Development

02.20 Parent-Teacher Conferences

03.06 Interim Assessment

03.10 PD - Data Analysis

03.14 Progress Report 3 to Parents

03.24 PD - Staff Development

04.10 Interim Assessment

04.14- 04.18 Spring Break

04.21 PD - Data Analysis Day

04.28-04.30 Comprehensive End-of-Year Assessments

05.02 3rd Trimester Report

05.09 Start of Summer Academy/Level Up

05.26 No School - Memorial Day

06.02-06.03 Comprehensive End-of-Year Assessments

06.04 Last Day of School for Students

06.05 - 06.06 PD - Staff Development

SECTION III – ASSESSMENTS AND EVALUATION

A. ACCOUNTABILITY PLAN

Pursuant to Tennessee Code Annotated (T.C.A.) §49-13-111(a)(2), Intrepid College Prep must meet the same performance standards and requirements adopted by the state board of education for public schools. Additionally, Intrepid College Prep intends to meet and exceed the recently proposed MNPS Academic Performance Frameworks, which hold the school accountable for (1) student progress over time, (2) student achievement, (3) post-secondary readiness and (4) mission-specific academic goals. Furthermore, all charter schools with grades 9-12 are expected to meet or exceed graduation and credit requirements as set forth by the Tennessee Diploma Project. As a college preparatory charter school, we hold ourselves to the highest standards for college readiness and all of our academic goals have been designed with academic success in selective four-year colleges in mind. Accordingly, Intrepid College Prep has growth goals, absolute achievement goals (MNPS refers to these as status goals), comparative goals and mission-specific goals for post-secondary readiness. Intrepid College Prep partners with MNPS to hold the school accountable for academic excellence; excellence is at the core of the district's strategic vision for charter schools and at the heart of our school's mission as well.

Pursuant to T.C.A. §49-13-120, Intrepid College Prep will provide data on performance and growth, as well as comparative and trend analyses; reporting will include all subgroups. Annual Reports will be distributed to the chartering authority, sponsor, and Tennessee Department of Education. Intrepid College Prep will prepare an Annual Report at the conclusion of every academic year, providing complete transparency regarding our school design, instructional methods, and academic results.

Intrepid College Prep is driven by core goals in all academic subjects, across sub-groups, and includes focus on attendance and partnership with parents. All goals are then aligned with time-sensitive benchmarked measures that provide longitudinal, comparative, and absolute measures of performance.

B. ACADEMIC GOALS

Goal 1: All students at Intrepid College Prep are proficient readers, speakers and writers of the English Language.

- **Absolute Measure 1.01:** At least 75% of all students who have attended the school for two or more years score in the Proficient or Advanced category in Reading/Language Arts on the Tennessee Comprehensive Assessment Program. At least 85% of all students score Proficient or Advanced in Reading/Language Arts after their third year and at least 90% after their fourth year.
- **Absolute Measure 1.02:** At least 75% of fifth grade students and 90% of eighth and eleventh grade students who have been enrolled at the school for two or more years score at least a four (4) on the TN Comprehensive Assessment Program Writing Assessment.
- **Absolute Measure 1.03:** At least 75% of each cohort of students who have been enrolled at the school for two or more years read on or above grade level as defined by performance on interim reading assessments, including the Discovery Education Assessment, a predictive measure towards the Tennessee Comprehensive Assessment Program. At least 80% of students read above grade level after year three and at least 90% after year four.
- **Growth Measure 1.04:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Intrepid College Prep students on the Reading Comprehension section of the Stanford 10, or similar nationally norm-referenced test, average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.

Growth Measure 1.05: Each year or exam administration period, all grade-level cohorts of students reduce by one-half the gap between the percent scoring Advanced/Proficient on the previous year's state

Reading Assessment and previous administration of the state's Writing Assessment and 75% scoring Advanced/Proficient on the current year's or administration period's state Reading and Writing Assessments. If a grade-level cohort exceeds 75% scoring Advanced/Proficient in the previous year, the cohort is expected to show a positive gain in the current year.

- **Growth Measure 1.06:** Student performance in Reading, as measured by the TCAP, will, on average, demonstrate growth in proficiency equal to or greater than that of state growth targets.
- **Comparative Measure 1.07:** All students at Intrepid College Prep who have attended the school for two or more years, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district average as measured by the TN Comprehensive Assessment Program Assessments in Reading/Language Arts.
- **Comparative Measure 1.08:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at Advanced/Proficient levels on the state Reading and Writing Assessments is greater than that of all students in the same tested grades in the local school district.
- **Comparative Measure 1.09:** Student performance in Reading, as measured by the TCAP, will demonstrate growth in proficiency equal to or greater than that of similar schools.¹⁰²

Goal 2: All students at Intrepid College Prep demonstrate proficiency in the understanding and application of mathematical computation and problem solving.

- **Absolute Measure 2.01:** At least 75% of all students who have attended the school for two or more years score in the Proficient or Advanced category in Mathematics on the Tennessee Comprehensive Assessment Program. At least 85% of all students score Proficient or Advanced in Mathematics after their third year and at least 90% after their fourth year.
- **Absolute Measure 2.02:** At least 75% of each cohort of students who have been enrolled at the school for two or more years demonstrates math skill on or above grade level as defined by performance on interim math assessments, including the Discovery Education Assessment, a predictive measure towards the Tennessee Comprehensive Assessment Program. At least 80% of students demonstrate math skill on or above grade level after year three and at least 90% after year four.
- **Growth Measure 2.03:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Intrepid College Prep students on the Mathematics section of the Stanford 10, or similar nationally norm-referenced test, averages a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.
- **Growth Measure 2.04:** Each year, all grade-level cohorts of students reduce by one-half the gap between the percent scoring Advanced/Proficient on the previous year's state Mathematics Assessment and 75 percent scoring Advanced/Proficient on the current year's state Mathematics Assessment. If a grade-level cohort exceeds 75% scoring Advanced/Proficient in the previous year, the cohort is expected to show a positive gain in the current year.
- **Growth Measure 2.05:** Student performance in Math, as measured by the TCAP, will, on average, demonstrate growth in proficiency equal to or greater than that of state growth targets.
- **Comparative Measure 2.06:** All students at Intrepid College Prep who have attended the school for two or more years, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district average as measured by the TN Comprehensive Assessment Program Assessment in Mathematics.

¹⁰² Similar schools will be identified by the charter school, and are defined as similar grade schools within the district serving similar percentages of students eligible for Free and Reduced Lunch.

- **Comparative Measure 2.07:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at Advanced/Proficient levels on the state Mathematics exam is greater than that of all students in the same tested grades in the local school district.
- **Comparative Measure 2.08:** Student performance in Math, as measured by the TCAP, will demonstrate growth in proficiency equal to or greater than that of similar schools.

Goal 3: All students at Intrepid College Prep demonstrate proficiency in understanding and application of financial literacy, business and entrepreneurship principles.

- **Absolute Measure 3.01:** At least 75% of all students who have attended the school for two or more years score at or above 80% on rigorous internally-created assessments aligned to federal and state financial literacy education standards. At least 80% of students score above 80% after year three and at least 90% after year four.
- **Absolute Measure 3.02:** At least 75% of all students in grades six, eight and ten who have attended the school for two or more years score at or above 80% on capstone projects and presentations as evaluated by an external panel of judges using a commonly applied quantitative and qualitative rubric. At least 80% of students score above 80% after year three and at least 90% after year four.
- **Growth Measure 3.03:** Each year, all grade-level cohorts of students reduce by one-half the gap between the percent scoring at or above 80% on the previous year's internal assessment and 75 percent scoring 80% or higher the current year's internal assessment. If a grade-level cohort exceeds 75 percent scoring 80%, the cohort is expected to show a positive gain in the current year.

Goal 4: All students at Intrepid College Prep demonstrate proficiency in understanding and application of scientific principles.

- **Absolute Measure 4.01:** At least 75% of all students who have attended the school for two or more years score in the Proficient or Advanced category in Science on the Tennessee Comprehensive Assessment Program. At least 85% of all students score Proficient or Advanced after their third year and at least 90% after their fourth year.
- **Absolute Measure 4.02:** At least 75% of each cohort of students who have been enrolled at the school for two or more years demonstrates scientific skill and knowledge on or above grade level as defined by performance on interim science assessments, including the Discovery Education Assessment, a predictive measure towards the Tennessee Comprehensive Assessment Program. At least 80% of students demonstrate science skill or content knowledge on or above grade level after year three and at least 90% after year four.
- **Growth Measure 4.03:** Each year or exam administration period, all grade-level cohorts of students reduces by one-half the gap between the percent scoring Advanced/Proficient on the previous year's state Science Assessment and 75 percent scoring Advanced/Proficient on the current year's or administration period's state Science Assessment. If a grade-level cohort exceeds 75% scoring Advanced/Proficient in the previous year, the cohort is expected to show a positive gain in the current year.
- **Growth Measure 4.04:** Student performance in Science, as measured by the TCAP, will, on average, demonstrate growth in proficiency equal to or greater than that of state growth targets.

- **Comparative Measure 4.05:** All students at Intrepid College Prep who have attended the school for two or more years, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district average on the state Science Assessment as measured by the TN Comprehensive Assessment Program.
- **Comparative Measure 4.06:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at Advanced/Proficient levels on the state Science Assessment is greater than that of all students in the same tested grades in the local school district.
- **Comparative Measure 4.07:** Student performance in Science, as measured by the TCAP, will demonstrate growth in proficiency equal to or greater than that of similar schools.

Goal 5: All students at Intrepid College Prep demonstrate proficiency in understanding and application of principles related to the social sciences.

- **Absolute Measure 5.01:** At least 75% of all students who have attended the school for two or more years score in the Proficient or Advanced category in Social Studies/History on the Tennessee Comprehensive Assessment Program. At least 85% of all students score Proficient or Advanced in Social Studies after their third year and at least 90% after their fourth year.
- **Absolute Measure 5.02:** At least 75% of each cohort of students who have been enrolled at the school for two or more years demonstrate social studies content knowledge on or above grade level as defined by performance on interim social studies assessments, including the Discovery Education Assessment, a predictive measure towards the Tennessee Comprehensive Assessment Program exams in Social Studies/History. At least 80% of students demonstrate social studies content knowledge on or above grade level after year three and at least 90% after year four. Can't get bullet to come in here – maybe you can
- **Absolute Measure 5.03:** At least 80% of all students who take the AP History exam receive a minimum score of (3) Qualified, which is the minimum score required to receive college credit or advanced placement.
- **Growth Measure 5.04:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Intrepid College Prep students on the Social Studies section of the Stanford 10, or similar nationally norm-referenced test, averages a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.
- **Growth Measure 5.05:** Each year or exam administration period, all grade-level cohorts of students reduces by one-half the gap between the percent scoring Advanced/Proficient on the previous year's state Social Studies Assessment and 75 percent scoring Advanced/Proficient on the current year's or administration period's state Social Studies Assessment. If a grade-level cohort exceeds 75% scoring Advanced/Proficient in the previous year, the cohort is expected to show a positive gain in the current year.
- **Growth Measure 5.06:** Student performance in Science, as measured by the TCAP, will, on average, demonstrate growth in proficiency equal to or greater than that of state growth targets.
- **Comparative Measure 5.07:** All students at Intrepid College Prep who have attended the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district average on Social Studies/History content knowledge as measured by the TN Comprehensive Assessment Program.

- **Comparative Measure 5.08:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at Advanced/Proficient levels on the state Social Studies/History Assessment will be greater than that of all students in the same tested grades in the local school district.
- **Comparative Measure 5.09:** Student performance in Science, as measured by the TCAP, will demonstrate growth in proficiency equal to or greater than that of similar schools.

Goal 6: All students at Intrepid College Prep are proficient readers and writers of the Latin language and successfully apply their understanding of Latin language to the vocabulary and structure of the English Language and the technical vocabulary of the sciences.

- **Absolute Measure 6.01:** At least 75% of all students who have attended the school for two or more years score at or above 80% on rigorous internally-created assessments aligned to state foreign language standards. At least 80% of students score above 80% after year three and at least 90% after year four.
- **Absolute Measure 6.02:** At least 80% of all students who take the AP Latin exam receive a minimum score of (3) Qualified, which is the minimum score required to receive college credit or advanced placement.
- **Growth Measure 6.03:** Each year, all grade-level cohorts of students reduces by one-half the gap between the percent scoring at or above 80% on the previous year's internal assessment and 75 percent scoring 80% or higher the current year's internal assessment. If a grade-level cohort exceeds 75 percent scoring 80%, the cohort is expected to show a positive gain in the current year.

Goal 7: Intrepid College Prep meets and/or exceeds Adequate Yearly Progress goals for all subgroups.

- **Absolute Measure 7.01:** Each subgroup of Intrepid College Prep students makes Adequate Yearly Progress (AYP) in Reading/Language Arts as defined by No Child Left Behind legislation and as measured by the TN Comprehensive Assessment Program.
- **Absolute Measure 7.02:** Each subgroup of Intrepid College Prep students makes Adequate Yearly Progress (AYP) in Mathematics as defined by No Child Left Behind legislation and as measured by the TN Comprehensive Assessment Program. Cannot get bullet here either.

Goal 8: English Language Learners increase language proficiency levels.

- **Growth Measure 8.01:** At least 75% of English Language Learners will increase by at least one ELD level in Reading, Writing, Speaking, and Listening as demonstrated by ELDA scores and re-designation data.

Goal 9: Intrepid College Prep students demonstrate mastery of college readiness skills.

- **Absolute Measure 9.01:** At least 75% of all students who have attended the school for two or more years receive a composite ACT score of 27 or higher.
- **Absolute Measure 9.02:** At least 75% of all students who have attended the school for two or more years receive a combined SAT score of 1800 or higher.
- **Absolute Measure: 9.03:** At least 75% of all students who have attended the school two or more years receive a composite EXPLORE score of 17.
- **Absolute Measure: 9.04:** At least 95% of twelfth-graders graduate from high school.
- **Absolute Measure: 9.05** At least 95% of twelfth-graders gain admission to one or more four-year colleges.

Goal 10: Intrepid College Prep students maintain high levels of daily attendance.

- **Absolute Measure 9.01:** Students will arrive at school every day and on time with Average Daily Attendance of 95% or greater.

Goal 11: Parents are satisfied with the academic rigor, level of structure, and communication offered by the school.

- **Absolute Measure 10.01:** The school will receive average scores of “Satisfied” or higher on the mid-year and end-of-year parent satisfaction survey.

Each year, the Intrepid College Prep Board will approve a school accountability plan that sets goals and measures for student achievement, in order to measure the extent to which students demonstrate that they have attained the skills, knowledge, and attitudes specified in this charter petition. The Academic Accountability Committee of the Board will work closely with the Executive Director to ensure that students are making progress toward all goals and will hold the Executive Director accountable for student achievement.

The Executive Director will consult with members of the Academic Accountability Committee, teachers, other school staff to select effective curricula, materials, and instructional strategies. This process will use achievement results and research-proven best practices as the basis for changes in the school’s educational program, always using the Tennessee State Standards as our foundation.

Intrepid College Prep may modify outcome goals annually based on changes to State and/or Federal accountability goals as well as new assessment systems as developed around the Common Core. Such changes in outcome measures will be approved by the school’s Board of Directors.

In addition to our ten academic achievement goals as outlined above, Intrepid College Prep has established two financial and operational goals that address and measure our fiduciary responsibility and operational efficiency. See Section V.A and Section VI.B respectively for more detailed discussion of our financial and operational goals

and their connection to the school's bottom line - student achievement. Additionally, the school has several goals for behavioral performance, which appear in Section VII.B-D under Student Discipline.

C. ASSESSMENT PLAN

It's great to collect data, but if you're not actually using the data to drive the decisions about what you're doing in the school, then it's kind of an exercise in futility. – Chris Barbic, Superintendent, Tennessee Achievement School District¹⁰³

1. APPROACH TO ASSESSMENTS AND DATA

Intrepid College Prep's mission is to equip every student in grades five through twelve with the academic foundation, financial literacy, and ethical development necessary to excel in selective colleges, earn professional opportunities, and demonstrate positive leadership. This includes providing every student, including English Language Learners and students with special needs, with a college preparatory instructional program that equips them for success in high school and college. While we recognize that such growth is achieved in gradual, incremental steps, Intrepid College Prep will regularly assess the effectiveness of our programs using a variety of formative and summative assessment tools. These frequent and systematic assessments will provide the Executive Director and Blue Chip Faculty members with valuable data that will allow us to critique our academic program, adapt instructional approaches, and establish new goals to best serve our student population. Data-driven instruction involves focusing on "what was learned" rather than "what was taught." Achievement data is used by all stakeholders; it drives every instructional decision of leaders and teachers; it informs parents and students about academic strengths and areas for focused efforts; and it sets the priorities for the Board of Directors.

2. STATE-WIDE ASSESSMENT

Intrepid College Prep will administer all tests as required by Tennessee's Comprehensive Assessment Program (TCAP) in each year and subject as required by the state under T.C.A. §49-1-605-608. These tests will demonstrate students' mastery of grade-level content standards in each tested content area. A testing coordinator will be appointed each year to manage the assessment process.

The state-wide testing program in the middle and high school includes:

Statewide Testing Program

Component	Type of Assessment	Purpose	Grades Tested
TCAP Achievement Test (TCAP)	Standards-based Multiple-choice	• Measure proficiency with state content standards in English-Language Arts	5 to 8
		• Measure proficiency with state content standards in Mathematics	5 to 8
		• Measure proficiency with state content standards in Science	5 to 8
		• Measure proficiency with state content standards in History/Social Science	5 to 8
TCAP Writing Assessment	Standards-based Open-response Essay	• Measure proficiency with grammar, structure, style in narrative, expository, and persuasive essays	5, 8, and 11

¹⁰³ Zelinki, Andrea. TN 'Achievement' Superintendent Welcomes Accountability. TN Report. Aug. 22, 2011. <http://www.tnreport.com/2011/08/tns-achievement-superintendent-welcomes-accountability>

Constructed Response Assessment (CRA)		<ul style="list-style-type: none"> • Measure mastery of content standards in Reading/Language Arts • Measure mastery of content standards in Mathematics • Measure mastery of content standards in Social Studies 	7
Gateway Tests	Standards-based Performance assessment	<ul style="list-style-type: none"> • Measure achievement in summative mastery of content standards in Algebra I • Measure achievement in summative mastery of content standards in English I • Measure achievement in summative mastery of content standards in Biology I 	9
End of Course Examinations	Standards-based Performance assessment	<ul style="list-style-type: none"> • Measure achievement in summative mastery of content standards in Algebra II • Measure achievement in summative mastery of content standards in Geometry • Measure achievement in summative mastery of content standards in English I • Measure achievement in summative mastery of content standards in English II • Measure achievement in summative mastery of content standards in Chemistry • Measure achievement in summative mastery of content standards in Physical Science • Measure achievement in summative mastery of content standards in U.S. History 	10 to 11
English Language Development Assessment (ELDA)	Standards-based Multiple-choice Performance assessment	<ul style="list-style-type: none"> • Measure proficiency of English Language Learners and reclassify students as appropriate 	All—based on student’s previous ELD level and repeated annually until is reclassified

State assessment data will be collected using PowerSchool. The Executive Director, Director of Curriculum and Instruction and Blue Chip Faculty use state test data to analyze areas of strength and weakness and to set priorities for each school year.

3. INTERIM AND INTERNAL ASSESSMENTS

All interim assessments, A-Net exams,¹⁰⁴ end-of-trimester assessments and end-of-year assessments set a high bar for academic achievement, are aligned to external assessments and include open-ended questions. Teachers design and become familiar with interim assessments before they teach so that they may be used to drive rigor; teachers must know the end goals before they plan instruction. Curriculum is fully aligned to interim, trimester-based and end-of-year and external assessments. Assessments are given every six weeks to provide the data needed to

¹⁰⁴ Costs of A-Net are partially subsidized by the Tennessee Charter School Incubator and the balance is reflected in our budget at an estimated cost of \$20,000 per year.

improve instruction. Interim assessments are graded and analyzed promptly so teachers can make adjustments. Teachers own the data analysis process and analyze the results themselves. Teachers develop specific plans for improvement that are scheduled to happen at specific times following analysis.

In addition to state assessments, trimester-based assessments will be scored and analyzed using EduSoft (or similar software program).¹⁰⁵ A-Net assessment results are provided with a test-item analysis by standard, student and cohort. Teachers will meet with the Executive Director and Director of Curriculum and Instruction after each round of assessments to closely inspect the data, look for patterns, and create an action plan for both the class and individual students based on the results.

These action plans will identify:

- Skills/concepts to be retaught to the entire class
- Skills/concepts to be retaught to small groups during class
- Skills/concepts to be retaught to individual students with 1-on-1 instruction or tutoring support
- Students in need of intense remediation and therefore assigned to Reading Acceleration or Brain Breakfast tutoring for the next marking period
- Adjustments to existing small groups for reading and math instruction
- Weaknesses in the curriculum to be revised for subsequent years
- Support and professional development for the teacher to strengthen areas of instructional weakness

Action plans will be revisited frequently in grade-level and content-area team meetings to ensure that students are making adequate progress toward mastery. Six professional development days throughout the year are exclusively devoted to the analysis of assessment data.

Additional Assessments to Be Administered at Intrepid College Prep

Assessment	Content Area	Purpose(s)/Use(s)	Timeline
Nationally Norm-Referenced Tests			
Stanford 10	Reading: comprehension and vocabulary Language arts Math	Measure longitudinal growth for cohorts of students over multiple years. Compare growth to national norms	At the conclusion of each school year For all students new to the school during summer orientation
In-House Benchmark Assessments			
Internally-created assessments designed using a Standards-based software program like EduSoft	ELA Math Science History/Social Science Financial Literacy	Measure progress in core content areas between annual standardized tests. Data allows us to revise way(s) standards are taught, assessed, and re-taught throughout the year.	Every six to twelve weeks, depending on content area
Published Assessment Tools			
Fountas and Pinnell	Reading: decoding	Battery of tests yields data that allows leadership to group students for targeted small group instruction and monitor individual growth over years. Identify school-wide strengths and weaknesses in literacy	Twice annually, at beginning and end of each school year Similar tests may be used throughout year to monitor progress, particularly for those students performing below grade-level in reading
Developmental Reading Assessment	Reading: comprehension		
Fry Oral Reading Test	Reading: fluency		
Critchlow Verbal Language Scale	Reading: vocabulary		
Six Plus One Traits Writing Rubrics	Writing		

¹⁰⁵ EduSoft costs are reflected in education software costs in the budget as well as an estimated cost of \$30 per student.

Words Their Way Qualitative Spelling Inventory	Spelling	program.	
Math Drills (5-8)	Math	Determine annual baseline for mastery of grade-level appropriate math facts/mental calculations monitor growth over the year data will be used to group students for targeted small group instruction	Daily until students consistently demonstrate mastery of all time-tested skills
Accelerated Reader	Independent reading	Monitor comprehension of books read independently track level and quantity of books read data is used to measure students effort and growth over time	Varies, based on book length
Achievement Net	Math, Reading	Interim assessments that produce user-friendly data maps about which standards students have mastered and where they are still struggling. Allows for comparison against other charter schools in the state.	Every Trimester
Teacher-Created Assessments			
Q ² : Quick Questions	All	Check for understanding .	Daily
Homework	All	Make immediate instructional adjustments to remediate deficits prior to more formal assessments.	
Class Participation	All		
Homework	All	Formative assessments to measure which students mastered objective and which need additional support. Exit tickets inform adjustments to lesson plans, groupings and tutoring needs.	Daily
Show What You Know (SWYK) Quizzes	All	Check for understanding on a weekly basis.	Weekly
Projects/major writing assignments	All	Track mastery of grade-level standards.	At least once per trimester
Vocabulary Tests	All	Group students for targeted small group instruction Comprise the bulk of student’s grade and factor in promotion	At least every two weeks
Trimester Exams	All		Every trimester
End-of-Year Comprehensive Exams	All		Annually, at end of school year
Independent Schools Entrance Exams			
SCAT	Math and Verbal Reasoning	Eligibility to attend John Hopkin’s Center for Talented Youth Summer Enrichment	Annually (5-10)

		Program	
ISEE Upper Level Exam	Verbal and Quantitative Reasoning; Reading Comprehension and Mathematics; Writing	Entrance to independent high schools	Annually (7-8)
SSAT	Mathematics Reading Comprehension Verbal Reasoning Essay	Entrance to independent and private high schools	Annually (7-8)
College Readiness Exams			
EXPLORE	English Math Reading Science	Indicator of college readiness.	Annually (8-9)
PLAN	English Math Reading Science	Indicator of college readiness.	Annually (10)
College Board AP Exams	Latin U.S. History	Indicator of college readiness.	Varies, annually per AP course
ACT	English Math Reading Science	Indicator of college readiness.	Semi-annually (11-12)

4. REPORTING DATA AND COMMUNICATION WITH STUDENTS AND FAMILIES

Intrepid College Prep will create and make available to the public an annual report, which will include demographic and achievement data of our students, financial reports, and a summary of significant accomplishments for the school. The Annual Report will be made available at our website, intrepidcollegeprep.org, and delivered to MNPS, the State Department of Education and others who request a copy.

The Annual Report will include the following components:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data
- Adequate yearly progress data

Students and their families deserve to be consistently and proactively informed about academic and behavioral performance, on an absolute, comparative, and growth scale. Intrepid College Prep will involve students and their parents in the analysis of work, noting progress, areas of strength, and plans to remediate any deficits.

After each round of interim assessments, teachers will share results with students during class and short individual conferences with each student. At these mini-conferences, teachers will work with each student to set goals for the upcoming assessment and personalize an individual action plan, including small group instruction, tutoring, or Saturday School, as needed.

Teachers will also use interim assessment results to create and maintain mastery charts for each student that show progress toward mastery for each content standard taught each year. These mastery charts will be shared with students after each round of assessments and reviewed with parents at each report card conference.¹⁰⁶ Interim assessment results, chapter and unit tests, and trimester-based and end-of-year exams will be sent home for parents to review and sign.

State testing results will also be sent to families. Intrepid College Prep will host an annual parent meeting each summer to share the school's progress toward school-wide goals and also explain individual score reports to students and their families.¹⁰⁷

5. GRADING POLICY

Students at Intrepid College Prep will earn grades based on their demonstration of mastery of Intrepid College Prep curriculum standards, which have been informed by Tennessee State Standards, the Common Core, and as needed supplemented by Massachusetts Curriculum Frameworks, and the AP, SAT and ACT exams. Grades will include student performance on in-class work, homework, assessments, and other components as applicable to each content area.

We outline below the ways in which letter, percentage, and rubric grades will be used at Intrepid College Prep and what these grades mean in terms of a student's level of mastery of the State Content Standards.

Letter	Percentage	Rubric	Meaning
A+	98-100%	4	Student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.
A	93-97%		
A-	90-92%		
B+	88-89%	3	Student earning a B in a course is consistently demonstrating proficiency with the content standards.
B	83-87%		
B-	80-82%		
C+	78-79%	2	Student earning a C in a course is consistently demonstrating basic competency with the content standards.
C	73-77%		
C-	70-72%		
F	Below 70%	0 or 1	Student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.

There will be school-wide standards for grading. Teachers will be trained by the Executive Director during Planning for Excellence, which is summer orientation for staff, on the school's policy and will work with the Executive Director, Director of Curriculum and Instruction within teacher teams to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with mastery of State Content Standards.

Grading for students with IEPs will follow the objectives as specified within the IEP. When objectives not specified, the school-wide grading policy will apply.

Sufficient mastery in a subject is indicated by a grade of 70% or better. For the first and second trimesters, the work done during each trimester - quizzes, tests, homework, and class work - will account for 75% of the student's overall grade for that trimester and the end-of-trimester comprehensive exam will account for 25% of the overall grade for that trimester. In the third trimester, 100% of the student's grade will be calculated based upon the mid-trimester exam, quizzes, homework and participation. The final grade for the year will be an average of the scores

¹⁰⁶ For more detail on the placement of data analysis days for staff, interim assessments days for students, and conferences for families, please see our draft annual calendar in Section II.F.10.e.

¹⁰⁷ For more detail on the placement of annual parent meetings each summer, please see our draft annual calendar in Section II.F.10.e.

from the end-of-the- year comprehensive exam and the three trimester grades and each will carry equal weight (each grade being 25% of the student's final grade for the subject).¹⁰⁸

6. PROMOTION AND RETENTION

a. Attendance Policy

Promotion to the next grade is determined in part by satisfaction of Intrepid College Prep's attendance policy. Attendance is crucial to students' success at Intrepid College Prep. Students cannot master the content and skills of our rigorous academic program without being here every day. To that end, we have very clear attendance requirements. Students must bring in a note, which documents (1) the date of the absence, (2) the reason for the absence, (3) a phone number where a parent or guardian can be reached, and (4) parent or guardian signatures, the first day they return to school following each absence. The school limits its recognition of excused absences to those that are (1) accompanied by a note¹⁰⁹ from a doctor explaining an illness or injury that prevents the student from attending school, (2) a death in the immediate family or other significant family crisis, (3) religious holidays, and (4) suspension from school. Students who have fifteen or more unexcused absences receive an automatic referral for retention in the current grade at the end of the academic year. Refer to the Intrepid College Prep Student and Family Handbook (Appendix C) for the full Attendance Policy.

b. Determination of Promotion or Retention

Promotion to the next grade is dependent upon sufficient mastery of all subjects and satisfying Intrepid College Prep's attendance requirement outlined above. It is our belief that a solid academic foundation must be built in order for our students to achieve success in high school and in college. Therefore, we believe that promotion of a student who has passed some but not all of his/her classes would be a disservice and ultimately lead to the continued failure of that student. The support systems discussed throughout this document, and particularly within Section IV. A and B.1 will identify and assist in the remediation of those students who are failing one or more classes. Should a student fail a class despite these supports, they have an opportunity to remediate the academic issue within Summer Academy. Summer Academy is offered for three weeks during the last month of school, following administration of end-of-year comprehensive assessments and TCAP exams. At the end of Summer Academy, if the student is unable to demonstrate proficiency on a subject specific comprehensive exam, it is an indication that they need more exposure to and practice with the material and should repeat the grade. Any student who receives below a 70% for their final grade for the year for any one or two core academic class(es) will have to attend Summer Academy and retake the end-of-the-year comprehensive exam(s) at the conclusion of the summer program. Students who attend Summer Academy may be promoted to the next grade by fulfilling all Summer Academy requirements and passing the end-of-the-year comprehensive exam(s) taken at the end of the summer program, earning a 70% or better on each exam taken. If the student fails to fulfill the requirements of Summer Academy or does not pass the end-of-the-year comprehensive exam(s) with 70% or better, he/she will repeat the grade. Any student (a) receiving less than 70% in more than two core academic classes, or (b) who misses more than 15 days without a documented and reasonable concern that prevented attendance at school, will automatically be retained and, at the discretion of the Director of Curriculum and Instruction and the applicable teachers, may be required to attend Summer Academy.

In the event that a student does need to repeat a grade, the Director of Curriculum and Instruction will assemble a multidisciplinary team to plan an appropriate strategy for the following year. Based on an understanding of the

¹⁰⁸ Roxbury Preparatory Charter School, a public charter school and member of the Uncommon Schools Network, serves 195 Black and Latino students in grades 6 through 8 (70% of whom qualify for the federal free and reduced price lunch program) is one of the highest achieving charter schools in the nation. according to the U.S. Department of Education's Office of Innovation and Improvement. See students in Roxbury Master the MCAS, Press Release, dated September 28, 2005.

¹⁰⁹ Note that the presentation of a note documenting an absence as required following each absence from school is not considered an excused absence unless it is (a) a doctor's note, as described above, (b) due to the death of an immediate family member, (c) related to observation of religious holidays or (d) suspension from school.

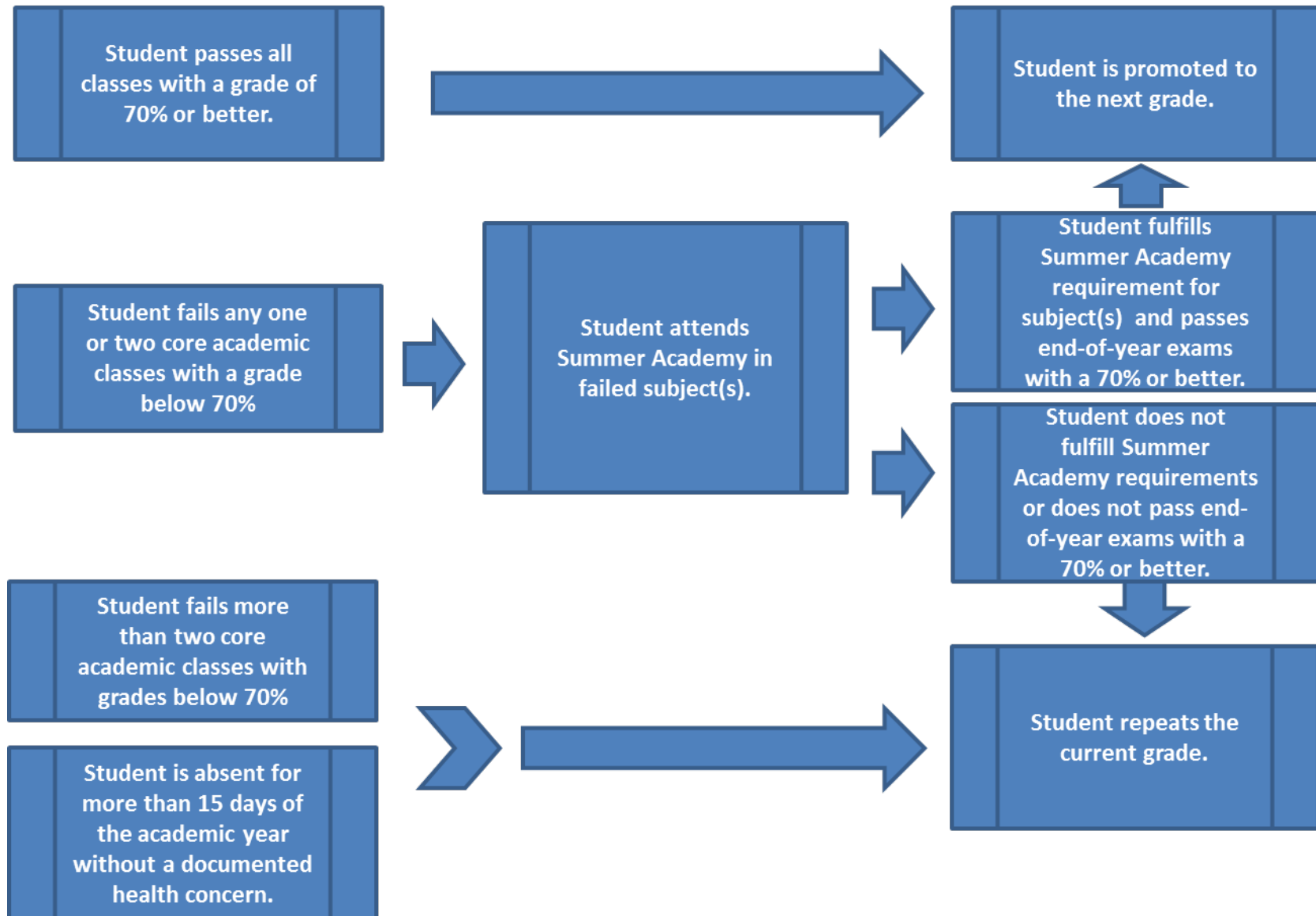
reasons for the student's lack of success during the previous year, the team will detail supports and processes for ensuring that he or she will be successful the following year. These interventions may include, but are not limited to, extra tutoring in August or at Saturday Academy, a change in the student's flexible ability grouping, or an effort to work with the student's family to address personal or peer group issues.

c. High School Graduation Policy

In order to graduate from Independence Academy, students must meet all attendance requirements, complete a senior thesis on themes of financial literacy and entrepreneurship of publishable quality and receive full credit and pass each of the following classes:

Subject	Grade 9	Grade 10	Grade 11	Grade 12
Mathematics	Mathematics I Algebra I Geometry	Mathematics II Algebra II Trigonometry	Mathematics III Algebra III Pre-Calculus	Calculus or AP Calculus
	Meets TN Diploma Project Graduation Requirements Math: 4 Credits - Algebra I, II, Geometry and a fourth higher level math course			
English	English I World Literature	English II World Literature	English III American Literature	English IV British Literature
	Meets TN Diploma Project Graduation Requirements English: 4 Credits			
Social Studies	History I World History 500-1800	History II World History 1800-2018	History III U.S. History 1877-2018	History IV U.S. Government
	Exceeds TN Diploma Project Graduation Requirements Social Studies: 4 Credits; 3 Required			
Science	Biology	Chemistry	Physics	Environmental Science
	Exceeds TN Diploma Project Graduation Requirements Science: 4 Credits; 3 Lab Courses; 3 Required			
Latin	Latin I	Latin II	Latin III	Latin IV
	Exceeds TN Diploma Project Graduation Requirements 4 Credits; 2 Required			
Financial Literacy	Financial Literacy I Banking	Financial Literacy II Financing	Financial Literacy III Investing	Financial Literacy IV Macro-/Micro- Economics
	Far Exceeds TN Diploma Project Graduation Requirements 4 Credits; 1.5 Required			

Intrepid College Prep Promotion Policy



SECTION IV – SERVING STUDENTS WITH SPECIAL NEEDS

D. OVERVIEW

At the core of Intrepid College Prep’s vision is the unwavering belief that all students, regardless of their socioeconomic status or educational background, deserve a high-quality, college preparatory education. With this core belief, we are targeting a student population that faces academic adversity based on factors such as income level or home language. Intrepid College Prep has approached development of the educational program very deliberately to meet students where they are instructionally and accelerate them to achieve mastery at and above grade level.

