

Assurances

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for Emerald Academy is true to the best of my knowledge and belief; and if awarded a charter, the school:

1. will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Charter School Act;
2. will follow all federal, state and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;
3. will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. will comply with all provisions of the Charter Schools Act, including, but not limited to
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504) (guidance is available from the Office of Open Records Counsel);
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
 - d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120 and 127;
 - e. requiring any member of the governing body, employee, officer or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
7. will, at all times, maintain all necessary and appropriate insurance coverage.



Signature

Steve Diggs

Name of Authorized Signer

President, Emerald Charter Schools

Title of Authorized Signer



Emerald Academy

A Charter School Application Submitted to Knox County Schools

1718 N Central St, Knoxville, TN 37917

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Academic Plan Design and Capacity

Mission and Goals

Describe the mission and goals of the proposed school. Include a rationale for the grades served, grades upon opening and an enrollment growth plan. If you choose to, explain how the mission and vision of this school addresses any priorities set by the chartering authority.

Mission: Emerald Academy will provide Knoxville's urban students with the academic foundation, skills, habits, and character traits that they need to succeed in high school, college, and in life. Through our rigorous educational program and our relational culture, we will create a transformative experience for our scholars that prepares them to become self-sufficient, reflective, and resilient leaders in their communities.

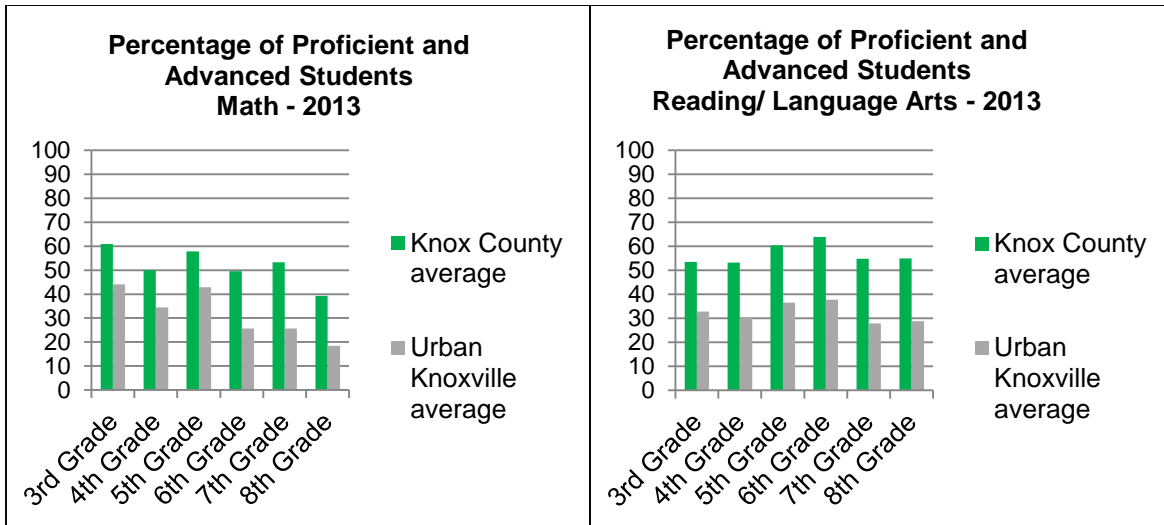
Vision: Our vision is to dramatically increase the number of Knoxville students who graduate eighth grade well-prepared for high school and the college of their choice. To achieve this goal, we will create a replicable, model kindergarten through eighth grade school that closes the achievement gap and alters the trajectory for our urban youth. Emerald Academy will prepare our scholars for success through our four pillars: academic excellence, effective teaching, a highly relational culture grounded in high expectations, and robust parent and community engagement.

Goals: Emerald Academy is committed to closing the achievement gap and ensuring that all scholars, including all subgroups, achieve at the highest levels possible. Accordingly, we have set an ambitious long-term academic goal that will drive our efforts over the course of the 10-year charter contract.

Academic goal: By the end of the first charter period (10-year charter contract), Emerald Academy will be a reward school, as measured by Tennessee's revised accountability system. As a reward school, Emerald Academy's achievement will be in the top five percent for state assessments with no significant gaps in achievement. See the [Academic Performance](#) section for detailed academic and operational goals and metrics.

- Identify the targeted student population and the demographics of the community to be served.

Knox County's urban elementary and middle schools are struggling to meet the needs of our students. As shown in the following charts, in 2013, the percentage of Knoxville's urban elementary and middle school students scoring proficient or advanced on the Tennessee Comprehensive Assessment Program (TCAP) ranged from a high of approximately 44 percent in third grade mathematics to a low of 18 percent in eighth grade mathematics. In reading/ language arts, the range is a high of approximately 38 percent in sixth grade to a low of 29 percent in eighth grade. We believe that a change is needed to accelerate the pace of student readiness for secondary and post-secondary education.



Note: The urban Knoxville average includes Beaumont, Belle Morris, Christenberry, Dogwood, Green, Lonsdale, Maynard, Sarah Moore Greene, South Knoxville, and Spring Hill elementary schools and South-Doyle, Vine, and Whittle Springs middle schools.

As a result, we aim to serve scholars and families who reside in Knoxville’s urban neighborhoods. We anticipate that our scholar population will mirror those of the urban Knoxville schools included in the above charts, which have the following demographic characteristics:

- 87% qualify for free or reduced-price (FRP) lunch
- 16% special education
- 10% English language learner (ELL) scholars
- 59% minorities
- Identify specific barriers and/or school needs that may impact student achievement. Explain how your school will help students overcome those specific barriers.

In his 2013 report, *Overcoming the Poverty Challenge to Enable College and Career Readiness for All*, Robert Balfanz identifies significant challenges related to poverty that negatively impact academic achievement, including:

- Lack of basic human needs, such as housing and food
- Lack of access to healthcare
- Exposure to violence
- Living under constant stress
- Single-parent households

In addition, Balfanz states, “Students living in poverty, on average, start their educational experience significantly behind their peers in terms of the precursor reading and mathematics skills and knowledge they bring to school.” (p. 10)¹

At Emerald Academy, we address these obstacles in a comprehensive and targeted manner. Our proposed school provides a much-needed solution in a number of critical areas:

- **Creating a highly relational environment.** Scholars at Emerald Academy will be cared for and nurtured in a kindergarten through eighth grade school environment that includes a low scholar-teacher ratio, small grade levels, additional staff members in classrooms, and life coaches who will follow scholars throughout their entire academic career (kindergarten

¹ <http://new.every1graduates.org/overcoming-poverty-challenge/>

through college). Emerald Academy will be a place where every child is known by name and where every child has deep and personal relationships with adults in the building. The relationships formed at Emerald Academy will last for years after scholars leave our school. As described in the [School Culture](#) section, research indicates that a positive and supportive relationship with an adult can protect against the negative outcomes often associated with low-income students ([Murray & Malmgren, 2005](#)). This is further confirmed by a study conducted by Public/Private Ventures for Big Brothers Big Sisters regarding the positive impact of adult-to-scholar mentoring (see page 69 of this application).

- **Employing a school social worker:** Emerald Academy will employ a social worker who will be directly responsible for meeting the non-academic needs of scholars in at-risk situations. In addition to providing direct support to scholars, the social worker will develop and manage relationships with local nonprofit, health care, and social service agencies to coordinate external services for scholars and their families.
- **Providing extended time on learning:** All scholars will participate in an extended school day and an extended school year. Additionally, we will create efficiencies within the school day through our systems and structures that will provide more time on task for scholars.
- **Offering dedicated intervention and enrichment for every scholar:** The Emerald Academy daily schedule includes a 90-minute intervention/enrichment period four days per week, in which scholars will receive small group, targeted instruction in mathematics and English language arts (ELA). This dedicated time will provide scholars with the individualized supports they need to close the achievement gap.

Our Board has a strong track record of success working with at-risk students during the school day and through after-school programs. Emerald Academy will build upon their experience to provide an outstanding educational experience to Knoxville's urban youth.

- [Articulate clear guiding purposes and priorities and how the school will know it is achieving them.](#)

Guiding Purposes and Priorities

Emerald Academy's guiding purpose is to prepare our scholars for success in high school, college, and in life. To this end, Emerald Academy has four pillars for success:

- **Academic excellence.** Our academic program: implements a standards-based academic curriculum; provides differentiated instruction to personalize education for every scholar; utilizes data to drive all decisions; and provides extended time on learning.
- **Effective teaching.** Our success and that of our scholars depends on high quality and effective instruction. To this end, we will: hire committed and driven teachers; provide extensive and embedded professional development; establish professional learning communities; and conduct frequent informal observations and provide immediate feedback.
- **A highly relational culture grounded in high expectations.** At Emerald Academy, we will establish a culture that is grounded in high expectations – one that demands and expects the best from all stakeholders. We will do this by: holding high expectations for all; creating a highly structured school environment; and creating a highly relational environment.
- **Robust parent and community engagement.** At Emerald Academy, we believe that parent and community engagement is a key factor in the success of our scholars and our school. To this end, we will partner with families and develop strong community partnerships.

We have set measurable academic and organizational goals that will help us know we are meeting the mission of our school. For specific ways by which we will measure success, see the [Academic Performance](#) section.

Enrollment Summary

Emerald Academy will open with 60 scholars each in kindergarten and first grade, for a total Year One enrollment of 120. In our second year, we will add a second and fifth grade. We will then add two grades per year for each of the next two years and one grade in FY20. At capacity, we will serve 540 scholars in grades kindergarten through eighth grade. We have elected to operate a kindergarten through eighth grade school to enable us to realize our vision and to dramatically increase the number of Knoxville students who graduate eighth grade well-prepared for high school and the college of their choice.