Organizational Performance Goals – Special Education

Goal 1: Intrepid College Prep respects the rights of students with disabilities under applicable laws, rules, and regulations (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) and provisions of this charter agreement.

- **Measure 1.01:** The school consistently complies with rules related to identification and referral.
- **Reporting 1.01:** Quarterly and Annual Reporting to Charter Office
- **Measure 1.02:** The school consistently complies with rules related to the academic program, assessments, discipline, and all other aspects of the school’s program and responsibilities.
- **Reporting 1.02:** Quarterly and Annual Reporting to Charter Office
- **Measure 1.03:** The school takes proper steps regarding discipline of students with a disability or suspected of having a disability, including appropriate due process protections, manifestations, determinations, and behavioral intervention plans.
- **Reporting 1.03:** Quarterly and Annual Reporting to Charter Office
- **Measure 1.04:** Students Individualized Education Plans and Section 504 plans are faithfully and appropriately carried out, and confidentiality is maintained.
- **Reporting 1.04:** Quarterly and Annual Reporting to Charter Office
- **Measure 1.05:** All applicable funding is secured and utilized in ways consistent with applicable laws, rules, regulations, and provisions of the school’s charter agreement.
- **Reporting 1.05:** Annual Budget, Projected Budget to Actuals, Annual Report

Goal 2: Intrepid College Prep respects the rights of English Language Learners under all applicable laws, rules, regulations (including Title III of the Elementary and Secondary Education Act (ESEA) and the US Department of Education authorities) and provisions of its charter agreement.

- **Measure 2.01:** The school consistently and effectively implements steps to identify students in need of ELL services.

- **Reporting 2.01:** Quarterly and Annual Reporting to Charter Office
- **Measure 2.02:** Appropriate ELL services are equitably provided to identified students pursuant to the school's policy and educational program.
- **Reporting 2.02:** Quarterly and Annual Reporting to Charter Office
- **Measure 2.03:** Students are provided with appropriate accommodations on assessments.
- **Reporting 2.03:** Quarterly and Annual Reporting to Charter Office
- **Measure 2.04:** Students exit from ELL services and classification in accordance with their capacities.
- **Reporting 2.04:** Quarterly and Annual Reporting to Charter Office

B. STUDENT SUCCESS TEAM

Although students may present with a variety of academic and socio-emotional challenges, we use a centralized approach to support students achieve academic success.

A Success Team (SST) uses a systematic problem-solving approach to assist students who, despite a variety of supports, are failing to make adequate progress. The SST reviews the effectiveness of previous and current interventions, clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parents, teachers, and .

An SST is a general education function and all students can benefit from an SST, including but not limited to those students achieving below or above grade level, English Language Learners, students with special educational needs, and students who have experienced emotional trauma or behavioral issues.

Anyone who has on-going concerns about a student's achievement can refer that for SST consideration and anyone who is connected with that student can participate in the SST meeting. Individuals may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement representatives. The meeting is designed to allow all parties involved to work together to create the best possible plan of action to support the child's unique needs.

The Intrepid College Prep SST meetings shall include the following steps:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

The plans created by an SST will include additional instructional supports, a timeline for implementation, goals for the student and means for assessment and re-evaluation.

C. STUDENTS FACING ADVERSITY

In order for Intrepid College Prep to achieve its mission of preparing all students for admission and success in college and in life, we have developed supportive measures, especially for those students at risk of failing. We understand that Tennessee law no longer requires charter schools to target students who : (1) come from a school that is failing to meet AYP; or (2) are failing or at-risk themselves. Still, Intrepid College Prep has taken note of current district priorities to provide high quality schooling for diverse learners and the need to close the achievement gap for all students. Based on the 2010 Census data and reports from the local schools, we anticipate that over 90 percent of our students will qualify for free and reduced lunch, 30% ELL and almost all will enter with academic underperformance and gaps from elementary school. Our school design is based on highly successful urban schools that serve a similar population of low-income students and offers a multitude of supports that meet the needs a population facing adversity.

We will meet the social and emotional needs of students, and will also be sensitive to the financial burdens that schools often place on families (supplies, uniforms, trips, etc.), but we do not anticipate specific instructional modifications for students from low-income homes as our entire school design is geared to address their needs. We provide a mandatory study and homework block at the end of every school day so that every student has a quiet place to work on daily homework assignments, read independently, and study material.

1. STUDENTS ACHIEVING BELOW GRADE LEVEL

While we anticipate that most students' needs will be met by the wide variety of school-wide supports already in place, Intrepid College Prep is committed to working with students who are achieving below grade level in order to help them achieve at expected levels.

A student at Intrepid College Prep will be considered low achieving if they meet the following criteria:

1. Performing more than one level below his/her actual grade level based on class assignments and assessments, including a score of Below Basic or Far Below Basic on the TCAP and equivalent scores on nationally-normed assessments;
2. Earning below 70% in one or more core subjects and therefore in danger of failing the grade; and
3. Not on track to make at least one grade level of growth in reading, writing, and math.

In addition to the supports offered to all students, low-achieving students at Intrepid College Prep will benefit from differentiated instruction within the classroom, may be pulled for specialized small-group instruction during Brain Breakfast, and will be required to attend FOCUS tutoring one to four days per week to receive additional academic help.¹¹⁰ Their progress will be monitored weekly by their core academic teach and students who are not making adequate progress toward grade-level standards will be referred to the Student Success Team for further consideration. Furthermore, low-performing students have mandatory Saturday Academy over eight days in the weeks leading up to high stakes TCAP assessments.

Our academic program has intentionally structured supports that enable students facing adversity to succeed and enable teachers to take corrective action immediately when a student does not meet performance expectations; however, we also believe that these are the structures that allow every student, regardless of socioeconomic background, to thrive academically. The school-wide structures in our education program that assists these students can be found in more detail in other sections of this document and include:

KEY DESIGN ELEMENTS FOR STUDENTS FACING ADVERSITY	
Extended School Day and School Year	Highly Skilled Teachers Who Use a Variety Of Effective Teaching Strategies and Techniques
Small School Size and Safe Environment	Supportive Culture of High Expectations And Discipline – Circle Up and College Houses help students develop community
Predictable Class Structure in All Content Areas	Extended Time for Literacy (Reading And Writing) Instruction

¹¹⁰ For more detail on Brain Breakfast, tutoring, and FOCUS, see Section II.F.9.e.

Small, Leveled Guided Reading Groups	Systematic Reading Strategy and Textual Analysis Instruction
Frequent Use of “Think-Pair-Share” and Other Cooperative Learning Strategies	Extensive Independent Reading at Each Student’s Level
Use Of Graphic Organizers to Represent Ideas	Reading Acceleration
Reading and Writing Across Curriculum	Systematic Writing and Grammar Instruction
Group Work and Oral Presentations In All Content Areas	Explicit Vocabulary Instruction in All Content Areas
Academic Support Groups for All Content Areas Held During FOCUS	Frequent Use of Assessments and Specific Feedback From Teachers
Frequent Communication with and Engagement of Parents in Supporting Academic and Behavioral Expectations	No Use of Social Promotion

d. Extended School Day and School Year

To ensure a strong academic foundation for our students, we offer an extended school day and extended school year. Our academic year will be 190 days compared to the traditional 180 days of the Metro Nashville Public School district. In addition, our school day will begin at 7:30 am and end at 5:00 pm. Our extended day will also include tutoring to provide an extra layer of support for our students that may be at-risk or struggling academically.¹¹¹

e. Highly Skilled Teachers Who Use a Variety of Effective Teaching Strategies and Techniques

In addition to the general expectations of all school employees, Blue Chip Faculty members:

- Have bachelor’s degrees obtained with a cumulative GPA of 3.2 or higher (advanced degrees preferred)
- Have appropriate Tennessee teaching credential
- Fulfill all criteria set forth to be considered Highly Qualified under NCLB
- Manage classroom using uniform school-wide structures/systems to uphold high expectations and drive success
- Have exceptional experience as teacher with quantifiable/objective gains that surpass state or local averages
- Demonstrate ability to work with variety of learners, including those with special needs and low skill level
- Demonstrate ability to work well in a team, especially with parents and community members

f. Supportive Culture of High Expectations and Discipline

Because students facing adversity are too often at risk of becoming a part of a dangerous and self-destructive community outside of school, Intrepid College Prep believes in creating a strong culture of community in our students and within our school. Intrepid College believes that productive and achievement-oriented community is comprised of productive and achievement-oriented individuals. Therefore, we use our accountability model to drive culture: “We are because I am.” Every student is an integral part of our school’s success and every student is held accountable for achieving excellence.

During the first week of school, Intrepid Institute (our student orientation period), students examine and discuss the core values of the school. At the end of the week, all new students are invited to join the community by signing a pledge to live by these values. Returning students sign the pledge as well as part of their annual recommitment to learning and achieving as an Intrepid College Prep student.¹¹²

The entire school meets once weekly for a morning Circle Up. The Circle Up serves two purposes: (1) to rally the student body together in a safe, encouraging space to set the tone for learning each week and (2) to educate students so that they become leaders with positive ethics and good character. Circle Up often encompasses a lesson based

¹¹¹ See Section IV.C.1.a for more information about the benefits of an extended school day on remediation efforts.

¹¹² See Section VII.D.4 for more information about the Intrepid College Prep Compact.

around the core values of the school to serve as another opportunity to reinforce the core values outside of the classroom. Circle Up was developed from numerous studies of high-performing charter schools such as North Star Academy (Newark, NJ), Achievement Prep (Washington, D.C.) and Freedom Prep (Memphis, TN).

At Independence Academy, students are inducted into a College House upon matriculation at our school. Houses provide peer mentorship opportunities and build positive community relationships between upper- and lowerclassmen. Houses meet once weekly under the guidance of an Advisor, allowing students to serve as academic peer support to one another.

g. Small School Size

Studies have shown conclusively that bigger is not better, particularly for students facing adversity. In fact, academic achievement and safety are negatively impacted as schools increase in size.¹¹³ Michael Klonsky (1995), Mary Anne Raywid (1995), and others report that large school size hurts attendance and dampens enthusiasm for involvement in school activities. Large schools have lower grade averages and standardized test scores coupled with higher dropout rates and more problems with violence, security, and drug abuse.¹¹⁴ With a middle school population of 480 students and a high school of approximately 334 students at full enrollment, Intrepid College Prep provides a small school environment for families in Lower Antioch. Area middle school enrollment figures range from 600 to 900 students. Area high school enrollments are larger with Antioch High having a population of approximately 1,300 students. To address these needs and to support our mission, Intrepid College Prep provides key elements proven successful with our target population that will allow us to fully realize our guiding mission of college preparation, financial literacy, and character development for every student.

h. Parental and Community Involvement

Parents will be informed of their child's academic and behavioral progress at regular intervals during the year. They will receive weekly brokerage statements detailing their child's ability to uphold the core values of Intrepid College Prep as reflected in the award or loss of PRIDE shares and bi-weekly advisory phone calls to update parents on their student's academic and behavioral progress. Parents must review and sign the weekly brokerage statements. In addition, parents will receive progress reports after each interim assessment to inform them of student grades, academic strengths and weaknesses and any concerns about promotion to the next grade. If a student scores below a 70 within a progress report period, their parent is required to attend a parent/teacher conference to discuss an intervention plan for the student.

Community involvement includes the role of community leaders serving on the governing board as well as extensive community building with local and regional partners in the Lower Antioch and Greater Nashville communities to enrich our program and inform our school's continual growth.

i. Promotion Policy

Intrepid College Prep students must earn a passing average of 70% in all of their classes and not exceed 15 days of absence in order to be promoted to the next grade level. It is our belief that a solid academic foundation must be built in order for our students to achieve success in high school and in college. Therefore, we believe that promotion of a student who has passed some but not all of his/her classes and to have chronic school absence would be a disservice and ultimately lead to the continued failure of that student. The support systems listed above will identify and assist in the remediation of those students who are failing one or more classes. Should a student fail a class despite these supports, it is an indication that they need more exposure to and practice with the material and should repeat the grade. During the last three weeks of school students who have failed one or more courses will be required to participate in a summer intensive program and retake the end-of-year tests in each course that they have failed. Students must pass this test at a 70% level or above to be considered for promotion to the next grade. Any student who has failed more than two classes will automatically be considered for retention.

In addition to the highly effective structures offered to support and challenge all Intrepid College Prep students, additional strategies will target students who may have additional needs—students performing far above or below

¹¹³ Kappner, Augusta, S. —Small Schools Offer Real Hope For Communities Of Color. 2004. www.smallerschools.org.

¹¹⁴ Cox, D.N. —Big Trouble: Solving Education Problems Means Rethinking Super-Sized Schools and Districts, 2004. www.smallerschools.org.

grade level, students with low socioeconomic status, English Language Learners, and Special Education students. These additional supports will be incorporated within the extended school day and extended school week, including during FOCUS time

j. Reading Acceleration

Scholars who are more than two years behind grade level are pulled from their science and social studies class to receive additional reading instruction, and reading time. For Opportunity Academy students they receive an additional hour of reading acceleration after school during FOCUS/Enrichment. Students work with the ELL and Literacy Coordinators to meet reading goals. This course also allows students to use English in a Flash.

2. INSTRUCTION FOR LIMITED ENGLISH PROFICIENT STUDENTS

We are committed to providing a challenging and high quality education for all of our students. Serving families in Lower Antioch, Intrepid College Prep anticipates serving a large percentage of English Language Learners, perhaps more than 50% of the overall school population for our target neighborhood. The achievement of high levels of English proficiency and overall academic success of each of these students is critical to the mission of our school.

Our core instructional program was designed to meet the needs of our English Language Learners and we believe that our intense focus on literacy and quality of our literacy instruction will accelerate all students to mastery of standard academic English. For students learning English, teachers will use strategies effective in meeting their specific literacy needs, also known as Sheltered English Immersion (SEI) strategies, including:

- Pre-teaching of key vocabulary
- Peer tutoring
- Additional phonics, decoding, and fluency instruction
- Use of native language to clarify words or concepts
- Graphic organizers
- Focused academic support sessions during FOCUS

In the 2009 U.S. Supreme Court decision, *Horne v. Flores*,¹¹⁵ the majority opinion stated, "Research on ELL instruction indicates there is documented, academic support for the view that SEI is significantly more effective than bilingual education. Findings of the Arizona State Department of Education in 2004 strongly support this conclusion."

The success of our SEI strategies relies on the proper implementation of the following components

The English language is the main content of SEI instruction. Academic content plays a supporting, but subordinate, role. Teachers pre-teach vocabulary, paraphrase, and provide accommodated readers across all subjects.	English is the language of instruction; students and teachers are expected to speak, read, and write in English.
Teachers use instructional methods that treat English as a foreign language – using visuals to emphasize meaning, teaching instructional language and commonly used words first so that students can follow basic instructions in the classroom.	Students learn discrete English grammar skills.
Rigorous time lines are established for students to exit from the program\	SEI program graduates continue to receive support services until they are reclassified as "fluent English proficient.
Students are monitored for two years after	Students are not penalized for speaking their first

¹¹⁵ *Horne v. Flores*, 129 S. Ct. 2579 (2009)

reclassification.	language in the classroom but are encouraged and supported to speak English at all times.
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The school will serve English Language Learners based on the U.S. Department of Education’s six steps of progression through an ELL program: (1) enrollment in school; (2) identification of potential ELLs; (3) assessment determining need for ELL services; (4) provision of appropriate ELL services; (5) transition from ELL services; and (6) monitoring ability to participate meaningfully. In implementing our ELL program, Intrepid College Prep will comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

The staff of Intrepid College Prep will adhere to the following plan with ELL students:

- Families will complete a home-language survey upon enrollment in the school.
- Students whose primary language is not English will be assessed over the summer and/or within the first 30 days of school using the Tennessee English Language Development Assessment (ELDA).
- We will notify all parents of our responsibility for ELDA testing and of ELDA results within thirty days of receiving results from the publisher.
- ELDA will be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.
- Additional assessments (please see Section III.C.2) will be administered to determine the specific language learning needs of the student (i.e., phonemic awareness, phonics, fluency, vocabulary) in order to create a plan to best meet the student’s needs during both core classes and additional instructional times.
- ELL students will be placed in mainstream classes for core academics and will receive additional English Language instruction as necessary using the Sheltered English Immersion and Sheltered Instruction Observation Protocol as guides. Based on assessment results, the Executive Director and Director of Curriculum and Instruction will work with teachers to create a plan to meet the additional instructional needs of each student identified as an English Language Learner. This instruction may occur during specially-designed guided reading classes and/or FOCUS decoding and fluency groups and may also occur as specialized pull-out instruction during FOCUS or other classes during the day, as appropriate.
- ELL students will be re-evaluated with the ELDA test each fall until re-designated as English Language proficient.

Students who have been identified as ELL who subsequently demonstrate that they are able to compete effectively with English-speaking peers in mainstream classes will be reclassified to fluent English proficient (RFEP) according to the following guidelines:

- English proficiency demonstrated by ELDA results
- Academic performance demonstrated by passing grades in the four core subjects of English language arts, mathematics, science, and social studies
- Parent opinion confirmed through a consultation meeting
- Comparison of basic skills to those of English-speaking peers demonstrated by a score of proficient or advanced on the English language arts section of the TCAP

Students who are reclassified to RFEP will continue to be monitored for two years after their reclassification. During this monitoring period, ELDA testing will not be required.

We will serve any and all students with limited English proficiency (English Language Learners or “ELL”) using Structured English language Immersion (SEI) so that they receive appropriate support and achieve proficiency in the academic English language as quickly as possible. Our ELL program is designed exclusively to meet our mission. If students are to leave our school and enter, excel in, and graduate from the most competitive colleges, they must read, write, and speak English fluently. Effective delivery on this mission requires that we teach our students English.

Students with limited proficiency in English will achieve proficiency in the English language through the use of Intrepid College Prep's services and teaching methods. We will ensure that ELL students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and that ELL students are not assigned to special education because of their lack of English proficiency. Intrepid College Prep has several school-wide initiatives, including the strategic use of "Shoulder Partners," whereby students are prompted to have deliberate and rigorous classroom conversations with students seated next to them to dramatically increase the number of verbal interactions students experience each day. Parents whose English proficiency is limited will receive notices and information from Intrepid College Prep in their native language. Parental outreach will also be conducted through home visits by a school representative and an interpreter.

Identification of English Language Learners

We will use the following process for identifying students who are ELL: (1) Home Language Surveys will be used to screen all new enrollees for potential limited English proficiency; (2) If the home language is other than English or the student's native language is other than English, appropriate Intrepid College Prep faculty or a hired interpreter will conduct an informal interview in the student's native language and English; (3) If the student speaks a language other than English/or the student speaks little or no English, we will administer W-APT and ACCESS for ELLs. Results from these assessments will be used to inform instruction and ensure all students are able to access the academic content and master performance and content standards. Teachers will be responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency. All teachers will receive professional development training in techniques for detecting whether a student has English language deficiencies and in communicating with students designated as ELL students. Any student suspected of having limited English proficiency will be tested to determine what level of services, if any, is necessary.

English Immersion Program and Services

All ELL students will receive the same academic content as those students who are native English speakers. Intrepid College Prep will use the Sheltered English Immersion (SEI) protocol¹¹⁶. All instruction at Intrepid College Prep is in English. However, the level of English used for instruction—both oral and written—is modified appropriately for each ELL student. This does not mean that the content is "watered down." Instead, teachers will incorporate a variety of strategies to make the content more comprehensible. For example, teachers will use visuals and diagrams, provide many opportunities to practice key vocabulary, and utilize graphic organizers. General education teachers of English language learners will adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELLs to participate fully in the educational program. Staff will participate in professional development opportunities in these areas as they become available through the Office of Bilingual Education. Students will never be prevented from speaking in their native language, either inside or outside of the classroom. We will create the most accepting cultural atmosphere possible, such that students of all backgrounds and languages feel welcome and valued.

Professional Development for SEI

One issue in teaching English language learners is distinguishing between what students learn from a lesson or assignment and how well they are able to express their level of understanding, given their limited English language skills. Researchers have emphasized that it is not enough to simply deliver a lesson; teachers must understand how much students have learned from the process.¹¹⁷ Blue Chip Faculty uses weekly group planning time during professional development to work with subject and grade level partners to plan lessons, incorporating research-based suggestions for enhancing student comprehension. Teachers work to incorporate language objectives in sheltered content lessons.

¹¹⁶ Echevarria, J., Vogt, M., & Short, D.J. (2004). Making content comprehensible for English learners: The SIOP model (2nd ed.). Boston: Pearson. The success of sheltered English instruction depends largely on two integrated factors. First, the teacher must provide modified instruction in English without oversimplifying the content. All students including ELLs, are held to the same high expectations of achievement and must demonstrate that they meet content standards. Second, to avoid fossilization of language skills at the conversation level, the teacher must engage the student in a constant, concerted effort to develop and enhance academic language.

¹¹⁷ Echevarria, J. & Short, D.J. The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development. 1999. <http://www.cal.org/resources/digest/sheltered.html>

Data-driven instruction drives our entire instructional model, including our strategies for establishing English proficiency for all students. Data analysis goes beyond reviewing student work product to include video analysis of instruction. Videotape analysis is used to ascertain student comprehension during the lesson. During weekly professional development, the Director of Curriculum and Instruction shares video of Blue Chip Faculty in the classroom (individual teachers in each video have already been debriefed and received observation feedback). Highlighted teachers introduce the lesson by providing background on the students, how the lesson fits into the overall curriculum, and the goals for the lesson. Using the SIOP (Sheltered Instruction Observation Protocol), participants watch the videotaped lesson, paying particular attention to student engagement levels, types of student questions, and student behaviors. This process proves helpful, especially because the camera provides an objective eye with which to view the students. It becomes apparent when students are lost during a lesson. The group discusses ways that the teacher could have made the message clearer for the students, such as writing the instructions in steps on the overhead rather than explaining them orally. This simple adjustment to the lesson would have given students visual clues to aid their comprehension while the assignment was being explained, as well as a reference point throughout the lesson when they were unclear of what to do next.

Research has shown that immersion is increasingly considered most effective at teaching English to ELL students. We plan to provide all necessary faculty and specialized curricular materials to enable ELL students to achieve proficiency and attain the high standards established for all students. We will directly provide or outsource appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Intrepid College Prep will be prepared to address the needs of students who are struggling with the structured English immersion program by providing, if it is determined to be the best course of action, pull-out instruction and/or assignment of a certified aide, teacher or qualified consultant under contract who speaks that child's native language.

Best Practices

The Doing What Works web page established by the federal Department of Education lists five specific strategies that have been proven to be highly effective for supporting ELL students, and we are confident that our program incorporates these strategies during language arts, math, science, and social studies instruction:

1. **Screen and Monitor Progress:** The federal recommendation is that an effective program for ELLs includes well-developed assessments for identifying student needs. This corresponds with Intrepid College Prep's principle of data-driven instruction. We will assess our students' progress frequently and use the results of the assessments to drive overall instruction as well as identify students in need of individual intervention. The Executive Director and/or Director of Curriculum and Instruction will oversee this process while working closely with teaching staff.
2. **Provide Reading Interventions:** Recognizing that ELLs are often at risk for reading problems, the strongest programs respond quickly to the results of formative assessments by offering small group reading intervention for struggling readers that augments the core reading program. As outlined previously, a key element to Intrepid College Prep's educational program is the daily small-group tutoring for students who are struggling in reading. The Department of Education recommends that the intervention "utilize fast-paced, engaging instruction."¹¹⁸ This aligns with our philosophy that instruction should be delivered with a sense of urgency.
3. **Teach Vocabulary:** One of the most important components in language acquisition is vocabulary development. In the most effective schools, students are taught vocabulary through formal instruction and also learn words through use in language rich settings in and out of the classroom. At Intrepid College Prep, there will be formal vocabulary instruction using essential word lists and words in context. Our structured vocabulary program will feature nuanced definitions and cumulative assessments to ensure regular review of all words learned.

¹¹⁸ U.S. Department of Education. Doing What Works: Teaching Literacy in English to K-5 English Learners. http://dww.ed.gov/Literacy-in-English-K-5/Provide-Reading-Interventions/practice/?T_ID=13&P_ID=29 (Last accessed March 30, 2012)

4. **Develop Academic English:** For ELLs to have academic success, it is essential that they develop cognitive academic language proficiency (CALP), and not simply the basic interpersonal communication skills (BICS) of social language. CALP includes not only the content area vocabulary specific to academic subjects, but also the sophisticated use of language necessary to carry out higher-order academic tasks such as comparing, synthesizing, and inferring. At Intrepid College Prep, vocabulary development will be part of all subjects—not only English language arts—and will include explicit scaffolding of higher-order academic tasks. Although language acquisition experts such as Jim Cummins predict that it could take ELLs five years or longer to become truly proficient in CALP, we expect that the extended school day at Intrepid College Prep will accelerate this process through increased daily exposure to academic English.
5. **Schedule Peer Learning:** Students improve their mastery of language through use. The Department of Education’s recommendation is that a minimum of 90 minutes a week should be dedicated to activities that allow students to work together to provide practice and extension of language skills.

We will implement the practice of “turn and talk” in which the class is given a question or prompt and instructed to discuss the topic with a partner. Although these interactions are brief, lasting from 30 seconds to three minutes, when used frequently throughout the day, there is a significant cumulative increase in authentic language practice.

D. STUDENTS WITH DISABILITIES

“By using a Direct Instruction approach to teaching, more children with learning disabilities, who were thought to be unable to improve in any academic area, can make incredible gains in their schooling.” – Department of Psychology, University of Michigan, “Special Needs Education: Direct Instruction and Special Needs”¹¹⁹

Intrepid College Prep is a tuition-free public school offering a high-quality education to all of our students, including those with identified special needs. We believe that students with special needs will benefit from the rigor and structures offered to all of our students.

Intrepid College Prep will offer special education instruction and designated services, in accordance with an individualized education program (IEP) or 504 Plan, in the same manner as other public schools within Metro Nashville Public School.

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

1. SPECIAL EDUCATION PROGRAM

Our special education program is spearheaded by a certified Student Advancement Coordinator (“SA Coordinator”) directly responsible for ensuring that Intrepid College Prep is in compliance with all applicable special education laws and requirements. Experienced and certified special education teachers will be employed to ensure that the unique needs and learning styles of all students are being met. Whenever possible, we will educate all students within the regular education classroom, unless the nature of the disability requires a student’s removal. In exceptional circumstances, when it is critical to a student’s academic progress, the school may utilize pull-out services to aid the student’s academic success. Student Advancement teachers (“SA teachers”) will coordinate the direct instruction and inclusion of Special Education students. Classroom teachers will be informed of their responsibilities for particular students, trained and guided by the SA Coordinator, SA teachers and/or the Director of Curriculum and Instruction on how to successfully meet those responsibilities, and will implement any

¹¹⁹ Department of Psychology, University of Michigan. “Special Needs Education: Direct Instruction and Special Needs” http://sitemaker.umich.edu/delicata.356/direct_instruction_and_special_needs. Last accessed March 11, 2012.

modifications or accommodations in their classes in accordance with the student's Individualized Education Plans ("IEPs"). As required (outside of the classroom) tutoring, counseling, physical, occupational, speech and language therapy services will be provided (either by Intrepid College Prep certified staff or specially contracted expert professionals) for those with special needs. Our special education staffing structure through full enrollment is outlined in the table below.

a. Identifying Students with Special Needs

When students are admitted to the school, we will work with families to determine if their student has received special education services at their previous school and follow up with the feeder schools to determine whether the students have IEPs. Next, we will ensure these records are transferred to Intrepid College Prep prior to the beginning of the school year. We will comply with all laws and provisions regarding students with IEPs. We will implement IEPs as written, and if a child's IEP needs to be reviewed for updated goals and services or to determine continued eligibility for special education, the IEP team will convene for a review of the IEP.

The strategy Intrepid College Prep uses for identification of students with Specific Learning Disabilities is the Response to Intervention (RTI) model. RTI is used with all students in a given grade at the school. The main purposes for RTI include the following: (1) provision of high-quality instruction; (2) provision of early intervening academic and behavioral services whenever educational problems occur; and, (3) prevention of inaccurate classification and placement of students who do not have a disability. Essential to our RTI approach is assurance classroom instruction and behavior management are of exceptional quality. In this way, ineffective instruction can be ruled out as the reason for substandard academic performance. High-quality instruction always includes the effective use of research-based methods and materials. The effective use of materials and procedures always includes high-quality classroom management.

In the RTI approach, all students are screened for educational difficulties. Those students found to be at risk of having problems are monitored on a regular basis after high quality instruction is implemented. Those students who do not respond with adequate progress are given interventions specially geared to correction of the identified problem. The process is set up in multiple tiers:

- Tier 1 – High Quality Instruction in the General Education Setting
- Tier 2 – Additional Support for Students Whose Progress is Inadequate
- Tier 3 – More Intense Intervention (may include special education referral)
- Tier 4 – Even More Intense Intervention (special education referral)

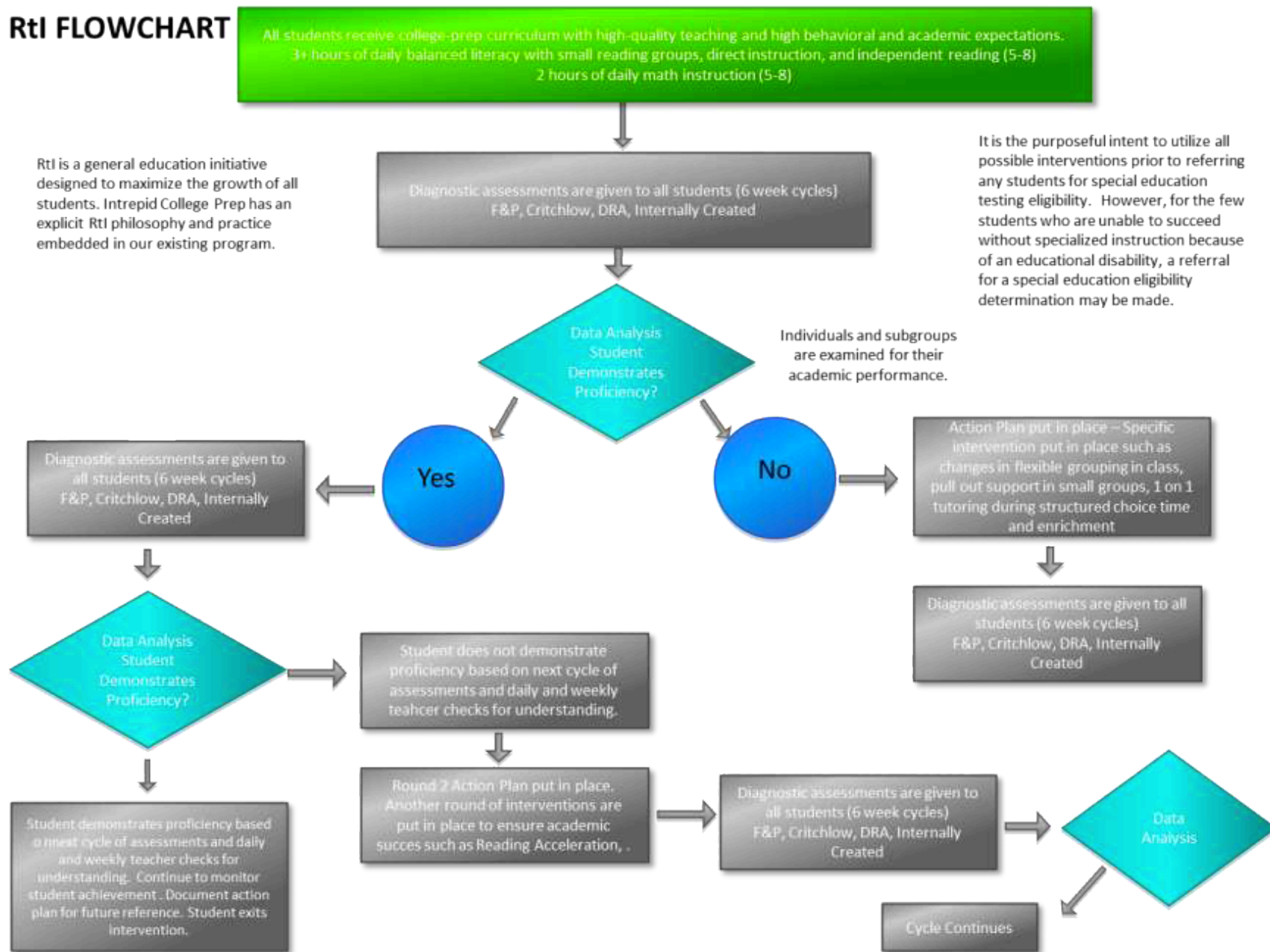
Students are given the necessary intensity of intervention based on their individual response as they move through the tiers. Progress is monitored on a regular basis and, finally, data are collected and shared frequently with parents. Team-driven educational decisions are based on objective data from effective, research-validated interventions. Adequate staff training in the delivery of each intervention is provided during annual professional development to ensure effective implementation. Interventions should be objectively monitored to make sure they are being implemented with fidelity.

Throughout the school year, Intrepid College Prep's frequent internal assessment program provides an efficient means to identify students who are struggling academically. Weekly, each teacher will review the progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. The Executive Director and the Director of Curriculum and Instruction will monitor student assessment data at regular intervals, meeting daily to discuss Q²s and home work, weekly to discuss SWYK quizzes, and within 24 hours of interim and end-of-trimester comprehensive exams to strategize before delivering action plans to faculty. This will allow students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, the Student Advancement Coordinator, in consultation with the Director of Curriculum and Instruction, will develop a pre-referral strategy that may include tutoring and/or other supports. The effectiveness of the pre-referral strategy on the student's progress will be carefully monitored for up to six (6) weeks. In addition, other information will be gathered to determine if a student may have a learning disability, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data.

Use of the RTI model, however, should not be viewed as a rationale for delaying the referral of children for special education who have conditions or syndromes which will most likely result in them being candidates for special education services. When necessary to screen a student to determine whether a child's academic, behavioral, or other difficulties may be related to a disability, the student shall first be referred to the Student Services Team (SST) and parents shall be notified. Parents and teachers of students with special needs will attend a meeting led by our Student Advancement Coordinator to determine appropriate services to be delivered at Intrepid College Prep. If the SST process determines that general education services are not sufficient for meeting the needs of the child, the team shall make a referral for special education evaluation.

Flow Chart: Serving ALL Students (RtI)

RtI FLOWCHART



b. Evaluating Students with Special Needs

If pre-referral strategies are unsuccessful, the student is not progressing academically, and classroom teachers or special education faculty believe a disability may exist, the student will be referred, in writing, to the Advancement Coordinator for individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional faculty member of Intrepid College Prep. Such referrals: (1) state the reasons for the referral and include any test results, records or reports upon which the referral is based; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose; and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral along with the procedural safeguards notice described in 34 CFR §300.504 is sent to the student's parents. The Student Advancement Coordinator and the Director of Curriculum and Instruction convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine the child's special education eligibility and to secure written parental consent to conduct such testing. Intrepid College Prep then conducts such testing, either in-house or via the services of an expert consultant. Once the tests have been conducted and the results are received, an eligibility meeting is reconvened with the parents, the Student Advancement Coordinator, the student's advisor, and other appropriate faculty. At that time, a decision is made as to the student's eligibility for special education services. If the student is eligible for special education services, an IEP for that will be developed. All IEPs are evaluated and revised as needed at least annually. All assessments and evaluations are repeated at least once every three years.

If the evaluation confirms the student is eligible for special education services, an IEP will be created (with parental input and, when appropriate, student input) to identify the needs, annual goals, objectives, accommodations, modifications, and services to maximize learning. These services will then be provided by qualified school staff or a service provider in accordance with the student's IEP, with every effort made to engage students in grade-level standards within the general education classroom or alternative environment, as specified by the IEP. Instructional materials and methods will be selected based on each student's specific learning needs.

IEPs and student progress shall be reviewed annually, or more often, as necessary. Professional development for Blue Chip Faculty will include annual special education compliance training, as well as additional trainings to maximize teacher effectiveness in working with special needs students.

3. SECTION 504

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

4. STAFFING

Every member of the Blue Chip Faculty receives extensive training to support the special educational needs of Intrepid College Prep students. In addition to summer professional development during Planning for Excellence, Blue Chip Faculty receives weekly professional development targeted to a wide-range of research-proven supports for students with special needs.¹²⁰ Our inclusion model requires that all Blue Chip Faculty receive extensive training to support excellence for all students in the classroom environment with pull-outs as needed. Under the guidance of the Student Advancement Coordinator, all SA teachers coordinate the Direct Instruction and inclusion of students with special needs. Given the challenges that other charter schools have faced, we have identified specific resources in the community for technical assistance in the implementation of systems and training for all

¹²⁰ See Section VIII.I.4 for more details on our weekly professional development plans.

teaching faculty, particularly in regards to the successful implementation of accommodations and modifications in a strong inclusion model with pull-outs as needed. We have planned for internal staffing needs during operational Y1-Y10 based on projected enrollment of students with special needs and will adjust our plans to appropriately meet student needs.

Special Education Staffing Plan

Operational Year	Anticipated SPED Population	Projected Staffing Needs ¹²¹
2013-2014	15	1 FTE Student Advancement Coordinator
2014-2015	29	2 FTE Student Advancement Coordinator SPED-Certified Teacher (1)
2015-2016	44	2 FTE Student Advancement Coordinator SPED-Certified Teacher (1)
2016-2017	57	3 FTE Student Advancement Coordinator SPED-certified Teachers (2)
2017-2018	69	4 FTE Student Advancement Coordinator (2) SPED-Certified Teachers (2)
2018-2019	80	5 FTE Student Advancement Coordinator (2) SPED-Certified Teachers (3)
2019-2020	91	5 FTE Student Advancement Coordinator (2) SPED-Certified Teachers (3)
2020-2021	100	6 FTE Student Advancement Coordinator (2) SPED-Certified Teachers (4)

5. CHARTER SCHOOL SPECIAL EDUCATION RESPONSIBILITIES AND TIMELINE

Intrepid College Prep will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE). Intrepid College Prep will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment.

Intrepid College Prep will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the Charter School.

Intrepid College Prep will adhere to all Metropolitan Nashville Public School policies and procedures regarding special education.

¹²¹ This projection includes full-time SPED teachers as well as other SPED certified teachers who cover SPED and non-SPED duties.

Intrepid College Prep will adhere to the transportation requirements of the Lopez and United States v. Metropolitan Nashville School District Consent Decree and court orders imposed upon Metro Nashville Public Schools pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings.

Intrepid College Prep will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). We will participate in internal validation review (DVR).

Intrepid College Prep is responsible for the management of its special education budgets, personnel, programs and services. The Charter School will ensure that its special education personnel or contracted personnel is appropriately credentialed, licensed or on waiver consistent with Tennessee laws and regulations.

Though the school's preference is always to limit the impact of disability on a student's academic experience at Intrepid College Prep while maximizing their educational opportunities in the mainstream program, the school is committed to hiring, as needed, any providers of speech language, occupational, physical, or other therapy who can work with students to ensure their success at the school.

The referral process shall include Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. Intrepid College Prep will identify and refer students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

Upon parents' request for assessment, Intrepid College Prep will be responsible for the development of assessment plans for students with suspected disabilities. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. Intrepid College Prep shall conduct an Individualized Education Program (IEP) team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. Intrepid College Prep will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

In the event that Intrepid College Prep is unable to provide an appropriate placement or services for a student with special needs, the school will contact the District to discuss placement and service alternatives. Intrepid College Prep IEP teams will ensure participation of a District special education representative at an IEP team meeting whenever it is anticipated that special education programs outside of Intrepid College Prep, including but not limited to placement at a District school or at a non-public or private school, will be considered. If an Individualized Education Program (IEP) team that includes Intrepid College Prep personnel places a student in a special education program provided by another entity without District representation on the IEP team, Intrepid College Prep will be fully responsible for the quality of the program and for any costs incurred for such a placement.

Intrepid College Prep will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. Intrepid College Prep's general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the school. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor progress.

Intrepid College Prep shall provide planned staff development activities and participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

Intrepid College Prep will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP. The school will maintain responsibility for monitoring progress toward IEP goals for the student with special needs. Intrepid College Prep will assess and develop Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

Intrepid College Prep will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. Prior to recommending expulsion for a student with disabilities, the charter school will convene a manifestation determination IEP. Intrepid College Prep will collect data pertaining to the number of special education students suspended or expelled.

a. Procedural Safeguards/Due Process Hearings

Intrepid College Prep must ensure that children who are eligible for exceptional education services are identified, located and evaluated. Intrepid College Prep must provide a free, appropriate public education (FAPE) to all age-eligible students who qualify for exceptional education services. All students with disabilities who are determined eligible for exceptional education services must have an Individualized Education Program (IEP). We make effort to place students in the least restrictive environment (LRE) and provide them a free appropriate public education. We do not discriminate against children with disabilities.

The District may invoke dispute resolution provisions set out in a charter, initiate due process hearings, and/or utilize other procedures applicable to the Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or Consent Decrees.

A due process hearing is intended to be used as a last resort. Both the parent and the school system can ask for a due process hearing when normal discussion and mediation cannot produce an educational plan for Intrepid College Prep students. In the event that a parent or guardian of a student attending Intrepid College Prep initiates due process proceedings, both the Charter School and the District will be named as respondents. Whenever possible, the District and Intrepid College Prep shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

During due process proceedings and any other legal proceedings or actions involving special education, Intrepid College Prep will be responsible for its own representation. If the school retains legal representation for a due process proceeding or other legal proceeding or action, the school will be responsible for the cost of such representation.

Because Intrepid College Prep will manage, and is fiscally responsible for, its students' special education instruction and services, the school will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that Intrepid College Prep failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing s, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs).

If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on the school's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, Intrepid College Prep will be responsible for payment of those attorneys' fees and costs.

b. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to Intrepid College Prep, including those filed pursuant to the MNPS Complaint Policy under ADA Claims Procedures #4071, and Tennessee Department of Education Office for Civil Rights complaints. Intrepid College

Prep will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints. The school will be solely responsible for any and all costs resulting from, arising out of, or associated with the investigation and implementation of appropriate remedies.

c. Funding for Special Education

Intrepid College Prep shall receive its allocated share of special education funds and shall be fiscally responsible for the provision of special education services and instruction to the students they serve. The allocated amount shall be calculated using a funding model based on our student population (average daily attendance). Intrepid College Prep shall keep daily attendance for each student, which shall be reported and certified according to District policies and procedures. The school may request specific related services from the District on a fee basis if the District availability.

Charter schools may receive funds to meet the needs of eligible students through the Basic Education Program funding formula, federal IDEA Part B funds and high-cost reimbursements if received by the LEA from the state. BEP funds are generated on an on-going basis, regardless of the level of need at an individual school. IDEA funds are provided on a reimbursement basis for services provided. LEAs submit high cost reimbursement from the State at the end of each year. Qualifying services provided to students at any public school in the LEA, including charter schools, should be included in that LEA request to the State.

E. STUDENTS ACHIEVING ABOVE GRADE LEVEL

While we anticipate that most students will be appropriately challenged by our rigorous academic program, Intrepid College Prep is committed to working with students who are performing above grade level and needing additional challenge. According to the Jack Kent Cooke Foundation's September 2007 report "Achievement Trap: How America Is Failing Millions of High-Achieving Students from Low-Income Families"¹²², while 28% of students from low-income families are in the top quartile in first-grade classes, by fifth grade, nearly half of those students have fallen from that rank in reading achievement. If high-achieving students are not challenged in elementary school, they turn off when they hit challenges in middle or high school.

"Seventy percent of the kids who are high ability are underachieving," says Rider University Professor Ambrose.¹²³ When only 30 percent of high achievers are engaged, the vast majority are sliding through school, unchallenged and unengaged. This is often more of a risk for low-income students. The Jack Kent Cooke Foundation finds that while 90 percent of high-achieving high school students attend college, regardless of income level, lower-income high achievers are less likely to graduate. "Every child should be learning something new every day," says Betsy McCoach, Assistant Professor at the University of Connecticut's Neag School of Education.

Students earning advanced scores on the TCAP, or otherwise identified by the staff as high-achieving, will benefit from differentiated instruction within classes, will have access to more advanced literature and content area text, and may be used as tutors for peers, as appropriate. High-achieving students will also be offered additional opportunities during FOCUS, which may include a variety of advanced concepts in core academic subjects and enrichment topics.

Our classes have been structured uniquely so that high achievers receive differentiated instruction and are appropriately challenged. Blue Chip Faculty intentionally scripts lessons so that specific questions are targeted to specific students, meeting them where they are and providing appropriate academic challenges. Successful instructional strategies such as *Stretch It* have been identified by Doug Lemov as essential to effective differentiation. When a student gets an answer right, too often teachers just say "right" or "good" and that is the end of the conversation. Planning for excellence means that Blue Chip Faculty are scripting their lessons with such

¹²² Jack Kent Cooke Foundation. Achievement Trap: How America Is Failing Millions of High-Achieving students from Low-Income Families". Sep. 2007. www.jkcf.org/assets/files/0000/0084/Achievement_Trap.pdf (Last accessed April 1, 2012)

¹²³ Cleaver. Samantha. "Smart and bored?" <http://www.scholastic.com/browse/article.jsp?id=3749384>. (Last accessed April 1, 2012)

detail that they are prepared to engage students further even when they have the right answer. The reward for getting it right should be another question, a stretch-it question that pushes you to engage even more rigorously. That sets the expectation that more learning is the reward for achievement.

SECTION V – BUDGET AND FINANCES

A. FINANCIAL PERFORMANCE GOALS

The school's organizational viability will be measured and reported to ensure that fiscal and financial controls are effectively implemented and that the school remains a financially strong and healthy organization over time. We will also specifically measure enrollment and retention.

Organizational Performance Goals - Finance

Goal 1: Intrepid College Prep demonstrating fiduciary and financial responsibility.

- **Measure 1.01:** Timely submission of annual independent audit reports will demonstrate that Intrepid College Prep meets or exceeds professional accounting standards and the audit was completed in accordance with requirements of state law.
- **Reporting 1.01:** Financial Auditing Report
- **Measure 1.02:** Budgets for each academic year will demonstrate effective allocation of financial resources to ensure effective delivery of the school's mission as measured by yearly balanced budgets submitted on time to MNPS. The Finance Committee of the Board of Directors will review this budget monthly.
- **Reporting 1.02:** Management Letter; Financial Audit Report; Annual Budgets; Monthly Cash Flow Reports
- **Measure 1.03:** Financial reports meet authorizer requirements.
- **Reporting 1.03:** Annual Report
- **Measure 1.04:** State and Federal Financial Grant Reports
- **Reporting 1.04:** The school meets all state and federal financial grant reporting requirements.
- **Measure 1.05:** Timely and accurate submission of reports for state and federal grants.
- **Reporting 1.05:** The school meets all reporting requirements for utilization of particular funds.
- **Measure 1.06:** Timely and accurate submission of reports for utilization of particular funds.

Goal 2: Intrepid College Prep will demonstrate short-term financial strength.

- **Measure 2.01:** Intrepid College Prep will maintain a working capital ratio greater than 1.1. The higher the ratio, the greater the indication of Intrepid College Prep's liquidity and ability to meet short-term debt obligations.

- **Reporting 2.01:** Financial Performance Report
- **Measure 2.02:** Intrepid College Prep will have a minimum of 30 days cash on hand in Y1 and in each year thereafter with positive trends year-to-year.
- **Reporting 2.02:** Financial Performance Report
- **Measure 2.03:** Intrepid College Prep will have actual enrollment that equals or exceeds 95% of planned enrollment for each year of operation as measured by enrollment variance – actual enrollment divided by enrollment projection in board-approved budget.
- **Reporting 2.03:** Financial Performance Report
- **Measure 2.04:** Intrepid College Prep is not in default of loan covenant(s) and/or is not delinquent with debt service payments.
- **Reporting 2.04:** Financial Performance Report; Bank Reconciliation

Goal 3: Intrepid College Prep will demonstrate long-term financial strength.

- **Measure 3.01:** Intrepid College Prep will have aggregated three-year total margin (net income divided by total revenue) greater than -1.5%, with a positive trend for the preceding two years and a positive margin in the most recent year.
- **Measure 3.02:** Intrepid College Prep will have positive cash flow each year.
- **Reporting 3.02:** Monthly Cash Flow Statement; Financial Performance Report
- **Measure 3.03:** Intrepid College Prep will have debt to asset ratio that is less than 0.90.
- **Reporting 3.04:** Financial Performance Report
- **Measure 3.04:** Intrepid College Prep will have debt service coverage ratio (Net Income + Depreciation + Interest Expense)/ (Principal and Interest Payments) that is equal to or exceeds 1.10.

B. ANNUAL BUDGET

The annual budget and the accompanying narrative align to the mission, academic program and priorities of Intrepid College Prep, and demonstrate the financial viability of the school. Each spring Intrepid College Prep will establish an annual budget, monthly cash flow projections, and a three-year financial projection. The Executive Director and Director of Operations will prepare the budget in coordination with EdTec and work with the Finance Committee of the Board to ensure the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget will include all estimated revenues and expenditures for the year and provides for a positive cash balance at the end of each year as carryover, which allows the school to withstand unexpected financial challenges.¹²⁴ At this time, a number of contingency budgets will be prepared to provide a framework in the case of an unexpected increase in expenses or cut in revenue. For example, the school will work with EdTec during the planning year to develop sensitivity analyses, which answers the question: “If a variable, such as enrollment, revenue delays, or increased service costs for students with special needs, deviates from expectations, what will the effect be on our budget, academic model and operations?”

¹²⁴ See Section V.D for some hypothetical scenarios that could signal financial hardship and the steps Intrepid College Prep is prepared to take in those circumstances to ensure its financial health.

The budget development process begins in January of the preceding fiscal year and a final proposed budget will be drafted on or before March 31. The budget and three-year projections will then be presented by the Finance Committee to the Intrepid College Prep Board of Directors for discussion and approval during the May monthly meeting, prior to the end of the fiscal year. The Executive Director and Finance Committee will review monthly cash flow statements and will present comprehensive budget updates to the Board at each monthly board meeting, for a minimum of 10 times per year. The Executive Director and Board of Directors will also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow. The Intrepid College Prep Board will create formal policies regarding the deposit of funds, investment procedures, and internal financial controls.

Intrepid College Prep's first year operational budget, as well as cash flow and financial projections for the first five years can be found in Attachment A. As required by T.C.A. § 49-13-111 (1), the required budget for Intrepid College Prep on the State Budget Form is attached as Attachment A. Given the financial assumptions we made about the unlikelihood of receiving federal CSP funds, we have been very conservative in our planning by underestimating revenues and overestimating expenditures. We have a positive cash balance at the end of the year, which is projected to be \$89,631. Figure 5.1 below includes a Summary Budget for the Planning Year through Year 5.

INTREPID COLLEGE PREP BUDGET SUMMARY						
	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
Number of Students	0	120	210	300	390	468
Number of Employees	0	11	20	32	42	52
REVENUE						
Basic Education Program	\$0	\$972,000	\$1,718,010	\$2,478,843	\$3,254,721	\$3,944,722
Title I	\$0	\$48,000	\$84,840	\$122,412	\$160,727	\$194,801
Federal Breakfast Program	\$0	\$31,674	\$55,429	\$79,184	\$102,940	\$123,528
Federal Lunch Program	\$0	\$58,104	\$101,681	\$145,259	\$188,836	\$226,604
IDEA	\$0	\$28,757	\$50,324	\$71,892	\$93,460	\$112,152
Snack Program	\$0	\$17,328	\$30,324	\$43,320	\$56,316	\$67,579
Charter start-up funds (Title Vb)	\$0	\$0	\$0	\$0	\$0	\$0
Walton start-up funds	\$250,000	\$0	\$0	\$0	\$0	\$0
Student fees	\$0	\$3,600	\$6,300	\$9,000	\$11,700	\$14,040
Investment Income	\$0	\$0	\$0	\$0	\$0	\$0
School level fundraising (board commitments)	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Private fundraising (foundations, corporate)	\$50,000	\$0	\$0	\$64,505	\$65,795	\$67,111
Private fundraising (individuals)	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$330,000	\$1,189,462	\$2,076,909	\$3,044,415	\$3,964,494	\$4,780,536
EXPENSES						
Personnel	\$95,417	\$701,133	\$1,257,607	\$2,017,895	\$2,659,071	\$3,350,206
General Operating Expenses	\$21,050	\$341,615	\$443,684	\$559,478	\$675,696	\$813,644
Transportation		\$50,000	\$100,000	\$150,000	\$200,000	\$200,000
Athletic Program	\$0	\$0	\$0	\$0	\$0	\$0
Facilities		\$125,356	\$154,355	\$188,350	\$222,356	\$249,558
Technology & Equipment	\$0	\$95,260	\$86,620	\$97,320	\$108,490	\$148,190
TOTAL EXPENSES	\$116,467	\$1,313,364	\$2,042,267	\$3,013,043	\$3,865,613	\$4,761,598
SURPLUS/(DEFICIT)	\$213,533	(\$123,902)	\$34,642	\$31,372	\$98,882	\$18,938
Ending Fund Balance	\$213,533	\$89,631	\$124,273	\$155,645	\$254,527	\$273,465
<i>Check Figure with State Template</i>		(\$0.87)	(\$0.05)	(\$0.19)	(\$3.12)	(\$0.21)
Personnel		53.4%	61.6%	67.0%	68.8%	70.4%
General Operating Expenses		26.0%	21.7%	18.6%	17.5%	17.1%
Transportation		3.8%	4.9%	5.0%	5.2%	4.2%
Athletic Program		0.0%	0.0%	0.0%	0.0%	0.0%
Facilities		9.5%	7.6%	6.3%	5.8%	5.2%
Technology & Equipment		7.3%	4.2%	3.2%	2.8%	3.1%
		100.0%	100.0%	100.0%	100.0%	100.0%

Figure 5.1

1. Revenues

The primary source of revenue for Intrepid College Prep will be funds received from Metropolitan Nashville Public Schools for the Basic Education Program (BEP). This amount, calculated on a per pupil basis, is projected to be approximately \$8,100 per for the 2013-2014 academic year. The budget assumes a 1% annual increase in the amount of per pupil funding for the term of the charter.

In addition to BEP Funds, the school has budgeted to receive approximately \$400 per student in Title I funds for qualifying students; \$1,997 per student in SPED funds for special needs students; and reimbursement funding for the federal breakfast, lunch, and snack program. Each of these funding streams also has a 1% increase built into the annual projections. Intrepid College Prep understands that funding from Title I, SPED, and the federal breakfast, lunch, and snack program work on a reimbursement basis, and has structured its cash flow projections accordingly. Building Excellent Schools Fellow-founded schools are also eligible for \$250,000 in Walton Family Foundation funds for charter school start-up. To date, we have received \$30,000 in grant funds from the Walton Family Foundation with \$220,000 available upon approval of our charter petition. To date, all BES applicants who have had their charter applications approved have received Walton Funding, thus, the school feels highly confident about this revenue source. Intrepid College Prep will also receive \$50,000 in startup support from the Tennessee Charter School Incubator.

To supplement BEP and grants from private foundations, Intrepid College Prep will apply directly to the U.S. Department of Education for a Planning and Implementation Grant pursuant to regulatory guidance issued by the U.S. Department of Education under Title V Part B of the Elementary and Secondary Education Act of 1965. Consistent with past awards, this grant would provide a total of \$700,000 in three installments. \$225,000 for the period July 1, 2012 – June 30, 2013; \$275,000 for the period July 1, 2013– June 30, 2014; and \$200,000 for the period July 1, 2014 – June 30, 2015. For the purposes of this application, we have not included any projected amounts received through the Federal CSP program although we will aggressively pursue such funding.

Funds received during the pre-operational year will be used to cover contractual expenses including expenses to hire the Executive Director and plan curriculum with the assistance of curriculum consultants. In addition, funds will be used for recruitment of staff, office supplies, furniture, and facility acquisition costs prior to opening. Intrepid College Prep intends to have an aggressive fundraising campaign during the pre-operational year; however, to remain conservative, we have not included projected income tied to our development plan. However, the board has signed a Letter of Commitment, memorializing their intention to serve as a 100% giving Board of Directors. The Founding Board has agreed to donate or raise \$30,000 per annum starting in the planning year. Should additional funds be raised during the planning year, they will be used to hire a Literacy and ELL Coordinator. Going forward, funds raised will be used to purchase items such as office equipment or technology needed for more effective implementation of the school's operation. See Section V.E. for more information about our development plans.

The table below outlines financial commitments that have been made to Intrepid College Prep.

Organization and/or Name of Funder	Anticipated Allocation of Resources	\$ and/or In-Kind Donation
Walton Family Foundation	Planning Grant	\$30,000
Walton Family Foundation	Post-Authorization Grant	\$220,000
Intrepid College Prep Founding Board of Directors	General Fund	\$30,000
Tennessee Charter School Incubator	General Fund	\$50,000
Total:		\$330,000

Expenditures

Intrepid College Prep has established a lean budget with add-ons requiring fundraising dollars. The expenditures of Intrepid College Prep are divided into three categories: personnel, school operations, and facilities. All expenditures, regardless of amount, are made explicitly in the context of whether or not it drives our mission of preparing our students to excel in school and life.

Personnel

In order to fulfill our mission, we have dedicated the majority of our financial resources to the human capital inside of our school. As stated in our core beliefs, we view high quality instructors as paramount to the success of our mission of being unapologetically college preparatory. Accordingly, personnel costs are our largest expenditure, totaling \$701,133 representing, 53.4% of our expenditures in Y1. In support of our teachers, we have staffed the following administrative positions from Year 1: Executive Director, Director of Curriculum and Instruction, Student Advancement Coordinator, and an Office Coordinator. The Board of Directors of Intrepid College Prep will determine a competitive compensation package based on education, experience, and skill sets and will include an annual 2% cost-of-living adjustment (COLA).

In accordance with the Tennessee charter statute T.C.A. § 49-113-119, teachers of Intrepid College Preparatory Charter School will participate in the group insurance plans of the LEA (Metropolitan Nashville Public Schools). Intrepid College Prep has properly accounted for all staffing costs in regard to health benefit plans, life insurance, state retirement, social security and Medicare.

Our personnel costs also include funds set aside for Blue Chip Faculty Performance Bonuses, which may be implemented, based on school-wide academic performance and depending on the financial resources of the school. The school's Board of Directors will determine bonus allocations and amounts. We have set aside amounts equal to 5% of Blue Chip Faculty salaries for this purpose.

School Operations

We have budgeted expenditures related to the general operation of the school, including marketing and recruitment, instructional and assessment materials, printing and postage, and furniture. For reference, State Budget Form account numbers are noted next to each item.

Marketing

- **Student Recruitment and Marketing** – Includes funds allocated for recruitment and fundraising efforts, which are led by the Executive Director. Approximately \$5,000 has been budgeted in Y1 and each year thereafter to engage in fundraising and recruitment efforts. (Account No. 72810 599)
- **Staff Recruitment** – Due to our emphasis on ensuring quality teachers and staff members, we have budgeted \$1,200 per full-time equivalent (FTE) in recruitment costs, including the cost of marketing and interviews. (Account No. 72810 599)

Instructional Materials

- **Classroom Supplies** – Includes supplies and classroom decorum purchased by faculty for their classrooms and also includes school-wide decorum (i.e. college banners and inspirational quotes). This amount is based on historical costs at other local charter schools (approximately \$2,500 per year for general building decorum, \$500 per instructional FTE for classroom supplies, and \$40 per student per year for supplies). (Account Nos. 71100 429; 71200 429; 72620 499)

- **Instructional Materials** – These funds primarily include curricular materials such as textbooks, workbooks, and teacher guides. The assumption is that the average cost of instructional materials per student is \$300. The school will plan to replace textbooks every four years (due to updated information and normal wear and tear). (Account No. 71100 449; 71200 449)
- **Assessment Materials** – Intrepid College Prep will administer state-mandated tests as well as the Stanford 10 Test, a nationally norm referenced test, Achievement Net, and internal assessments. Combined assessment costs total \$23,600, which is a figure based on historical costs. (Account No. 71100 429; 71200 429)
- **Printing and Paper** – Includes all costs associated with printing and copying for instructional purposes, including paper. This line item is based on historical costs (approximately \$50 per student). (Account No. 71100 429; 71200; 429)
- **Publications/Library Expense** – Intrepid College Prep will build its library over a period of time. The school will seek in-kind donations as well as purchase books annually for its library. The school has budgeted \$25 per student to cover expenses related to the purchase of books for the library. Depending on the availability of physical space to establish a more expansive library and the availability of funding, Intrepid College Prep will dedicate more resources to the library in future years. (Account No. 72210 432)
- **School Uniforms** – Intrepid College Prep has budgeted \$30 per new student and \$10 per returning student for school uniforms. (Account No.71100 499)
- **Health Supplies** – Intrepid College Prep has allocated approximately \$6 per student annually. This line item is based on historical cost of other local charter schools. (Account No. 72120 499)
- **Postage and Shipping** – This includes routine postage and shipping. This line item is based on historical costs of other local charter schools (approximately \$5 per student). (Account No. 72410 348)
- **Student Furniture** – Intrepid College Prep has budgeted approximately \$200 per student (\$24,000 for the 2013-2014 academic year) for furniture, including desks, tables, and chairs. (Account No. 71100 722; 71200 725)
- **Gifts and Awards** – Intrepid College Prep, as part of its school culture, believes strongly in rewarding students and faculty and staff for its accomplishments and hard work. As such, the school has budgeted for gifts and awards – based on historical costs (approximately \$15 per student and \$100 per faculty and staff member). (Account No. 72210 499)

Office-Administration

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

- **Office Supplies** – Includes central office supplies. This line item is based on historical costs (approximately \$500 per month), but in Y1 we have brought this cost down to \$4,000 annually (approximately \$330 per month) (Account No. 72410 435)
- **Furniture**– Intrepid College Prep has budgeted approximately \$500 per FTE for furniture. (Account No. 71100 722; 71200 725)

- **Faculty and parent meetings and activities** – Includes costs for faculty working meetings as well as parent meetings. This line item is based on historical costs (assumes an annual expense of \$1,200 – driven primarily by food costs). (Account No. 72410 599)
- **Insurance** - Includes insurance expense for general liability, umbrella, school board professional liability, building contents, employer's liability for workers compensation, surety bond, and physical/sexual abuse and molestation liability. Based on estimates for insurance premia provided by Arthur J. Gallagher Co., we have budgeted \$12,216 for insurance in the first year. (Account No. 72610 502)
- **Board Training** – The Tennessee Charter School Incubator will subsidize costs related to board training, which we anticipate will cost approximately \$3,000 per year.
- **Professional Development** – Quality professional development is essential to the continued effectiveness of the Intrepid College Prep faculty and staff. The school has allocated \$1,200 per FTE. The professional development budget includes travel and professional fees. Intrepid College Prep faculty and staff will have the opportunity to visit and study other high performing urban charter schools as well as attend conferences on effective teaching and learning practices. (Account No. 72210 524)

Communications

- **Cell phones** – Intrepid College Prep will cover the cost of a cell phone device and a monthly service plan with data package for school administrators. The school has budgeted \$150 per device and \$100 in monthly service charges. (Account No. 72410 307)
- **Telephones (School Facility) and Internet** – Intrepid College Prep has budgeted \$10,000 for a server, backup server and Internet set-up, and \$750 per month for telephone and Internet service at the school facility. A server is used to run active directory so that the user names and passwords can be administrated to log on to local machines. It also dishes out IP addresses to all network machines so they can talk with one another, which includes network printers, wireless routers, photocopiers/faxes, VOIP and other phone applications. A server can also be used for hosting webpages locally and is essential in acting as a DNS server which allows each computer to get internet setting automatically instead of setting up each computer on the network manually. It is actually required for schools to keep in accordance with E-Rate (Schools and Libraries Universal Fund Program) regulation requiring internet monitoring associated with user internet use. Serves also address the issue of data security and secure maintenance of school files. Intrepid College Prep may also use servers for classroom projects such as video-editing and other software that requires file sharing. (Account No. 72620 307)

Technology & Equipment

- **Computers** – In Opportunity Academy (5-8), each classroom will have a set of ten desktop computers? Additional computers purchased will go toward equipping a computer lab to be used by students in seventh and eighth grade. To be conservative, Intrepid College Prep has budgeted to pay for 40 desktops at the beginning of the 2013-2014 academic year at an average cost of \$500 per computer (which would include all necessary software costs). The school assumes an average computer life of 4 years. The school may receive in-kind donations or computers at a significantly lower price, which would have a favorable impact on the budget. (Account No. 71100 722; 71200 725)
- **Faculty/Staff Laptops** – Each Intrepid College Prep faculty member is provided with a laptop. The school assumes it will need to replace laptops every four years to keep pace with technological upgrades. Intrepid College Prep has budgeted \$700 per FTE to purchase laptop computers (which would include all necessary

software costs). The school may receive in-kind donations or computers at a significantly lower price, which would have a favorable impact on the budget. (Account No. 71100 722; 71200 725)

- **Copiers** – Intrepid College Prep will lease one copier per 150 students and has budgeted \$750 per month per lease. (Account No. 72410 701)

Field Trips

- **Philosophy** - Intrepid College Prep believes it is essential for our students to have educational experiences outside the classroom (cultural, arts, college visits, etc.). Intrepid College Prep will likely schedule one local trip per grade per month. In addition, upper-middle school students will have an opportunity to take one out-of-state trip per year to visit another city and college campuses. These trips help students gain a broader perspective on their education and life goals and will be largely funded by private fundraising. Many of the students we propose to serve have not traveled beyond their own neighborhoods or the city of Nashville. Students will earn the right to participate on trips by meeting academic and behavioral expectations.
- **Local -Trips** – Each grade (5-12) will typically take one local trip every other month to places such as the Federal Reserve Bank of Atlanta – Nashville Branch, Dollar General Headquarters, the Nashville Symphony among others, so long as students have earned enough PRIDE shares to participate in enrichment activities. The primary cost driver is transportation. Buses are rented for each trip – the average cost is \$250 per bus per trip. Intrepid College Prep has budgeted \$3,000 per grade level per year for local field trip expenses. The school also covers small fees that are associated with the trips (museum entry fees, food/beverage, etc.). (Account No. 71100 599)
- **Out-of- State Trips** – Beginning in grade 5, students will take one out-of-state trip per year to visit other cities and college campuses. The school will mount a fundraising campaign targeted at raising funds for college trips. Similarly, eligible students are those who have earned enough PRIDE shares to participate in capstone enrichment activities such as out-of-state field trips in the spring.
- **Out-of-Country Trips** - We are working with the Anew School to provide summer study opportunities in Ghana for Intrepid College Prep students. Please see **Appendix [X]** for a Letter of Support from Fund for the Anew School, Inc.

Food Costs

- Intrepid College Prep anticipates contracting with Bateman for food service. The school anticipates a 92% free and reduced lunch student population and expects this percentage to stay constant through the first five years of charter operations. Students not qualifying for free or reduced priced lunch will be able to purchase their meals in the cafeteria, resulting in minimal costs to the school for the regular food program. Intrepid College Prep has also budgeted \$0.76 per student annually for the cost of providing snacks during our instructional day. (Account No. 73100 422). Intrepid College Prep has included costs for the Federal Breakfast and Lunch Program Costs in Transfers Out (Account 99100 590)

Contracted Services

- **Accounting** – Intrepid College Prep has budgeted \$10,000 per year for its annual audit to be conducted by a CPA firm. The Tennessee charter statute requires the annual audit. (Account No. 72510 399)
- **Legal** – Intrepid College Prep has budgeted \$1,000 for legal expenses in the pre-operational year (2009-2010) as the school will need legal assistance, and \$1,000 each year thereafter for any additional legal work

(when/if the need arises). The school has extensive legal expertise on the Founding Board of Directors and through its legal contacts plans to secure legal assistance primarily on a pro bono basis during the planning year. (Account No. 72510 399)

- **Building Excellent Schools On-Going Support** – Intrepid College Prep has budgeted \$15,000 in the pre-operational year and Year 1, and \$10,000 in Year 2 for BES Follow-On Support, for a total of \$40,000. (Account No. 71100 399)
- **Payroll Services** – Intrepid College Prep has budgeted \$10 per FTE per payroll period for payroll services, or \$20 per month. (Account No. 72510 317)
- **Support Services (Specials)** – The school has budgeted \$20,000 per year for contracted services for support classes, such as art or music. (Account No. 71100 399)

Facilities

Intrepid College Prep has isolated facility assumptions with lease versus purchase functionality.

Intrepid College Prep has budgeted \$105,600 for operating lease payments in the first year of operation, which includes \$38,400 in custodial and utilities costs. With general insurance liability coverage of \$12,216, the total annual facilities expense is \$113,140. These assumptions are based on proposed lease terms for a property located at Una Antioch Pike and Murfreesboro Pike. See Appendix H for a Letter of Intent to Lease signed by Intrepid College Prep and the potential lessor.

Facility purchase assumptions include a 40,000 ft² facility and a purchase price of \$30 per square foot and a renovation cost of \$50 per square foot, resulting in a total amount of \$3,200,000. Given our current financial projections, it is extremely unlikely that Intrepid College Prep will purchase a facility in the first few years of operation. (Account Nos. 72610 328; 72610 351; 72610 415; 72610 502)

Pre-Operational Year

For additional information on Pre-Operational Year Revenues and Expenditures, please see Budget Summary on the preceding page. Expenditures in the Pre-Operational Year include salaries for the Executive Director and Director of Curriculum and Instruction, who will be hired as independent contractors. General operating expenses in the Pre-Operational Year primarily include general office supplies and equipment, and marketing and staff recruitment. The ending fund balance in the Pre-Operational Year is calculated as the excess budgeted revenues over budgeted expenditures. The ending fund balance in Year 1 is calculated as Year 1 budgeted revenues over budgeted expenditures plus the prior year (Pre-Operational Year) fund balance. This pattern continues across Years 2-5.