Grade Level	Number of Scholars					
	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Year 4 2018-2019	Year 5 2019-2020	At capacity 2019-2020
K	60	60	60	60	60	60
1	60	60	60	60	60	60
2		60	60	60	60	60
3			60	60	60	60
4				60	60	60
5		60	60	60	60	60
6			60	60	60	60
7				60	60	60
8					60	60
9						
10						
11						
12						

District Priorities

1. **New and/or conversion schools with an innovative and/or proven approach to address the following imperatives as identified in the KCS Strategic Plan:**

Emerald Academy will implement a proven school model that has demonstrated tremendous success with a similar scholar population to the one we intend to serve, the Breakthrough Schools' Prep Schools model. Breakthrough Schools is the highest rated network of charter schools in Ohio. After conducting extensive research into the highest performing charter schools across the country, we chose to model our proposed school after the Breakthrough Schools' Prep Schools for their:

- Close alignment to our mission and vision
- Demonstrated success in changing the trajectory of students in an urban, high needs, high poverty environment
- Outstanding academic performance outcomes both in attainment and growth
- Commitment to college preparation

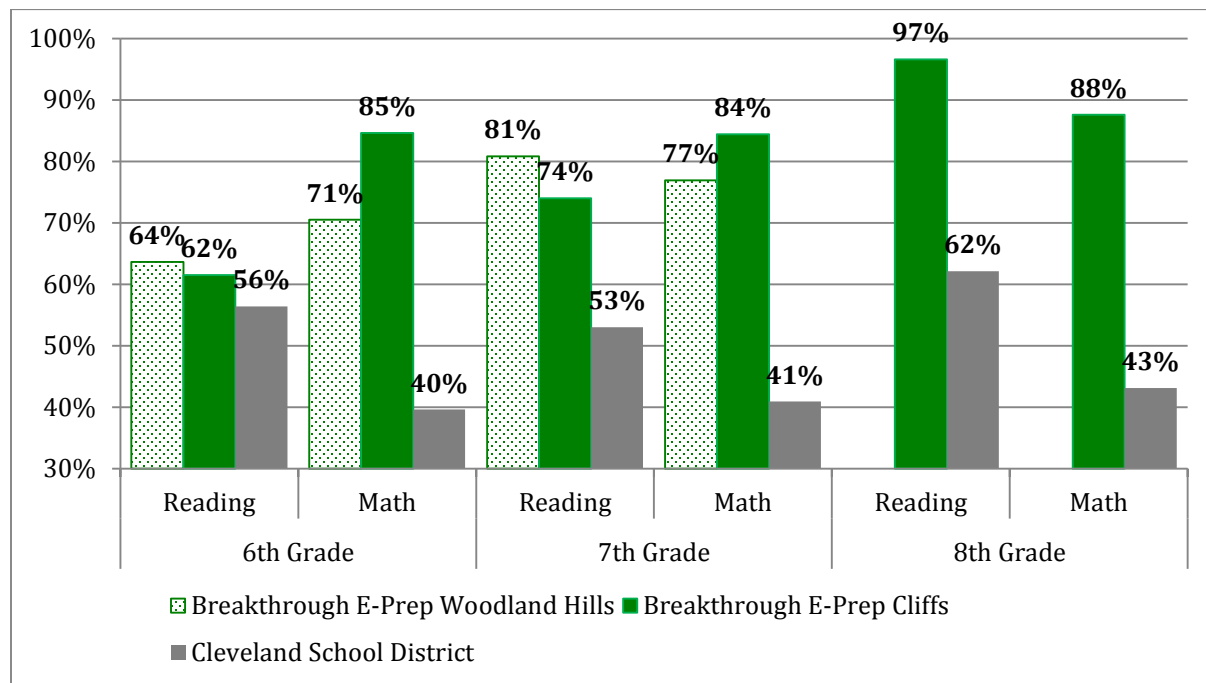
Breakthrough Schools' Prep Schools have partnered with Emerald Academy in the development of our school design and will continue to support us through the launch and operations of the proposed charter school.

- a. **Increasing student academic achievement and growth, particularly in high poverty and high needs schools/populations where achievement outcomes are in the lowest quintile of the school system.**

Breakthrough Schools' Prep Schools, located in Cleveland, Ohio, have a scholar population that is 97 percent minority and 85 percent low income. Despite the challenges faced by an inner city,

low income, and minority scholar population, and by enrolling scholars who are performing one or more grade levels below their actual grade level, Breakthrough Schools' Prep Schools have dramatically increased scholar achievement and growth.

Following are data presenting the two E Prep middle schools' 2012-13 percent proficiency, compared to the Cleveland School District. As evidenced by the charts below, both of the E Prep middle schools significantly outperformed the district average.



Note that E Prep Cliffs opened in 2006 and E Prep Woodland Hills opened in 2011. E Prep Woodland Hills did not have eighth grade data for the 2012-13 school year. It is also important to note that, in general, scholars' scores increase dramatically between sixth and eighth grade, showing that the longer scholars attend one of the E Prep schools, the better they perform. Note that the elementary school data are limited, as the Cliffs Village Prep School opened in 2009 and the Village Prep Woodland Hills School opened in 2011. However, the data that we have for Village Prep Cliffs demonstrates that Village Prep Cliffs' students are not only outperforming Cleveland, but also outperforming the state of Ohio. For the 2012-13 school year, Village Prep Cliffs' third grade students had the following results

	ELA Percent Proficient	Mathematics Percent Proficient
Village Prep	89%	89%
Cleveland School District	59%	55%
Ohio	81%	69%

In addition, Breakthrough Schools' Prep Schools are among Ohio's top ranked schools for scholar growth. In 2013, both of the Breakthrough Schools' Prep Schools earned an A rating for scholar growth. They posted the state's first and eighth highest value-added gain scores and were ranked 16th and 39th out of 815 schools on Ohio's value-added ranking.

- b. Enhancing student academic success by focusing on the learning needs and styles of each individual student and providing access to high quality, rigorous, differentiated instruction and high expectations in every classroom, every day.

At Emerald Academy, we are committed to meeting each child's individual learning needs and styles and helping him/her to maximize his/her potential. In order to ensure that each scholar's academic needs are being met, Emerald Academy will provide high quality, rigorous differentiated instruction to all scholars, including scholars with special needs, ELL scholars, scholars performing below grade level, and intellectually gifted scholars. Teachers will utilize flexible ability groupings to provide targeted instruction to scholars. To further individualize instruction, we will use additional staff and volunteers to provide targeted and small group instruction, as well as staff to push-in and pull-out scholars as necessary. We will also utilize computer-based programs such as Lexia and ST Math to provide targeted instruction on specific skills. For more information on Emerald Academy's approach to meeting each child's academic needs, see the [Academic Focus and Plan](#) section of this application.

Emerald Academy scholars will also benefit from low scholar-to-teacher ratios, allowing for greater individualized attention. Each classroom in kindergarten through grade 4 will have two certified teachers and 30 scholars. In fifth through eighth grades, each class will have 20 scholars and one certified teacher. For more information regarding our staffing plan, see the [Personnel/Human Capital](#) section.

In addition, the school schedule includes a double block (90 minutes) intervention/enrichment period four days per week, called the Focus Period. During Focus Period, scholars will receive targeted assistance in ELA and mathematics from core subject teachers, interventionists, special education teachers, tutors, and volunteers. The intervention/enrichment period will incorporate a blended learning, lab rotation model in which the scholars will rotate between small, teacher-led groups and independent work using digital content. This will enable us to use technology to further personalize and differentiate instruction. For more information on the Focus Period, see the [Special Populations and At-Risk Students](#) section of this application.

At Emerald Academy, we will utilize data to drive all decisions at the school, ranging from personnel, to programming, to interventions, to instruction. Emerald Academy will administer a range of assessments in order to accurately determine what scholars know and what gaps exist relative to the Common Core State Standards (CCSS). All scholars in the appropriate grades will participate in the state-required Partnership for Assessment of Readiness for College and Career (PARCC) assessment. In addition, Emerald Academy will administer the Northwest Evaluation Association's Common Core Measures of Academic Progress (Common Core MAP) assessment, the Fountas & Pinnell Benchmark Assessment System (BAS), as well as other school-developed assessments. The data will be consistently analyzed and used to drive improvements in the school. At Emerald Academy, all adults in the building will understand and know how to analyze data to best meet the needs of every scholar. For more information on Emerald Academy's emphasis on using data to drive all decisions at the school, see the [Assessment](#) section of this application.

At Emerald Academy, we believe that all scholars are capable of learning and achieving at high levels. All of our scholars will be college bound. To achieve this ambitious goal, all scholars, families, and staff must be accountable to each other for maintaining high expectations. All members of the school community will be expected to sign a contract of commitment – a pledge to do all in their power and whatever is necessary to achieve academic success. Our staff will believe in the potential of EVERY child and will work tirelessly to ensure that all scholars are prepared for college. They will raise the bar by developing lessons that reflect passion for, and knowledge of, their subject; assign work that is challenging and engaging; and assess scholar

progress thoughtfully, fairly, and regularly. In addition to high academic expectations, we will have clear, high expectations for both staff and scholar conduct. For additional information about our culture of high expectations, see the [School Culture](#) section of this application.

c. **Closing achievement gaps defined by income, race, language, disability, and/or other student characteristics.**

Emerald Academy has selected the Breakthrough Schools' Prep Schools model expressly for its demonstrated success in closing the achievement gap. Breakthrough Schools' Prep Schools serve a scholar body that is 97 percent minority and 85 percent low income. However, by eighth grade, Breakthrough Schools' Prep School scholars are achieving on par with the top suburban districts in the Cleveland area. Breakthrough Schools' Prep Schools attribute scholar success in closing the achievement gap to:

- Low scholar-to-teacher ratios
- A culture of high expectations
- An achievement-oriented school culture
- A highly disciplined school environment
- A college preparatory focus
- An extended school day and school year
- Teacher excellence through ongoing coaching and development

Emerald Academy has integrated these key elements into the design of our school. As we prepare for our school launch, we will continue to work closely with Breakthrough Schools' Prep Schools to ensure fidelity to their model.

d. **Ensuring that the school is staffed with a cadre of highly effective educators who are continually working collaboratively to improve upon their instructional craft.**

Research indicates that the most important factor for scholar learning is the quality of classroom instruction.² To this end, we will ensure that we have a highly effective cadre of educators through our strong hiring practices, extensive professional development, and feedback processes.

- **Hiring committed and driven teachers:** Emerald Academy will implement an extensive recruitment and hiring process to ensure that only those who are willing to be 100 percent committed to the success of our scholars and our mission will be hired. We will ensure that our teachers never give up on scholars and are willing to do all that is needed to help scholars be successful. See the [Personnel/Human Capital](#) section for additional information related to our recruitment and hiring processes.
- **Providing extensive and embedded professional development:** Emerald Academy will provide teachers and staff members with significant professional development (PD) in order to continuously provide high quality instruction. We will be a school that continuously grows and seeks excellence from all staff members regardless of tenure and experience. Teachers will receive embedded and sustained PD on a regular basis throughout the school year.
- **Conducting frequent informal observations and providing immediate feedback:** At Emerald Academy, we will expect our teachers to be continuous learners. Essential to this is receiving coaching from an instructional expert. As such, at Emerald Academy, teachers will receive frequent informal observations and coaching from school leaders.