C. INTERNAL CONTROLS

Pursuant to rules issued by the Division of Charter Schools and best practices of high-performing and financially viable charter schools nationally, Intrepid College Prep has internal control procedures to prevent and detect financial fraud. Our internal controls are policies and procedures that: (1) ensure assets are safeguarded, (2) ensure financial information is reliable, (3) reduce the risk of fraud and abuse, and (4) ensure compliance with applicable laws and regulations.

Upon authorization, the Board of Directors will approve policies covering petty cash, cash receipts, bank reconciliation, accounting procedure, revenue recognition, compliance with grants, travel expenditures and reimbursement, inventory, and payment procedures—all considered integral to this area. All policies are in accordance with generally accepted accounting principles and in conformance with the uniform chart of accounts and accounting requirements as prescribed by the Comptroller of the Treasury under TCA 49-13-111 (n).

Our standard control activities include an integrated system of approvals, reconciliations, reviews, and segregation of duties and computer system controls. Management is responsible for ensuring that internal controls are established, documented, maintained, and adhered to. All school employees are responsible for compliance with internal controls.

Approvals

Intrepid College Prep has drafted a proposed sample Financial Policies and Procedures,¹²⁵ subject to final approval by the Board of Directors. Our procedures for approval are designed to limit authority, require supporting documentation for contracts and transactions, flag unusual items, and monitor purchases and cash disbursements.¹²⁶

Reconciliations and Reviews

Our procedures for reconciliations and reviews provide for comparison of different sets of data to another, identifying differences and taking corrective action when necessary. Key comparisons included budget projections to actuals, current and prior period comparisons, and bank reconciliations. Please refer to Intrepid College Prep Financial Policies and Procedures, Appendix I, for more information.

Asset Security

Intrepid College Prep takes several steps to guarantee the security of physical assets. The school's Office Coordinator is responsible for maintaining the equipment and furniture inventory. Physical access to valuable and moveable assets is restricted to authorized personnel. Perpetual records are maintained. Periodic counts and physical inventories provide comparison to perpetual records so that the Executive Director and the Director of Operations (once hired) can investigate and correct differences.

Segregation of Duties

Intrepid College Prep segregates duties to ensure that no single person:

- Initiates a transaction
- Approves the transaction
- Records the transaction
- Reconciles balances
- Handles Assets
- Reviews reports

¹²⁵ Intrepid College Prep Financial Policies and Procedures Appendix I.

¹²⁶ Ibid.

Certain tasks are divided to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). For example, an Office Manager with physical access to cash or other moveable assets is not involved in the related record keeping.

Back Office Solutions Vendor

Founded in 2001, EdTec is a social venture with a mission and singular focus to drive quality in the charter movement by delivering the highest value charter school support services and expertise, bringing economies of scale to developers, independent charter schools and multi-site charter school organizations. EdTec was founded on the realization that, like any small business, charter schools need capable, experienced staff with specialized operational skills in a multitude of areas but cannot afford to bring that staff on board. By providing the benefits of scale, EdTec's service offering allows charter schools to focus more of their limited resources on classroom instruction and improving student achievement.

Throughout California, EdTec is the most highly-regarded back-office and professional consulting services provider for charter schools. EdTec's comprehensive services offering spans the entire charter school lifecycle—from charter application development support, school launch and operations, to board governance, strategic planning, student / school performance, and charter renewal. The overall EdTec service delivery is **proactive, forward-looking** and brings our deep charter operations expertise to bear on behalf of its school partners. EdTec follows a philosophy of continuous improvement. It determines client requirements, expectations and preferences by working closely with its school partners throughout the year and by conducting an in-depth Customer Satisfaction Survey process that occurs annually.

EdTec is a national provider that has delivered services to more than 250 charter schools supporting over 60,000 students across 50 districts in over 30 counties and seven states. EdTec is a partner, sponsor, and services provider to statewide charter school support associations in multiple states. EdTec is a re-elected member to the California Charter Schools Association Member Council, a body that helps set policy for the charter school movement in California. EdTec provides the following comprehensive services.

FINANCE & ACCOUNTING	
Budgeting:	
	Annual and multi-year budgets with cash flows
	Budget Revisions
	Updated monthly budget forecasts
Financial Statements:	
	Monthly year-to-date financial statements compared to budget
	Monthly cash flow projections
	Financial statement analysis summary presentation
	Customized financial reports and analysis
	Support in resolving financial issues (budget changes / identify funding sources)
Accounting:	
	Setup SACS-compliant chart of accounts, general ledger
	Customized account codes
	Fund accounting (revenue and expenditures by fund)
	Training of school staff on accounting procedures, practices, record-keeping
	Accurate transaction recording
	Journal entries and account maintenance
	Bank reconciliation
	Account for Capital Outlay Expenses
	Record capitalized assets
	Record depreciation and amortization in GL
	Reconciliation of expenditures to fixed asset listing
	Generate additional financial reports
	Detailed account activity
	Bank Register activity
	Summary of budget
	Expenditures by account
	Cash balances
	Payroll register
	Revenues
	GL account balances
Accounts Payable & Receivable:	
	Revenue verification
	Revenue discrepancy resolution w county / district, collection
	Accounts Payable
	Enter / process invoices
	Proper coding of invoices
	Upon school approval, pay invoices
	Verify no double payments, double billings on multiple invoices
	Troubleshoot payment issues with vendors
	Verify that funds are available for payment
Purchasing:	
	Assist with vendor selection: recommendations
	Purchasing assistance on big-ticket items (e.g. portables)
Government Financial Reporting:	
	Prepare preliminary and final budget reports
	File preliminary and final budget reports
	Prepare quarterly interim financial reports to LEA
	File both quarterly interim financial reports to LEA
	Prepare and file unaudited financial report
	File audited financial report (from auditor)
Audit and Tax Filings:	
	Audit support
	Prepare financial documents for auditors
	Work side-by-side with auditors to ensure smooth and timely audit
	Audit compliance training
	Develop financial policies with school leadership and staff to protect school
	Support for compliance with Single Audit Act of 1984
	Auditor referrals / discount on audit fees
	Support in preparing IRS Form 990

Figure 5.3

PAYROLL	
	Payroll processing - check printing and/or direct deposit
	Support for payroll-related payments/deductions, salaried/hourly employees
	Payroll reporting
	Federal / State agency reports
	Electronic payroll, payroll tax, payroll tax deposit reports
	Employee payroll information / record maintenance
	Prepare and send W-2 and 1099 forms to employees
	IRS, SDI, WC support
	Assist in resolving payroll tax issues before IRS and other federal / state reporting agencies
	Assist school with State Disability, Workers Comp, or Unemployment Insurance claims via supporting payroll reports
	TCRS & other retirement plan administration
	Assist school with set up TCRS accounts
	Make appropriate TCRS deductions and payments
HUMAN RESOURCES & BENEFITS	
	Employee file procedures
	Employee file set up and compliance
	Live Scan procedures and support
	TB test information and compliance
	Credential verification support
	Contracts and Employee Handbook samples, development support
	Health benefits procurement, re-quotes, and administration support
	Teacher credentialing and "highly qualified" evaluation support
INSURANCE	
	Insurance quoting / procurement assistance
	Insurance administration - assistance in communication with insurer to facilitate claims processing
BUSINESS CONSULTING	
	Board & School Leader Support with Negotiations
	MOUs
	Facilities
	SPED with LEA
	Landlords
	Vendors
	Develop presentations and analysis to support school's positions
	Strategic budget development
	Scenario development and analysis
	Financing support
	Prepare loan packages
	Connect school with non-traditional / specialized funding sources
	Legal services management to keep costs down
	Special Projects
	Food service providers
	Analyzing transportation options
	Modeling growth scenarios
	Modeling facilities scenarios
BOARD MEETING SUPPORT	
	Board Meeting Materials Binder Preparation and Distribution
	Board Meeting Agenda Development
	Board Meeting Materials Collection, Organization, Collation
	Board Materials Distribution - Days In Advance
	Board Meeting Attendance (attend <u>entire meeting</u>)
	Assist Board in Open Meeting Act Compliance
	Prepare Financial Analysis Presentation
	Present Financial Analysis Report to Board
	Board Meeting Minute Review, Edit, Incorporation of Client Feedback

Figure 5.3

FACILITIES	
	Facility proposal development for LEA
	LEA facility negotiation assistance
COMPLIANCE & ACCOUNTABILITY	
	Employee file templates, forms, procedures
	Employee file compliance
	Mid-Year On-Site Compliance Audit
	NCLB compliance support
	SPED compliance checklists and information
	Funding requirements and compliance recommendations
	LEA and state regulation compliance
	Annual and monthly compliance calendar generation and maintenance
ATTENDANCE & STUDENT INFORMATION SYSTEMS	
	Attendance procedures assistance and recommendations
	Quarterly ADM analysis
	Student Information System Evaluation Assistance
CHARTER DEVELOPMENT & GRANTS ADMINISTRATION	
	Customized financial reports
	Fund / grant accounting
	Planning & Implementation Grant Program reporting
	Prepare and submit reports to TDE
	Prepare and file Consolidated Application
START-UP/SET-UP	
	Extensive Startup Support including forms, instructions, expertise
	State and Federal IDs
	Charter Number
	501(c) (3) support
	Payroll information (I-9, TCRS, health, Live Scan, etc.)
EDTEC SCHOOL PORTAL (ESP)	
	Management Dashboard of Key Performance Indicators
	Financial Reporting
	Knowledge Base: 400+ pages of online, searchable content (Policies, Forms, Information Sheets, Best Practices, etc.)
	Compliance Event Management
	Charter News Feeds
	Online File Cabinet for Key Charter Documents
ACCOUNT STAFFING	
	Client Manager (Primary Account Contact)
	Charter School Accounting/Finance Specialist
	Payroll Specialist
	Accounts Payable Specialist
	Attendance Data / SIS Specialist
	Board Support Administrative Specialist
	EdTec Executive Team support / input on Business Consulting, Strategic Planning, Legal Services Management

Figure 5.3

CONTINGENCY PLANNING

The stability of our long-term financial plan hinges on three key factors:

- (1) Our ability to meet our anticipated enrollment numbers, particularly in Y1 (120 fifth graders)
- (2) The availability of low cost space existing in our proposed territory of Antioch, TN
- (3) Our ability to budget conservatively, staff appropriately and manage our assets and resources

We have intentionally built a Y1-Y5 budget that does not require unsecured funds to meet our operational needs. However, we do have a robust Development Proposal to expand our academic program with additional enrichment opportunities, plan for long-term facilities needs and overcome resource constraints created by the absence of CSP funding.

Our confidence in our ability to raise ambitious amounts of philanthropic money is based on the strength of our school leadership and Board of Directors, as outlined in Section VI.F.5-6 of the application. Most importantly, the Board of Directors has signaled its enthusiastic support for the school by committing to raise a minimum of 30,000 in the planning year and establishing a 100% annual giving requirement. The Founding Team has already begun to cultivate relationships with funders and fundraising experts¹²⁷ at this early stage to develop a strong development plan that is aligned to our mission and goals. In Y3, the Executive Director hires a Director of Finance and Development to oversee the school's resource and development initiatives but in the budget we do not reflect the total amount of fundraising dollars we expect an individual in that position to bring in. Rather, we have made limited their contribution to the school's revenues to the amount of their salary to demonstrate that we are not relying on additional unsecured funds to have a healthy bottom line.

Our confidence in our ability to enroll our anticipated inaugural class of 120 fifth grade students is based on the number of families that have chosen Intrepid to date.¹²⁸ It is our job to keep these families engaged and excited about the school's opening. In addition, hosting monthly information sessions in addition to the monthly information sessions we have hosted at the Nashville Public Library for the past few months and continuing to build relationships with faith-based organizations, after school centers, enrichment providers, and local community groups and political leaders has allowed us to develop a growing track record of successfully engaging Antioch residents, informing them about Intrepid College Prep, one school and one choice that closes two gaps.

Our confidence in our ability to locate a low-cost space in the community stems directly from the due diligence we have done to identify a suitable facility. We explored three options and have identified a property on Una Antioch Pike and Murfreesboro Road that is ideally situated because it is within a mile's distance from three of the elementary schools that we plan to target in our recruitment efforts. Please see the attached LOI in Appendix H that outlines proposed lease terms. Additionally, there is an abundance of unused commercial real estate in the area available for lease and purchase.

¹²⁷ Mia Howard met with Carrie Thompson, Assistant Vice President for Development and Alumni Relations at Lipscomb University on March 7, 2012 to discuss fundraising strategy. Mia Howard has met with Joyce Lavery, CEO of the Safehaven Family Shelter, numerous times in March 2012 to discuss nonprofit resource development and learn best practices about engaging local funders specifically.

¹²⁸ For more details about our community development efforts in the Antioch community, refer to Section XIII.B.

To demonstrate that we still have capacity to deliver on our school’s mission even if we are presented with unexpected financial hardship, we have developed a series of contingency plans to outline the action steps the school would need to take under those circumstances.

Scenario 1: 75% Anticipated Enrollment for Y1 of School Operation			
Assumptions	Change in Revenues/Expenses	Potential Actions to Steady Financial Footing	Financial Outcomes
Low-Cost RE Option	Decrease in PPR by \$243K	Reduce administrative support – Office Coordinator. During a BES school study of Mission Prep in San Francisco, CA (which has a low per pupil at approximately \$5000) we saw a strong two leader model that did not have administrative office support as a function of low per pupil funding. The leaders used space strategically to support phones and placed leader offices in front of the school entrance to greet visitors. Our proposed location has administrative office space by the front entrance so we would be able to accomplish something similar. Additionally, we would not need as many ELA teachers to support 3 hours of literacy across three cohorts; 2 teachers could handle that load so we would release one teacher. Lastly we would reduce the number of computers the school planned to purchase from 40 to 30, resulting in \$5,000 in savings, which allows the school to protect its performance bonus program.	End Fund Balance – 54K

Scenario 1: Intrepid College Prep is unable to secure low-cost facility on the market in Antioch in Y1			
Assumptions	Change in Revenues/Expenses	Potential Actions to Steady Financial Footing	Financial Outcomes
Fully Enrolled	Assumes 25% increase in lease rate to \$112,500.	No action necessary.	Reduces our end fund balance to \$67,000, which is approximately 20K less than our current projected fund balance but we still have a positive cash balance in Y1

Scenario 1: Intrepid College Prep’s special education enrollment doubles projections in Y1 and Y2			
Assumptions	Change in Revenues/Expenses	Potential Actions to Steady Financial Footing	Financial Outcomes
Fully Enrolled Low Cost Facility Secured	Assumes we have a special education population of 24% or 29 students – causes an end fund balance of (94K) Increases IDEA funding to 58K.	We would bring on a Special Education Teacher one year early to support the Student Advancement Coordinator in providing adequate supports to students with special needs.	Reduces end fund balance to 57K. from 89K but still allows us to adequately support our students and protect our cash balance. We would redouble our fundraising efforts to capture

			the 30K loss.
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Figure 5.4

FUND DEVELOPMENT

1. Financial Goals

Our four fund and resource development goals for the post-authorization planning year are to secure funding to:

- Supplement next year's (FY13) operating expenses to provide enhanced enrichment opportunities;
- Cover the funding gap created by the loss of federal CSP funds
- Launch the Intrepid College Prep Investment Program
- Secure a facility that will house Opportunity Academy at its full 390 student capacity by the start of our third year (FY15).

FY13 Operational Need

- In our planning year (FY12), we are able to cover our operating expenses because substantial, start-up funding (\$300,000) from private foundations is available to us. In FY13, our first year of school operation, we have a healthy operational budget that supports our mission and vision but we recognize that marshaling additional resources on behalf of students is also mission critical. Thus, while per-pupil tuition and private foundation grants support a portion of our expenses, we will seek additional funding to support our program and enhanced enrichment opportunities. Chief among our concerns is providing additional transportation to students. Given that enrollment is such a key driver of our fiscal sustainability, we want to ensure that we are able to provide free transportation to as many students as possible to remove any attendance barriers. The following chart illustrates the range of our FY13 operational need. The following estimates exclude all potential fundraising revenue. These figures are, however, based on a budget that includes FY13 facility costs.

FY13 Operational Needs	
Range	Amount
Low	\$150,000
Baseline - Low	\$200,000
Baseline - High	\$250,000
High	\$300,000

Figure 5.5

Investment Program Need

- In order to fulfill our mission and provide scholars with meaningful opportunities to invest with real dollars, analyze investments, and develop an appetite for taking smart risks, we need to develop a well-resourced investment program. Our vision is to create partnerships with a select group of financial institutions that will finance the program in whole or in part (on a matching basis). Scholars learn over time how to manage the investment portfolio and the capital gains in the accounts are awarded to scholars in equal shares upon high

school graduation. The following chart illustrates the range of funding needed to successfully launch the Opportunity Academy Investment Program in FY13

FY13- F16 Investment Program Needs	
Range	Amount
Low	\$80,000
Baseline - Low	\$100,000
Baseline - High	\$150,000
High	\$200,000

Figure 5.6

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SECTION VI – OPERATIONS AND GOVERNANCE

A. OVERVIEW

As our educational philosophy states, the integrity of our academic model is evaluated by the series of assessments and checks and balances in place to hold the school accountable ensure fiscal sustainability. The governance structure of the school promotes maximum oversight and efficiency through clear delineation of the respective governance role of the Board of Directors and the management role of the Executive Director. Leading up to and following authorization, the applicant team has sufficient resources and supports from Building Excellent Schools and the Tennessee Charter School Incubator to successfully transition the Founding Board to a governing Board of Directors.

Each founding group member shares core beliefs about education. First, the group believes that there is a serious need for a fifth through twelfth grade alternative in Nashville. Second, all members believe in the educational philosophy of the school – setting high expectations with the structures and supports for every student to meet them, and building the foundational knowledge and skills for students to engage in a rigorous college preparatory curriculum. Third, all members believe in teaching and developing the character values that each student needs to compete, achieve, and succeed in high school, college, and beyond. This shared vision has brought us together and is guiding our efforts.

B. ORGANIZATIONAL PERFORMANCE GOALS

1. IMPLEMENTATION

Goal 1: Intrepid College Prep will implement the essential terms of the educational program as defined in the charter agreement.

- **Measure 1.01:** The school will implement the essential terms of the educational program in all material respects. The educational program in operation reflects the essential terms as defined in the charter agreement.
- **Reporting 1.01: Annual Audit**

Goal 2: Intrepid College Prep will demonstrate that the curriculum and instruction are aligned with state educational requirements.

- **Measure 2.01:** The school will demonstrate that the curriculum and instruction are aligned with state educational requirements, including but not limited to: (1) instructional days or minutes, (2) graduation and promotion requirements; (3) and content standards.
- **Reporting 2.01: Quarterly and Annual Reporting to MNPS Charter Office**

6. Admissions and Enrollment

Goal 1: Intrepid College Prep will conduct lawful, unbiased admissions and enrollment processes including conducting appropriate randomized lotteries when required.

- **Measure 1.01:** The school has followed fair and open recruitment practices.
- **Reporting 1.01:** Quarterly and Annual Reporting to Charter Office
- **Measure 1.02:** The school did not seek or use information in ways that would have been discriminatory or otherwise contrary to law.
- **Reporting 1.02:** Quarterly and Annual Reporting to Charter Office
- **Measure 1.03:** The school complied and utilized waiting lists consistent with applicable laws, rules, regulations, and the charter agreement.
- **Reporting 1.03:** Quarterly and Annual Reporting to Charter Office
- **Measure 1.04:** The school enrolls students in accordance with a lawful admissions policy, lottery results, and waiting list results.
- **Reporting 1.04:** Quarterly and Annual Reporting to Charter Office

7. STUDENT ATTENDANCE

Goal 1: Intrepid College Prep will materially comply with attendance requirements, including those listed below, based on applicable laws, rules, and regulations, as well as any relevant provisions of the charter agreement. Any failure to comply will be promptly remedied.

- **Measure 1.01:** The school does not for any reason attempt to persuade or “counsel out” parents from including a child in the program either in advance of enrollment or thereafter.
- **Reporting 1.01:** Quarterly and Annual Reporting to Charter Office
- **Measure 1.02:** The school complied with state and federal laws related to attendance requirements.
- **Reporting 1.02:** Quarterly and Annual Reporting to Charter Office

Goal 2: Intrepid College Prep is fully enrolled and demonstrates high levels of attendance and student retention.

- **Measure 2.01:** Intrepid College Prep will average 95% daily student attendance.
- **Reporting 2.02:** Monthly Reporting via Chancery and Quarterly Reporting to Charter School Office
- **Measure 2.02:** The waiting list will be minimally equal to 25% of the fifth grade enrollment during Y1 and in each subsequent year.
- **Reporting 2.02:** Quarterly and Annual Reporting to Charter Office

8. DUE PROCESS AND STUDENT RIGHTS

Goal 1: Intrepid College Prep materially complies with due process protections, civil rights and student liberties

requirements. It respects and defers to student liberties (including 1st Amendment protections relating to free speech and religion).

- **Measure 1.01:** The school materially complies with due process protections, civil rights and student liberties requirements.
- **Reporting 1.01:** Annual Report; Within 5 days if conflicts arise
- **Measure 1.02:** The school respects and defers to student liberties, including 1st Amendment protections related to free speech and religion.
- **Reporting 1.02:** Annual Report; Within 5 days if conflicts arise

9. Key Information and Reporting

Goal 1: Intrepid College Prep complies with reporting requirements imposed by applicable laws, rules, regulations, and provisions of its charter agreement.

- **Measure 1.01:** The school submits timely and accurate reports to the school's authorizer, state education department, district education department, and/or federal authorities stemming from (1) school operations, (2) accountability tracking, (3) enrollment reports, (4) compliance and oversight, (5) and other variable purposes.
- **Reporting 1.01:** Quarterly and Annual Reporting to Charter Office and other entities as required.

10. Safety, Security, and Health Related Services

In addition to the health and safety standards that will be outlined in Intrepid College Prep's insurance agreement, Intrepid College Prep will adhere to the following safety guidelines as outlined by Metropolitan Nashville Public Schools¹²⁹.

Goal 1: The school will comply with applicable laws, rules, regulations, and provisions of its charter agreement relating to safety, security, and health related services.

Measure 1.01: The school will conduct fire inspections and maintain related records on site.

Reporting 1.01: Certificate of Inspection

Measure 1.02: The school will maintain a viable certificate of occupancy and any other required building use authorization.

Reporting 1.02: Certificate of Occupancy

Measure 1.03: The school will maintain student records and testing materials securely.

¹²⁹ (<http://www.mnps.org/Page70057.aspx>)

Reporting 1.03: SIS and hard-copy files will be protected from security breach as documented in our Operations Manual.¹³⁰

Measure 1.04: The school will offer appropriate nursing services.

Reporting 1.04: Annual reporting to Charter Office

Measure 1.05: The school will comply with all applicable rules and regulations regarding the appropriate dispensing of pharmaceuticals.

Reporting 1.05: Timely and accurate submission of reports for utilization of particular funds.

C. OPERATIONS

1. CHARTER LEGAL STATUS

Intrepid College Prep seeks to be an independent charter. Intrepid College Prep will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the charter school act

11. LEGAL EVIDENCE OF THE SCHOOL AS A NON-PROFIT PUBLIC BENEFIT CORPORATION AND BYLAWS

Intrepid College Prep has applied for status as a non-profit public benefit corporation and, and will function according to all legal and ethical standards related to operating as a non-profit entity. A copy of our approved Articles of Incorporation and proposed bylaws are included as Attachment C and Attachment E, respectively.

12. PROCESS FOR AMENDMENTS TO THE CHARTER

Intrepid College Prep will comply with current MNPS policy for amendments to the charter petition.

13. AUDIT AND INSPECTION OF RECORDS

In accordance with TCA 49-13-127, the Intrepid College Prep Board of Directors will initiate an annual audit of the school's accounts and records, including internal school activity and meal programs. The objective of the audit is to express an opinion that provides reasonable assurance that the financial statements of the charter school present fairly, in all material respects, the financial position, results of operations and cash flows, in conformity with generally accepted accounting principles (GAAP). The auditor will also report on the Intrepid College Prep's internal controls related to the financial statements and compliance with laws, regulations, and the provisions of contracts or grant agreements, noncompliance with which could have a material effect on the financial statements of the school.

The audits are due to the Division of Charter Schools no later than September 1 (if the fiscal year ends on June 30). The audits must be prepared in accordance with generally accepted auditing standards. The Comptroller of the Treasury is responsible for ensuring the audits meet those standards. No audit may be accepted as meeting the requirements of this section of the law until the Comptroller of the Treasury has approved the audit.

¹³⁰ The Intrepid College Prep Operations Manual will be drafted and approved by the Board of Directors during the 2012-2013 planning year.

Accordingly, the District reserves the right, pursuant to its oversight responsibility, to audit Intrepid College Prep books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement
- Internal controls, both financial and operational in nature
- Accuracy, recording and/or reporting of school financial information
- School's debt structure
- Governance policies, procedures and history
- Recording and reporting of attendance data
- School's enrollment process
- Compliance with safety plans and procedures
- Compliance with applicable grant requirements

Intrepid College Prep will cooperate fully with such audits and make available any and all records necessary for the performance of the audit upon 30 days' notice to school. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

In addition, if an allegation of waste, fraud or abuse related to Intrepid College Prep's operations is received by the District, Intrepid College Prep will be expected to cooperate with any investigation undertaken by the Office of the Inspector General.

14. REPORTING SCHEDULE

Intrepid College Prep partners with MNPS to achieve its academic and organizational goals. Accordingly, Intrepid College Prep will meet any and all reporting obligations to provide transparency to MNPS regarding school operations.

Charter Office Reporting Cycle	
Annual – Enrollment	
Prior to Sept. 1	Enrollment Stability
Prior to Sept. 1	Enrollment Figures
Prior to Sept. 1	Attrition (Per Grade)
Prior to Sept. 1	Attendance (Average Daily Attendance)
Annual - Financial Reporting	
Prior to Sept. 1	Financial Audit
Annual – Assessment	
Prior to Sept. 1	TCAP Results
Prior to Sept. 1	Discovery Education Assessments

Prior to Sept. 1	End-of-Year Summative Assessments
Annual – Accreditation Process	
Prior to Sept. 1	High School Accreditation Process
Quarterly – Student Information Reporting	
Aug. 15, Nov. 15, Feb. 15, May 15	Student Enrollment – Including Chancery SIS Variance
Aug. 15, Nov. 15, Feb. 15, May 15	Waitlist
Quarterly – Financial Reporting	
Aug. 15, Nov. 15, Feb. 15, May 15	Balance Sheet, Income Statement, Loan Repayment Schedules
	Budget Changes
Quarterly – Governance Reporting	
Aug. 15, Nov. 15, Feb. 15, May 15	Board Roster – Including Contact Information, Credentials and Experience
Aug. 15, Nov. 15, Feb. 15, May 15	Board Minutes and Exhibits
Aug. 15, Nov. 15, Feb. 15, May 15	Evidence of Compliance with Open Meetings Law
Aug. 15, Nov. 15, Feb. 15, May 15	Signed Conflict of Interest Disclosure Statements
Quarterly – Staff	
Aug. 15, Nov. 15, Feb. 15, May 15	Completed Background Checks
Aug. 15, Nov. 15, Feb. 15, May 15	Licensure and Certification for Faculty; Designation as Highly-Qualified
As Needed & Within 5 Days of Occurrence	
Within 5 Days	Sponsor’s Tax-Exempt Status
Within 5 Days	Applications, Filings, Determinations Related to Non-Profit Status
Within 5 Days	Facilities Certificate of Occupancy
Within 5 Days	Health and Safety Certifications

Within 5 Days	Governing Board-by-Laws
Within 5 Days	Staffing Changes
Within 5 Days	Students at-risk of Expulsion

15. SAFETY

Establishing and maintaining a teaching and learning environment that promotes wellness, health, and safety is a primary responsibility of Intrepid College Prep's governing board. Policies will be developed in accordance with all applicable health and safety laws and regulations of federal and state government as they pertain to public school operation. The Principal is responsible for seeing that day-to-day practice of safety is a part of the school, including the instructional program.

Policies will address the following topics:

1. Fire protection
2. Accident prevention and reporting procedures
3. Indoor air quality plan and asbestos inspections
4. Multi-hazard plan
5. Warning systems
6. Emergency drills (Local and community wide including fire, severe weather, earthquake and bomb threats)
7. Emergency closings
8. Traffic safety
9. Traffic and parking controls
10. Safety inspections
11. First aid, emergency medical care, infection control
12. Student/employee provision of required health records and required immunizations
13. Staff TB clearance and CORI checks
14. Reporting of suspected child abuse/neglect
15. Sexual harassment
16. Establishment of alcohol/drug/tobacco/violence free environment

Other topics for policy establishment will be determined via review and compliance with Memphis Board of Education Policies and procedures.

Additional Security

Procedures to adequately protect school property shall include, but not be limited to:

1. Controlling the issuance of building keys and master keys and access cards and security cards
2. Permitting access to classrooms, laboratories, gymnasiums or other school facilities or equipment only to times when there is appropriate faculty supervision
3. Procedure for securing teacher work areas when being left unattended or at the end of the day

The Executive Director will secure assistance from law enforcement officials when deemed necessary in order to maintain order or security during the school day or during extracurricular activities at school. The Executive Director shall call the Nashville Police Department in cases involving illegal entry, theft or vandalism. The Executive Director will also notify the Board of Directors within 24 hours after each case of vandalism, theft, building damage and illegal entry. The Board of Directors is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property.

D. GOVERNANCE OVERVIEW

Intrepid College Prep will be governed by a Board of Directors who will maintain active and effective governance of the school primarily in their relationship with the Executive Director, who will serve in a non-voting *ex officio* capacity. Along with an effective reporting structure and attendance at regular monthly meetings that will occur at least 10 times per year, the Board will set evaluative measures in place that monitor the effectiveness of the Executive Director as well as the educational programs of the school. Further, the Board will establish a Governance Committee, which will oversee the recruitment and orientation of a qualified Executive Director to ensure the organization's viability over time, and will establish an evaluation process to assess its efficacy on an annual basis.

The selection of Founding Board Members was initiated by Lead Founder and proposed Executive Director, Mia Howard. Each member of the founding team was carefully chosen for his/her dedication to education, expertise and experience, service to the community, and unwavering belief in the mission and vision of Intrepid College Prep. This committed Founding Board has the skill sets and experiences that together will enable Intrepid College Prep to achieve academic excellence and financial sustainability. If chartered, it is anticipated that all Founding Board Members will transition to the Governing Board of Directors. An odd number of Directors shall be maintained for voting purposes.

The Founding Board brings over 15 years of governance experience to Intrepid College Prep. Additionally, the Founding Board has extensive experience in strategy, startup operations, finance, law, grant management, real estate, and secondary education. Although the Founding Board brings decades of expertise in different disciplines, the board recognizes that their experiences have not yet been brought to bear on the success of a high-performing charter school. Accordingly, the Founding Board has dedicated a considerable amount of time to training and board development. Subsequent to authorization, the Board of Directors will continue to devote time to ongoing training to strengthen its capacity to effectively govern the school during its pre-operational year and every year thereafter.

E. ORGANIZATIONAL PERFORMANCE GOALS - GOVERNANCE

Goal 1: The Board of Directors will provide effective and sound oversight of the school. School governance and leadership will effectively support the essential work of the school to promote teaching and learning in schools.

- **Measure 1.01:** The Board of Directors will conduct a formal annual review to measure the effectiveness of the school's leadership using one formal evaluation per year.
Reporting 1.01: Board of Directors Meeting
- **Measure 1.02:** The Board of Directors will conduct an annual self-evaluation to assess strengths and weaknesses of the Board.
Reporting 1.02: Board of Directors Meeting
- **Measure 1.03:** The Board of Directors will annually review the bylaws and policies and update as necessary.
Reporting 1.03: Annual Report; Required DOE Approvals
- **Measure 1.04:** The Board of Directors will conduct an annual analysis of the school's organizational strengths and weaknesses.
Reporting: Strategic Plan

F. PRIMARY RESPONSIBILITIES OF THE BOARD OF DIRECTORS

The Board's primary responsibilities include:

- Establishing and approving essential educational and operational policies (Grading Policy, Promotion Policy, etc.)
- Selecting, supporting, and establishing an ad hoc committee to evaluate the school's Executive Director.
- Approving the school's annual budget and monitoring monthly cash flow statements.
- Ensuring compliance with nonprofit integrity standards and all applicable local, state, federal law and regulations.
- Establishing the school's mission, long-range goals, and annual objectives.
- Monitoring student achievement and ensuring progress toward fulfillment of the school's mission.
- Approving all major contracts, defined as contracts for amounts at or above \$5,000.
- Ensuring the school has adequate resources for its educational program.
- Hiring an independent auditor and reviewing audit results.
- Participating in the dispute resolution process as needed
- Appointing an administrative panel to hear student expulsions and act on expulsion appeals when necessary.
- Adhering to the school's Conflict of Interest policies.

1. BOARD MEETING FREQUENCY, AGENDAS, AND MINUTES

Intrepid College Prep Board meetings will take place at least once a month, ten months each year, and will operate in full compliance with the Tennessee Open Meetings Act. Additional meetings may be called as necessary, and will continue to abide by all provisions of the Tennessee Open Meetings Act.

Agendas will be published in advanced and distributed to each governing board member and be posted near the school office for public viewing at least one week in advance of the scheduled meeting.

The Board's Secretary will record notes during each meeting or establish a policy for rotating responsibility for recording minutes amongst members of the Board of Directors. Within 48 hours, minutes will be available at the main office for any interested member of the public.

16. COMPOSITION OF THE BOARD OF DIRECTORS

The Intrepid College Prep Board of Directors will consist of at least seven and no more than fifteen voting members. The Executive Director will serve as a non-voting *ex officio* member. Pursuant to Tennessee law, the Intrepid College Prep Board of Directors will bring on a parent representative whose child is currently enrolled in the school. The Board of Directors appoints the parent representative within six months of the school's opening date.

17. BOARD OFFICER DESCRIPTIONS

As indicated by the school's Bylaws¹³¹, the Board will include four (4) elected officers—Chair, Vice-Chair, Treasury and Secretary—to meet specific organizational needs. Each officer will serve a one-year term that is renewable for a maximum of three consecutive terms.

The Chair is part of the leadership structure of the organization. The responsibilities of the Chair include:

- Presiding over all meetings of the Board of Directors and other meetings as required
- Coordinating with school leader, board officers, and committee chairs to develop the agenda for board meetings

¹³¹ See Attachment C, Bylaws.

- Disseminating important information to the other members of the Board
- Reviewing operational effectiveness and setting organizational priorities for future development
- Serving as the chair of the Governance Committee
- Serving as *ex officio* member on all committees
- Appointing committee chairs. Monitoring the effectiveness of the Board's governing processes and addressing deficits of Board operations

The Vice-Chair serves in the capacity of Chair of the Board of Directors in the event the Chair is absent.

- Attend all board meetings
- Carry out special assignments as requested by the Board Chair
- Understand the responsibilities of the board chair and be able to perform these duties in the chair's absence
- Participate as a vital part of the board leadership

The Treasurer is entrusted with the financial responsibilities of the Board. Specific responsibilities of the Treasurer include:

- Serving as the chair of the Finance Committee
- Ensuring that Intrepid College Prep complies with district, state, federal, other statutory reporting requirements
- Working with the Board Chair and Executive Director to ensure financial records are current and accurate
- Participating in the preparation of the annual budget
- Vetting and recommending an external auditor to the Board for the annual financial audit
- Working with school's administrative staff to ensure complete financial records are made available if requested by auditors, the authorizer, or other entitled parties
- Reviewing monthly financial statements prepared by the school's administrative staff
- Ensuring that required financial reports are prepared accurately and in a timely manner
- Reporting to full Board regularly to ensure Board is fully aware of and understands organization's financial health

The Secretary is the chief record keeper for the Board. Specific duties of the Secretary include:

- Certifying and keeping a hard copy and electronic copy of the bylaws as amended or otherwise altered to date
- Recording official minutes of all meetings of the Directors. Meetings shall record the location, start and ending time of the meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceedings thereof
- Keeping copies of agendas and minutes of all meetings of the Directors and committees and making these documents available at the school's main office
- Ensuring that all notices are duly given as described in the bylaws or required by law
- Performing other duties incident to the office of Secretary

18. BOARD COMMITTEES

As indicated by the school's Bylaws,¹³² the Board will have a standing Governance Committee and additional board committees or task forces may be added as needed by resolution of the Board. Committees may include members of the Board of Directors, staff members, parents, and community members as appropriate, as determined in the resolution creating the committee or task force.