At Emerald Academy, we believe that teacher collaboration is a key component of continually improving instruction and thus, a successful school. To this end, we have created a schedule that

² Hattie, John. (2009). *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. New York: Routledge.

provides teachers with time to plan collaboratively with their peers, analyze data, and discuss scholar needs, in addition to other topics. Through professional learning communities (PLCs), teachers will work with their colleagues to build their own knowledge and continue to develop professionally. For additional information regarding PLCs, see the [Professional Development](#) section.

e. **Engaging students' families and the school community meaningfully in the educational process.**

Extensive research has demonstrated the positive impact of parent and community engagement on academic success. Emerald Academy will actively involve and empower families and build broad-based community partnerships for our school by:

- **Partnering with families:** At Emerald Academy, we believe that parents are critical partners in the work that we do and that their involvement in scholars' education leads to higher levels of academic and personal achievement. To this end, we will adopt the PTA's National Standards for Family School Partnerships and actively:
 - Welcome all families into the school community
 - Communicate regularly and effectively with families about scholar learning
 - Collaborate with families to support scholar success
 - Empower families to be advocates for their and other's children
 - Share power with families through a parent representative on the Board of Directors as well as an active and meaningful Parent and Community Advisory Committee
- **Developing strong community partnerships:** Emerald Academy will establish the school as a pillar in the community and will work in the community to approach education in a collaborative and holistic manner. Our vision is to create meaningful partnerships that expand learning opportunities for scholars and provide critical after-school programs. In addition, we will work with local nonprofit, health care, and social service agencies to provide scholars and their families with services as needed. In partnership with the community, we will address many of the barriers to learning faced by Knoxville's urban students. We will help our scholars develop a strong sense of civic engagement and will prepare them to become future leaders in the community.

The dean of scholars and the manager of family and community engagement will focus on working with families and community members to maximize their involvement in, and partnerships with, Emerald Academy. For additional information about our parent and community engagement activities and strategies, see the [Community Involvement and Parent Engagement](#) section.

Note that Emerald Academy has already implemented a robust community engagement process as described below. We intend to continue our community engagement process through the school launch and operations.

f. **Developing an operational infrastructure that enables, facilitates, and supports student learning and success.**

Emerald Academy will have a robust operational infrastructure to support scholar learning and success. The principal will be the strategic, academic, financial, and operational leader of Emerald Academy and will be supported by a robust leadership team, as well as external financial and operations support. In addition to the principal, the leadership team will include:

- **Dean of Scholars:** The dean of scholars will be hired in year one and will be responsible for assisting the principal with building and maintaining a strong school culture. (S)he will manage and monitor scholars' behavior and discipline and serve as the point person for all family-related matters.

- **Director of Curriculum and Instruction:** The director of curriculum and instruction will be hired in the school's third year of operation. (S)he will provide ongoing coaching, observation, and professional development for teachers. In the first two years of operation, while the faculty is relatively small, the principal will be responsible for and prioritize these duties.
- **Director of Specialized Services:** The director of specialized services will be hired in year one and will oversee the special education, ELL, and Response To Instruction and Intervention (RTI²) programs. (S)he will be responsible for all case management, development and monitoring of scholars' individualized education program (IEP) and Section 504 plans, and coordination of clinical services.

The external financial and operations support will be provided by Emerald Youth Foundation (EYF). EYF has a long history and outstanding reputation for its sound financial and administrative operations. To enhance its current financial management and administrative capacity, EYF will create a Service Bureau that will include a chief financial and administrative officer, a director of operations, a director of finance, and a staff accountant. This team will have the capacity to provide both EYF and Emerald Academy with the high quality financial and back office support that they need.

See the [Operations Capacity](#) section of this application for additional detail related to the school leadership team and the EYF Service Bureau.

2. **New and/or conversion schools that show a deep commitment to effectively educating every single child enrolled, and that embrace diversity in all its forms.**

Emerald Academy embraces diversity and is fully committed to serving all of urban Knoxville's scholars regardless of race, ethnicity, ancestry, language spoken, religion, gender, sexual orientation, academic ability or disability. We will actively recruit scholars of all backgrounds, including scholars with disabilities, ELL scholars, and scholars in temporary living situations. We anticipate that our scholar population will mirror that of Knoxville's urban elementary schools with the following characteristics:

- 87% qualify for free or reduced-price lunch
- 16% are special education
- 10% are English language learners
- 59% are minorities

3. **New and/or conversion schools that can successfully extend the school day, school week, and/or school year to provide more abundant (but universally high quality) learning opportunities for students to achieve and succeed.**

Emerald Academy will have an extended school day and school year to provide our scholars with the additional time in core subject areas that they will need to close the achievement gap. Our school day is 8:00 a.m. to 4:00 p.m. for four days per week and 8:00 a.m. to 2:30 p.m. on Wednesdays. This additional time beyond the traditional school day will allow us to provide scholars with double periods (i.e., 90 minutes) of high-quality instruction in both ELA and mathematics on a daily basis, as well as a 90-minute intervention/enrichment period four days per week. In addition to a longer school day, we will implement an extended school year that includes 190 instructional days.

4. **Conversion schools that demonstrate the capacity to radically change both the culture and the results of a low performing school (lowest achievement quintile in the school system), and that operate with a knowledge of and an emphasis on turnaround strategies.**

Not applicable.

5. New and/or conversion schools that employ innovative and/or proven approaches to providing a high quality and effective education to students while operating within a resource-constrained fiscal environment

Emerald Academy will operate in a financially sound and sustainable manner. We have developed a budget that fully aligns with our mission, vision, and high-quality, effective educational program, as described throughout this application. This budget includes reasonable revenue and expense assumptions and demonstrates that by our fifth year of operations, we will operate solely on recurring public funding.

6. Additional priorities include new or conversion schools that:

- a. Present evidence that demonstrates outreach to and engagement with the community in which the applicant intends to locate.

At Emerald Academy, we recognize the importance of working hand-in-hand with the community to create and operate a successful school. To this end, we have launched an intensive community engagement campaign that addressed the components identified in the Knox County Schools' RFP through a three phased process:

1. Inform stakeholders of our intent to file an application and let them know that they will have opportunities to provide input
2. Hold focus group and individual meetings to solicit input on our key design elements
3. Report back to the community on how their feedback was incorporated into the application

Through our efforts, we found that there is a strong interest in, and demand for, our school and that our mission and vision have resonated with the community. Several components of our design have been especially appealing to community stakeholders:

- Commitment to personalized learning through differentiated instruction
- Plan to increase instructional time through an extended school day and extended school year
- Highly structured culture coupled with our highly relational school environment
- Focus on closing the achievement gap
- Intention to require school uniforms
- Low scholar-to-teacher ratio
- High degree of parent and community engagement

To date, we have met with more than 250 stakeholders, facilitated 20 small group meetings, collected 290 petitions, and received 32 letters of support. We have been inspired by the support we have received and have found community members to be enthusiastic and excited about our proposed school.

- b. Present evidence of the sponsoring organization having established itself as a 501(c)(3) non-profit as required by state law.

Emerald Charter Schools, the sponsoring organization, has incorporated as a Tennessee nonprofit corporation and has filed its application for 501(c)(3) status; see Attachment 3.

- c. Have developed a strong instructional technology plan to support excellent classroom instruction.

Emerald Academy will implement a robust instructional technology plan that focuses on ensuring that all scholars have the 21st century skills necessary for high school and college success. Technology will be embedded into teacher lessons and will be used throughout the school day. Scholars will receive instruction in, and use, word processing, spreadsheet, and presentation software regularly in their classes and learn how to conduct research on the Internet. Each kindergarten through fourth grade classroom will be equipped with 10 desktop computers, a 3:1

scholar-to-computer ratio. Each fifth through eighth grade classroom will have 10 Chrome Books and a 2:1 scholar-to-computer ratio. In addition, technology will play a central role in the Focus Period. During Focus Period, scholars will rotate between technology-based and teacher-based instruction, using Lexia and ST Math as targeted interventions. These computer-based programs will enhance our ability to provide scholars with differentiated, personalized instruction.

d. Have conducted detailed facilities research leading to the likelihood of minimal challenges in identifying and securing an appropriate facility that will support the mission of the school.

Emerald Academy has conducted extensive facilities research and has identified two potential permanent facilities: the Sears Building, located at 1000 North Central Avenue, and the Moses Teen Center, located at 220 Carrick Street. Each of the buildings could be secured and renovated in time for a fall 2015 opening date, but we also have an interim solution if the process of securing and renovating the permanent locations takes longer than anticipated. Both of the facilities are large enough to accommodate our intended program and are located in our target neighborhood. The facility options are described in detail in the [Facilities Attachment](#) (Attachment 6).

e. Have identified an outstanding potential school leader, or have a specific plan as to how to do so within 90 days of the charter being approved.

Emerald Academy is actively searching for a school leader and will have the principal identified within 90 days of the charter being approved. We will recruit our principal through both national and local searches, building on the extensive experience of our Board of Directors and design team members in sourcing, selecting, and hiring organizational and academic leaders.

- Board member, Ed Hedgepeth, is retired from Knox County Schools where he served as Executive Director of Secondary Instruction. In this capacity, he assisted in the selection and development of school administrators. In addition, Ed is currently the TNLEAD Principal-in-Residence at the University of Tennessee, in the College of Education, Health, and Human Sciences, Department of Educational Leadership.
- Board President, Steve Diggs, is the founder and executive director of Emerald Youth Foundation, which provides both in-school and after-school academic support to Knoxville's at-risk youth. His staff includes two educational leaders who have demonstrated success in raising scholar achievement.
- Design team member, Betty Sue Sparks, is currently the Co-Director of the University of Tennessee's Center for Educational Leadership where she mentors and trains new, aspiring, and seasoned school leaders. In addition, Betty Sue has extensive experience as an elementary school principal and district leader.

Collectively, we will rely on our vast networks, existing school leaders, principal preparation programs, and job postings to identify and hire a highly qualified principal for Emerald Academy. The ideal principal candidate will have the following characteristics:

- A belief that all children must receive a rigorous college-preparatory education and are able to reach high levels of academic achievement
- An administrator license issued by the Tennessee Department of Education
- A track record of success working with a similar student population and demonstrated evidence of having led dramatic increases in student achievement
- Outstanding organizational and people leadership skills
- Alignment with Emerald Academy's mission, vision, and core values
- Demonstrated success in building a school culture that is both highly relational and grounded in high expectations
- The ability to provide teachers with the tools, supports, and professional development that they need to continuously improve the quality of classroom instruction

- Strong critical thinking and problem solving skills
- A commitment to, and history of, utilizing data to drive all decisions at the school from personnel, to programming, to interventions, to instruction
- Strong financial and operational management skills

School Development

Provide an overview of the design and development of your proposed school.

- Describe how the concept of your proposed school emerged and detail the process/steps taken to develop your plan from abstract idea to concrete proposal. [Optional: Include the timeframe for each task (i.e., research, drafting, etc.)].