Upon authorization, the Board of Intrepid College Prep will form the following committees to ensure successful start-up of the school:

- **Governance**—The purpose of this committee is to ensure the Board has the necessary strength to govern Intrepid College Prep. The Governance Committee will create tools for evaluating the strength of the board and provide development opportunities for members. The Governance Committee will also be responsible for the identification, recruitment, nomination, and (upon approval) training of new members.
- **Finance**—The purpose of this committee is to closely oversee the financial management of the school and work with the Executive Director and Director of Finance and Development, once hired, to ensure fiscal responsibility and sustainability. The Finance Committee tasks will include reviewing monthly cash flow statements, preparing financial reports and presenting these reports to the Board, and taking the lead in hiring the school's auditor and interpreting the results of the financial audit.
- **Facilities**—The purpose of this committee is to continue the work of securing a suitable school site for our proposed opening. This group will work with real estate brokers, developers, project managers, and other contractors in order to ensure that we fulfill all building requirements and receive all of the necessary permits prior to opening.
- **Development**—The purpose of this committee is to work with the Executive Director to develop marketing materials, increase public awareness about the school, and raise funds to further support the school's mission.
- **Academic Accountability**—The purpose of this committee is to work with the Executive Director to analyze the academic progress of students and ensure that the school is meeting accountability goals as outlined in this charter petition, as well as any additional internal measures of success that the board and school leadership may establish. During the start-up phase of the school this committee will also support the recruitment and enrollment efforts of the school.

G. MEMBERS OF THE FOUNDING BOARD

Lead Founder Mia Howard began recruiting founding board members in the fall of 2011. The founding group established standing monthly meetings in Nashville starting December 2011, and has communicated weekly (or with higher frequency as needed) since that time. The Founding Board focused on community outreach, locating a facility, establishing strategic partnerships, and garnering resources on behalf of the school. We intend to use future meetings during the application cycle to proceed with the broader school start-up process and to ensure that each individual is focused on high-impact activities most central to start-up and governance of the school. During the 2012-2013 planning year, we anticipate a need to increase the frequency of our meetings to twice per month as the school prepares for opening. Each founding member brings extensive expertise to the effort, and areas of focus are assigned based on each individual's particular area of expertise. The Founding Board of Directors includes:

- John Barton, Executive Vice President, Specialized Industries Group, Regions Bank
- Jonathan Drolshagen, Area Manager, 5G Holdings Inc. d/b/a Five Guys

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- Ryan Holt, Associate Attorney, Sherrard & Roe, PLC
- Tizgel High, Corporate Counsel, Community Health Systems
- Mia Howard, Lead Founder, Building Excellent Schools Fellow, Proposed Executive Director
- Crews Johnston, Principal, Senior Managing Director, Cassidy Turley
- Michelle Hernandez Lane, Program Director, Office of Minority and Women's Business Assistance
- Joseph McKinney, Associate Attorney, Dickinson Wright PLLC
- Tiffany Patton, Director of Community Engagement, Big Brothers & Big Sisters of Middle Tennessee

As evidenced in the biographies that follow and the attached resumes, the Board is comprised of members with a variety of relevant areas of expertise—including education, law, finance, facilities, marketing, public relations, and strategic planning.

John Barton, previously head of the Healthcare Specialized Industry Group at Regions Bank, is now Specialized Industries Executive, with responsibility for Regions' Healthcare, Transportation, Restaurant, and Technology and Defense specialized industry groups. Mr. Barton joined Regions in 2009 and has more than 30 years of experience in corporate, investment and healthcare banking, making him ideally suited to lead the company's efforts to serve business customers with distinct financial needs. Mr. Barton brings extensive governance experience to the Founding Board. He is a Member and Former Board Member of Nashville Health Care Council, Former Chair of Finance and Trustees at West End United Methodist Church, Former Board Chair of Centerstone Mental Health Center, Former Board Member of Nashville Zoo, Former SunTrust Chair for United Way and has worked closely with Habitat for Humanity and Friends of Warner Parks. Mr. Barton earned a BS in Business Administration and Finance from Southern Methodist University in Dallas, Texas, and a Certificate in Business from the Stonier Graduate School of Banking.

Jonathan Drolshagen is Area Manager of 5G Holdings (DBA Five Guys). In that role, Mr. Drolshagen is responsible for four existing locations of the popular restaurant chain in the Nashville, TN market and oversees the development of a 10-store territory. Mr. Drolshagen previously held a similar position at Erewhon Inc. (DBA Five Guys) in Charlottesville, VA. Mr. Drolshagen has been a supporter of the education reform movement in Nashville and has previously worked with local charter schools supporting community outreach and fundraising initiatives. Mr. Drolshagen is a gifted musician, songwriter and band manager, playing guitar and piano for Sweetbriar for the past four years. Mr. Drolshagen earned a BA at the University of Virginia.

Tizgel High is Corporate Counsel Corporate Counsel for Community Health Systems. As Corporate Counsel, she has primary responsibility for the legal issues arising from the ten Community Health Systems affiliated hospitals located in Alabama and Georgia. During her five years in private practice, Ms. High primarily represented hospitals, hospital systems, and retail pharmacy companies on issues including compliance, fraud and abuse, reimbursement, not for profit tax, certificate of need, as well as other health law subspecialties. She has also helped facilities to self-disclose issues under various voluntary disclosure schemes including the Department of Health and Human Services Office of Inspector General Self-Disclosure Protocol. Ms. High earned a BS from Princeton University and JD from the University of Georgia School of Law.

Ryan Holt is an Associate Attorney at Sherrard & Roe, PLC. Mr. Holt focuses his practice on commercial litigation and general appellate litigation. Immediately prior to joining the firm, Mr. Holt served as law clerk to the Honorable Gilbert S. Merritt, U.S. Court of Appeals for the Sixth Circuit. taught sixth-grade math in an inner-city public school through Teach For America. For three years, he was a member of the Board of Directors of the McNeilly Center for Children in Nashville. Currently, Mr. Holt is a mentor through Big Brothers Big Sisters of Middle Tennessee. Mr. Holt Mr. Holt earned a BA and BS from Vanderbilt University and earned a JD from

Vanderbilt University Law School, graduating first in his class, where he also served as the Editor in Chief of the Vanderbilt Law Review.

Mia Howard is Lead Founder of Intrepid College Preparatory Charter School and a Building Excellent Schools Fellow. Ms. Howard brings a wealth of legal and financial experience in the corporate, government and non-profit sectors. Ms. Howard began her professional career on Wall Street working for Lehman Brothers, Inc., the former global investment bank. There, she helped retail and institutional clients and firm employees navigate legal risk tied to their financial portfolios and assets in litigation. Most recently, Ms. Howard worked as Impact Investing Associate at David L. Ross & Associates, an investment advisory firm in New York, advising the firm's clients in Sub-Saharan Africa on local energy and sustainability projects valued at \$1mm – 5mm. Ms. Howard's experiences working in finance in the midst of global financial crisis informs her belief in the critical importance of financial literacy education in pre-collegiate coursework. Ms. Howard earned a BA from Vanderbilt University and JD from University of Pennsylvania Law School and earned a Certificate in Business Policy from the Wharton School.

Crews Johnston, III is a Principal at Cassidy Turley, the commercial real estate firm, where he specializes in the leasing, brokerage and sale of office space and brings more than 16 years of experience in commercial real estate. Mr. Johnston served as the leader of the office division in Cassidy Turley's Nashville office from 2002 to 2008. He specializes in representing landlords in office leasing and investment sales. He was President of Mission Property Co. for three years, which merged with Cassidy Turley in 2002. Prior to his career in real estate, Mr. Johnston was a teacher at the Randolph School, an independent K-12 school in Huntsville, Alabama. Mr. Johnston is a member of West End United Methodist Church, Board Member of the American Heart Association and has volunteered his leadership and expertise to the YMCA Bridge Program, the Bethlehem Center Property Committee, and the National Commodore Athletic Board. **Mr. Crews** is a graduate of Vanderbilt University.

Michelle Hernandez Lane is Director of the Office of Minority and Women Business Assistance. Ms. Lane assumed this role in 2008 and began work to implement the Procurement Non-discrimination Program. Ms. Lane has over a decade of experience at Metro and formerly served as Program Director for Metro's Small Business Program where she worked to bring innovation and accountability to Metro's existing small business program and spearheaded efforts to create Contract Compliance, Business Development and Outreach initiatives. In October of 2007, Ms. Lane was appointed as Special Assistant to Mayor Karl Dean for small and minority business development. Ms. Hernandez Lane is a Certified Professional Public Buyer, Certified Compliance Administrator, and Certified Grant Professional and holds memberships in the American Contract Compliance Association, the National Contract Management Association and the National Institute of Government Purchasing. Ms. Hernandez Lane earned a BA from Fisk University and an MS in Public Service Management from Cumberland University.

Joseph K. McKinney is an Associate at Dickinson Wright, PLLC, a global law firm. Mr. McKinney practices Commercial and Business Litigation, Civil Litigation, Labor and Employment Litigation, and represents woman- and minority-owned companies, helping them organize and operate successful business ventures. Mr. McKinney is a member of the Tennessee Bar Association, Nashville Bar Association, and the Napier-Looby Bar Association and is a Board Legal Counselor for the Tennessee Latin American Chamber of Commerce. Mr. McKinney earned a BA in Business Administration from Rhodes College and JD from the University of Memphis.

Tiffany Patton is Director of Community Engagement at Big Brothers, Big Sisters of Middle Tennessee. Ms. Patton, an Antioch resident and regional community leader, has deep ties to Nashville youth and has worked tirelessly to provide meaningful enrichment opportunities for at-risk youth. Prior to joining Big Brothers Big Sisters, Ms. Patton worked as a Senior Consultant at MAXIMUS, as Project Trainer for the Tennessee Lives Count and as Statewide Youth Coordinator for Tennessee Voices for Children. Ms. Patton is a member of Zeta Phi Beta Sorority Inc. and the Urban League Young Professionals of Middle Tennessee. Ms. Patton earned a BA from Vanderbilt University and MS in Public Service Management from Cumberland University.

1. BOARD CAPACITY AND TRAINING

The Founding Board of Intrepid College Prep has been trained to provide active and effective oversight of the school by charter school and governance experts from Building Excellent Schools. Tennessee state law T.C.A. 49-13-111 requires all charter school boards to participate in at least one board training per year as certified by the Tennessee Charter Schools Association. Intrepid College Prep will submit proof of such training to the Division of Charter Schools. The board has completed approximately 93 hours of training this year. See Figure 6.1.

Intrepid College Prep Board Trainings – December 2011 – April 2012	
Excellent Schools Studies (2 Hours – November/December 2011)	
Analysis of best practices at Nashville Prep and Liberty Collegiate, two BES schools in Nashville, TN, serving the same grade span as Intrepid College Prep	
Introduction to Intrepid College Prep (2 Hours – December 2011)	
Introductions of team members, BES staff; achievement and intergenerational wealth gap in Antioch; 90/90/90 school study; best practices of high-performing charter schools	
School Key Features and Founding Board Working Relationship (1.5 Hours – January 2012)	
Founding Board working relationship; Intrepid College Prep Key Features – Instruction, Achievement Strategies, Real Estate and Facilities, Community Engagement, Strategy and Development	
Orientation to Community (30 Hours - January – March 2012)	
Gaining understanding of the unique needs of the Antioch community given its diverse population, concentration of foreign born entrepreneurs, and historic underachievement for all minority subgroups in public schools with particular emphasis on ELLs. Canvassing 15 different neighborhoods in Antioch and Cane Ridge (Apollo Homes, Locustwood, Apache Hills, Hickory Hollow, Cane Ridge, Walmart, Lower Antioch, Nolensville Pike). Meeting with local leaders in the non-profit, civic, faith, business and education sectors.	
Governance, Accountability, and Data-Driven Assessment (1.5 Hours – February 2012)	
Deepening understanding of how Intrepid College Prep’s academic program and cycle of frequent data assessment provide the accountability framework that the Board uses to hold the school accountable for academic excellence.	
Working Groups – Real Estate/Finance, Strategy & Development, Community (12 Hours – March 2012)	
Working in small groups with Lead Founder to explore real estate options, establish financial best practices, build relationships with the financial services community in accordance with our mission and vision and strategize for community organizing.	
Fundraising and Development (1.5 Hours – March 2012)	
Presentation of proposed Development Plan; discussion of 100% board commitment to annual giving; proposed board fundraising goals; discussed fund development strategies and best practices from other high-performing charter schools; studied philanthropic landscape locally	
First Founding Board Retreat (8 Hours – March 2012)	
Studying draft of charter application, rubric and evaluation; MNPS charter application process; approving bylaws;	

conflict of interest; facilities options; budget and finance; governance v. management; focus on literacy for diverse learners; eight years of financial literacy

Preparation for Authorizer Interview (25 Hours – March, April 2012)

Working with Building Excellent Schools to role-play sample authorizer interview on questions about capacity, community need, mission, vision, academic model, governance, financial management and school operations.

Board Observation (2 Hours)

Observe local charter school board's monthly meeting with Building Excellent Schools and the Tennessee Charter School Incubator

Organizational Meeting & Retreat (8 Hours Upon Authorization)

Approval of Bylaws; Approval of Policies; Approval of Officers; Approval of Executive Director; Approval of Budget; Open Meeting Law Training; Evaluation of School Leader; Intrepid Performance Report (IPR)

The Lead Founder has selected the Board of Director's first slate of officers, subject to the Board's approval post-authorization.

- **Chair:** John Barton
- **Vice Chair:** Michelle Lane
- **Treasurer:** Jonathan Drolshagen
- **Secretary:** Ryan Holt

19. TRANSITION FROM FOUNDING TO GOVERNING BOARD

Upon authorization, the Board of Directors plans to participate in a day-long retreat called the Organizational Meeting to ensure a smooth transition from the founding to governing stages. This will include in-depth training on:

- Tennessee Open Meetings Act Compliance
- Parliamentary Procedure and Robert's Rules of Order
- Board Officer Elections
- Board Committee Formation
- Board Policy Formation And Approval
- School Leader Hiring, Support, And Evaluation
- Internal Accountability Goals

During the meeting the Board will accomplish the following tasks:

- Approval of Bylaws
- Approval of Officers
- Appointment of Executive Director
- Approval of Budget
- Approval of Policies
- Approval of Calendar

- Adopt the Executive Director’s Intrepid Performance Report (IPR)

After the Organizational Meeting, the Board meets once more during a Strategic Planning Session to continue to review the distinction between governance and management, establish committee SMART goals, develop Accountable Action Plans for the planning year and create key tools for Board action and accountability. Thereafter, the Board of Directors meets monthly. All of these meetings are subject to the Tennessee Open Meetings Act and as such are open to the public.

20. SELECTION OF NEW MEMBERS

A stable, committed Board of Directors is essential to our school’s success. Due to the significant impact of each Board member, new members will be selected by a careful screening process and may only be added by vote of the current members, as outlined in the school’s Bylaws.

Each member of the Intrepid College Prep Board will share a commitment to our school’s college prep mission. All candidates for Board membership must demonstrate:

- Deep understanding of and commitment to the mission of Intrepid College Prep
- Unwavering belief that all children can achieve the highest levels of academic excellence regardless of the circumstances into which they are born
- Availability to participate meaningfully in the school governance process
- Expertise in education, law, facilities, architecture, real estate, financial management, marketing, fundraising, community organizing, governance, or strategic planning
- Personal experience with entrepreneurship and working in diverse teams
- Willingness to leverage personal and profession networks on behalf of the school
- A deep commitment to improving the quality of education for Nashville children

The Governance Committee will implement a seven-step process for adding members to Board:

1. Each spring (or as needed due to unplanned vacancies), the Governance Committee will identify existing vacancies and identify members whose terms are about to expire and identify the skills, expertise and other qualifications necessary to complete the Board.
2. Any member of the Board may identify potential members and submit a résumé for the candidate to the Governance Committee.
3. The Governance Committee will review résumé for, have conversations with, discuss, and rank all prospective candidates.
4. The candidate is provided with relevant documents to review prior to recommendation for membership to the Board for a vote.
5. The Governance Committee will recommend candidates to the Board and bring the nomination to the Board for a vote at the next Board meeting.
6. The Board will review the candidate’s resume and vote to approve new members.
7. Once approved, new members receive a welcome packet and complete required documents, i.e. Conflict of Interest and Financial Disclosure Forms.

New members will be elected to the Intrepid College Prep Board of Directors when a previous member’s term expires at an annual meeting occurring during the last quarter of the fiscal year. If vacancies occur mid-year or the

Board wishes to grow in size between annual meetings, new members may be added at any Board meeting held for this purpose.

H. EVALUATION OF EXECUTIVE DIRECTOR

The Board views the performance of executive leadership as identical to organizational performance, so that accomplishment of organizational operations within the boundaries established in board policies on executive limitations and effective management of the school's day-to-day operations in pursuit of goals outlined in the school's Accountability Plan will be viewed as successful performance by school leadership.

The evaluation process begins each spring with the board's approval of the proposed Executive Director's job description for the upcoming year. An ad hoc subcommittee of the board (to include the Board Chair) established solely for the purpose of school leader evaluation board examines job descriptions of similar positions in high achieving urban schools with similar mission and similar population in the finalization process. Next, the board approves an evaluation tool that aligns with responsibilities contained in the approved job description, and includes quantitative and qualitative descriptors of all responsibilities that are in furtherance of goals outlined in the school's Accountability Plan.

Every spring the board requests that the Executive Director provide an annual schedule of assessments, budget and budget narrative for the upcoming year. Assessment results are recorded on monthly Academic Performance Reports (APRs), approved by the board to ensure alignment with the school's needs, and studied closely by the board to monitor student achievement across cohorts and subgroups. Financial Performance Reports (FPRs), approved by the board, which looks at days of cash on hand, net surplus or deficit compared to budget, days after month-end for financial statement preparation, enrollment, bank reconciliation, budget to actuals variance and cash flow.

Once the school year begins, the evaluation process consists of three formal meetings between the adhoc Evaluation Committee and the Executive Director. The Evaluation Subcommittee meets with the Executive Director in September to share process and tools, January to provide verbal feedback on all items thus far and in June with formal written feedback. The school leader has opportunity to respond in writing to the report within one week of receipt.

To provide more data points for the school leader's annual evaluation, the board drafts and finalizes staff and families survey, distributed by school leadership to twice annually – at the mid-point and end of the year. The staff survey looks at teacher and staff satisfaction, evaluation of the school leader's efficacy in supporting teachers' professional development and school operations. Similarly, the board looks to family surveys to evaluate the Executive Director's ability to implement strong systems for family communication and generate high levels of parent satisfaction with the school and their child's progress.

The board also looks at compliance and audit reports to ensure timely submission and full cooperation with requests for information. The Executive Director sends all compliance and audit reports to the board within 24 hours of submission and the board compares this to deadlines set forth in an Annual Audit and Compliance Calendar that the board receives in June, prior to the start of the school year.

The Board of Directors considers all of this information in the aggregate to be a thorough examination of the Executive Director's efficacy in that role. At the end of every academic year, the Governance Committee and adhoc Evaluation subcommittee writes a formal evaluation on behalf of the entire board and schedules a meeting with the Executive Director to discuss the evaluation. The board's role in the evaluation process concludes with the proper filing of written evaluations in the Executive Director's personnel file.

I. SAMPLE BOARD POLICIES

A non-exhaustive list of the board’s proposed policies is below.

1. CONFLICT OF INTEREST POLICY¹³³

The Board of Directors will adopt a Conflict of Interest policy that requires any member of the Board to recuse him/herself from voting on any matter presenting a real or perceived conflict.

21. ATTENDANCE¹³⁴

The Board of Directors will adopt an Attendance policy to ensure the full and active participation of the board. If a board member has two un-notified absences in a row (“un-notified” means the member did not call ahead to a reasonable contact in the organization before the upcoming meeting to indicate they would be gone from the upcoming meeting), or the member has three notified absences in a row, or the member misses one third of the total number of board meetings in a twelve-month period, then the Board will reevaluate the board member’s ability to fulfill its fiduciary responsibilities and may take action up to and including terminating membership.

22. CHECK SIGNING AND WITHDRAWAL¹³⁵

Intrepid College Prep shall maintain its accounts in financial institutions that are federally insured. All funds received by Intrepid College Prep shall be deposited at a minimum of twice weekly. All non-productive funds shall be invested in accordance with the investment policy established by the board of directors.

Orders of withdrawal shall bear the signature of one of the following officers or staff members:

1. Board Chair
2. Treasurer
3. Chief Executive
4. Two staff members, as designated by the chief executive

In addition, any checks issued over \$5,000 shall require two signatures; any checks payable to any one of the above-named persons, shall be signed by someone other than the payee.

23. PARENT INVOLVEMENT IN GOVERNANCE

In addition to the requirement under Tennessee law that a parent representative serve on the Intrepid College Prep Board of Directors, it is critical that all parents are invested in the success of the school and have a voice in matters critical to the school’s success. The school uses various strategies to ensure that parents are involved at this level, including:

- Invitations to attend monthly Board meetings and additional Board meetings as they are scheduled
- Posting of Board agendas in the school’s main office
- Posting of Board meeting minutes in the school’s main office
- Midyear Parent Satisfaction Survey
- End-of-Year Parent Satisfaction Survey

¹³³ Attachment D – Conflict of Interest Policy.

¹³⁴ Appendix I – Sample Financial Policies.

¹³⁵ Ibid.

We will work with parents to develop and adopt a comprehensive parent involvement plan, and may revise this plan annually in an effort to continually strengthen the role of parents as supporters of the school's mission. More details about Intrepid College Prep's family involvement plans can be found in Section XIII.A.

24. TEACHER AND STUDENT INVOLVEMENT IN GOVERNANCE

While Intrepid College Prep teachers and students will not serve as members of the Board, the school will provide opportunities for their involvement in the school's governance. Teachers and students will be invited to monthly Board meetings and provided documentation of Board actions, will complete annual satisfaction surveys designed to measure the school's effectiveness and areas for improvement, and may be included on or consulted by Committees of the Board as appropriate. Teachers and students will also be invited to present at Board meetings in order to give the Board insight into the school's educational program.

25. GRIEVANCE PROCEDURE FOR EMPLOYEES, PARENTS AND STUDENTS

Intrepid College Prep will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with the school alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Intrepid College Prep will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Intrepid College Prep will adopt and publish grievance procedures providing for prompt and equitable resolution, including but not limited to complaint before the Board of Directors, of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504. See Attachment G for our proposed Grievance Policy.

SECTION VII – DISCIPLINE, EXPULSION OR SUSPENSION

A. OVERVIEW

Intrepid College Prep maintains a positive, safe, vibrant learning environment and provides some of Nashville’s most at-risk students a seamless path from middle school through high school. Achievement comes first, and character is taught.

The school year begins with a one-week Intrepid Institute, an intensive student orientation, which lays out the school-wide expectations for academic achievement and discipline and provides explicit and supportive training in how to be a positive and respectful member of the Intrepid College Prep community, both inside and outside of the classroom. Blue Chip Faculty provides clear instructions for student behavior – how to enter the school building, how to move through our public spaces, how to submit daily HW, and how to demonstrate manners and politeness in every interaction. Faculty models and then practices with students our expectations for successful learning in the classroom – thus taking students from previous settings, with a variety of expectations, and making one school community across the grade level, and as we grow a new grade per year, across the entire school.

We implement a series of structures and systems in the middle school, appropriate to the developmental and academic needs of our youngest students, which allows us to increase time on task – one of the critical levers for students who come to us several years behind – and which allows us to provide the structures in which students can feel and be successful quickly. Daily advisory classes provide the format in which we model and teach the behavioral expectations and character values necessary to become responsible individuals with excellent character – first as a member of the classroom, then as members of the grade cohort and school community, and ultimately extrapolated out to being members of the many communities beyond the school. Our advisory system also enables teachers to build strong, supportive and respectful relationships with students. Weekly Circle Up community meetings celebrate our success as a community and recognize students for having the **PRIDE** (professionalism, rigor, initiative, discipline, and endurance) to compete, achieve, and succeed. Students learn with respect for the individual and for the community, we live out the words “We are because I am”; students learn to hold themselves accountable for high levels of academic and behavioral excellence and make individual contributions for the greater benefit of the Intrepid College Prep community.

Organizational Performance Goals – Discipline

Goal 1: Intrepid College Prep follows appropriate and lawful student discipline processes.

- **Measure 1.01:** The school conducts suspensions and expulsions in material compliance with applicable laws, rules, and regulations as well as any relevant provisions of the charter agreement.
- **Reporting 1.01:** Quarterly and Annual Reporting to Charter Office; Within 5 Days of Identification
- **Measure 1.02:** The school promptly and effectively remedies shortcomings when they are identified.
- **Reporting 1.02:** Quarterly and Annual Reporting to Charter Office; Within 5 Days of Identification

B. PRIDE VALUES

Our discipline system is governed by the Code of Conduct¹³⁶, which is designed first and foremost to ensure that Intrepid College Prep students are physically and emotionally safe at all times. Our core **PRIDE** values inform that Code and drive our expectations for behavioral excellence.

- **Professionalism:** All students are prepared to learn everyday (i.e. arrive at school on time, dressed in uniform, have all books and supplies) and demonstrate respect for the entire school community. Respect towards self, peers, and adults anchors our character development and helps build community within the school and beyond.
- **Rigor:** All students work hard to confront academic challenges and reach academic goals. Students self-assess mastery of material, strive for precision and accuracy, and are able to explain how they arrived at the right answer.
- **Initiative:** All students actively participate in the classroom every day and demonstrate leadership within the school community. Students are self-motivated to achieve.
- **Discipline:** All students follow directions the first time and demonstrate good character. Students do the right thing even when no one else is looking. Students who are organized, focused and committed, behave well in school, speak well in public, and are helpful to others will develop strong self-advocacy skills that will serve them well throughout their lives.
- **Endurance:** All students possess the stamina and work ethic to sustain academic and behavioral excellence.

C. OUR APPROACH

Our approach is informed by the academic and behavioral needs of our students and the mandates of our college preparatory mission.

1. UNINTERRUPTED LEARNING

A major purpose of the Code of Conduct is to minimize distractions in the classroom so that students can commit 100 percent of their attention to academic learning. Instructional time in the classroom is sacred. The typical teacher reports having to interrupt class more than twice per day to deal with student disruptions, and nearly one-fifth of teachers report student disruptions that interrupt their teaching at least hourly¹³⁷. The success of our academic model relies on additional hours of school every day and the intentional use of that time for high-quality instruction is essential. Intrepid College Prep uses a Daily Ladder of Consequences to redirect misbehavior in nonverbal and seamless ways that do not interrupt instruction. These include:

- **Nonverbal Intervention:** Use eye contact with off-task students without interrupting instruction.
- **Positive Group Correction:** Quick verbal reminder to all, “We’re following along in our books.”
- **Anonymous Individual Correction:** Sends message that individual(s) not following, “We need two people.”
- **Private Individual Correction:** Correct individuals privately and quietly by leaning down next to the student and in a quiet voice telling the student what he should do, “Quentin, I need you to track me so you can learn.”
- **Lightning-quick Public Correction** – When you need to correct an individual publicly, make sure to minimize her time “onstage.” Something like, “Lara, I need your eyes,” tells the student what to do and is efficient and effective.

¹³⁶ See Appendix C for proposed Code of Conduct, subject to approval of the Board of Directors.

¹³⁷ Department of Education. Schools and Staffing Surveys (2000).

- **Consequence** – It is best to solve noncompliance quickly and save consequences for occasional use. If you must use one, begin with quick, calm, and noninvasive consequences. See the list of consequences below in Section VII.D.4.

In case of severe behavior such as fighting students, students forfeit the right to move through the hierarchy of consequences. This behavior warrants immediate removal from class. In all other cases, teachers make every effort to handle all discipline in class. This reinforces the teacher as ultimate in-class authority. This also allows the teacher to build a relationship with the student and work on improving the dynamic with the offending student.

2. CLEAR COMMUNICATION

The Student and Family Handbook provides students and families with the best and most detailed source of information regarding all policies and procedures related to the school. The Handbook details the school's academic and behavioral expectations and the consequences for not meeting those expectations. Topics include student work, attendance, discipline, and disciplinary action. Given to families during Parent University, or upon enrollment (for students who enroll after the school year has begun), the Handbook also details whom families and students should contact for specific needs or challenges that might occur during the course of the year. Upon receipt, parents will sign a form indicating that they have received a copy of the handbook and understand its policies. The Handbook is translated for families where English is not the first language spoken at home. We do not assume, however, that receipt of the Student and Family Handbook alone has communicated our expectations. We use Intrepid Institute (student orientation) and Parent University (family orientations) (see **Section XIII** respectively for details) to explain our expectations and what those expectations look like on a daily basis. At the conclusion of Intrepid Institute, students and families sign the Intrepid College Prep Compact, which memorializes the families' commitment to excellence.

To ensure that we maintain a strong line of communication with families throughout the school year, allowing us to work together to execute on our mission and together to ensure a positive, safe, and vibrant learning environment for every student, we have planned a cycle of communication between school and home which is outlined below.

FAMILY COMMUNICATION CYCLE	
Homework: HW is assigned to students five times per week. Parents of middle schoolers sign off on homework assignments DAILY , checking for completion only.	Family Literacy Night: TRIMESTERLY , ELA team hosts Family Literacy Nights at the grade level three times per year - families learn best strategies for holding their children accountable for and supporting them in their independent reading.
Phone Calls: We communicate with families DAILY about mandatory Homework Center assignments, morning Tutoring sessions, Detention, and other time-sensitive scheduling matters. All families have the professional phone and email contacts for all staff to communicate efficiently and well.	Cafesitos: MONTHLY , we host morning coffee hour - a forum for families to communicate concerns, ask questions, get to know one another, and receive pertinent information from the school.
Syllabi: Every Monday, students receive WEEKLY syllabi, outlining all assignments for the week. All parents sign weekly syllabi and return to school as part of HW requirement.	Parent University: New families are introduced ANNUALLY to the school through three 90-minute summer sessions, where parents learn about the systems, culture, and expectations. All families receive copy of the Student and Family Handbook .
Brokerage Statements: Every Monday, students receive WEEKLY Brokerage Statements - progress report to share with family, a snapshot of academics/behavioral and HW completion.	Home Visits: Family Orientation process concludes with 30-minute home visit before school year begins. Conducted ANNUALLY , staff begins relationship with every family.
Newsletter: Families are part of our community and most important partners. All families receive MONTHLY newsletter detailing academic highlights with a focus on academic growth, student achievement, and school successes.	Parent Teacher Conferences: EACH TRIMESTER , we issue formal report cards to all families and schedule meetings with all families to meet with teachers to discuss students' academic growth.

INTREPID COLLEGE PREP COMPACT

At Intrepid College Prep, achieving our mission of equipping with the academic foundation, financial literacy, and ethical development necessary to excel in selective colleges, earn professional opportunities, and demonstrate positive leadership requires a mutual commitment from the student, his or her family and teachers to work together to meet ambitious college-readiness goals.

STUDENT	PARENT/GUARDIAN	TEACHER
<p>As a student at Intrepid College Prep I agree to:</p> <ul style="list-style-type: none"> Make the school safe and orderly environment so that my classmates and I can succeed academically and personally. Arrive at school on time, attend my classes prepared to work and learn, and ask questions when I do not understand what is taught or what is expected of me. Complete homework assignments thoughtfully, carefully, and on time. Be respectful of and courteous to my classmates and teachers, adhere to the Dress Code, and abide by the guidelines in the Student Code of Conduct. Be held accountable for my actions and accept responsibility for making Intrepid College Prep a success. 	<p>As a Parent/Guardian at Intrepid College Prep, I agree to:</p> <ul style="list-style-type: none"> Make the school a safe and orderly environment so that my child and his/her classmates can succeed academically and personally. Make sure my child arrives at school on time and attends all of his/her classes prepared to work and learn. Monitor my child's homework every night to ensure that it is completed thoughtfully, carefully, and on time. Participate in school activities and in my child's education, communicate respectfully and regularly with my child's teachers, and abide by the guidelines in the Student & Family handbook. Be held accountable for my actions and accept responsibility for making Intrepid College Prep a success. 	<p>As a teacher at Intrepid College Prep I agree to:</p> <ul style="list-style-type: none"> Make the school a safe and orderly environment so that all of my students can succeed academically and personally. Arrive at school on time and prepared to teach. Develop lessons that reflect passion for and knowledge of my subject, assign work that is challenging and engaging, and assess student progress thoughtfully, fairly, and regularly. Form meaningful and positive relationships with my students, communicate respectfully and regularly with my students' parents or guardians, and collaborate with my colleagues. Be held accountable for my actions and accept responsibility for making Intrepid College Prep a success.
<p>Name_____</p> <p>Signature_____</p> <p>Date_____</p>	<p>Name_____</p> <p>Signature_____</p> <p>Date_____</p>	<p>Name_____</p> <p>Signature_____</p> <p>Date_____</p>

3. DISCIPLINE

The discipline system has been thoughtfully created to provide immediate intervention, seamless and uninterrupted learning, and consistency across the school. At Intrepid College Prep, we sweat the details. No problem is too small to address – little problems quickly pave the way to big problems. No misbehavior goes unacknowledged or unaddressed. Students learn quickly the action steps that lead to academic success.

During Intrepid Institute, students learn the expectations inside and outside the classroom from the minute they board the school bus (or arrive at school if their families provide transportation) until they are dropped off by the school bus (or are picked up by families outside of school). Students learn that for every misdeed there is a clear consequence, and that high standards of behavioral excellence are in place at all times. The school will communicate immediately with families about any disciplinary issues and consequences when applied. In Opportunity Academy (5-8), middle school students receive explicit instructions about the Intrepid College Prep way to do things. Over time, the school pulls back some of the structures in place to allow students to make smart decisions independently. In Independence Academy (9-12), the floor for behavioral expectations is the same – high school students are expected to behave as respectfully and professionally as an incoming fifth grader. The ceiling, however, is far greater. Students are given increased opportunities to demonstrate responsibility and autonomy in intentional ways that prepare them for the rigors and independence of college.

We know that learning cannot occur in the midst of chaos. Distractions and disruptions prevent children from learning and teachers from teaching. We have high standards for student conduct, and it is our responsibility to teach these standards and support students in reaching them. Ensuring that students are physically and mentally safe at all times will not happen magically. It takes detailed planning, thoughtful teaching, constant modeling, and multiple opportunities for practice and reinforcement of positive behaviors.

With a positive, productive culture as the foundation of student discipline, we will use several different approaches first to acknowledge students doing the right thing and second to manage inappropriate behaviors. We will establish a warm and strict atmosphere where students feel safe and successful. During Planning for Excellence, our three-week staff orientation held before the start of each school year, Blue Chip Faculty members are trained to master an array of student discipline techniques and internalize the expected routines and structures for students. Faculty is taught to identify and address the antecedent causes of positive and negative behaviors (instructional clarity, sweating the small stuff, classroom management). We practice and model the behavior expected of our students and develop the early lessons to teach, practice, and reinforce these with our students. Throughout the year, these techniques, routines and structures are monitored and evaluated to determine their effectiveness and weekly professional development¹³⁸ provides the opportunity, as needed, to pro-actively re-train and re-calibrate staff and to make refinements and changes to our development of student character and the implementation of our Code of Conduct. In these ways, we ensure that we continuously maximize instructional time and student learning and increasingly develop in students the internal discipline required for school and life success.