Emerald Youth Foundation received a grant in 2012 to map out the network of organizations that serve youth and young adults in urban Knoxville. The goal of the mapping effort was to develop a comprehensive picture of youth development in urban Knoxville, including aspects of development for which there are gaps or overlaps. In reviewing the data from this study, Emerald Youth Foundation found that the after-school activities, on the whole, were not having a significant impact on student achievement. Further, Emerald Youth Foundation recognized that the achievement gap for Knoxville’s inner city youth was very pronounced, resulting in Emerald developing a sense of urgency to find strategies that would have a more significant impact in a shorter timeframe. The organization determined that, as a community, Knoxville needed to refine its approaches to youth development and accelerate the pace of that work. This led to the decision to launch a charter school. As Emerald Youth Foundation is a faith-based organization, the decision was made to create a new, nonsectarian organization, Emerald Charter Schools, to design, launch, and operate Emerald Academy.

Over the past nine months, Emerald Youth has conducted extensive research into the highest performing charter schools across the country. The design team considered more than 25 different school models before choosing the Breakthrough Schools’ Prep Schools model. In November 2013, members of the design team visited Breakthrough Schools’ Prep Schools for the first time to further gauge its alignment with the Emerald Academy mission and vision and develop the partnership. In December 2013, the partnership was formalized. The Emerald Youth Foundation Board of Directors voted to establish Emerald Charter Schools – a new and separate Tennessee nonprofit corporation, so that it could submit a charter application.

From December 2013 through April 2014, the design team has been working diligently to adapt the Breakthrough Schools’ Prep Schools model to the Knoxville and Tennessee contexts.

- Detail who participated on the design team and explain the specific roles, responsibilities and contributions of each design team member.

Steve Diggs, President of the Board of Directors of Emerald Charter Schools, assembled a robust and well-rounded design team over the last six months. The following table details the design team, as well as their primary areas of contribution.

Name	Organization	Title	Roles and Responsibilities	Area(s) of Contribution
*Steve Diggs	Emerald Youth Foundation	Executive Director	Board President	School design plan
*Edwin Hedgepeth	University of Tennessee	TNLEAD Principal-in-Residence	Board Member	Education plan and leadership development
*Tim McLemore	Gentry, Tipton and McLemore	Partner	Board Member	Legal and governance
*Randall Gibson	Lawler – Wood	Chief Operating Officer and General Counsel	Board Member	Facilities, construction and financing

Name	Organization	Title	Roles and Responsibilities	Area(s) of Contribution
*Danielle South	Knoxville Chamber	Director of Public Policy and Education	Board Member	Organizational development
*Sherra Robinson	Western Heights Dental Community Outreach Inc.	Outreach Director and Volunteer Coordinator	Board Member	Community engagement and participation in the Parent and Community Advisory Committee
*Alvin Nance	Knoxville's Community Development Corporation	President and CEO	Board Member	Organizational development
*Guille Cruze		Self-employed	Board Member	Organizational development
*Renda Burkhart	Founder and President	Burkhart & Company, P.C.	Board Member	Finance and organizational development
John Zitzner	Breakthrough Schools and Friends of Breakthrough Schools	Co-Founder of Breakthrough Schools and President of Friends of Breakthrough Schools	Advisor	Implementing the Breakthrough Schools' Prep Schools' model
Chris O'Brien	Breakthrough Schools, E Prep Woodland Hills	Head of School	Advisor	Implementing the Breakthrough Schools' Prep Schools' model
Fran Trujillo	Breakthrough Schools, Village Prep Woodland Hills	Head of School	Advisor	Implementing the Breakthrough Schools' Prep Schools' model
Betty Sue Sparks	University of Tennessee's Center for Educational Leadership	Co-Director	Lead Academic Advisor	Education plan and leadership development
Chris Reynolds	LEAD Public Schools	Chief Executive Officer	Advisor	General model design
Justin Testerman	Tennessee Charter School Center	Chief Operating Officer	Advisor	General model design

Name	Organization	Title	Roles and Responsibilities	Area(s) of Contribution
Greg Thompson	Tennessee Charter School Center	Chief Executive Officer	Advisor	General model design
Scot Braun	Gray Shadow Financial Services, LLC	Managing Principal	Advisor and Service Bureau CFO	Financial plan
John Crooks	Emerald Youth Foundation	Communications Director	Advisor	Community engagement and communications
Kevin DuBose	Emerald Youth Foundation	Community Development Director	Advisor	Community engagement
George Ewart	George Armour Ewart Architect	Principal in Charge	Advisor	Architecture and facilities
Barry Brooke	Lawler-Wood	Executive Vice President and Director of Developmental Services	Advisor	Facilities
Chrisi Bollinger	Bollinger Consulting Services	Owner	Advisor	General model design

* Denotes an Emerald Charter Schools Board Member

In addition, two consultants provided support and guidance to the design team:

- Matthew Shaw, MDS Advisors
- Sarah Rapa, SchoolWorks, LLC
- If an existing school or organization, provide a summary of how teachers, staff, administrators, parents and where applicable, students, participated in the development of the school plan.

Not applicable.

Academic Focus and Plan

Describe the academic focus of the school. Tennessee law describes an academic focus as “a distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as Montessori or Paideia.” T.C.A. § 49-13-104.

Outline the school’s academic plan, defined by the law as “a platform that supports the academic focus of the charter school and will include instructional goals and methods for the school, which, at a minimum, shall include teaching and classroom instruction methods, materials and curriculum that will be used to provide students with knowledge, proficiency and skills needed to reach the goals of the school.” T.C.A. § 49-13-104. In your outline,

Emerald Academy will seek to provide every scholar with a high quality educational experience. In order to do this, we will implement an academic focus and plan based upon research and success with similar student populations. We will design and implement a curriculum that ensures scholars have sufficient time to master the standards. Finally, we will implement proven instructional strategies that will ensure scholars receive varied instruction and are able to master the content.

This section contains a detailed description of Emerald Academy’s academic focus and plan. Included in this section are:

- A description of the key features supporting our pillar of Academic Excellence;
- Research supporting the key features;
- A description of the curriculum and the curriculum development process that Emerald Academy intends to implement, as well as a description of the curricular resources that will be available to teachers; and
- A thorough discussion of the various instructional strategies and methods Emerald Academy will utilize to fulfill its mission and ensure that scholars master essential content and skills.
- **Articulate how the academic focus supports the school’s mission.**

Emerald Academy’s academic focus will be college preparedness and career readiness. Our program will focus on providing instruction in the core subjects of English language arts (ELA), mathematics, science, and social studies so that scholars are prepared for a rigorous and demanding high school experience and, ultimately, college. Scholars will also benefit from intervention and enrichment instruction during the Focus Period of the day, as well as physical education, art, and music during specials. Technology will be woven into the school day in order to ensure that scholars have the necessary technological skills to excel in today’s 21st century world. Additionally, scholars will receive explicit character education during the Morning Meeting (for scholars in kindergarten through fourth grade) or Advisory period (for scholars in fifth through eighth grade). We believe that in order to function in today’s world, scholars must have mastered essential content, acquired skills and habits that lead to success, and developed strong personal character that will help them persevere and exhibit courage as they face life’s inevitable challenges. Our academic focus fully supports our mission of providing scholars with the academic foundation, skills, habits, and character traits they need for success in high school, college, and in life.

As described in [Mission and Goals](#), Emerald Academy’s academic focus and program is aligned with the district priorities of increasing academic achievement and growth, providing personalized learning experiences, and closing the achievement gap, in addition to others. Further, the [Mission and Goals](#) section briefly describes the guiding principles of Emerald Academy. In this section, a more detailed description of Emerald Academy’s first key guiding principle – Academic Excellence – will be presented, followed by the research supporting the key features.

At Emerald Academy, we will seek to provide every scholar with a personalized educational program that ensures each scholar is prepared for rigorous high school and college programs. In order to do this, we will implement a standards-based curriculum, differentiate instruction, utilize data to drive all decisions, and provide extended time on learning.

Implement a standards-based academic curriculum. Emerald Academy will provide a rigorous curriculum aligned with the Tennessee State Standards and the Common Core State Standards (CCSS). To do this, teachers will be trained in and supported to backwards design their own curriculum utilizing these standards. The curriculum development process at Emerald Academy will serve as one of the most important steps on the path to ensuring that every scholar who walks through our doors receives an excellent education. The development of this standards-based curriculum will start during our three-week Summer Institute (four for new teachers), in which teachers will be taught a seven-step curriculum development process and will begin work on completing their own rigorously-developed curriculum (for more information about the Summer Institute, see the [Professional Development](#) section). This curriculum development process is currently employed at Breakthrough Schools' Prep Schools and is similar to the curriculum development process used at Roxbury Preparatory Charter School and Excel Academy – two of the highest performing urban middle schools in Massachusetts. For a thorough description of Emerald Academy's curriculum development process, see the curriculum section below.

Differentiate instruction. In order to ensure that each scholar's academic needs are being met, Emerald Academy will provide differentiated instruction to all scholars, including scholars with special needs, English language learner (ELL) scholars, scholars performing below grade level, and intellectually gifted scholars. To individualize instruction, we will implement a co-teaching model in kindergarten through grade four. Breakthrough Schools' Prep Schools (kindergarten through fourth grade) currently implement a co-teaching model and attribute their high levels of success to this model. Each teacher is fully certified and actively participates in the planning and instruction of lessons. In the middle school grades (fifth through eighth), we will employ a 20:1 scholar-teacher ratio in order to ensure that teachers are able to provide small group and differentiated instruction to scholars and, ultimately, ensure that the needs of each scholar are met. This aspect is of utmost importance to the community, as well. Emerald Academy conducted focus groups in an effort to engage the community and allow members to provide input on the school's design elements. During the focus groups, members of the community cited personalized/differentiated instruction as the number one strength of the proposal. Members of the community also cited low scholar-teacher ratios as an additional strength of the proposal.

Key to the success of our scholars will be an intense focus on providing intervention and enrichment to scholars, in addition to instruction in the core content areas. Emerald Academy has created a double block Focus Period that will last 90 minutes four times per week. The Focus Period will allow teachers to provide more targeted and small group instruction to scholars at their instructional level. Emerald Academy will implement a Response To Instruction and Intervention (RTI²) model that ensures scholars are assessed frequently and, as a result, receive the required instruction and intervention to reach mastery. The majority of the interventions will be provided during the Focus Period, which will contain the following elements:

- **Rotations.** Focus Period will be a 90-minute period. During this period, scholars will have the opportunity to rotate between teachers and computer-based programs. This will allow each scholar to receive necessary, individualized support. At the elementary school level, the rotations will last for 30 minutes each and scholars will rotate between the two teachers (two stations) and the computers (one station). At the middle school level, there will be a 20:1 scholar-to-teacher ratio; scholars will rotate between the teacher and the computer-based programs. Scholars will work at each station for 45 minutes. Middle school teachers may choose to use a third station, during which time scholars work cooperatively or complete independent practice.

- **Flexible ability groupings.** Teachers will be expected to utilize flexible ability groupings to provide targeted instruction to scholars. Teachers will identify and group scholars based upon assessment results and scholars' RTI² tiers. Scholars will work with their teachers on identified areas in order to ensure they have sufficient time to master content.
- **Computer-based programs.** Emerald Academy will also use computer-based programs developed by ST Math and Lexia to provide targeted and differentiated instruction on specific skills. While teachers will likely use these programs throughout the ELA and mathematics blocks in order to differentiate instruction, the explicit use of these computer-based programs will be implemented during every Focus Period.

Utilize data to drive all decisions. As indicated in the [Mission and Goals](#) section and described in detail in the [Assessments](#) section, Emerald Academy intends to administer and use a wide range of assessments in order to assess each scholar's learning and progress. The administration of assessments, however, will just be the starting point. Emerald Academy will analyze the data on a regular basis to identify scholar needs, teacher needs, and school needs. The results from the data analysis will inform Emerald Academy's decisions. Key to this will be making decisions about instruction and intervention. Emerald Academy teachers will monitor scholar progress and move scholars seamlessly through our RTI² program, as needed. For more information about RTI², see [Special Populations and At-Risk Students](#).

Provide extended time on learning. Essential to Emerald Academy's ability to provide a school of academic excellence will be allowing scholars more time to learn. Accordingly, Emerald Academy has designed its daily and yearly schedule to ensure that scholars have sufficient time to learn and master the skills and concepts required for their grade level. During focus groups in which the community provided input on Emerald Academy's design elements, extended time on learning was one of the most frequently-cited reasons that community members were enthusiastic about the school, noting that they believe their students do not have sufficient time to learn all that is required of them.

In addition to providing an extended school day and year, Emerald Academy will also create efficiencies within the school day through our classroom procedures that will provide more time on task for scholars. For more information about this, see the response below that describes Emerald Academy's Instructional Methods.

- **Describe research supporting the academic plan.**

There is a wide body of research that supports our academic focus and plan. As articulated in the [Mission and Vision](#) section, Breakthrough Schools' Prep Schools have experienced high levels of success with their academic model. Their success is not surprising, however, as the elements of their program are founded on research and evidence of success with similar student populations. Following is a discussion of the research supporting the main components of our academic plan.

Standards-based curriculum. In the groundbreaking work, *No Excuses: Closing the Racial Gap in Learning* published in 2003, researchers found that successful urban public schools had a rigorous, standards-based, college preparatory curriculum, in addition to other characteristics. This research is supported by Robert Marzano's meta-analysis, *What Works in Schools: Translating Research into Action*, which indicates that scholars benefit when schools build their academic program on a strong standards-based curriculum (one that is aligned and provides sufficient time to master the content). Marzano further argues that teachers "...regardless of the direction provided by the school (or district), [...] still need to make decisions regarding curricular design at the classroom level given the unique characteristics of their students" (pg. 106-107). He reports, "...one of the major findings from the Third International Mathematics and Science Study (TIMSS) was that teachers in the United States exhibit an overreliance on textbooks for decisions about content and pacing" (pg. 107).

Carol Ann Tomlinson and Marcia B. Imbeau, in *Leading and Managing A Differentiated Classroom*, argue "...a list of standards is not a curriculum. A textbook is not a curriculum. These are ingredients – resources necessary for developing a curriculum [...a curriculum] includes a clear delineation of the essential knowledge and skills students should have and the skills they should possess as the result of the particular segment of learning (e.g., a year, a unit of study)" (pg. 20). To this end, Emerald Academy teachers will create their own standards-based curriculum and will use textbooks as resources and tools to implement the created curriculum. This will ensure that scholars master the CCSS and Tennessee State Standards; it will also ensure that scholars receive the necessary instruction to perform favorably on the PARCC and TCAP assessments. For more information about our curriculum, reference the response below.

Differentiated instruction. Emerald Academy will provide differentiated instruction to all of our scholars. Low scholar-to-teacher ratios and the use of technology will help Emerald Academy accomplish this. In Tomlinson and Imbeau's book, the authors cite the work of the National Association for the Education of Young Children:

All children have their own strengths, needs, and interests. Given the enormous variation among children of the same chronological age, a child's age is only a crude index of developmental abilities and interests. For children who have special learning needs or abilities, additional efforts and resources may be necessary to optimize their development and learning. The same is true when children's prior experiences do not give them the knowledge and skills they need to thrive in a specific learning environment. Given this normal range of variation, decisions about curriculum, teaching, and interactions with children should be as individualized as possible. Rigid expectations of group norms do not reflect what is known about real differences in development and learning. At the same time, having high expectations for all children is essential, as is using the strategies and providing the resources necessary to help them meet these expectations. (National Association for the Education of Young Children, 2009)

In the article, *Differentiated instruction: A research basis*, the author cites research that demonstrates the need to address differences. Subban writes, "It is necessary to take into account the vast differences among students in a classroom, acknowledging each student's strengths while accommodating their limitations (Guild, 2001; Mulroy and Eddinger, 2003; Tomlinson, 2001c, 2002). Contemporary classrooms should accept and build on the basis that learners are all essentially different (Brighton, 2002; Fischer and Rose, 2001; Griggs, 1991; Guild, 2001; Tomlinson, 2002)." ³ Other research described in the same article by Subban ...reported significant improvement in the test scores of low-scoring students in the Rockwood School District (Missouri), following the use of differentiated instruction (McAdamis, 2001).

Emerald Academy fully supports the research on providing differentiated instruction to all scholars and will seek to provide such instruction through its co-teaching model in the elementary school and low scholar-to-teacher ratios at the middle school. Emerald Academy will also employ special education teachers, an ELL coordinator, and interventionists who will provide services to scholars in the general education classroom to the greatest extent possible. Finally, Emerald Academy will intentionally utilize technology to target specific skills and concepts for individual scholars.

Utilizing data to drive all decisions. Emerald Academy will seek to be a school that actively utilizes data to inform instruction, improvement efforts, and overall school priorities. There is an array of research that speaks to the positive benefits and outcomes of having a data-driven culture. Paul Bambrick-Santoyo in his book, *Driven By Data: A Practical Guide to Improve Instruction*, provides numerous examples and case studies of schools that have implemented data-driven cultures and have had great success. One school, Morrell Park Elementary/Middle

³ <http://files.eric.ed.gov/fulltext/EJ854351.pdf>

School, had only 41 percent of students proficient on the Maryland State Assessment in reading and 26 percent of students proficient on the Maryland State Assessment in mathematics in 2005-06. After implementing common interim assessments, providing time for teachers to analyze "...the results to determine which skills needed whole-class instruction, small group re-teaching or individual support" as a grade-level team, posting assessment information in the main office so that teachers and students could see it, starting faculty meetings with "celebrations and some sort of data about students," and providing differentiated homework for students, Morrell Park "results skyrocketed in 2007-08 and 2008-09. A school that had once had fewer than one in five students proficient had tripled its performance and achievement" (pg. 5). In 2008-09, 84 percent of students were proficient on the Maryland State Assessment in reading and 86 percent of students were proficient on the Maryland State Assessment in mathematics. We know that using data to drive our decisions will yield positive outcomes and will work actively and intentionally to create a culture that embraces and understands data. For more information, see the [Assessments](#) section.

Extended time on learning. Research also indicates that providing extended time on learning is essential for scholar success. According to the 1994 landmark report, *Prisoners of Time*, the 180 six-hour school day model is no longer sufficient to provide a high quality and effective education to all scholars. The report also identifies time as a key factor in increasing scholar academic achievement. We recognize that in order to ensure scholars master the CCSS and Tennessee State Standards and perform well on the PARCC and TCAP assessments, scholars must have ample opportunity to access the content and practice the skills.

No Excuses and many other studies also found that having a longer school day and school year were characteristics of inner city schools that were beating the statistical odds and producing academic results comparable to those in successful suburban districts.⁴ Emerald Academy will offer 190 days of instruction to our scholars each year in an effort to provide extended time on learning. We will also create efficiencies within the school day to provide even more time (see below for more information).

- **Detail the proposed instructional goals and methods.**

Our instructional goal is to provide high quality instruction to each and every scholar by creating a rigorous curriculum and utilizing a variety of instructional strategies and methods to ensure that teachers consistently meet the needs of our scholars. In order to ensure that we are able to meet our goal of providing high quality instruction to each and every scholar, we must ensure that we have a high quality curriculum as the starting point. Teachers need to know what to teach and when to teach it. Accordingly, following is a discussion of the curriculum design process that Emerald Academy will employ; a high level overview of the curriculum at Emerald Academy, including the curricular tools and resources Emerald Academy will use; and the instructional strategies and methods Emerald Academy will employ to ensure scholars learn at high levels.

Curriculum

Curriculum Design Process. As noted above, Emerald Academy teachers will create and develop their own standards-based curriculum in order to ensure that scholars are able to achieve at high levels and master the CCSS and Tennessee State Standards. Emerald Academy will follow the Breakthrough Schools' Prep Schools' curriculum design process. Following is a brief overview of the process, followed by a detailed description of each of the seven steps. Each step in the seven-part process is linked so that daily instruction is tied directly to internal and external assessments.

⁴ Abigail and Stephan Thernstrom. Simon & Schuster (October 2003.) See also *Charter High Schools: Closing the Achievement Gap*. U.S. Department of Education, Office of Innovation and Improvement, 2006 available at <http://www2.ed.gov/admins/comm/choice/charterhs/index.html?exp=0>; Whitman, D. *Sweating the Small Stuff: Inner City Schools and the New Paternalism*, June 2008; Matthews. C, *Work Hard, Be Nice*, 2009; Merseth, Katherine, *Inside Urban Charter Schools: Promising Practices and Strategies in Five High-Performing Schools*, January 2009.

During the Summer Institute, various steps of this process will be completed, while others will be completed on an ongoing basis throughout the school year:

- Step 1: Test alignment
- Step 2: Standards and benchmarks
- Step 3: Unit sequence calendar
- Step 4: Internal interim assessments
- Step 5: Class/course description
- Step 6: Unit plans
- Step 7: Lesson plan/packet

Step 1 – Test alignment. Emerald Academy teachers will ensure that our curriculum is aligned to the new Partnership for Assessment of Readiness for College and Careers (PARCC) and Tennessee Comprehensive Assessment Program (TCAP) assessments our scholars will have to take in grades three through eight. Alignment means that our scholars have the prerequisite content knowledge and test-taking skills to score competitively on these assessments. In order to ensure alignment, teachers will do the following:

- Access sample PARCC questions, categorize the questions by their corresponding CCSS, and insert these sample items into Emerald Academy’s CCSS Analysis Document.
- Compare the released TCAP items and the sample PARCC questions in order to determine differences in question type, level of rigor, and expectations for mastery of concepts. Analyze the PARCC items to ensure that Emerald Academy scholars will be well-prepared for these new assessments.