Much of the power of our culture is rooted in the clarity and consistency of our expectations. Our approach to discipline is first and foremost preventative. High behavioral expectations are universal and consistent across the school. All students look professional in their uniform – navy blue blazer, oxford blue button down (tucked in) and dark grey pleated slacks (for young men) and dark grey pleated skirts or slacks (for young women). All students learn, practice, and use common courtesies (please, thank you, and proper greetings) in conversation. All students practice good table manners at breakfast and lunch, and learn how to chat quietly with friends. In class, all students sit at their desks in a professional and attentive manner and exhibit SLANT (Sit up straight, Listen, Ask/Answer questions, Nod, Track the speaker). Teachers manage minor disruptions in their classrooms and teach the common routines and behaviors necessary for our students to be successful. Blue Chip Faculty members are trained and supported to use a range of lower-level consequences (non-verbal cues, conferencing with student, loss of privileges, etc.) before implementing more serious consequences. However, we have clear policies outlining our response to more serious behaviors and therefore governing suspension and expulsion. Certain offenses will result

¹³⁸ See Section II.F.3 for the daily schedule on Intrepid Fridays and Section VIII.I.4. for information about our weekly professional development goals and plans.

in in-school suspension while other more serious violations will result in out-of-school suspensions. Only the most egregious violations – those that put students and/or the school in grave physical danger – will be considered grounds for expulsion.

a. Encouraging Positive Behaviors

Students are empowered to understand that their choices in life determine if they are rewarded or punished. Our PRIDE Shares token economy system makes plain that there are rewards for good behaviors and consequences for negative ones. The student management system at Intrepid College Prep is centered on maintaining our core PRIDE Values (Professionalism, Rigor, Initiative, Discipline, and Endurance). Students should be empowered to understand that their choices in life determine if they are rewarded or punished. We encourage and reward students for exhibiting behaviors that we want to see. Modeled after KIPP and similar to systems implemented by Excellent Schools such as Excel Academy (PREP Points)¹³⁹ and Achievement Prep (DREAM Dollars),¹⁴⁰ and informed by our focus on financial literacy, we use a “stock market system” and reward students with merits and PRIDE stock for performing “exceptional acts” and modeling PRIDE values. Students earn merits and PRIDE stock¹⁴¹ individually and may lose PRIDE stock for exhibiting behaviors that do not uphold the PRIDE values (i.e. unpreparedness for class, not paying attention, not completing homework assignments, disrespecting peers or teachers).

Core values align with specific positive behaviors and examples of exceptions acts demonstrated by students:

- **Professionalism:** Beautifying – picking up trash in the hallway; Organization - keeping personal and professional space neat and tidy at all times; Posture - sitting up straight, alert and ready to learn; Prepared - quickly putting materials for the next class on their desk; Respect - remaining respectful during a difficult conversation.
- **Rigor:** Precise Language - answering a question with exact and clear language; Improvement - demonstrably improving mastery of course content; Insightful - providing commentary in class that builds on prior knowledge and extends the discussion to include new ideas.
- **Initiative:** Asking Clarifying Questions - asking additional questions when they do not understand a concept; Assistance - offering to help another member of the Intrepid College Prep community; Leadership - demonstrating leadership qualities – assertiveness, fairness, magnanimity, humility, integrity; Tutoring - assisting a peer who struggles with coursework; Volunteering - offering during class to perform various tasks.
- **Discipline:** Following Directions the First Time - sitting in SLANT the first time the class is instructed to do so; Doing the Right Thing - walking silently in the hallway even when he or she thinks no one is looking.
- **Endurance:** Enthusiasm - matching the teacher’s professional enthusiasm for a lesson even if it is the last class of the day; Work Ethic - choosing to attend a tutoring session in lieu of participating in enrichment because they want extra help with an assignment.¹⁴²

¹³⁹ Excel Academy Charter School was founded through Building Excellent Schools, which trained its Founder and founding Executive Director in 2002 and continues to work closely with the school through the BES Ongoing Support program. The school opened in fall 2003 to 100 6th grade students, and now serves 212 young scholars, grades 5 through 8. Excel Academy students, the majority of whom are children of first generation immigrants, are among the most underserved learners in the city of Boston. Traditionally, these students score significantly below the state average on annual math and English MCAS examinations. One of the fundamental reasons Excel was created was to address this achievement gap. Roughly 55% of students report speaking a language other than English at home. On average, over two-thirds of our fifth graders arrive at Excel reading three or more grade levels below the educational standard for their age-level, and with computation skills that test at two or more grade levels below standard. Despite these challenges, Excel Academy ranked first in the state on 7th grade math, 8th grade English and 8th grade math, with nearly 100% of students scoring advanced or proficient. Overall 93% of Excel students scored advanced or proficient in English and math.

¹⁴⁰ Achievement Prep has created a school culture reinforcing student achievement and behavior by making it “cool” to do well – and to help others. Like at Achievement Prep, Intrepid College Prep students will be greeted each morning with a handshake and an entry ticket, a challenging question based on information students have learned in recent days to emphasize the importance of knowledge retention as the key to successful learning experiences. Students will meet daily to end the school day as a community and share the exciting things they learned each day. Students will model and practice the school’s values consistently and will be rewarded with special privileges including shopping in the school store, wearing special lanyards and permission to dress down and out-of-uniform on designated days. Intrepid College Prep will implement similar weekly meetings and provide daily opportunities for students to talk about what they learn in class with a relentless focus on doing good and doing well

¹⁴¹ See Appendix J for the Intrepid College Prep Behavioral Performance Tracker.

¹⁴² Excel Academy. Classroom Management, School Culture and Student Character Manual. Boston, MA (2009).

In Opportunity Academy, during every period of every school day classes are assessed on their performance as a group using a Pride Block system, which encourages students to work together to demonstrate those behaviors that lead to the improvement of academic achievement. At the end of each class, teachers post a certain number of color-coded building blocks on the magnetic board based on their class's fulfillment of the five school **PRIDE** expectations: Professionalism, Rigor, Initiative, Discipline and Endurance. Specific standards for each block are grade-level dependent; students are expected to meet all classroom expectations introduced in earlier grades and take on additional responsibilities in later grades. PRIDE Blocks provide periodic and daily checkpoints on school-wide academic and behavioral performance. At the end of class, the teacher determines which blocks (Professionalism, Rigor, Initiative, Discipline, Endurance) the class earned. Each class provides students with an opportunity to gain as many as five PRIDE Blocks. In Opportunity Academy, each cohort can earn as many as thirty-five PRIDE blocks daily across seven class periods. In high school, we move away from PRIDE Blocks as a classroom management system. As Independence Academy students we expect students to hold themselves individually accountable for behavioral excellence and we use the merit and demerit system to do so.

An example of how a fifth grade classroom would earn all five Pride Blocks within one class hour is outlined below:

PRIDE Block Classroom Expectations	
Professionalism	Be an active listener. Be prepared for the start of each class on time. Always carry filler paper, pencils, and erasers. Keep belongings organized, desks neat and personal space clear of clutter. Track the speaker.
Rigor	Demonstrate not only mastery of course content but also applied skills and critical thinking. Use precise language and habits of discussion. Explain why an answer is right. Explain why an answer is wrong. Show academic improvement.
Initiative	Answer questions in full sentences during class discussion. Ask questions when you lack understanding. Be honest when you make mistakes or do the wrong thing.
Discipline	Keep your hands, feet and objects to yourself. Follow directions the first time.
Endurance	Ignore distractions – classroom visitors, classmates making wrong choices, etc. Remain engaged for the entire class period. Persist even when course concepts and questions seem difficult.

Pride Shares

In Opportunity Academy, the book value of PRIDE Shares is \$100. For example, a scholar in Vanderbilt 5 that receives merits on an individual basis for exceeding our high expectations for student behavior would need to earn a merit in each of five categories – Professionalism, Rigor, Initiative, Discipline, and Endurance – to earn another share of PRIDE stock.

Eligible students¹⁴³ may redeem shares once a week on Fridays after Circle Up pursuant to Intrepid College Prep's Stock Redemption Plan, which allows for the redemption of shares in exchange for the receipt of mission-appropriate materials (college notebooks, pens, and t-shirts) and school supplies. Students can also accumulate PRIDE stock for rewards such as field trips and special events. Students are not penalized for redeeming shares;

¹⁴³ In order to be eligible to participate in the school's Stock Redemption plan, students must have an average daily balance of \$2,500 in their PRIDE Shares brokerage account during the preceding week (Friday-Thursday) and have earned no fewer than five PRIDE shares during that one-week period.

field trip eligibility is determined strictly by the amount of shares accumulated and is not inclusive of shares redeemed. Further, money is not deducted from students' accounts when they attend field trips.

PRIDE stock volume and prices are tallied weekly and presented to each student and their family weekly on a brokerage statement, which is sent home for parental review and signature. Stock holdings tell families how well students have performed the previous week in regards to attendance, academics, behavior, and homework.

In Independence Academy, the book value of PRIDE shares increases to \$500.

b. Responding to Negative Behaviors

There are intrinsic and extrinsic consequences for failure to meet behavioral expectations. It is important that we communicate to our students that lack of academic progress is the most severe consequence. This can be conveyed with our words and our actions. Blue Chip Faculty holds students to high academic expectations, and is able to focus on effective instruction because Blue Chip Teachers reinforce classroom management expectations consistently. Blue Chip Faculty proactively plans to avoid misbehavior. Consistency in application of consequences drives student actions away from negative behaviors. No misbehavior will go unchecked at any time for any reason. A school-related behavioral infraction refers to the violation of the Code of Conduct occurring: (1) while the student is on school grounds or school-related transportation, (2) during school-sponsored activities and trips, and (3) during all other school-related events.

At Intrepid College Prep there are three categories of offenses, which warrant a disciplinary response. The categories are Minor Offenses, Moderate Offenses, and Serious Offenses. On such occasions when students make choices counter to a climate conducive to learning, consequences will be issued. Studies show that it is not the severity of the consequence that deters people from breaking rules, but immediate and consistent application of consequential responses.

Minor Offenses	Moderate Offenses	Serious Offenses
Arriving Late to School/Class	Chewing Gum, Eating Candy, Chips	Cheating
Being out of Uniform	Chronic Tardiness	Cutting Class or School
Being Unprepared for Class	Deliberately Disrupting Class	Damaging, destroying or stealing personal or school property or attempting to do so (including graffiti)
Disengaged	Disrespecting a Fellow Student	Disrupting Saturday detention through misbehavior
Improper Use of Student Planner	Disrespecting Faculty, Staff	Gambling
Lack of Organization	Disrespecting School Property	Gross Disrespect of Faculty, Staff or School Transportation Provider
Inappropriate Noise	Drinking Soda	Gross Disrespect of Fellow Student
Making Excuses	Engaging in Horseplay	Leaving school grounds without permission
Misuse of Resources	Failure to Return a Signed Progress Report	Making verbal or physical threats, empty or otherwise
No Pass in Hall	Ignoring/Refusing	Plagiarizing or Forging
Not Following Faculty Directions	Littering	Skiping all or a portion of Homework Club or Detention
Not Tracking Speaker	Pharmaceuticals w/o Prescription	Setting off false alarms
Poor Attitude	Profanity	Sexual, racial or any form of harassment or intimidation
Poor Posture	Receiving 3 Demerits in One Week	Using abusive, vulgar or profane language
Talking Out of Turn	Unapproved Use of Cell Phone, Pager on School Grounds	Using or possessing tobacco products

4. CLEAR COMMUNICATION AND CONSEQUENCES

Management of the schools discipline system rests with the Executive Director in Y1 and Y2 and with the Dean of Students and Families once he or she is hired in Y3. Across the middle and high school, Blue Chip Faculty tracks merits, demerits and misbehaviors resulting in more serious consequences on a daily basis. PRIDE Building Blocks and individual merits and demerits are tallied during PM advisory. In Opportunity Academy, consequences for minor offenses are addressed immediately in class. Consequences for moderate and serious offenses are applied as swiftly as practicable but where students receive detention for misconduct after 1 pm on any given day, consequences are applied during the subsequent school day, which gives the family adequate notice of consequences and their application.

At the end of the week, the Office Coordinator works with the Executive Director to generate weekly brokerage statements. A copy is sent home in a Friday folder, reflecting student behavioral performance from the preceding week – Friday to Thursday. Every student is expected to return the brokerage statement signed by his or her parent on Monday morning. The brokerage statements will be reviewed throughout the year and it will be determined who earns invitations to local field lessons, end-of-year trips and special events. Based on a student's brokerage statement and/or amount of PRIDE stock holdings, privileges may be taken away.

a. Demerits

Students receive demerits for minor offenses. In addition to a demerit, the student may receive additional targeted, corrective consequences and/or lose other school privileges as determined by Intrepid College Prep staff. If a student receives three or more demerits in a one-week period (Friday-Thursday) the student receives lunch detention.

The school has a systemic and consistent approach to minor offenses, which in isolation may not appear to raise concern, but if repeated, suggest a disruptive pattern of behavior that interferes with every student's education.

- First Infraction: Demerit issued. Staff member redirects: positive, concrete steps for improvement are offered.
- Second Infraction: Demerit issued. Student's name is written on the Advisor Information Sheet. Student is reminded that the next infraction will result in a phone call home. Staff member redirects: positive, concrete steps for improvement are offered.
- Third Infraction: Demerit issued. Staff member calls family later that day. Staff member redirects: positive, concrete steps for redirection are offered. Student receives Detention.
- Fourth Infraction: Student is told to leave class and report to the Executive Director. Staff member calls family that day. Student reports to Detention.

b. Detention

In Opportunity Academy, detention is served during lunch on Monday-Thursday from 12:10 pm – 12:35 pm on the day the detention is earned, unless a detention is earned after 1:00pm, in which case the student will serve the detention on the subsequent school day. On Fridays, lunch detention is served from 12:00 pm – 12:30 pm, unless a detention is earned after 11:30am, in which case the student will serve the detention on the subsequent school day.

In Independence Academy, detention is served in the afternoon on Monday-Thursday from 4:15 – 5:00 pm, which would otherwise be devoted to pursuing enrichment opportunities. On Fridays, detention is served from 3:00 – 3:45 pm.

Student Notification: If a student is required to stay for detention, he/she will be notified by his/her advisor during afternoon advisory.

Family Notification: If a student is required to stay for detention, the school will do its best to contact the family by 2:30 pm on Mondays-Thursdays, and by 12:30 pm on Fridays. In the case that the school cannot directly reach the

family, the student is still required to stay. It is imperative that the school always has correct contact information for all parents and guardians. Families should provide the school with all relevant contact information as requested at the beginning of the year and keep the school updated if family contact information should change.

c. Out-of-School Suspension

When suspended, a student will be required to make up any missed assignments, presentations or exams in a timeframe reflecting the length of the suspension. For example, if a student is suspended for one day, they will be given one day to make up their missed assignments. At the discretion of the Executive Director, the student may be placed in Homework Detention upon their return to ensure that they have sufficient time and support to complete any missing assignments. Parents of a student who is placed on suspension will be notified. The Executive Director may require that a parent conference take place before the student returns to regular school activities. Additionally, the Executive Director may require the student to write a letter of apology and publicly present this letter to Intrepid College Prep staff and/or students. The student must also meet additional conditions as required by Intrepid College Prep. If the above conditions are not met upon the student's return, the student may be assigned to face other consequences. Additionally, the student may not be allowed to return to class until the above conditions are met. Once the above conditions are met, the student is considered to have atoned for the misbehavior and will be welcomed back into the community.

d. Expulsion

A student who is expelled will be subject to due process under Tennessee state law. At Intrepid College Prep the due process will be as follows (subject to legal review and Board approval):

- Executive Director will follow standard disciplinary policies and procedures for investigating the facts, obtaining witness statements, and ensuring adherence to due process procedures.
- If the Executive Director believes it is warranted, the student will be expelled.
- The Executive Director shall report to the Nashville Police Department any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons outlined in TCA 39-17-1309.
- Following the Executive Director's decision to expel, there is an appeal process:
- The Executive Director will give written or actual notice of the expulsion to the parent/guardian within 24 hours, including giving notice that the parent/guardian or student has five (5) days to file an appeal.
- All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice of expulsion.
- The parent/guardian, the student or a teacher requested by the student can appeal the decision.
- Absent a timely request for appeal, the decision of the Executive Director will be final. The appeal will be filed with the Governing Board of Directors. The hearing will be held no later than 10 days after the beginning of the expulsion. Notice of the time and place of the hearing will be provided to the parent/guardian, the student, the Principal and a teacher who chooses to file an appeal.
- The Governing Board of Directors may affirm the decision of the Principal, order removal of the expulsion unconditionally or upon such terms and conditions as it deems reasonable. The action of the Governing Board of Directors is final.

Intrepid College Prep shall include in each application to the Tennessee Department of Education for assistance under the Elementary and Secondary Act the following report of expulsions imposed in accordance with this policy as it applies to the Gun Free Schools Act:

- the name of the school concerned,
- the number of students expelled from the school, and
- the types of weapons concerned.

The Intrepid College Prep policies and administrative rules and regulations pertaining to student conduct shall be filed with the Commissioner of Education.

5. Staying Firm and Positive

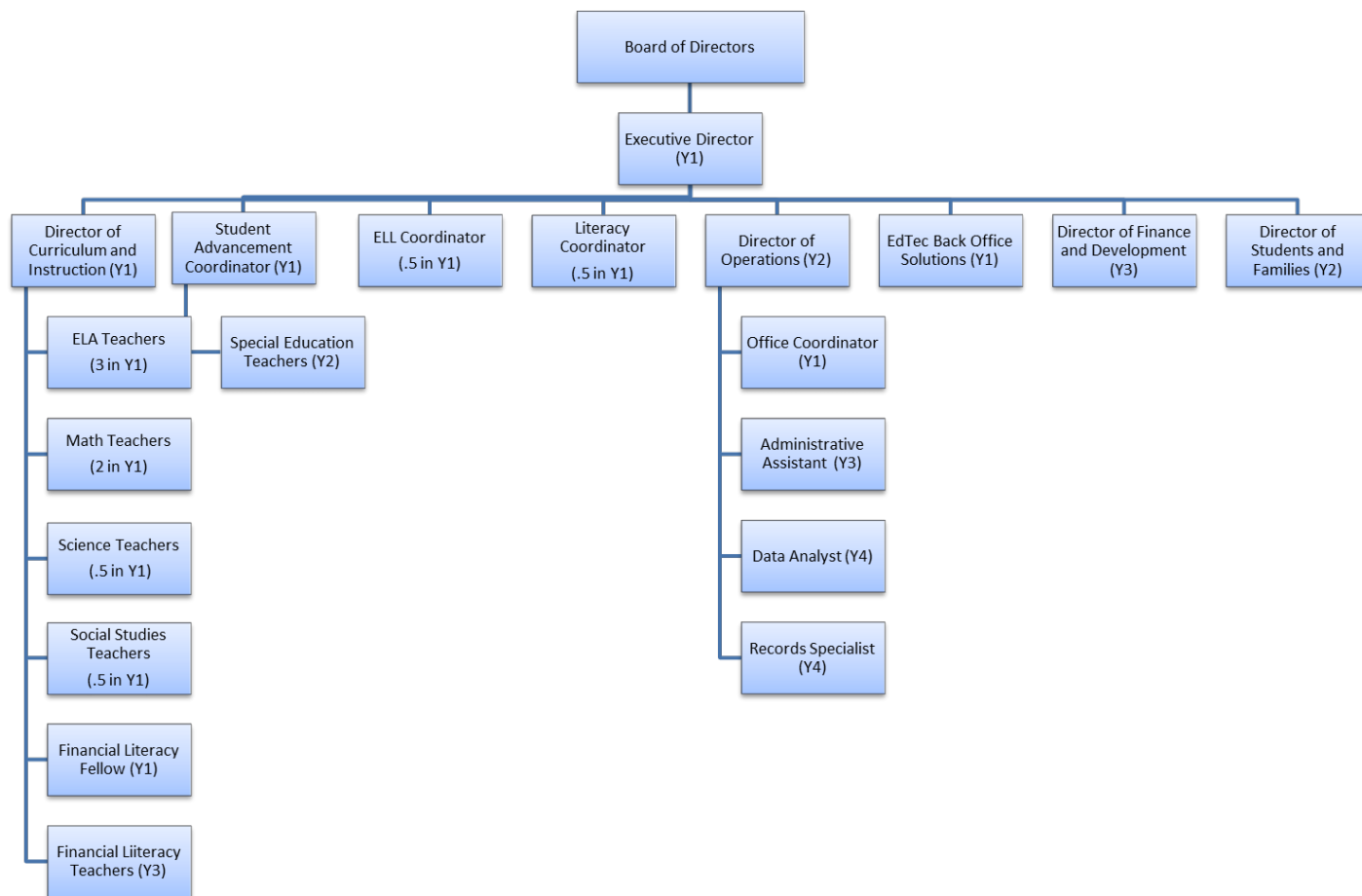
The key to the effective application of consequences is emotional constancy. A demerit can be a punitive, insulting consequence. It can also provide a moment of pause, an acknowledgment of digression, a redirection and a starting point for positive choices. We provide training during Planning for Excellence and throughout the school year to teach Blue Chip Faculty how to establish and maintain emotional constancy in the implementation of the school's discipline system. As example, consider a student who has broken a class rule regarding getting out of their seat during class. The proper way to redirect the student is "Lara, as you know in our class before you get out of your seat, you need to get permission from the teacher. You have not followed the procedure so you have earned a demerit. Please try and make sure that doesn't happen in the future. Now let's get back to work."

D. DISCIPLINE AND SPECIAL EDUCATION STUDENTS

In the case of a special education student, or a student who receives 504 accommodations, Intrepid College Prep will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the Principal will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

SECTION VIII – PERSONNEL

A. OVERVIEW AND ORGANIZATIONAL CHART



Our staffing plan has been developed to maximize student achievement while remaining organizationally viable. We recognize the dual importance of successful literacy acquisition for English Language Learners and standards based remediation for students who exited elementary school lacking the foundational skills in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Accordingly, we have staffed appropriately at each grade level so that the school can remain organizationally viable while providing over three hours of literacy instruction every day. In the middle school there are three English Language Arts teachers in every grade. Similarly, we place a premium on early mastery of mathematics skills and concepts and have two Mathematics teachers in every grade. English Language Learning and Literacy Coordinators work with Blue Chip Faculty as specialists who support classroom instruction and work with students individually and in small groups to build strong literacy skills that equip students to succeed across curriculum. The Student Advancement Coordinator works closely with all students with special needs, including ELLs, special education students and students performing above grade level to provide the supports needed to excel and guide classroom teachers to successfully meet student needs.

In Y1-Y2, financial literacy is taught by Financial Literacy Fellows, who are hired through our Financial Literacy Fellowship Program. This staffing decision is informed by our belief that financial expertise is required to deliver a high-quality academic program in financial literacy of the scale and depth that our program demands. The Intrepid College Prep Financial Literacy Fellows Program recruits individuals with advanced understanding of finance,

global markets, and entrepreneurship (MBAs, graduate students, practitioners in the fields of finance and entrepreneurship) who possess an interest in secondary education. Our Fellows bring expertise in highly technical fields to curriculum planning, instruction, and lesson planning. Given that our academic model is driven by backwards planning, working alongside finance experts who have practical experience in the application of advanced financial literacy concepts in the early stages of the school’s development is essential to the strength of our financial literacy program.. As it stands, there are very few teachers in the country who are equipped to effectively design and teach a strong financial literacy program. We intend to develop this curriculum internally and create a cadre of Blue-Chip Faculty that is committed to excellence for all students. Once financial literacy experts help us to established that foundation, the school will hire financial literacy teachers in Y3 to lead instruction with the additional support of Financial Literacy Fellows. Given current financial realities for startup charter schools in Tennessee, this staffing model is also the most financially viable one. We plan to incubate a model for Financial Literacy and Entrepreneurship in secondary education that is sustainable and can be easily replicated.

The Executive Director oversees the academic program, school culture, and all financials with the strategic support of the Director of Curriculum and Instruction, Director of Operations (Y2), and administrative staff. In Y1, the administrative team consists of the Executive Director, Director of Curriculum and Instruction and an Office Coordinator. The Board of Directors provides oversight accountability to the school’s academic performance and organizational viability at all times.

B. ORGANIZATIONAL PERFORMANCE GOALS – STAFFING

Goal 1: Intrepid College Prep meets teacher and other staffing credentialing requirements.

- **Measure 1.01:** The school materially complies with applicable laws, rules, regulations, including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA and state certification requirements.
- **Reporting 1.01:** Quarterly and Annual Reporting to Charter Office
- **Measure 1.02:** The school ensures that it only employs appropriately credentialed and otherwise qualified staff in ways that are consistent with their expertise.
- **Reporting 1.02:** Quarterly and Annual Reporting to Charter Office

Goal 2: Intrepid College Prep respects employee workplace rights, including the collective bargaining rights of staff.

- **Measure 2.01:** The school materially complies with applicable laws, rules, regulations, and provisions of its charter agreement relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act and employment contracts. The school has not interfered with employee’s rights to organize collectively or otherwise violated staff collective bargaining rights.
- **Reporting 2.01:** Annual Audit

The chart below represents our staffing plan in Y1-Y5, which takes the school through its first class of ninth grade students in Independence Academy.

	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served	5	5-6	5-7	5-8	5-9
Administration					
Executive Director	1	1	1	1	1
Director of Curriculum and Instruction	1	1	1	1	2
Director of Operations	0	1	1	1	1
Director of Finance and Development	0	0	1	1	1
Dean of Students and Families	0	1	1	1	1
Office Staff					
Office Coordinator	1	1	1	1	2
Administrative Assistant	0	0	1	1	2
Data Analyst	0	0	1	1	2
Records Specialist	0	0	1	1	1
Blue Chip Faculty – Core Subject Teachers					
Opportunity Academy Teachers	6	11	16	21	20
Opportunity Academy Financial Literacy Teacher			3	4	4
Independence Academy English					1
Independence Academy Writing					1
Independence Academy World History					1
Independence Academy Latin I					1
Independence Academy Financial Literacy					1
Independency Academy Biology					1
Independency Academy Mathematics I					1
Blue Chip Faculty - Uncertified and Enrichment Teachers					
Financial Literacy Fellow	1	1	1	1	1
Opportunity/Independence Academies Physical Education Teacher		1	1	1	2
Opportunity/Independence Academies Art/Music Teacher			1	1	2
Blue Chip Faculty – Specialists					
Student Advancement Coordinator (Special Education	1	1	1	1	1

Certified)					
Special Education Teachers	0	1	1	3	3
ELL Coordinator	0.5	1	1	1	1
Literacy Coordinator	0.5	1	1	1	1
College Placement Coordinator	0	0	0	0	0
Total	11	21	34	43	54
Enrollment*	120	210	300	390	468
Teacher : Student Ratio	1:17	1:15	1:14	1:14	1:13

*Enrollment in Y5 accounts for 10% attrition in the high school.

Below are brief narratives of job descriptions required during the first year of the charter.

- **Executive Director (Y1).** ED oversees school performance and management and ensures viability. The ED leads external issues - working with Board, reporting to/interfacing with authorizer, fundraising, public relations, overseeing finance/operations. The ED manages the relationship with outside vendors providing accounting and bookkeeping solutions. The ED manages the admin team. The ED is hired by, reports to, and is evaluated by the Board.
- **Director of Curriculum & Instruction (Y1).** The DCI supports teaching and learning - developing curriculum, managing assessment and data, observing teachers, and planning and implementing professional development. The DCI is responsible for direct oversight of the Student Advancement Coordinator and the instructional teachers. The DCI reports to and is evaluated by the ED.
- **Office Coordinator (Y1).** The OC oversees office operations. S/he develops office procedures/policies, files and maintains records, works in partnership with outside vendors to carry out administrative tasks related to coding of invoices and trains staff members in procedures, systems, and equipment. The OC is hired by, reports to, and is evaluated by the ED.
- **Student Advancement Coordinator (Y1).** SAC maintains special needs records oversees the IEP process and ensures that special needs students receive accommodations (and/or modifications) within the classroom, and will be MA certified in special education. The SAC is hired by the ED, reports to the ED and is evaluated by the ED and DCI.
- **ELL Coordinator (Y1)** Works with struggling students individually and in small groups to provide highly-differentiated support for reading – including the development of decoding, phonics, fluency, and comprehension skills. Supports LEP students by providing additional support to teachers in the classroom, coaching teachers on effective instructional methods that allow LEP students to succeed in the classroom, and pulling out students for tutorials geared toward gaps in mastery of the English language.
- **Literacy Coordinator (Y1)** The Literacy Coordinator is responsible for ensuring that literacy instruction is being planned and implemented effectively by all teachers. Works with the ELA team to set priorities for literacy instruction at the school. Collaborates with the Director of Curriculum and Instruction to coach teachers in using a wide-range of instructional, management, and assessment strategies to meet the different needs of students.
- **Blue Chip Faculty (Y1).** Teachers develop and implement curriculum and support all students in reaching clear academic goals. All teachers are Highly Qualified as defined by No Child Left Behind. Teachers are hired by the ED with the input of the DCI, and are evaluated by the ED, with the input of the DCI.
- **Financial Literacy Fellow (Y1)** Fellows are instrumental in the development and implementation of our financial literacy program. Drawing on their expertise in business, finance, and entrepreneurship, Fellows are on the front line teaching students, developing assessments, unit and lesson plans, and helping Blue Chip Faculty teach financial literacy concepts across curriculum. Once the school has launched its Investment Program in Y3, Fellows will also help manage that program.

- **Accounting & Bookkeeping Vendor (Y1).** EdTech handles all financial reporting to ensure segregation of duties. Works in liaison with Executive Director, Director of Operations and Office Coordinator to make sure that deadlines are met in a timely manner and financial planning takes place in anticipation of deadlines. Analytical review and trend analysis is done on a monthly basis to look for monthly irregularities and inconsistencies. Manages grant reporting in Quickbooks.

C. BLUE CHIP FACULTY

1. TALENT SEARCH AND RECRUITMENT

Intrepid College Prep will employ a group of professionals passionate about educating all students and dedicated to fulfilling our college preparatory mission. Education research consistently demonstrates that teacher quality has the most significant impact on student achievement. As a result, it will be a top priority to recruit, select, hire, train, support, and retain the best teachers, administrators, and support staff available.

Our search for Blue-Chip Faculty is a national one. Blue-Chip Faculty, much like “blue-chip stock,” have a much deserved reputation for quality, consistency, and the ability to deliver returns (student achievement) in good circumstances and challenging ones. Equally as important, Blue-Chip Faculty share Intrepid College Prep’s commitment to the highest levels of academic achievement for our students and overall organizational excellence. Blue-Chip Faculty believes that we must do “whatever it takes” to set students up to achieve, uphold our No Excuses culture and PRIDE values.

At Intrepid College Prep we believe the key to teacher quality is a growth mindset. In order to attract and retain world-class candidates, Intrepid College Prep has a structured and systematic hiring process geared toward: (1) discovering teacher talent, (2) getting the right people on the bus and (3) supporting teachers through daily classroom visits, two-week observation cycles and weekly professional development to grow teachers internally.

6. DISCOVERING TEACHER TALENT

Intrepid College Prep conducts a national search for teacher talent using notable talent pipeline organizations such as Teach for America, The New Teacher Project, Teach Tennessee, Carney Sandoe, and the National Alliance of Black School Educators. We are also developing relationships with organizations committed to diversity in education such as the Center for Advancement of Hispanics in Science and Engineering Education, National Council of La Raza, National Latino Children’s Institute, Puerto Rican Legal Defense and Education Fund, Mexican American Legal Defense and Education Fund and the National Association for Bilingual Education. Lastly, we plan to connect with the top schools of education in the country including Vanderbilt University, Harvard University, Columbia University among others, along with pursuing partnerships with HBCUs. The Lead Founder has met with Angela Brown, Director of Diversity Development at Harpeth Hall, a private 5-12 independent school in Nashville, to learn best practices and avenues for recruiting diverse talent. Working with other individuals, such as Nelson Remus, President of the Tennessee Latin American Chamber of Commerce, we are exploring non-traditional means for finding individuals who best fit our school model and bring a diverse background. Intrepid College Prep coordinates with Rebecca Lieberman, Director of Talent for the Tennessee Charter School Incubator to reduce costs associated with our national search for Blue Chip Faculty.

7. GETTING THE RIGHT PEOPLE ON THE BUS¹⁴⁴

The hiring of teachers involves a five-step process: (1) comprehensive resume screening, (2) two twenty-minute phone interviews—one each with the Dean of Curriculum and Instruction and the Executive Director, (3)

¹⁴⁴ Collins, Jim. *Good to Great*. Harper Business (2001).

observation of instruction at the teacher's current school (for local candidates) or a sample lesson at our school - each lesson is followed by a substantive debrief and discussion of feedback, (4) a re-teaching opportunity to assess the teacher's ability to implement feedback, and (5) a written and verbal offer of employment within 24 hours of successful completion of the hiring process, including the negotiation of a one-year at-will employment contract for successful candidates. The dismissal of teachers mid-year only occurs following thoughtful and careful evaluation of the teacher's performance. Following observation of consistent low-level performance, teachers are placed on a thirty-day Improvement Plan. If a teacher fails to meet the goals laid out in the Improvement Plan despite instructional support from the leadership team, the school will terminate the teacher's contract. At the conclusion of each school year, school leadership will also use the evaluation process to make a determination regarding renewal of each teacher's contract.

8. BLUE CHIP FACULTY CHARACTERISTICS

At Intrepid College Prep we firmly believe that our core values should be modeled and consistently practiced by school leadership, Blue Chip Faculty, and staff. The chart below explains our PRIDE values as adult competencies.

Professionalism

All members of Blue Chip Faculty are active listeners, polite, receptive to differing opinions, a team player, trusts the team, and is honest.

Rigor

All members of Blue Chip Faculty work with a sense of urgency, practice lesson delivery several times before each lesson, implement best practices to appropriately challenge students to excel in higher ordered thinking and produce top-quality work.

Initiative

All members of Blue Chip Faculty addresses problems with solutions, has a leading role in creating a joyful school environment through positivity, excitement, and humor, creates a support network, and seeks constant feedback.

Discipline

All members of Blue Chip Faculty are ready to begin when things start, meets all deadlines, is authentically engaged, manages self well, and effectively executes toward goals.

Endurance

All members of Blue Chip Faculty are able to confront the brutal facts without losing faith, meet unexpected and untimely challenges with a total focus on the best interests of students, and approach their work with high levels of enthusiasm from 7:30 am to 5:00 pm.

D. HIRING POLICIES

Intrepid College Prep is an at-will employer. The schools policies and procedures are not intended as a contract between Intrepid College Prep and its employees. The school may revise these policies and procedures, delete sections, or add additional components at any time. At minimum, all teachers earn a base salary 5.0% higher than teachers working in traditional Metro Nashville Public Schools with five or less years of experience would earn under proposed changes¹⁴⁵ in MNPS salary compensation for teachers, which would raise teacher salaries to \$40,000. At Intrepid College Prep, every teacher, regardless of years of experience earns a minimum of \$42,000 in

¹⁴⁵ Hubbard, Julie. Metro Nashville Teachers May Start at \$40K. The Tennessean. Mar. 14, 2012.

base salary in addition to performance based bonuses representing 5.0% of salaries, upon a finding of eligibility at the end of the academic year. In total, an Intrepid College Prep teacher could earn up to \$44,100 in their first year, representing a 10% increase from proposed teacher compensation in traditional district schools and nearly 30% higher than current salaries for first-year teachers in MNPS schools, which is \$34,000 for the 2011-2012 academic year. Policies governing staff compensation, including bonus program eligibility, are established by the Board of Directors. All FTEs receive health coverage through MNPS employee benefits plans.

We use the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook to benchmark our salaries, benefits, and total compensation, which allows us to remain competitive in a national search for teacher talent long-term.

1. Equal Opportunity Employer

Intrepid College Prep will not discriminate against any potential or current employee based on the basis of ethnicity, national origin, gender, sexual orientation, religion, race, disability, or any other protected classification, in accordance with applicable law.