Step 2 – Standards and benchmarks. While recent legislative activity may impact the timing of the implementation of the CCSS, Emerald Academy will still use the CCSS for ELA and mathematics and the Tennessee State Standards for science and social studies in order to prepare scholars for the PARCC and TCAP assessments. The second step in the curriculum development process involves diving deeply into the CCSS and the Tennessee State Standards (for science and social studies) that will be used to drive the Emerald Academy curriculum. Every unit of study, lesson plan, and assessment throughout the year will reflect these standards. In order to become familiar with the CCSS and the Tennessee State Standards, and begin to develop an understanding of the learning outcomes scholars will be expected to meet, teachers will:

- Read the CCSS for their content area and grade level, and the Tennessee State Standards in social studies and science (if applicable).
- Break down the standards by identifying the topics in each standard, as well as the skills and applications needed for scholars to demonstrate mastery of each standard.
- Complete the CCSS Analysis Document from Step 1.

Step 3 – Unit sequence calendar. The purpose of the unit sequence calendar is to create a scope and sequence for the year that will allow teachers to make sure that all standards are given enough time and to ensure instructional focus throughout the course of the year. This document will serve as the pacing guide for the major units of study, as well as a springboard for future curriculum development related to the CCSS and Tennessee State Standards.

- Based on the standards, teachers will decide on the number of units and the topics for their units for the year. Then they will determine if all units will be of equal duration or if certain units will require more time. Some units may be as short as two weeks or as long as six-to-eight weeks.

- Using the unit sequence calendar, teachers will set the beginning and ending date of each unit. They will start from their end point to ensure that all standards are met and the timing of units is adequate. They will then identify where they need to be by the time the TCAP/PARCC is administered so that scholars are fully prepared.
- Teachers will then break down units by weeks/days into specific topics and skills that will be taught and will insert these into the unit sequence calendar. They will re-adjust the schedule of units and number of weeks as necessary. Before each internal interim assessment, they will embed flex days for re-teaching/review.
- The unit sequence calendar will be a working document. Teachers will check in with the pacing of their curriculum and will re-adjust when necessary. Unexpected missed classes, days off, and the reality that some topics may take more instructional time than others will inevitably affect pacing.

Step 4 – Internal interim assessments. Internal interim assessments will assess all the material that has been covered during a six-week period, as well as standards that have been re-taught within those past six weeks. Internal interim assessments will serve as a formal assessment mechanism to help teachers determine areas of mastery, as well as areas that need to be re-taught. Scholar achievement on internal interim assessments will be tracked so that overall trends can be analyzed to inform instructional decisions. Teachers will be responsible for creating internal interim assessments in addition to other classroom assessments.

The internal interim assessments will be closely aligned to the PARCC, matching the format and rigor of the PARCC assessments. Teachers will submit their internal interim assessments to the principal and the director of curriculum and instruction (once hired in year three); they will review the assessments for content and rigor, and provide feedback as necessary.

The following are key features in the preparation, design, and administration of internal interim assessments:

- **Alignment with standards:** Internal interim assessments will measure scholars' progress toward competency in the standards established for each course. Therefore, each internal interim assessment question/essay will be linked to specific standards for data analysis purposes.
- **Extensive preparation:** Scholars will be provided with detailed explanations of the internal interim assessments, study guides (in the middle school grades), and opportunities for teacher-facilitated review in class.
- **Access to models:** In preparing for, and reflecting upon, internal interim assessments, scholars will be exposed to models of exemplary, average, and deficient work and will analyze the strengths and weaknesses of each.
- **Alignment with the PARCC format:** To ensure scholar familiarity with PARCC, internal interim assessments will include questions and/or essays modeled on the PARCC sample items, with special attention being paid to the ratio of multiple choice and constructed response items on the PARCC test. The rubrics used to score internal interim assessments will be similar to those used to score the PARCC test.
- **Remediation/intervention:** Scholars who score below 70 percent on any internal interim assessment will be tracked and monitored through our RTI² program.

Step 5 – Class/course description. Each teacher will be responsible for a class/course description that describes the highlights of the class/course, its learning standards, and the sequence of units for the year, as well as other teacher- and class/course-related information. This will be in the form of a one-page summary that outlines what scholars will learn over the class/course of the year, focusing on the main topics and key ideas. Class/course descriptions

will be shared with scholars and families, and will be sent home on the first day of school. If any substantive changes occur to courses during the school year, teachers will be expected to update course descriptions and distribute the new version to scholars and families.

Step 6 – Unit plans. The backwards design of unit planning is the most appropriate method when we consider our educational purpose – true understanding. Only by having specified the desired results/understandings can we focus on the content, methods, and activities. Too often, teachers focus on the teaching and not the learning. At Emerald Academy, we will not design units based around a book or an activity. Instead, Emerald Academy teachers will ask questions such as:

- What should scholars be able to understand, regardless of materials?
- What is the evidence of scholar understanding?
- What texts, activities, and methods will enable such a result?

To this end, Emerald Academy teachers will employ the following three-stage process and ask the following questions when designing unit plans:

Stage 1: Identify Desired Results

- What should scholars know, understand, and be able to do by the end of the unit?
- Consider the goals, content standards, and expectations.
- Prioritize the most important goals and understandings.

Stage 2: Determine Acceptable Evidence

- How will we know if the scholars have achieved the desired results?
- How does our evidence validate the understandings and not simply the content covered?

Stage 3: Plan Learning Experiences and Instruction

- What enabling knowledge and skills will scholars need in order to perform effectively and achieve desired results?
- What activities will equip the scholars with the required knowledge and skills?
- What materials and resources are best suited to accomplish our goals?

Like Breakthrough Schools' Prep Schools, Emerald Academy will utilize a modified version of the backwards planning unit template developed by Jay McTighe and Carol Ann Tomlinson in the book, *Integrating Differentiated Instruction + Understanding by Design*.⁵ This modified unit plan template will be provided to teachers during the Summer Institute. The unit plan will: help teachers establish goals, understandings, and essential questions; identify appropriate assessment evidence to meet these criteria; and determine an outline of the skills and vocabulary that will be covered during the unit. The unit plan concludes with the creation of the daily objectives that will make up the unit.

Step 7 – Lesson plan/packet. Teachers will create daily lesson plans based on the objectives created in their Unit Plan. Daily lesson plans will include explicit daily teaching activities and will have all elements of the Gradual Release format of "I Do, We Do, You Do" (for more information about the gradual release model, reference the section below that describes the instructional methods Emerald Academy will use). The purpose of the daily lesson plan is to provide an explicit guide for teachers and scholars during the lesson.

At Emerald Academy, teachers will create gradual release packets for each lesson. The packets will serve as teachers' daily lesson plans; as such, additional lesson plans will not need to be created to accompany the packet. However, it will be mandatory for teachers to create an annotated key for each of their packets. The key should be complete, with all questions in the packet answered, including the homework section.

⁵ McTighe, Jay and Carol Ann Tomlinson. *Integrating Differentiated Instruction + Understanding by Design*. Association for Supervision and Curriculum Development. Alexandria, Virginia, 2006.

The gradual release packet will be designed around the objective(s) of the day. The packet has been an essential component to Breakthrough Schools' Prep Schools making significant academic gains. The packet system has encouraged teachers to be extremely thoughtful as to the desired scholar outcome each day, holds scholars 100 percent accountable, and serves as an effective tool to check for scholar understanding. We believe that, using this method, Emerald Academy will experience similar success. Each packet will provide the necessary information and related practice for the gradual release of responsibility from the teacher to the scholars. Further, each packet will also contain an embedded assessment (exit ticket) so that teachers can immediately assess scholar mastery.

Packets will generally be designed in sections with the following headings: Do Now, Objective(s), Class Notes, Guided Practice, Independent Practice, Exit Ticket, and Homework. The objective will typically be listed at the top of the class notes. Class Notes and Guided Practice will sometimes be combined into one section often entitled, "Guided Notes." Scholars will then use class packets as resources to complete their nightly homework. Ultimately, packets are used as study tools for quizzes, tests, and internal interim assessments.

Curriculum Overview by Subject

English Language Arts

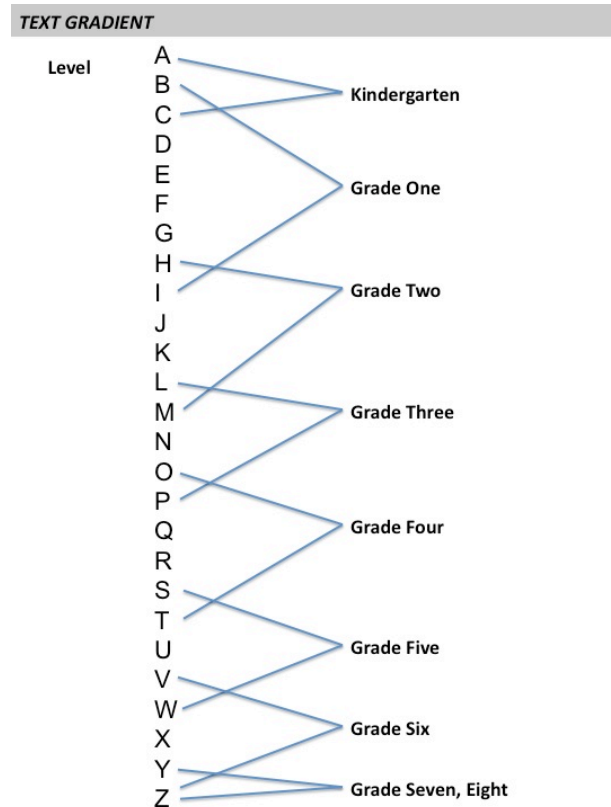
Strong literacy will be the overall goal of Emerald Academy's English language arts (ELA) program. Our graduating eighth grade scholars must be prepared to read and write as strong high school scholars. Their abilities and skills will reflect intensive elementary and middle school ELA study and training. Such ability is dependent on a strong ELA curriculum that ensures reading fluency, comprehension of fiction and nonfiction texts, and strong writing ability in a variety of genres. Scholars will practice their fluency through guided group and individual reading of a variety of texts and genres. Further, our ELA curriculum will ensure that scholars build stamina and skill so that they are able to read challenging, grade-appropriate complex literature and informational text. Scholars will learn to discuss text- and evidence-based questions; they will acquire the appropriate academic vocabulary to confidently and succinctly explain their thoughts. Scholars will receive explicit instruction in grammatical foundations, steps of the writing process, writing essays in a variety of genres, and all elements of the research and writing process. The ELA curriculum will ensure that scholars are able to research and write while employing detailed descriptions, providing ample evidence from the text, research, and group-related information.