9. NO CHILD LEFT BEHIND

Endeavor College Prep agrees to comply with the provisions of the No Child Left Behind Act as they apply to highly-qualified certificated personnel and paraprofessional employees of charter schools.

10. CREDENTIALS

Teachers in the following core content areas at Intrepid College Prep (English Language Arts, Math, Science, and Social Studies) will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

In Opportunity Academy, the school's financial literacy curriculum is taught in Y1 and Y2 by Financial Literacy Fellows. These are individuals who are either currently pursuing an MBA who partner with Intrepid College Prep to complete practicums in their field of study or practitioners in the fields of finance, investment banking, and entrepreneurship, who bring a high level of expertise to instruction of this curriculum. After that foundation is established, starting in Y3, the school requires teachers for financial literacy to hold a Commission on Teaching Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

In Independence Academy, all financial literacy coursework is taught by credentialed teachers.

11. EMPLOYEE RECORDS

Intrepid College Prep will comply with all State and Federal laws concerning the maintenance and disclosure of employee records. Copies of each teacher's credentials will be kept on file in the main office and will be readily available for inspection. School administration will review teacher credentials annually.

12. BACKGROUND CHECKS

Intrepid College Prep will comply with California Education Code 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of employees. Prior to the first day of work with students, Intrepid College Prep will process all background checks through MorphoTrust USA, formerly known as L-1 Identity Solutions.

In addition, all employees must provide:

- Up-to-date medical clearance of communicable disease, required health records and current immunizations
- A full disclosure statement regarding a prior criminal record
- Documents establishing legal employment status

- Contact information for at least two (2) professional and one (1) personal reference

13. EMPLOYEE WELFARE AND SAFETY

Intrepid College Prep will comply with all Local, State, Federal, and relevant District policies concerning employee welfare, health, and safety issues. These include, but are not limited to, the requirement for a drug- and tobacco-free workplace.

14. GENERAL QUALIFICATIONS

All faculty and staff must possess a firm belief in our mission and core instructional beliefs, exemplary personal character, and critical professional qualifications. Ideal candidates for employment at Intrepid College Prep, regardless of their position, will consistently demonstrate the following:

- Unwavering belief in and commitment to fulfill Intrepid College Prep’s mission
- Embodiment of Endeavor College Prep’s PRIDE values—preparation, respect, integrity, determination, and enthusiasm
- Ability to prioritize and manage multiple tasks
- Ability to effectively handle challenging situations with students, parents, and faculty
- Desire to work as a member of a collaborative team
- Willingness to have frequent and honest dialogue about job performance
- Modeling lifelong learning by engaging in individual professional development
- Demonstrated commitment to academic excellence and high standards—for themselves, their students, and their colleagues
- Experience working with urban student populations
- Strong oral and written communication skills
- Use of data to inform decisions and drive continuous improvement
- Comfort with basic Microsoft Office applications
- Regular, punctual attendance and professional appearance
- Appropriate Tennessee credentials and qualifications required by No Child Left Behind

See Appendix K for a full job description for the following key personnel who will start within the first five years of the school operations:

- Executive Director
- Director of Curriculum and Instruction
- Director of Operations
- Director of Finance and Development
- Dean of Students and Families
- Blue Chip Faculty
- Financial Literacy Fellow
- Student Advancement Coordinator
- ELL Coordinator
- Literacy Coordinator
- Office Coordinator
- Administrative Assistance
- Data Analyst

15. BENEFITS

All FTEs receive health coverage and benefits. Teachers, as defined in 8-34-101, of a public charter school shall participate in the group insurance plans authorized in title 8, chapter 27, part 3 in the same manner as teachers of the LEA.” [T.C.A. 49-13-119]. Intrepid College Prep partners with MNPS to provide comprehensive medical, dental, and vision plans, as well as life insurance, and any other benefits stipulated for provision by MNPS. As required, the school subsidizes 75% of the cost of health care costs, totaling \$5,146 for single coverage and \$12,443 for family coverage.

E. PROFESSIONAL DEVELOPMENT

Schools are only as strong and effective as their teaching staff. One of our core goals is to provide a professional teaching environment by establishing a culture of constant teacher learning. Before each school year begins, Blue Chip Faculty works with the Executive Director and Director of Curriculum and Instruction to develop and refine curriculum, create assessments, and define focus areas based upon achievement data. As an overview, the following components of the school’s daily schedule and annual calendar support professional development:

- Planning for Excellence: Three week summer Professional Development prior to the beginning of the school year.
- Professional Development Days: 7 full professional development days throughout the year.
- Data Days: 6 full professional development days during the calendar year devoted to data analysis.
- 120 minutes of weekly Professional Development to meet individual and school needs.
- 120 minutes of scheduled collaborative planning time during each school day for every teacher.

The Intrepid College Prep leadership team works together to design, implement and evaluate a high quality, effective professional development (PD) plans focused on improving the school and raising student achievement.

- Year 1 PD focuses on program design elements using internal staff development standards, with emphasis on school culture, data-based decision making and planning for a strong Year 1.
- Year 2 PD focuses on implementation of refined systems of accountability and evaluation, review of culture and its impact on student achievement and planning grade expansion.
- Year 3 teams continue to advance their learning about systemic change, focus on leading continuous improvement efforts, and evaluate implications of their plan.
- Year 4 PD focuses on the transition from middle school to high school and the program design elements that prepare students for the independence and increasing responsibility in high school. This exercise is useful across the entire school because the expectation is that program design elements that allow students to be successful in the high school spiral downward to students in fifth grade.
- Year 5 PD focuses on program design elements using internal staff development standards, with emphasis on school culture, data-based decision making and planning for a strong first year of our high school expansion.

Specific goals for Pre-opening and Year 1 Professional Development are provided below:

- Introduce and implement systems which will strengthen a positive school culture
- Build a collaborative, professional learning environment for the team and the school
- Complete the planning cycle by creating curriculum by subject for fifth grade students
- Use curriculum to create unit/lesson plans and assessments for students in each fifth grade subject

In accordance with federal and state mandates, we will introduce teaching and managing individuals with disabilities during professional development each year. In Year 1 we will have a full time Student Advancement Coordinator who specializes in IDEA case management and ensures that individuals with disabilities are held to a high standard of academic achievement with appropriate supports to accommodate the disability in the whole classroom and small group settings. The Student Advancement Coordinator will work with the SST to engage teachers in supporting diverse learners.

1. OUR APPROACH TO PROFESSIONAL DEVELOPMENT

Professional Development (PD) is essential for the successful delivery of Intrepid College Prep's tripartite mission - college preparation, mastery of financial literacy skills and positive leadership development. The three pillars of Intrepid College Prep's professional development are (1) consistency of systems and structures to maximize instructional minutes, (2) using data to drive instruction and (3) the development of effective vertical and horizontal teaming to improve instructional practice. These three pillars drive the PD plans for our pre-operational year, Planning for Excellence, Intrepid Fridays and full professional development days during the school year.

Professional Development will be delivered throughout the school year including 16 summer days pre-opening of school, and thirteen (10) full days during the school year. Teachers will have additional opportunities for professional growth through outside courses, chosen on an individual basis, as well as planning and collaboration periods scheduled for every teacher, every day.

The Executive Director works closely with the Dean of Curriculum and Instruction (DCI) to develop in house professional development. The Executive Director oversees all group trainings ensuring that organizational professional development objectives are met, while the responsibility of the delivery of the training on instructional planning, development, and execution will be delegated to the DCI. The DCI will focus on the coaching, observation and the development of faculty to improve academic outcomes as well as determine areas of weakness to inform the objectives of future PD. Outside consultants may be invited to present or facilitate a workshop for the entire staff. Professional development days may also include visits to exemplary schools, teachers, or curricula.

16. PRE-OPENING AND YEAR ONE PROFESSIONAL DEVELOPMENT PRIORITIES

In order to execute Intrepid College Prep's mission to deliver a rigorous college preparatory program that is highly structured, a strong and consistent culture of excellence must be set for the staff and students the day they enter the building. To this end, it is essential that staff engage in a three-week PD prior to opening the school doors to students and families. School leadership will stress the importance of setting a positive, clear, consistent and well-structured culture. During the summer PD, teachers will be trained on the importance and effective implementation of tight organizational structures and on school-wide systems and structures. The school-wide systems and structures will range from lesson-planning protocols, writing effective Do Nows, Aims, the Gradual Release of Responsibility, and data-driven instruction, to safety procedures, attendance reporting, and parent communication.

17. PLANNING FOR EXCELLENCE

The three-week professional Summer Institute for all new staff in Year 1 of operations will begin on July 8, 2013. In subsequent years, subsequent professional development for teachers will be three weeks for returning and new staff alike. Beginning with three weeks of summer training,¹⁴⁶ Blue Chip Faculty learns the expectations of lesson and assessment design, classroom management, and school culture essential to school-wide success. The staff closely reviews the Staff Handbook with particular attention paid to the school's staff evaluation procedures and high expectations for daily conduct. During the summer, teachers create long-term scopes and sequences based on

¹⁴⁶ See Appendix L for the entire Planning for Excellence schedule in Y1.

the Tennessee Curriculum Content Standards and embed ISEE, SSAT, AP, SAT and ACT standards into them. Next, they meticulously plan their first units of study. Summer will also be a time to build collegiality between teachers and lay the foundation for strong working relationships. Planning for Excellence provides Blue Chip Faculty with extensive training on essential aspects of our model – support for English Language Learners, students with special needs, low-income and ethnic minorities and financial literacy education in every grade. See Appendix L for the entire Planning for Excellence summer staff orientation schedule.

In accordance with our belief that teachers and high-quality instruction are the chief reason for school wide academic excellence, teachers begin the process of receiving and implementing quick and substantive feedback during practice demo lessons. Teachers begin the process of double-planning, scripting the entire lesson from two perspectives - teacher and student so that teachers anticipate every minute of instructional time, including common wrong answers, appropriate introduction of higher ordered thinking skills, and differentiation for students with varying levels of mastery of course material.

	Planning for Excellence Week 1				
	Monday	Tuesday	Wednesday	Thursday	Friday
	8-Jul	9-Jul	10-Jul	11-Jul	12-Jul
7:15 - 7:30 am	Arrival	Arrival	Arrival	Arrival	Arrival
7:30 - 7:45 am	Breakfast Provided	Breakfast Provided	Breakfast Provided	Breakfast Provided	Breakfast Provided
7:45 - 8:00 am		Welcome: PFE Overview	Welcome: PFE Overview	Welcome: PFE Overview	Welcome: PFE Overview
8:00 - 8:15 am	Welcome: PFE Overview	Begin with the End	Accountability	100%	No Opt Out
8:15 - 8:30 am					
8:30 - 8:45 am	Mission and Vision		Report Cards	Do It Again	Curriculum: ELA
8:45 - 9:00 am		Teacher Evaluation			
9:00 - 9:15 am	Blue-Chip Faculty Defined	Rubric Review	Right is Right Format Matters	Curriculum: Math	
9:15 - 9:30 am	Excellent Schools				
9:30 - 9:45 am		Homework	Observation Cycle	Curriculum: Financial Lit	
9:45 - 10:00 am	Goal Setting	Daily Exit Tickets			
10:00 - 10:15 am	Break	Break	Break	Curriculum: Science	
10:15 - 10:30 am	Adult Culture	Priority Standards	Difficult Conversations I		Excellence for English Language Learners
10:30 - 10:45 am				Curriculum: SS	
10:45 - 11:00 am			Family Communication		Middle School Scholars
11:00 - 11:15 am				Curriculum: SS	
11:15 - 11:30 am					
11:30 - 11:45 am	Governance			Curriculum: SS	
11:45 - 12:00 pm	Joy Factor Intro				
12:00 - 12:15 pm		Lunch	Lunch Provided (Subject Teams)	Lunch	
12:15 - 12:30 pm					
12:30 - 12:45 pm	Lunch Provided				
12:45 - 1:00 pm		Breaking Down Standards Creating Measurable Objectives	Lesson Planning	Systems and Procedures	Literacy-Rich Culture
1:00 - 1:15 pm					
1:15 - 1:30 pm	Daily Schedule and Summer Work	Joy Factor	Joy Factor	Joy Factor	University Culture
1:30 - 1:45 pm					
1:45 - 2:00 pm	Employee Policies	Unit Planning	Lesson Planning	Systems and Procedures	Joy Factor Outro
2:00 - 2:15 pm					
2:15 - 2:30 pm					Blue-Chip Check-In Homework Preview
2:30 - 2:45 pm					
2:45 - 3:00 pm	Benefits and Retirement	Blue-Chip Check-In Homework Preview	Blue-Chip Check-In Homework Preview	Blue-Chip Check-In Homework Preview	Tour of Nashville
3:00 - 3:15 pm					
3:15 - 3:30 pm					
3:30 - 3:45 pm					
3:45 - 4:00 pm	Teacher Organization				
4:00 - 4:15 pm					
4:15 - 4:30 pm	Facilities Walk-Through				
4:30 - 4:45 pm					
4:45 - 5:00 pm	Homework Preview				

18. INTREPID FRIDAYS

Intrepid Fridays provide weekly professional development for the entire staff beginning at 3:00 pm to provide on-going support to teachers throughout the school year. The Executive Director and Director of Curriculum and Instruction oversee the delivery of all professional development and will on occasion delegate pre-identified professional development sessions to outside facilitators.

Topics will likely include:

School Culture	Daily Lesson Design
Assessment	Health and Safety
Effective Classroom Management	High-expectations
Differentiating Instruction	Teaching students with IEPs
ELL strategies	Rubric creation and use
Teacher collaboration	Literacy Strategies
Communication with parents	Numeracy Strategies
Evaluating student work	

Intrepid College Prep will develop a culture of collegiality to facilitate professional growth through reflection, peer observation, and continual instructional feedback. Teachers will be encouraged to join various professional organizations (i.e. National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teacher Association, etc.), attend conferences, and share best practices that will increase academic achievement.

19. PROFESSIONAL DEVELOPMENT FOCUSED ON LITERACY STRATEGIES

We believe that all teachers, regardless of content area, should be trained in and implement effective literacy strategies in their classrooms. Using research such as and similar to that conducted by the SIOP Institute, all teachers will be trained in literacy strategies that are beneficial to English Language Learners and subsequently evaluated for implementation. Teachers will be trained in literacy strategies to increase content knowledge as well as literacy achievement overall. The training will have a particular focus on vocabulary development, fluency and reading comprehension.

F. OBSERVATION AND EVALUATION

1. OBSERVATION AND FEEDBACK LOOP

The Executive Director and Director of Curriculum and Instruction work together to implement a biweekly formal observation cycle and daily feedback loop in response to two interrelated inquiries: “Are students learning the most they can learn as quickly as possible?” and “Are students demonstrating their skills and knowledge to the greatest degree possible as efficiently as possible?”

It is useful to think through the schedule generated by the Director of Curriculum and Instruction to support teachers in the classroom and provide immediate, detailed, and helpful feedback because it drives our professional development model. In Opportunity Academy, there are 420 instructional minutes daily. Each teacher gets a 60 minute debrief every two weeks. In Y1, there are seven teachers in fifth grade, including a Financial Literacy Fellow. The Director of Curriculum and Instruction thus provides 420 minutes of formal feedback per two week cycle or 180 minutes during three-person debrief weeks and 240 minutes during four-person debrief weeks. On a given day when the Director of Curriculum and Instruction has scheduled a debrief, he or she has 360 minutes during the day to support school wide activities, attend to administrative duties and coach teachers. The Director of Curriculum and Instruction apportions his or her time so that 70% of their time is devoted to coaching teachers, 20% is reserved for school wide activities, and 10% is reserved for administrative matters. Accordingly, in Y1, the Director of Curriculum and Instruction will spend approximately 250 minutes from Monday-Thursday providing live coaching and feedback.

The substance of formal debriefs comes from periodic observation of entire lessons and frequent use of video recordings. Instructional leadership uses video to drive discussion to remove ambiguity in the observation process and teach Blue Chip Faculty how to self-assess and monitor their progress. In furtherance of our peer observation and reflection model, after teachers have debriefed with the Director of Curriculum and Instruction, faculty

members will have an opportunity to share their self-assessments and insights with the rest of the faculty during professional development days.

Live coaching is at the core of our professional development model. Teacher quality and time are our two highest value levers in producing school-wide achievement. Not coincidentally, the two factors work together to inform our emphasis on live coaching. In order to remediate academic gaps and push students to high levels of academic achievement to perform above grade level, Blue Chip Faculty needs immediate feedback and constant modeling of best practices. The Executive Director and Director of Curriculum and Instruction model best practices for teachers at all times. As an example, consider one of our classroom strategies Feigning Ignorance,¹⁴⁷ which is used to increase the ratio of cognitive work in favor of students. If a teacher struggles to use Feigning Ignorance successfully in the classroom, the Executive Director may choose to model the strategy for the entire staff during Circle Up. In the classroom, live coaching is akin to a director getting into the scene. Similar to a director who yells “cut” when a scripted scene is not being performed in accordance with the director’s vision, the Director of Curriculum and Instruction will not hesitate to intervene during a lesson to redirect a teacher that needs assistance or correct a misstatement. Redirection always occurs in a respectful manner and is carried out in a way that does not undermine the teacher’s authority in the classroom. Every member of the faculty is exposed to the school’s live coaching methodologies during Planning for Excellence and is normed to the process before classroom instruction begins.

Embedded within live coaching is another system for delivering quick feedback to Blue Chip Faculty, known internally as “Quick Hits.” Intrepid College Prep uses a three step feedback loop consisting of a fifteen minute observation, fifteen minute follow up and fifteen minutes re-teaching to class. On a given day, the Director of Curriculum and Instruction can complete as many as five feedback loops with teachers. However, we expect that the feedback cycle will be implemented as follows:

Quick Hits Feedback Loop Cycle	
Monday	3 Feedback Loops
Tuesday	4 Feedback Loops
Wednesday	3 Feedback Loops
Thursday	4 Feedback Loops
Friday	3 Feedback Loops

Our feedback loop schedule allows each teacher to receive five feedback loops in a two-week period. During Quick Hits, the Executive Director and the Director of Curriculum and Instruction check vital signs in the classroom, also known as dipsticking. The Director of Curriculum and Instruction may look at homework headings and usage of complete sentences in writing assignments. Instructional leadership may also look at the blackboard configuration, amount of student writing, usage of clear and rigorous objectives, 100% student engagement, and 100% participation in checks for understanding (i.e. all hands raised to answer a question about previously taught material). The Executive Director and Director of Curriculum and Instruction provide immediate feedback to teachers about Quick Hit observations. These observations are sent real-time by email if the redirection does not rise to the level of intervening in the lesson to model best practices for teachers.

¹⁴⁷

Sample Observation Email

+	?	Δ
<ul style="list-style-type: none"> • Good holding the line with scholars about using math terminology as opposed to simpler, non-mathematical terms • Major emphasis on the ‘why’ and ‘how’ in this class. Push yourself to identify scholars who are struggling with the concept and work with them individually once you release the class to independent practice 		<ul style="list-style-type: none"> • Push yourself to identify students who are struggling with the concept and work with them individually once you release the class to independent practice. • It was clear that some scholars were well-versed in the area of the coordinate plane while it was foreign to others. Use circulation and verbal explanations to quickly determine who falls into each of those categories. This will allow students who grasp the concept to have more time with independent practice while also removing the detrimental practice of having them hear inaccurate or incorrect explanations from struggling scholars. • While they are working independently, you can either move to struggling individuals or have them quietly move into a group in the back for more small group instruction. Your classroom management is at a point that the rest of the class will still be able to work .

Observation emails serve one purpose – to provide real time concrete feedback that teachers can incorporate into their lessons immediately. The emails praise behaviors that drive student achievement and provide explicit redirection for improvement. The questions are reserved for reflection, which is used only to push your strongest teachers to be more reflective about their practice. Where we see behaviors and practices that are ineffective, we don’t ask questions about them in the question column; we give explicit instruction about how to fix it in the delta column.

In addition to the biweekly cycle of formal observation and debriefs, the Director of Curriculum and Instruction develops Action Plans for each teacher following Data Analysis Days – professional development days exclusively

reserved for the analysis of student achievement data produced from several sources – Achievement Net, rigorous internally created assessments, the Stanford 10, and TCAP exams.¹⁴⁸

2. EVALUATION OF EFFECTIVENESS

As a 100% results-oriented school, we value and measure the effectiveness of our teachers based on their track record for spurring and sustaining high levels of academic achievement, as measured objectively by our frequent data-driven cycle of instruction, learning, and assessment. Blue Chip Faculty members are formally evaluated on a bi-annual basis, based on criteria set forth in job responsibilities. These more substantive evaluations will strongly consider the teacher's record of student achievement as measured by internally-created assessment, Achievement Network interim assessments, and TCAP scores against a bigger picture that takes curriculum development, lesson delivery, administrative responsibilities, and contributions to the Intrepid College Prep community into consideration. In years one and two of operation, the formal evaluations will be done by the Executive Director in tandem with the Dean of Curriculum and Instruction. Beginning year three, the Dean of Curriculum and Instruction will be primarily responsible for formal teacher evaluations. Results shall be in writing and included in the employee's personnel file.

Teachers who continually struggle to meet biweekly professional development objectives, turn in assignments in a timely fashion, or fail to produce high levels of student achievement in their classes receive a Thirty-day Improvement Plan (TIP). The process of evaluating and supporting a struggling teacher begins with communication – advising a teacher or employee that performance is inadequate with precise specificity regarding why performance is currently unacceptable. Next the school leader and teacher work together to ascertain the reasons why performance is inadequate in situations when the root cause is not readily apparent. The Executive Director and Director of Curriculum and Instruction will increase amounts of time otherwise allotted to support and develop each teacher to meet the needs of struggling teachers with direct in-classroom support. For example, the Director of Curriculum and Instruction may spend as many as three class periods in one day with a struggling teachers, thus observing about 75% of the teacher's daily course load to identify patterns of behavior or broken strategies that undermine student achievement. Once a teacher has been informed about areas of improvement and has been given concrete action steps to fix frequent errors a teacher will be referred to implement a Thirty-day Improvement Plan (TIP) which provides for daily daily measureable benchmarks and daily debriefs to support rapid growth. If and when a teacher successfully moves through the TIP and experiences the type of progress we need to see from Blue Chip Faculty, they are released from the TIP plan and can resume their normal cycle of observation and feedback. If a teacher does not progress despite intensive support and intervention, the school will consider separating the individual from employment or moving them to another role outside the classroom (if they are along other measures a value add to the Intrepid College Prep community), depending on their strengths and abilities.

¹⁴⁸ The TCAP Writing Exam is administered in February. Assuming we receive results before the end of the year, Blue Chip Faculty will use results from the TCAP Writing Exam to create Action Plans for ELA and reading and writing across curriculum.

SECTION IX – TRANSPORTATION AND FOOD SERVICE

To ensure that as many eligible and interested students as possible have access to Intrepid College Prep, the school has plans to offer free limited transportation services to students, based on a to be determined radius from the school along with other factors such as proximity to main public transportation. To achieve the greatest cost and operational efficiencies while also properly distributing risk, Intrepid College Prep will contract with an established school bussing/transportation company in the Nashville area to provide transportation services to the school. The Board of Directors will solicit competitive bids for the contract with local companies in compliance with the purchasing requirements outlined previously in this application. Historically, Grayline has provided the highest-quality service at a reasonable cost.¹⁴⁹ Other parameters including types of vehicles and the qualifications of drivers will be confirmed with the contracting transportation company and will be submitted to MNPS for inspection and approval prior to implementation.

Special transportation will be provided when necessary for students with disabilities. As per state and federal laws and regulations, all personnel directly involved in providing transportation of students with disabilities will have training regarding the needs of students with disabilities.

Using our proposed location at Una Antioch Pike and Murfreesboro Road as a guide, we have identified potential bus routes under the guidance of Grayline, Inc. In year one, we have budgeted to spend \$50,000 for transportation. This figure includes the purchase of a minimum of one used bus, certified-driver salary, maintenance, gas and appropriate insurance and assumes that approximately 25% of students will require transportation to and from school. This estimate is based off of similarly situated schools in the Antioch area. Additionally, one bus can comfortably and safely seat up to 70 students. Thus, if our enrollment patterns suggest that as many as 50% of our students require transportation, we will have capacity to meet that need in our first year. This estimated financial model is based on the input from other successful local charter schools, such as Nashville Prep and Liberty Collegiate (who run similar bus routes), as well as information from Grayline and the Tennessee Charter School Incubator.

Transportation Y1-Y5				
120 Students	210 Students	300 Students	390 Students	471 Students
1 Bus	2 Buses	3 Buses	4 Buses	5 Buses

A. . TRANSPORTATION ELIGIBILITY

Transportation eligibility is determined on the basis of the student's grade level and the distance between the student's residence and school. The table below shows how transportation eligibility is determined. For example:

- A fifth-grader who lives one mile from school is eligible for full fare transportation.
- A fifth-grader who lives less than ½ mile from school is not eligible for transportation.

Transportation Eligibility: How Do I Know if My Child is Eligible?

GRADE LEVEL	DISTANCE FROM RESIDENCE TO SCHOOL			
	Less than ½ mile	½ mile or more, but less than 1 mile	1 mile or more but less than 1½ miles	1½ miles or more
5-8	Not Eligible*	Eligible for Transportation		

¹⁴⁹ Two Excellent Schools, Nashville Prep and Liberty Collegiate has both gone through the competitive bidding process and have contracted with Greyline for bus services. Greyline provides a base contract rate of \$256 per route (the “Base Rate”) plus \$.20 per mile up to a maximum of 120 miles per route. The fees per route include all indirect and direct costs for labor and fuel.

*We will work with every family to ensure that you have a safe and timely ride to school each day and will work with parents to coordinate car pools and other transportation solutions for neighborhood families.

Should Intrepid College Prep determine the need to purchase or lease vehicles, all vehicles will be covered by auto liability insurance of the following minimum amounts:

- \$1,000,000 per person
- \$5,000,000 each accident
- \$50,000 property damage
- \$5,000 medical/death payment

Also, vehicles will be inspected monthly by authorized service personnel and go through annual inspection by the TN Department of Safety.

B. BUS SERVICE AND STOPS

Yellow bus service will be available for our Opportunity Academy students. The following provides details and eligibility requirements for that service.

Yellow bus service is provided from designated stops at designated times to and from schools receiving this service.

Bus Route ¹⁵⁰ for AM Pick Up					
6:15 am	6:30 am	6:45 am	7:00 am	7:15 am	7:25 am
Depart Lebanon Pk & Lebanon Circle	Depart Apollo Apts	Depart Hickory Highlands Apts	Depart Cane Ridge Subdivision	Depart Publix Store Murfreesboro Rd	Arrive Intrepid College Prep

Bus Route ¹⁵¹ for PM Drop Off					
5:00 pm	5:15 pm	5:30 pm	5:45 pm	6:00: pm	6:15 pm
Depart Lebanon Pk & Lebanon Circle	Depart Apollo Apts	Depart Hickory Highlands Apts	Depart Cane Ridge Subdivision	Depart Publix Store Murfreesboro Rd	Arrive Intrepid College Prep

1. REGULAR TRANSPORTATION PLAN AND EXTRACURRICULAR ACTIVITIES

The transportation provider will provide service for Intrepid College Prep's entire regular weekday school calendar, which consists of 190 instructional days. Intrepid College Prep will provide the transportation provider with copies of the school's annual calendar as an attachment to any agreements entered into between the school and the transportation provider. Each route consists of one morning pick-up/drop-off leg to school and an afternoon pick-up/drop-off leg from school. Intrepid College Prep will work with our off-site enrichment partners to arrange transportation for students but if necessary, Intrepid College Prep may contract with the transportation provider to include frequent off-site enrichment locations as drop-off locations per the school's regular transportation plan.

¹⁵⁰ This is sample bus route provided by a highly regarded bus management company.

¹⁵¹ This is sample bus route provided by a highly regarded bus management company.

20. SATURDAY SCHOOL

Intrepid College Prep has eight days of Saturday Academy. The transportation provider will provide supplemental transportation, outside of the 190 contracted days, as reasonably requested by Intrepid College Prep. Intrepid College Prep will not be restricted from using other transportation providers to provide the supplemental services but the transportation provider will be the preferred provider of such services.

C. FOOD SERVICE PLAN

Intrepid College Prep provides food service in accordance with the nutrition regulations outlined in the Tennessee Code Annotated 49-6-2301 – 49-6-2307 and State Board of Education Rule 0520-1-6-0.1-0.4. Although these standards do not apply by statute or regulation to federally reimbursable meals to students, Intrepid College Prep makes every effort to ensure that all food provided by the school as part of our federal breakfast, lunch, and snack programs meet these standards.

Intrepid College Prep adheres to minimum nutritional quality standards for individual food items. Intrepid College Prep will adopt a wellness plan pursuant to the federal Child Nutrition Reauthorization Act.

Provider

Intrepid expects to contract with Bateman Senior Meals, a provider of healthy, nutritious meals for over thirty years across the United States. Bateman not only brings decades of experience in providing quality-meals that adhere to strict sanitation, health, and safety controls, but also brings experience working with Nashville-area charter schools.¹⁵²

¹⁵² During the 2011-2012 school year, Bateman Senior Meals worked with Nashville Prep and Liberty Collegiate to provide nutritious meals to middle school students.

SECTION X - FACILITIES

Intrepid College Prep has not yet finalized a site for the school, but is working in partnership with the Tennessee Charter School Incubator (TCSI) and Cassidy Turley to identify a suitable facility for the school.

Intrepid College Prep and the Tennessee Charter School Incubator recognize that there are a number of challenges in securing an affordable and functional facility:

- Public space is not consistently available for lease by charter schools.
- Charter schools typically locate in low-income areas where the quality of potential buildings is often poor (requiring extensive renovations to meet the needs of the school as well as to meet code requirements).
- Few lenders are willing to loan to new and early-stage charter schools without outside support (i.e. credit enhancements, loan guarantees).
- Charters do not receive public funding for capital expenditures (acquisition and/or improvement of facilities).

To address these challenges, TCSI is establishing a Facilities Fund (“Fund”) that would help new and existing Nashville charter schools, including Intrepid College Prep, access affordable facilities financing to secure space. The Fund would be used to back loans for charter schools to purchase, build, and/or renovate properties – public or commercial. More specifically, the Fund would serve as equity, credit enhancements, and/or loan loss reserves for facilities financing transactions. This type of risk mitigation is critical in enticing lenders to work with new charter schools like Intrepid that do not have an operating track record. TCSI has been in active discussions with national and local foundations to provide resources for the Fund as well as national and local lenders who are interested in working with Nashville charter schools. TCSI anticipates establishing the Fund by the summer 2012, which would allow TCSI and Intrepid to begin a facilities project by fall 2012 in preparation for the school’s opening in July 2013.

While Intrepid will look for opportunities to lease public space (if available) or space from a private owner (i.e. former private school buildings or community buildings), the school thinks it is likely that it will have to pursue commercial space. The school has evaluated several commercial facilities options in Southeast Nashville and has signed a Letter of Intent to Lease¹⁵³ the property.

- Former Gold’s Gym on 2337 Murfreesboro Pike, which has 32,000 square feet on the ground floor including mezzanine. Part of the building is being leased by a local church and another section of approximately 18,000 SF is available for lease and Landlord will renovate to meet the build out requirements of the school.
- Lakeshore Christian Church 5434 Bell Forge Lane – 30,000 SF (Former Petco) attached to 40,000 SF renovated church (former Media Play).
- Former Publix located at 2521 Murfreesboro Pike - 55,000 SF Retail Center.
- Modular Option: 120 Acres available on development known as the Crossings owned by Ed Freeland (local Chevrolet Dealer) located adjacent to development. Land priced at \$125K an Acre will sell or build-to-suit with proper credit enhancements.

In evaluating each opportunity, the school will work with the Tennessee Charter School Incubator, Cassidy Turley, and an architectural firm to assess whether the facility can meet the space requirements of the school (i.e. number of classrooms, common areas, teacher work rooms, recreational space).

¹⁵³ A market survey of local commercial real estate in Antioch revealed the Una Antioch Pike property to be the most realistic and suitable facility option for a slow-growth school. Crews Johnston, a member of the Founding Board of Directors has a 1/3rd interest in the property, which has been disclosed as a potential conflict of interest pursuant to Intrepid College Prep’s conflict of interest policy. Post-authorization, if both parties remain interested in entering into a lessor-lessee contract, Mr. Johnston will follow continue to follow all appropriate procedures regarding disclosure and abstaining from any vote put to the Board of Directors regarding the potential conflict of interest.

Below is a table that outlines specific space requirements that Intrepid will need through the first five years.

Year 1	Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> • Administrative Office Space • Teacher work room • 5 classrooms • 1-2 rooms for pull-out, tutoring, and testing. • Food prep area • Restrooms (number of restrooms dependent on code) • Multi-purpose room 	<ul style="list-style-type: none"> • Administrative Office Space • Teacher work room • 10 classrooms • 1-2 rooms for pull-out, tutoring, and testing. • Food prep area • Restrooms (number of restrooms dependent on code) • Multi-purpose room 	<ul style="list-style-type: none"> • Administrative Office Space • Teacher work room • 15 classrooms • 1-2 rooms for pull-out, tutoring, and testing. • Food prep area • Restrooms (number of restrooms dependent on code) • Multi-purpose room 	<ul style="list-style-type: none"> • Administrative Office Space • Teacher work room • 20 classrooms • 1-2 rooms for pull-out, tutoring, and testing. • Food prep area • Restrooms (number of restrooms dependent on code) • Multi-purpose room 	<ul style="list-style-type: none"> • Administrative Office Space • Teacher work room • 25 classrooms • 1-2 rooms for pull-out, tutoring, and testing. • Food prep area • Restrooms (number of restrooms dependent on code) • Multi-purpose room

For budgeting purposes, Intrepid has projected annual costs for several facilities options:

Una Antioch Pike Property (Y1, 13,000 and Renewal Lease Costs Y2-Y5)

Term				Annual	Monthly
1 – 6 Mos.	February 1, 2013	-	July 31, 2013	\$ 0.00	\$0.00
Year 1	August 1, 2013	-	July 31, 2014	\$90,000	\$7,500.00
Year 2	April 1, 2013	-	July 31, 2014	\$110,000	\$9,166.67
Year 3	April 1, 2014	-	July 31, 2015	\$130,000	\$10,833.33
Year 4	April 1, 2015		July 31, 2016	\$150,000	\$12,500.00

Intrepid College Prep will outgrow the Una Antioch property after Y2 but this location is a viable option for the school in the first two years of operation.

Other Area Facilities at Market Rate

In a leasing scenario, Intrepid is budgeting to lease space with the square footage increasing as the school grows (an example would be leasing a district building or a school building that is privately owned). This might also include a commercial space which is renovated by a private developer and leased back to Intrepid. In developing assumptions, the school considered industry standards on space requirements, and comparable costs in the local market for lease rates and operating expenses.

Annual Costs for Leasing Option

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	120	210	300	390	471
Square feet per student	75	75	75	75	75
Required space	9,000	15,750	22,500	29,250	35,325
Lease rate (\$7 per square foot)	\$63,000	\$110,250	\$157,500	\$204,750	\$247,275
Operating costs (\$4 per square foot)	\$36,000	\$63,000	\$90,000	\$117,000	\$141,300
Insurance costs	\$15,000	\$20,000	\$25,000	\$30,000	\$30,000
Total facilities costs	\$114,000	\$193,250	\$272,500	\$351,750	\$418,575
<i>Per student cost</i>	<i>\$950</i>	<i>\$920</i>	<i>\$908</i>	<i>\$902</i>	<i>\$889</i>

- (1) According to Self-Help, a national charter school lender, schools should plan for at least 75 square feet per student (though 100 square feet per student is ideal).
- (2) The school will most likely not have a gymnasium or auditorium due to the costs of developing this type of space. Intrepid will look for opportunities to partner with community organizations such as the YMCA for recreational space.

Purchasing Option

Intrepid will consider purchasing and renovating commercially-owned space (an example would be former big box retail space, office space, or fitness centers) that can be renovated to accommodate the needs of the school. In developing assumptions, the school considered industry standards on space requirements, comparable costs for purchasing and renovating commercial space for school use (using data from other cities and the local market), and comparable charter school facilities costs from similar transactions.

To enable the school to realistically service debt as it grows, the school is assuming space can be renovated in stages.

Example Transaction:

Assumptions

Facility size	40,000	
Purchase Price (per square foot)	\$30	
Renovation costs (per square foot)	\$50	Building would be renovated in stages based on the space requirements of the school.
Interest rate	6.0%	
Amortization (years)	20	
Equity	20%	Provided through the Tennessee Charter School Incubator Facilities Fund

Annual Costs For Purchase Option

- (1) The model assumes that renovation costs will come in stages as the school grows. The debt service; therefore, increases as additional space is renovated. The financing assumptions remain constant throughout the five year period.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	120	210	300	390	471
Square feet per student	75	75	75	75	75
Required space	9,000	15,750	22,500	29,250	35,325
Debt service (1)	\$113,483	\$145,691	\$177,900	\$210,109	\$239,097
Operating costs (\$4 per square foot)	\$36,000	\$63,000	\$90,000	\$117,000	\$141,300
Insurance costs	\$15,000	\$20,000	\$25,000	\$30,000	\$30,000
Total facilities costs	\$164,483	\$228,691	\$292,900	\$357,109	\$410,397
<i>Per student cost</i>	<i>\$1,371</i>	<i>\$1,089</i>	<i>\$976</i>	<i>\$916</i>	<i>\$871</i>

Modulars

Intrepid will also consider leasing modulars in its first few years of operation if it proves to be a more economical option. In pursuing this option, the school will look for opportunities in which land can be secured for a low cost or zero cost (an example would include partnering with a community organization such as the YMCA, the Boys and Girls Club, Habitat for Humanity, or a similar type of organization that might have available land and would be interested in partnering with Intrepid).

In this scenario, Intrepid is budgeting for site preparation costs (modular delivery; land grading; utilities and plumbing connections; ramps and sidewalks). Because site preparation and modular delivery can be costly, the school would work with the Tennessee Charter School Incubator on obtaining financing (with a relatively short amortization period: 5 years).

Assumptions

Site Preparation Costs	Year 1: \$400,000 (land grading; plumbing and utilities; ramps and sidewalks). Assumes costs would be financed and amortized over a 5 year period.
Modular Delivery Costs	\$50,000 per modular unit (delivery estimate of a four classroom modular which would also include restrooms and administrative space and a two classroom modular).
Modular leasing costs	For each grade level, the school would, at a minimum, have a four classroom unit (that includes four classrooms, restrooms, administrative space) and a smaller 2 class room unit (for additional space such as food prep, multipurpose activities, teacher work space) The leasing costs for a four classroom unit and a two classroom unit would be approximately \$5,000 per month (according to estimates received by several modular companies including William Scotsman and Innovative Modulars).
Financing Assumptions	The \$400,000 for site prep costs and the first \$50,000 of modular delivery costs would be financed and amortized over a 5 year period. The Tennessee Charter School Incubator would contribute \$50,000 toward these costs. Financing assumptions include a 5 year amortized loan at a 6% interest rate. The school assumes that the approximate square footage for each grade level will be 6,000 (which includes a four classroom and two classroom modular for each grade level).

Annual Costs

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	120	210	300	390	471
Number of modular units (four classroom and two classroom unit per grade)	2	4	6	8	10
Debt Service (site preparation costs) including initial modular delivery costs of \$50K	\$74,238	\$74,238	\$74,238	\$74,238	\$74,238
Modular delivery costs		\$50,000	\$50,000	\$50,000	\$50,000
Modular leasing costs	\$60,000	\$120,000	\$180,000	\$240,000	\$300,000
Operating costs (\$4 per square foot)	\$24,000	\$48,000	\$72,000	\$96,000	\$120,000
Insurance costs	\$15,000	\$20,000	\$25,000	\$30,000	\$30,000
Total facilities costs	\$173,238	\$312,238	\$401,238	\$490,238	\$574,238
<i>Per student cost</i>	<i>\$1,444</i>	<i>\$1,487</i>	<i>\$1,337</i>	<i>\$1,257</i>	<i>\$1,219</i>

As mentioned previously, accessing affordable financing will be critical in enabling Intrepid College Prep to either purchase a property or to build modular. The school will work with the Tennessee Charter School Incubator to identify lending sources and to structure equity and/or credit enhancements necessary to execute a transaction.

To be conservative in our budget estimates, Intrepid has created a summary table below to average the costs of various options. We believe these numbers are on the high side when compared to the facilities costs current Tennessee charter schools incur. (In a report to be released by the Tennessee Charter Schools Association in partnership with the Colorado League of Charters and the Tennessee Charter School Incubator, survey data indicated that the state's charter schools are paying, on average, \$805 per student.

A summary table of all three options is included below:

Summary Table

	Year 1	Year 2	Year 3	Year 4	Year 5
Facilities Costs					
Lease	\$114,000	\$193,250	\$272,500	\$351,750	\$418,575
Purchase	\$164,483	\$228,691	\$292,900	\$357,109	\$410,397
Modulars	\$173,238	\$312,238	\$401,238	\$490,238	\$574,238
Average	\$150,574	\$244,726	\$322,213	\$399,699	\$467,737
Median	\$164,483	\$228,691	\$292,900	\$357,109	\$418,575
Per Student Facilities Costs					
Lease	\$950	\$920	\$908	\$902	\$889
Purchase	\$1,371	\$1,089	\$976	\$916	\$871
Modulars	\$1,444	\$1,487	\$1,337	\$1,257	\$1,219
Average	\$1,255	\$1,165	\$1,074	\$1,025	\$993
Median	\$1,371	\$1,089	\$976	\$916	\$889

Timeline

The school is currently evaluating commercial properties in Southeast Nashville as well as doing research on potential public space. Intrepid will work with TCSI and Cassidy Turley throughout the summer of 2012 to identify a suitable site as well to structure the necessary financing. In the case of a purchasing transaction, in which renovations would also be needed, the school would plan to start work by the fall of 2012, which would allow 9-12 months before the school starts in July of 2013.

SECTION XI – WAIVERS

Waiver Request List

Intrepid College Preparatory Charter School (“Intrepid College Prep”) shall operate in accordance with all Metropolitan Nashville Public Schools policies and regulations and all applicable and local laws, rules and regulations, unless specifically waived. In order for Intrepid College Prep to ensure its students meet or exceed local state and national academic standards, it must provide its students with a greater amount of time on task. Intrepid College Prep’s governance and leadership needs flexibility in its initial structure to overcome potential barriers in fulfilling its mission and goals. We formally request a waiver from the laws, rules and regulations listed below. This request includes all laws, rules, and regulations covering the same subject matter as those listed below and a waiver of all rules and regulations that come into force following the date of submission of this charter proposal.

A. PERSONNEL WAIVERS

1. Compensation – Licensed Personnel Salaries

- a. **TN Education Statute:** §49-3-306(a)
- b. **State Board Rule:** 0520-1-2-02
- c. **Rationale for Waiver:** While we ensure that public monies will be used properly and all personnel will be paid adequately and timely, it is critical to our program that Intrepid College Prep payroll system reflects our individual school’s purpose and philosophy.

21. Compensation – Longevity Pay

- a. **TN Education Statute:** §8-23-206(a)
- b. **State Board Rule:**
- c. **Rationale for Waiver:** While we ensure that public monies will be used properly and all personnel will be paid adequately, it is critical to our program that Intrepid College Prep’s payroll system reflects our individual school’s purpose and philosophy. Upon approval by the Board of Directors, Intrepid College Prep will offer incentive pay that compensates them for years of consistent student performance, not just years of service.

22. Hours and Benefits – Teacher Assignment

- a. **TN Education Statute:** §49-5-401
- b. **State Board Rule:**
- c. **Rationale for Waiver:** Intrepid College Prep utilizes an extended schedule, including increased instructional and professional development hours. Teachers receive compensation commensurate with the increased work hours.

23. Hours and Benefits – School Term Vacations and Other Non-Instructional Days

- a. **TN Education Statute:** §49-6-304A (2)-D
- b. **State Board Rule:** 0502-1-3-.03(4)
- c. **Rationale for Waiver:** Intrepid College Prep operates with an extended school year of 190 days and an extended school day from 7:30 am – 5:00 pm.

24. Promotion and Evaluation – Career Ladder

- a. **TN Education Statute:** 49-5-5002-5010, 49-5-5206-5209, 49-5-5301, 49-5-5304, 49-5-5401, 49-5-5405, 49-5-5406, 49-5-5501, 49-5-5504-5506
- b. **State Board Rule:** 0520-2-2
- c. **Rationale for Waiver:** No need or funding is currently available for career ladder initiatives

25. Promotion and Evaluation – General Requirements for Evaluation

- a. **TN Education Statute: 49-5-5205**
- b. **State Board Rule: 0520-1-1-.01**
- c. **Rationale for Waiver:** The key to our success is being able to attract and retain a staff that is committed to our vision and to provide them with the motivation necessary to get the job done. It is essential that we able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goals. The guidelines and performance expectations are outlined specifically in yearly contracts that are developed for Intrepid College Prep personnel.

26. Promotion and Evaluation – Third-Year Apprentice Educators

- a. **TN Education Statute: 49-5-5205**
- b. **State Board Rule: 0520-2-1-.03**
- c. **Rationale for Waiver:** The key to our success is being able to attract and retain a staff that is committed to our vision and to provide them with the motivation necessary to get the job done. It is essential that we able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goals. The guidelines and performance expectations are outlined specifically in yearly contracts that are developed for Intrepid College Prep personnel.

27. Tenure – Evaluation Contracts and Employment Termination

- a. **TN Education Statute: 49-5-408-409**
- b. **State Board Rule: 0520-2-2(2)**
- c. **Rationale for Waiver:** The key to our success is being able to attract and retain a staff that is committed to our vision and to provide them with the motivation necessary to get the job done. It is essential that we able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goals. Every teacher will be assessed based on their performance. Teachers, who attain the required levels of performance, as outlined in their contracts, will be offered another contract.

28. Tenure - Tenure

- a. **TN Education Statute: 49-5-501-513**
- b. **State Board Rule:**
- c. **Rationale for Waiver:** As a charter school, Intrepid College Prep will be results-driven. Accordingly, Intrepid College Prep employees will be “at-will.”

29. Staffing Requirements – Licensed Principals

- a. **TN Education Statute: 49-5-101(a)**
- b. **State Board Rule: 0520-1-2-.03(6)**
- c. **Rationale for Waiver:** Intrepid College Prep would like to be able to recruit the most qualified candidates around the country to fulfill its mission.

30. Staffing Requirements – Library Information Center Personnel

- a. **State Board Rule: 0520-1-3-.07(2)**
- b. **Rationale for Waiver:** A substantial library is available to students at the nearest public library, Nashville Public Library Southeast Branch, which is currently located at 2325 Hickory Highlands Drive, a 2.2 mile distance from our proposed school location at the intersection of Una Antioch Pike and Murfreesboro Road. The Southeast Branch is slated to move in 2013 to a new facility as part of the Hickory Hollow Mall redevelopment. If and when that occurs, the nearest library will be located 3.3 miles from the school. In addition, a substantial classroom library.

B. SCHOOL MANAGEMENT/OPERATIONAL WAIVERS

1. School Management/Operational Waivers – School Year Commencement

- a. **TN Education Statute:** 49-6-3004
- b. **State Board Rule:**
- c. **Rationale for Waiver:** Intrepid College Prep utilizes an expanded school year calendar. For this reason, the school will start before Labor Day.

31. School Management/Operational Waivers – Local Fiscal Accounting

- a. **TN Education Statute:** 49-3-316
- b. **State Board Rule**
- c. **Rationale for Waiver:** While we ensure that public monies will be used properly, that all regulations will be met and that all of our operations will stand up to a financial audit, it is critical to our program that our management systems reflect our individual school's purpose and philosophy.

32. School Management/Operational Waivers – Formulation and Administration of Behavior and Discipline Codes

- a. **TN Education Statute:** 49-6-4012(b)
- b. **State Board Rule:**
- c. **Rationale for Waiver:** While parents and students will undergo due process, it is important that the discipline practices of Intrepid College Prep provide a safe and effective learning for students.
- d.

C. EDUCATION WAIVERS

1. Curriculum – Health, Physical and Wellness Education Curriculum

- a. **TN Education Statute:**
- b. **State Board Rule:** 0520-1-3-.05
- c. **Rationale for Waiver:** Students will be involved in physical education activities each week. The Director of Curriculum and Instruction will oversee these classes and work to ensure that the PE curriculum meets state content standards, despite the use of non-certified instructional personnel.

33. Curriculum - Fine Arts Curriculum

- a. **TN Education Statute:**
- b. **State Board Rule:** 0520-1-3-.05
- c. **Rationale for Waiver.** Students will be involved in fine arts activities each week. Fine arts classes may be taught by volunteers. The Director of Curriculum and Instruction will oversee these classes and work to ensure that the fine arts curriculum meets state content standards, despite the use of non-certified instructional personnel.

34. Curriculum – Use of Unapproved Textbooks

- a. **TN Education Statute:** 49-6-2206
- b. **State Board Rule:**
- c. **Rationale for Waiver:** To meet the potential of our school, it is essential that we tie our curriculum and instructional approaches to our individual school's mission and goals. Intrepid College Prep will use both state-approved textbooks and other unapproved instructional materials.

D. CAPITAL OUTLAY WAIVERS

1. Capital Outlay

- a. TN Education Statute: 49-3-311
- b. State Board Rule:
- c. Rationale for Waiver: Preparing a charter school facility will be one of our greater challenges. Because we finance our own buildings and do not have the power to raise taxes to fund capital outlay, it is critical that we gain freedom from non-health and safety standards for the school site and have control of the facility vested in our board, rather than the city board of education. Having this freedom will allow us to use our school site resources most effectively and efficiently and align our building choices with our mission and goals.

In addition to the specific waiver requests listed above, we request waivers of any additional rules and regulations that are waived for existing or future charter schools authorized by Metro Nashville Public Schools. We reserve the right to supplement this request or make additional waiver requests in the future. To request waivers of MNPS District Standard Operating Procedures (DSOP), Intrepid College Prep understands the process outlined in the Standard Operating Procedure Outline (Policy Reference No. SBO 1.106) required when requesting a waiver of a policy within MNPS and will do the following:

- Submit all waiver requests in writing to the Chartering Authority no later than sixty (60) days prior to the school's intention to implement the waiver, if granted.
- Provide a waiver request that explicitly lists the specific DSOP requested to be waived.
- Provide a waiver request that includes detailed documentation of the grounds for requesting the waiver and specific evidence showing how the DSOP currently inhibits or hinders the proposed charter school's ability to reach its goal or comply with its mission statement.
- Ensure that all waiver requests filed with the Chartering Authority contain information on other waiver requests filed with the TN Commission of Education and including the status of those waiver requests.

SECTION XII – INSURANCE

Please see following letter provided by Arthur J. Gallagher & Co., which outlines the insurance proposal for Intrepid College Prep. Both Intrepid College Prep and insurance provider assure that they will notify the Department of Education of any cancellations in policy within 10 days. See Attachment H for the complete letter, including quotes for insurance premia.



March 14, 2012

To Whom It May Concern:

**RE: Insurance Coverage for Intrepid College Preparatory Charter School
Broker of Record – Arthur J. Gallagher Risk Management Services, Inc.**

We are pleased to provide insurance services for Intrepid College Preparatory Charter School. Our division specializes in Charter schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of Tennessee as required by law. Our program utilizes the following carriers which are admitted in the State of TN: Philadelphia Insurance Company, The Hartford, Arch, and Chartis.

On behalf of Intrepid College Preparatory Charter School, the following coverages will be secured to meet all requirements by authorizing agencies and/or additional insureds as appropriate.

Coverage	Limit
General Liability	\$1,000,000 occurrence \$2,000,000 aggregate
Workers Compensation	Statutory Limits pursuant to TN laws
Employee Benefits Liability	\$1,000,000
Automobile/Bus Liability including underinsured and uninsured as needed	\$1,000,000
Umbrella / Excess Liability above primary program	\$5,000,000
Employment Practices Liability	\$1,000,000
Educators Legal Liability	\$1,000,000
School Board Errors & Omissions (Directors & Officers)	\$1,000,000
Sexual Misconduct Liability	\$1,000,000 \$2,000,000 aggregate
Crime / Fidelity Coverage (Bonds)	\$100,000
Property/Lease and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical loss basis
Student Accident Coverage	Primary \$25,000 limits and CAT option at

SECTION XIII - PARENT AND COMMUNITY INVOLVEMENT

A. PARENTS AS PARTNERS

A warm and demanding school culture for every stakeholder begins long before the school's first day of operation with Parent University, a mandatory three-session introduction for families during the summer. Given the diverse population of Antioch families, we are intentional about bridging language barriers by having translators on hand to assist with family communication during these sessions and translating all of our materials into several languages. At Parent University, we review all components of the Staff and Family Handbook that explicitly name expectations of students and parents and staff. The Handbook outlines the structures that support students during and outside of the school day. It details the school's expectations and consequences for not meeting those expectations. Topics include attendance, uniforms, school work, homework, and discipline. Families are introduced to the entire Intrepid College Prep staff. The Handbook details whom families and student should contact for needs that can occur during the year, and all families receive the Handbook during Parent University. At the conclusion of the program, families sign the Intrepid College Prep Compact, an agreement from parents and guardians to maintain a university-ready culture at home with the support of the school.

To keep all members of the Intrepid College Prep community accountable and informed about weekly instruction expectations, each teacher completes a Weekly Syllabus outlining the board configuration plan for each class period, students receive a copy of all weekly syllabi to keep in their notebooks. The weekly syllabi are sent home to parents every Friday for signature, and keep families informed of upcoming classroom lessons, assignments, quizzes, and tests

B. COMMUNITY SUPPORT

Even at this early stage, Intrepid College Prep has garnered significant support from the Antioch community, interested parents, leaders in higher education, and Nashville business leaders. On Saturday, January 28, 2012, Intrepid College Prep held its first of several Families Choose Intrepid community canvassing events. A corps of volunteers met Antioch families at their doors to introduce education choice, charter schools, and Intrepid College Prep to age-eligible scholars. In just four hours alone, Intrepid College Prep connected with over 100 families — 40 of which indicated they are meaningfully interested in having their child attend Intrepid College Prep in 2013. See Appendix W Petitions of Support. We are enthusiastic about what this type of early demand means for our success and humbled by the opportunity to provide college preparatory education to communities that have never had that option before. We will follow up with interested families at our first of several Information Sessions on Wednesday, February 8th at the Nashville Public Library – Southeast Branch so they are equipped with sufficient information to make the right decision – choosing Intrepid College Prep.

We have met with local leaders to gather input for our school plan and develop community support. Such support is clearly denoted by the welcome reception that our school proposal has received from community and business leaders and community-based organizations. Supporters include:

1. Aole Ansari, Executive Vice President, Lend Lease, Public Partnerships
2. Blair Bodine, Director of Education and Community Engagement, Nashville Symphony
3. Theresa Carl, Strategy Consultant, Solutions Simplified
4. Sid Chambliss, Executive Director, Nashville Capital Network
5. Corinne Ciocia, Corporate Communications Manager, Jackson National
6. James Crumlin, Member-Attorney, Bone McAllister Norton PLLC
7. Jervon Dailey, Agency Relations Manager, Second Harvest Food Bank
8. Laura Delgado, Coordinator, Parents & Partners Program at Conexión Américas
9. Duane Dominy, District 28 Councilmember
10. Shani Jackson Dowell, Executive Director, Teach for America, Greater Nashville
11. Jacobia Dowell, Councilwoman, District 32
12. Jessica Leveen Farr, Community and Economic Development Manager, Federal Reserve Bank of Atlanta, Nashville Branch

13. Sylvia Flowers, Director of Technical Assistance, SCORE
14. Scott Flynn, Director of Golf, Golf House Tennessee
15. Ben Freeland, Owner, Freeland Chevrolet
16. Brian Gilson, Manager, Teacher Leadership Development & Alumni Affairs, Teach for America
17. Ellen Goldring, Professor of Education Policy, Peabody College at Vanderbilt University
18. Marcela Gomez, President, Hispanic Marketing Group
19. Lori Groves-White, Senior Director, Leadership & Intercultural Affairs, Vanderbilt University
20. Lauren Hayes, Advocacy Director, Tennessee Charter School Association
21. Dr. Lucretia High, Director of Christian Education, Bethel A.M.E. Church
22. Timothy Hughes, Program Director, All the Kings Men, Inc.
23. Kate Herman, President, Nashville Business Journal
24. Michelle Hillsman, Center Director, Kindercare
25. Carla Jarrell, Vice President of Compliance and Community Development, Pinnacle Financial Partners
26. Sam Kirk, Executive Director, Youth About Business
27. Joyce Lavery, CEO of Safehaven Family Shelter
28. Alexandria Lee, President and Founder, The Anew School
29. Malcolm Liles, Family Wealth Director, Morgan Stanley Smith Barney
30. Lonnell Matthews, Program Director, Y.M.C.A. & Metro Council Member
31. Michael McLendon, Professor, Peabody College at Vanderbilt University
32. Dantriel McWilliams, Executive Director, Preston Taylor Boys & Girls Club
33. Elin Mulron, Digital Media Strategist, Digital Nashville
34. Marie Ray, Children's Minister, Lakeshore Christian Church
35. Alexander Raspberry, Elder and Overseer of Youth Ministries, Mt. Zion Baptist Church
36. Marie Ray, Children's Minister, Lakeshore Christian Church
37. Marilyn Robinson, CEO of the Nashville Minority Business Center
38. Nelson Remus, President, Tennessee Latin American Chamber of Commerce
39. Tim Reynolds, Director of Digital Sales at Meredith
40. Lindsay Schenk, Associate Attorney, Frost, Brown & Todd
41. James Schorr, Professor, Social Entrepreneurship, Vanderbilt University
42. Robert Sheffield, Senior Director of Implementation, Springboard, College Board
43. John M. Sloop, Associate Dean of the College of Arts & Science, Vanderbilt University
44. Albert E. Smith, Jr., CEO/Executive Director at End+Gap
45. Catherine Smith, President of the Board of Directors, Linda's Hope
46. Marvin Smith, President of Business Services, The Dream Centers
47. TaNisha Smith, Research Analyst, TN Higher Education Commission
48. Karen Soleye, Manager, Antioch Community Center
49. Katherine Southworth, Program Manager, Tennessee Department of Economic and Community Development
50. Patricia Stokes, President & CEO, The Urban League of Middle Tennessee
51. Carrie Thompson, Assistant Vice President for Development and Alumni Relations, Lipscomb University
52. Edward Todd, Manager, Nashville Public Library Southeast Branch
53. Ronald Weathersby, Reporter, Tennessee Tribune
54. Tera Vasquez, President and CEO, Guy Brown
55. Tom Wylly, Senior Partner, Brentwood Capital Advisors

Each of these individuals has indicated that they stand ready to assist us in key areas including securing a site, recruiting s, identifying teachers and tutors and attracting resources to the school. We will continue to cultivate relationships with other local community-based organizations, with the understanding that our student's academic success must be accompanied by non-academic support as well. The founding board will continue to solicit community involvement and support, and identify prospects who will add capacity to our founding team or provide consultation in all aspects of pre-operational planning.

The Founding Board continues to solicit community involvement and support, and identify prospects who will add capacity to our founding team or provide consultation in all aspects of pre-operational planning. We are confident

in our ability to garner continued community support — we launched our monthly e-newsletter in January to over 300 subscribers, representing individuals across the non-profit, for profit and government sectors.

Community Canvassing and Information Sessions

We have scheduled a number of ongoing community outreach events and meetings between now and charter submission in April 2012. We have communicated these outreach meetings through many community partners and organizations which have expressed their willingness to help us as we canvas communities by knocking door-to-door. Community meetings will allow us to continue to solicit community feedback, and incorporate it into our final proposal for Intrepid College Prep.

In fulfillment of our pledge to educate the scholars in Southeast Nashville that need a tuition-free college preparatory education most, we have focused our canvassing efforts on Apollo Townhomes, a low-income housing complex in North Antioch. We have also targeted our recruitment efforts on Locustwood, Apache Hills and Antioch Park — neighborhoods east of I-24 where most of the immigrant communities in Antioch have settled. Additionally, we have assembled a corps of bilingual volunteers to ensure we are fully capable of effectively communicating with Antioch-area families during our outreach and recruitment efforts.

Our community outreach efforts began in January with a series of Families Choose Intrepid Community Canvassing events which took us deep within Antioch neighborhoods and inside families' homes to talk to them about our mission and vision for Intrepid College Prep. The success of these events is fully attributable to our corps of over 20 volunteers, who worked alongside Intrepid College Prep to meet families at their doors and translate our story, if needed. When a family expressed meaningful interest in learning more about Intrepid and/or enrolling their child upon authorization, we recorded their contact information and followed up with each family, typically within 72 hours, to thank them for their early support for the school and invite them to our next information session. Similarly, we used our volunteers to help us follow up with interested families who are not fluent in English. Our efforts took us to approximately 18 different neighborhoods, retail shopping centers and public spaces.

Families Choose Intrepid Community Canvassing

Lower Antioch, Saturday, January 28, 2012, 8:00 am – 12:00 noon

Mt. Zion Baptist Church, Sunday, February 12, 2012, 8:00 – 12:00 noon

Nashboro Village and Hickory Hollow Mall, Sunday, February 24, 2012, 8:00 am – 12 noon

South Antioch and Cane Ridge, Saturday, March 3rd, March 3, 2012, 8:00 am – 12 noon

Families Choose Intrepid Community Canvassing Locations

The Dream Center	Mt. Zion Baptist Church	Provincetown
5252 Hickory Hollow Dr., Antioch	2261 Murfreesboro Pike, Antioch	Cedar Ash Crossing, Antioch,
Antioch Community Center	Asheford Crossing	Hickory Hollow Mall
5023 Blue Hole Rd., Antioch,	Asheford Trace, Antioch	5252 Hickory Hollow Dr., Antioch
Apollo Apartments	Lake Providence Missionary	Nashville Public Library SE
850 Richards Rd., Antioch,	Church	Hickory Highlands Dr., Antioch
	5891 Nolensville Pike, Antioch	
Apache Hills	Cane Ridge Farms	Victor Chatman Studios
Brenda Ln, Antioch.	Blairfield Road, Cane Ridge	5252 Hickory Hollow Dr., Antioch
Mangum Heights	KinderCare	Mt. Zion Baptist Church
Keeley Dr., Antioch	592 Bell Road., Antioch	7594 Old Hickory Blvd., Whites Creek
		Walmart Supercenter
Antioch Park	Antioch Shopping Center	3035 Hamilton Church Rd., Antioch
Jenny Murff Dr., Antioch	Richards Rd., Antioch	

Intrepid College Prep hosted information sessions at the Nashville Public Library Southeast Location near Bell Rd. following each canvassing event. Edward Todd, Branch Manager, has been an enthusiastic supporter of our work and a wonderful community outreach partner. At Families Choose Intrepid Information Sessions, we gave a 35-40 minute presentation about Intrepid College Prep and engaged families in a 45-60 minute Q&A about the school, its academic offering and the role that families can play in supporting their children's attainment of an excellent

college preparatory education.¹⁵⁴ Volunteer translators attended each event to ensure we did not compromise our ability to meaningfully communicate with families.

Families Choose Intrepid Information Sessions

Nashville Public Library Southeast Branch, February 2, 2012, 5:30pm – 7:30pm

Nashville Public Library Southeast Branch, February 22, 2012, 5:30pm – 7:30pm

Nashville Public Library Southeast Branch, March 21, 2012, 5:30 pm – 7:30 pm

Community Support from Community Organizations and Business Leaders

In addition to our canvassing efforts, we have met with several community organizations and business leaders, who have expressed interest in supporting our work and we will work with our community-based partners in the planning year to formalize established partnerships and implement strategic plans.

Community-Based Organizations

Conexión Americas	The Hickory Hollow Action Partnership	Antioch Community Center
Nashville Adult Literacy Council	TN Immigration and Refugee Rights Coalition	Big Brothers Big Sisters of Middle TN
Youth About Business	Center for Refugees and Immigrants of TN	Salahuddin Islamic Center
Born Again Church	Capers Memorial CME Church	St. John AME Church
Mt. Zion Baptist Church	Nashville After (School) Zone Alliance	Hispanic Nashville
Nashville Public Library - Southeast	The Dream Centers of Tennessee	Youth Villages
YMCA of Middle Tennessee	Youth Speaks Nashville	Youth Encouragement Services
Nashville Urban Partnership Academic Center for Excellence	Hands on Nashville	Nashville Zoo
Nashville Children's Theater	Philips Toy Mart	Hispanic Chamber of Commerce

Student Body Demographics

Our community outreach efforts helped sharpen our lenses to the needs of our target population and our projected enrollment characteristics. Intrepid College Prep is committed to providing a high-quality secondary education to all students. We intend to draw 100% of our fifth graders from six elementary schools in the Antioch area. The demographics of these schools are as follows:

A.Z. Kelley Elementary School

Demographic Category	Number of Students	Percentage of Students
African-American	380	49.2%
Asian/Pacific Islander	28	3.6%

¹⁵⁴ See Appendix Q for our Marketing Materials, including our Information Session PowerPoint slides

Hispanic	192	24.9%
Native American	1	.1%
White	171	22.2%
Economically Disadvantaged	580	80.1%

J.E. Moss Elementary School		
Demographic Category	Number of Students	Percentage of Students
African-American	293	33.6%
Asian/Pacific Islander	20	2.3%
Hispanic	393	45.1%
Native American	1	.1%
White	165	18.9%
Economically Disadvantaged	851	95%

Henry Maxwell Elementary School		
Demographic Category	Number of Students	Percentage of Students
African-American	236	36.3%
Asian/Pacific Islander	42	6.5%
Hispanic	209	32.1%
Native American	2	.3%
White	162	24.9%
Economically Disadvantaged	502	81%

Mt. View Elementary School		
Demographic Category	Number of Students	Percentage of Students
African-American	390	41.6%
Asian/Pacific Islander	34	3.6%
Hispanic	213	22.7%
Native American	0	0
White	300	32.0%

Economically Disadvantaged	627	72.2%
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Thomas Edison Elementary School		
Demographic Category	Number of Students	Percentage of Students
African-American	302	46.2%
Asian/Pacific Islander	26	4.0%
Hispanic	114	17.5
Native American	2	.3%
White	209	32.0%
Economically Disadvantaged	502	81%

Una Elementary School		
Demographic Category	Number of Students	Percentage of Students
African-American	310	31.8%
Asian/Pacific Islander	45	4.6%
Hispanic	331	33.9%
Native American	1	.1%
White	288	29.5%
Economically Disadvantaged	834	90.4%

All of the elementary schools in Antioch are majority minority schools. Most of the population growth in the Antioch area, which has grown by about 62% in the past decade, has been fueled by immigration patterns resulting in an influx of Somali, Hispanic, Kurdish and Muslim Nashvillians. In fact, Nashville is home to the largest Kurdish population in the United States. In order to ensure that we engage Antioch and Nashville-area families to the greatest extent possible and inform them about school choice, we will undertake the following strategies.

	Strategies/ Descriptions
	WORD OF MOUTH (WOMM): School leadership, the Board of Directors and staff will spread the word about Intrepid College Prep to generate interest and excitement about the school's arrival in the Antioch community and its promise to families to deliver a high-quality college preparatory academic program. Specifically, we will use our relationships with community-based organizations to help get the word out. Our community-based partners will speak to families about Intrepid College Prep and we will also spend time facilitating information sessions with each organization's membership and/or subset of the population they reach.

	DIRECT MAIL: With the help of the district, we will generate a list of names of age-eligible children who are in fourth grade and preparing for middle school. Families will receive specific marketing materials including an invitation to community meetings where they can learn more about the school and ask questions.
	COMMUNITY EVENTS: We will align our recruitment efforts with pre-established community events that have historically drawn large crowds of community residents, i.e. Tennessee State Fair, Nashville Flea Market, among others. We will also ask organizations and local community groups representing our target population to allow us to speak about our school program at their regularly scheduled meetings. As example, we will meet families at Victor Chatman Studios, a recreational center in Antioch that offers dance and aerobic classes for adults.
	DOOR-TO-DOOR RECRUITMENT: Meeting families at their doors and generating conversations about their experiences in education and plans for the future will be one of our most effective outreach strategies. We will target specific homes within immigrant communities in Antioch and specifically seek to enroll current fourth graders
	WEBSITE: We will create a website at www.intrepidcollegeprep.org , which will provide parents and community members key information about the school's mission and academic program. We will also use the website to share important dates for upcoming events, community meetings, and enrollment deadlines. A downloadable copy of the school's application will be available from the website in English, Spanish, Arabic, Vietnamese, and Somali.
	INFORMATION SESSIONS – COMMUNITY MEETINGS: Community meetings will be held in public spaces to provide a forum by which the Board of Directors and Executive Director can share information about the school's mission and key components. When possible, meetings will be scheduled during or after standing community meetings or events. We have already established a positive relationship with the Nashville Public Library SE Branch, which has allowed us to host information sessions after youth enrichment programs on Wednesday afternoons and into the early evening.
	FLIERS: One page postcards, door hangers, and/or fliers will be produced and distributed in both Spanish and English to community members.
	E-NEWSLETTER LISTSERV: One of the first pieces of information we collect from families we contact is a current email address so we can add them to our monthly e-newsletter, which has over 300 subscribers. The monthly e-newsletter keeps families patched into current happenings in the school's startup stages.
	NEWSPAPER AND RADIO ADVERTISEMENTS: We will place newspaper ads strategically in the local neighborhood papers such as the Tennessee Tribune, La Noticia, El Crucero, and others.
	AFTER SCHOOL SERVICE PROVIDERS: We have already established relationships with Antioch Recreation Center and Una Recreation Cente as well as Kindercare, a local childcare provider. During our enrollment period we will look to host events at these venues to invite families to learn more about Intrepid and engage families in positive conversations about their children's college-bound futures.
	BOARD MEMBER RELATIONSHIPS: We will continue to leverage established and long-standing relationships that board members have with community leaders, parents of school-age children, and local businesses to spread the word about Intrepid College Prep
	CONTACT REAL ESTATE AGENTS: We will forge relationships with local realtors and partner with them to share information about Intrepid College Prep to new residents. Antioch is one of the fast growing neighborhoods in Nashville and realtors have a strong sense of housing and transportation patterns, two very important factors that impact enrollment.

Letters of Support	
Company, Organization, Affiliation	Signatory
Morgan Stanley Smith Barney	Malcolm H. Liles, The Liles Group
SunTrust	Robert E. McNeilly, III, Chairman, President & CEO
Una Recreation Center	John Patton, Vice President
Safehaven Family Shelter	Joyce Lavery, CEO
Lakeshore Christian Church	Marie Ray, Children's Minister
Junior Achievement of Middle Tennessee	Trent Klingensmith, President
Preston Taylor Boys & Girls Club	Dantriell McWilliams, Executive Director
Tennessee Latin American Chamber of Commerce	Nelson Remus, President, Board of Directors
Representative Jim Gotto, State Representative 60 th Legislative District	Representative Jim Gotto
John Hopkins University, Center for Talented Youth	Derek Spahr, Alumni Relations Associate
Nashville Symphony	Blair Bodine, Director of Education and Community Engagement
Nashville Capital Network	Senior Partners, Tom Wylly and Sid Chambless
Fund for the Anew School, Inc.	Alexandria Lee, President
Achievement Preparatory Academy of	Shantelle Wright, Head of School
Vanderbilt University – Owen School of Business	Jim Schorr, Professor of Social Entrepreneurship
SpringBoard, The College Board	Robert Sheffield, Senior Director of Implementation
<p>The Tennessee Charter School Incubator</p> <p>Greg Thompson CEO</p>	