While Emerald Academy teachers will create their own standards-based curriculum, Emerald Academy intends to provide teachers with curricular tools and resources upon which to draw. In ELA, teachers will have access to *The Continuum of Literacy Learning* (K-8), published by Heinemann and written and developed by Fountas & Pinnell, in addition to having their own leveled classroom libraries of fiction and nonfiction texts. *The Continuum of Literacy Learning* is fully aligned to the CCSS.⁶ Further, Emerald Academy intends to administer Fountas & Pinnell's Benchmark Assessment System, which will ensure that the assessments are aligned to the developed curriculum. *The Continuum of Literacy Learning* focuses on the following continua:

⁶ https://www.heinemann.com/fountasandpinnell/supportingMaterials/CommonCoreStandards_Intro.pdf

- Interactive read aloud and literature discussion
- Shared and performance reading
- Writing about reading
- Writing
- Oral, visual, and technological communication
- Phonics, spelling, and word study
- Guided reading

The Continuum of Literacy Learning "...addresses broad goals but presents finely detailed and specific statements of behaviors and understandings that literate scholars should demonstrate (and that the teacher should teach) at each grade level and at each level of a gradient of text difficulty (A to Z)." The text gradient graphic presents the relationship between grade level and expected level of text that scholars should be able to read at that level. Emerald Academy will also utilize Lexia for intervention and enrichment, as well as Fountas & Pinnell's Leveled Literacy Intervention program for intervention (further described in the [Special Populations and At-Risk Students](#) section).



Mathematics

Graduating eighth grade scholars will have achieved and demonstrated mastery of algebra in their last year at Emerald Academy. In order to reach this goal, scholars must have access to a rigorous and challenging mathematics curriculum beginning in kindergarten that first addresses key skills and concepts, and then establishes the foundational numeracy skills on which more advanced mathematics is based. As dictated by the CCSS, Emerald Academy will focus on fewer topics with greater depth. Scholars will learn strategies for learning facts, working computation problems, and solving problems. There will also be an emphasis on application and problem solving. By the end of eighth grade, scholars will understand and analyze proportional relationships; solve real-world and mathematical problems; apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers; and they will be able to solve linear equations.

As described previously, Emerald Academy teachers will design their own curriculum; however, they will have access to *Everyday Mathematics* as a resource as they build their curriculum. This textbook is aligned to the CCSS and will be aligned to our teacher-developed curriculum. *Everyday Mathematics* offers a number of features that will lead to high levels of success:

- Real-life problem solving
- Balanced instruction
- Multiple methods for basic skills practice
- Emphasis on communication
- Enhanced home/school partnerships

The instructional design of *Everyday Mathematics* develops concepts and skills over time and in a wide variety of contexts. *Everyday Mathematics* was developed by the University of Chicago

School Mathematics Project – an education research and curricular development group whose mission is to raise the level of expectation, quality, and comprehensiveness of mathematics instruction for elementary and secondary education by research, innovation, and input from educators.

Everyday Mathematics students have been shown to perform as well as, or better than, students at similar stages in mathematics development. On traditional topics, such as fact knowledge and paper-and-pencil computation, *Everyday Mathematics* students perform as well as students in more traditional basal programs, but *Everyday Mathematics* students use a greater variety of computation methods and are especially strong on mental computation. In content areas like geometry, measurement, algebra, problem solving, reasoning, and communication (topics that have traditionally been underrepresented in elementary mathematics classrooms), *Everyday Mathematics* students score substantially higher than students in more traditional programs. Reference their website for additional information regarding the success of this program.⁷ Emerald Academy will also utilize ST Math for intervention and enrichment.

Science

Our science instruction will develop mastery of core vocabulary and conceptual knowledge, supplemented with the application of scientific principles in laboratory settings. As outlined in Tennessee State Standards, scholars at each grade level will study life science, earth and space science, and physical science.

Along with a standards-driven science curriculum developed under the leadership of our principal and director of curriculum and instruction, we will also draw strategically from the Full Option Science System (FOSS) program. Research has shown that "...the best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses."⁸ The FOSS program engages scholars in these processes as they explore the natural world; it has had tremendous results with scholars in diverse and underserved communities.⁹ It guides scholars through intensive reading and hands-on interaction with scientific ideas and concepts.

Social Studies

The social studies content standards provided by the Tennessee Department of Education present a set of clear and rigorous expectations for all scholars. As noted on the Tennessee Department of Education's website, the state's social studies standards have changed and will be implemented during the 2014-15 school year. Accordingly, Emerald Academy will use the new standards to design its curriculum. The standards clearly define a balanced program of knowledge and skills necessary for active citizenship. The standards include the areas of culture, economics, geography, government and civics, history, the land and people before European exploration (beginning in fourth grade), the age of exploration, and settling the colonies to the 1700s, among many other standards.

Emerald Academy will approach this area of study through the lens of E.D. Hirsch's Core Knowledge Sequence, which clearly outlines what a child should know by the end of each grade. Core Knowledge has set itself apart as a challenging and comprehensive curriculum that reaches these goals by providing scholars with unified access to important historical and social topics via a grade-specific curriculum. Our teachers will supplement lesson planning by going into greater detail when they want to further engage their scholars in analytical studies and comparisons.

⁷ <http://everydaymath.uchicago.edu/about/research-results/student-achievement/>

⁸ Shamansky, J.A., Hedges, L., Woodworth, G., (1990), "A Reassessment of the Effects of Inquiry-Based Science Curricula of the 60's on Student Performance," *Journal of Research on Science Teaching*, 27(2): 127-144.

⁹ Klentschy, M., Garrison, L., and Amaral, O., "Four-Year Comparison of Student Achievement Data 1995-1999," Valle Imperial Project in Science (VIPS): National Science Foundation Grant #ESI-9731274.

Focus Period

Emerald Academy anticipates that many of our scholars will enter the school below grade level in the core academic areas. Emerald Academy has designed its academic schedule to ensure that scholars receive significant portions of time devoted to ELA and mathematics. Further, Emerald Academy has created a Focus Period that will last for 90 minutes four days per week. During this time, scholars will receive intervention or enrichment from their classroom teachers. Additionally, scholars who require special education or ELL services may receive push-in or pull-out support during this time. Emerald Academy will use *Lexia and ST Math* and Fountas & Pinnell's Leveled Literacy Intervention program for intervention and enrichment. See the [Special Populations and At-Risk Students](#) section for an in-depth description of the Focus Period.

Physical Education

Emerald Academy's physical education program will be designed to keep scholars active, fit, and healthy. It will also be used as a time to reinforce the school's culture. Scholars will be encouraged to participate in group activities, try new sports, and challenge themselves. Emerald Academy's standards will be aligned with the National Standards and Grade-Level Outcomes for K-12 Physical Education and the Tennessee Health, P.E., and Wellness standards.

To ensure that scholars have the opportunity to participate in physical education, music, and art, Emerald Academy will use A and B days for physical education and specials. All scholars will participate in physical education for the entire school year. A and B schedules will rotate each other week. For example, scholars following the A schedule will participate in three 45-minute periods of physical education for one week and two periods of physical education for the second week; they will continue to alternate throughout the school year. Scholars following the B schedule will participate in two 45-minute periods of physical education the first week and three 45-minute periods the second week. This will ensure that all scholars receive the same instruction at the end of a two-week period (i.e., five periods of physical education every two weeks).

Specials

Scholars at Emerald Academy will have the opportunity to participate in a semester of art and music each year. Scholars who are on the A schedule, for example, will receive instruction in art the first semester while scholars on the B schedule will participate in music the first semester. At the end of the semester, scholars will switch so that they are able to participate in the other special. Emerald Academy is committed to providing enriching and meaningful experiences in the arts to all scholars. Emerald Academy teachers will use the Tennessee State Standards for visual arts and music in order to develop the curriculum. Through these specials, scholars will have the opportunity to express themselves and display artistic talents that may otherwise not be discovered.

Technology

While Emerald Academy will not have a specific class devoted to technology, scholars will learn the technological skills needed for the 21st century throughout the regular school day. Given that the PARCC and NWEA MAP assessment are computer-based, scholars must learn how to operate a computer, mouse, and various applications and programs, in addition to other technology. Teachers will determine what skills and concepts scholars need to master in order to effectively use the various assessments, programs, and applications on the computer and will provide instruction in that regard. In addition, scholars will receive explicit instruction in word processing software, spreadsheet software, and presentation software. Scholars will learn how to prepare professional word documents, spreadsheet documents, and presentations. They will also receive instruction on how to utilize technology to conduct sound research using the Internet and how to verify the accuracy of the sources and evidence.

In order to ensure that scholars have adequate time to practice and learn how to use technology and the computer, kindergarten through fourth grade classrooms will each have 10 desktop computers; in grades five through eight, there will be 10 Chrome Books per class. Teachers will create lessons that require the use of technology and will work to ensure that scholars are able to navigate a computer system and effectively use the various programs and applications available. Technology will be used as an instructional strategy at Emerald Academy, which is further described in the response below.

Character Education

Scholars at Emerald Academy will also receive explicit instruction tied to the school's values of respect, courage, responsibility, self-discipline, and perseverance. Four days per week (Monday, Tuesday, Thursday, Friday), scholars in grades K through four will participate in Morning Meeting, and scholars in grade five through eight will participate in Advisory. During this time, teachers will focus on one of the key values in an effort to ensure that scholars receive ongoing instruction and guidance regarding how to develop strong character traits. Teachers will create their own curriculum aligned to the key values. For a detailed description of the values, see the [School Culture](#) section.

Instructional Strategies and Methods

Emerald Academy teachers will implement various instructional strategies and methods in order to ensure success for each and every scholar. More specifically, Emerald Academy teachers will use the following instructional strategies and methods:

- I/We/You Lesson Format
- Robert Marzano's Nine Instructional Strategies for Effective Teaching and Learning
- Small group instruction
- Data-driven instruction
- Technology
- Other effective instructional strategies
- Classroom procedures

These instructional strategies will allow Emerald Academy to engage scholars in the learning process and ensure that learning time is maximized. They are currently implemented at Breakthrough Schools' Prep Schools and have contributed to their high levels of academic achievement.

I/We/You lesson format. Emerald Academy teachers will craft lessons that effectively move scholars toward mastery for each standard taught. Effective teaching involves the teacher overseeing the strategic, incremental transfer of responsibility for thinking, writing, organizing, solving, and analyzing from herself to her scholars. Accordingly, Emerald Academy teachers will rely on the "I/We/You" progression in lesson planning (gradual release model). They will prepare scholars to succeed by modeling a given task and then walking scholars through the process, first by asking for their help as the teacher does the task and then by allowing the scholars to complete the task while the teacher helps. Finally, they will allow scholars to practice on their own. Put another way, the recipe is: 1) I explain; 2) I do, you help; 3) You do, I help; 4) You practice; 5) And practice and practice and practice.

The following outlines specific steps in utilizing the Effective "I," the Effective "We," and the Effective "You." When possible, the Effective "I" will begin with a hook to engage scholars and excite them about learning. A hook can take any of several forms: an engaging story relating to the material; a challenge to scholars to inspire them to success; or a quick riddle or intriguing problem they will later be able to solve. It will start things off energetically and positively and excite scholars' curiosity.

- **I Do.** The Effective “I” features *Name the Steps* in which teachers break down a complex task into specific steps with names that are “sticky” and accessible for scholars. This will provide a visual for scholars to access and use during independent work. For example, in teaching first grade scholars about the water cycle, teachers may teach a song about the water cycle to the tune of “She’ll Be Coming Round the Mountain” with hand motions: “Water travels in a cycle, yes it does. Water travels in a cycle, yes it does. It goes up as evaporation, forms clouds as condensation, then falls down as precipitation, yes it does.” During independent work, the teacher may use the hand signals from the song to remind scholars of each phase of the cycle, hence making them sticky and accessible for scholars. The Effective “I” will also include:
 - Modeling (showing how to do something) and explanation (telling how to do something)
 - Scholar interaction, even though it is teacher-driven
 - Predicting and anticipating misunderstandings (see below)
 - Time codes in lesson plans to limit excessive teacher talk and establish strong pacing
- **We Do.** Following direct instruction, teachers will engage in guided practice (We Do), which will allow the entire class to practice new skills under the direct supervision of the teacher(s). Outstanding teachers will informally assess scholar responses to make sure that new material has been adequately presented during direct instruction. Teachers will provide corrective feedback to reinforce key concepts and ensure the accuracy of new skills and information. Best Practice for the Guided Practice (We Do) is as follows:
 - **Ratio:**¹⁰ The goal of the “we” is to push more and more of the cognitive work out to scholars so that they do more and more of the thinking and working. Teachers will do this by:
 - *Unbundling* questions by asking questions in smaller parts in order to parcel out the work to more scholars (see below).
 - *Feigning ignorance* by saying to scholars: “Did I get that right, scholars?” or “Wait a minute, I can’t remember what’s next!” and making deliberate errors, which scholars are then asked to spot and correct.
 - Constantly asking *Why and How* questions that push scholars to stretch their answers by explaining the why and how behind them (e.g., How does water turn into a gas? Why did the pioneers travel west?).
 - **Check for Understanding:**¹¹ Teachers will do this to determine when and whether scholars are ready for more responsibility and when and whether they need ideas re-taught (see below).
 - **Break It Down:**¹² One of the best ways to re-teach material is to respond to a lack of clear scholar understanding by breaking a problematic idea down into smaller parts. When the “I” includes clear steps to follow, breaking it down is clear for both scholars and teachers, because there is a sequential process to follow. This will allow teachers to give both process and knowledge questions.
 - **Modeling:** While the effective teacher will model character expectations and work ethic at all times, guided practice will provide an opportunity to explicitly model these for the class during the problem-solving process. Outstanding teachers will patiently and comprehensively model the techniques that scholars will be expected to master by breaking down problems into a number of carefully sequenced process steps. An effective method of modeling that teachers will employ is thinking aloud, in which the teacher will narrate the thinking process for a particular problem. Scholars will then follow the same

¹⁰ Lemov, D. (2010). *Teach Like a Champion*. San Francisco: Jossey-Bass. Pg. 92

¹¹ Lemov, D. (2010). *Teach Like a Champion*. San Francisco: Jossey-Bass. Pg. 97

¹² Lemov, D. (2010). *Teach Like a Champion*. San Francisco: Jossey-Bass. Pg. 88

thinking process in solving a problem on their own. For example, a teacher who wants scholars to calculate the surface area of an object might say, “If I were trying to find the surface area of an object, I would first want to know how many sides it has. Then I would want to know if they were regular. Finally, I would want to know the length and width dimensions of all the sides.” Scholars will then use the same method for solving a problem on their own.

Teachers will also differentiate instruction during guided practice, as scholars will learn at different rates. Teachers will divide scholars into groups and scholars will rotate between the teachers, computer (as appropriate), and group or independent work. During guided practice, teachers will use a number of techniques to ensure that all scholar needs are met, including:

- *Differentiating for those who have mastered the material. Teachers will:*
 - Have a bonus or challenge problem on the board for scholars who have demonstrated mastery of grade-level expectations.
 - Select outstanding scholars to serve as peer tutors or editors. Those scholars can circulate the room to help other scholars with the problem-solving process.
 - Provide board space for outstanding scholars to model their problem steps.
 - Provide tiered assignments that begin with basic skills and then allow those who have mastered these to progress to more high-level case studies or real-life applications of material.
 - Allow scholars time for independent study or journal.
- *Differentiating for those who have not mastered the material. Teachers will:*
 - Provide scaffolded opportunities for scholars to practice fundamental skills in preparation for more challenging academic tasks.
 - Provide notes or graphic organizers to scholars who need additional support.
 - Create one-on-one help with a teacher or peer tutor.
- **You Do.** After direct and guided instruction, it will be important for scholars to be given opportunities to practice new skills on their own. Teachers will ensure understanding of the daily objective before moving on to the Independent Practice. While scholars are often hesitant to try on their own, Emerald Academy teachers will encourage scholars to take risks, as errors provide teachable moments.

Independent Practice will be a time for explicitly practicing the desired outcome, but it will also be a way for scholars to apply the newly acquired information in a variety of situations. Independent Practice will be designed so that early problems closely mimic the class notes/ guided practice but increase in rigor toward application and synthesis to new situations and problems.

For optimal scholar engagement, Independent Practice will be structured in the following way:

- 30 percent of questions will practice the basic skill.
- 40-to-60 percent of questions will challenge the majority of the class, which will require scholars to perform the basic skill using higher cognitive processes – analyzing information, synthesizing information, and evaluating information.
- 10-to-30 percent of questions will challenge the higher-performing scholars, but they will still be attainable within the timeframe.

Before having scholars begin independent work, teachers will give specific instructions so that scholars are aware of the expectations for them. Teachers will also thoroughly review behavioral expectations before independent work begins.

During independent work, teachers will circulate throughout the room to ensure that scholars are on task, quiet, and are producing high-quality work. Scholars should be periodically

reminded of expected progress. Emerald Academy teachers will require that 100 percent of scholars are on task 100 percent of the time. If a scholar completes the independent practice early, (s)he will know what to do if (s)he finishes ahead of others. (This will generally involve working on more challenging problems, but this might also involve independent reading.)

The Effective “You” will utilize *At Bats*¹³, which include the following key points:

- *Go until they can do it on their own.* By the end of independent practice, scholars should be able to solve problems to the standard for which they will be accountable, and entirely on their own.
- *Use Multiple Variations and Formats.* Scholars should be able to solve questions in multiple formats and a significant number of plausible variations and variables.
- *Grab opportunities for enrichment and differentiation.* As some scholars demonstrate mastery faster than others, bonus problems will be ready for them, to push them to the next level.

The I/We/You Lesson Format is a proven practice used by many of the nation’s top-performing urban schools that transfers cognitive lifting from the teacher to the scholars in every lesson.

Robert Marzano’s Nine Instructional Strategies for Effective Teaching and Learning

Robert Marzano, a leading researcher in education, identified nine instructional strategies for effective teaching and learning that are featured in *What Works in Schools* (2003).¹⁴ Emerald Academy teachers will implement these proven, research-based strategies in an effort to provide various opportunities for scholars to engage with and master content. Following is a brief description of each of the strategies:

- *Identifying similarities and differences:* Teachers will assign in-class and homework tasks that involve comparison, classification, metaphors, and analogies.
- *Summarizing and note taking:* Teachers will ask scholars to generate verbal and written summaries, take notes, and revise notes (correcting errors and adding information).
- *Reinforcing effort and providing recognition:* Teachers will recognize and celebrate scholar progress toward learning goals; they will recognize and reinforce the importance of effort.
- *Homework and practice:* Teachers will provide specific feedback on all assigned homework, which will be assigned for the purpose of scholars practicing skills and procedures that were the focus of instruction.
- *Nonlinguistic representations:* Teachers will ask scholars to generate mental images representing content, draw pictures or pictographs, construct graphic organizers, act out content, make physical models of content, and make revisions in their mental images.
- *Cooperative learning:* Teachers will organize scholars into cooperative work groups and allow them a chance to collaborate with their peers. Teachers will also organize scholars in ability groups (described below) when appropriate.
- *Setting objectives and providing feedback:* Teachers will set specific learning goals, ask scholars to set their own learning goals, provide feedback on learning goals, have scholars track progress on their learning goals, providing summative feedback at the end of a unit, and ask scholars to assess themselves at the end of a unit.
- *Generating and testing hypotheses:* Teachers will engage scholars in projects that involve generating and testing hypotheses through problem solving, decision making, investigation, experimental inquiry, systems analysis, and invention tasks.

¹³ Lemov, D. (2010). *Teach Like a Champion*. San Francisco: Jossey-Bass. Technique. pgs.104-105.

¹⁴ Marzano, R. J. (2003). *What Works in Schools*. Alexandria: ASCD.

- *Questions, cues, and advance organizers:* Prior to presenting new content, teachers will ask scholars questions that may help them recall what they already know; they will provide scholars with direct links to material they have studied previously; and they will provide ways for scholars to organize or think about the content.

Small Group Instruction

As noted above, small group instruction will be an essential instructional strategy to achieve our mission and achieve high levels of academic success. Teachers will divide scholars into groups to pre-teach, re-teach, and provide specific interventions and enrichment activities. In doing so, Emerald Academy will be able to provide a personalized learning environment for each and every scholar. In *Leading and Managing a Differentiated Classroom*, Tomlinson and Imbeau contend, “A nonnegotiable aspect of effective differentiation is that teachers plan a consistent flow of varied student groupings within a unit of study based on the nature of the work and the individual needs of students. This allows students to see themselves and one another in a variety of learning contexts, and it provides the teacher with regular opportunities to observe each student in multiple contexts” (pg. 90).

In order to provide effective small group instruction, Emerald Academy has designed a staffing model that will ensure scholars have opportunities to receive explicit instruction in a small group setting:

Co-teaching in the elementary school grades. While there are many models for co-teaching, Emerald Academy will employ two fully certified teachers per classroom in kindergarten through grade four. We believe this is absolutely essential to ensuring that scholars receive the necessary instruction and supports to master the CCSS. By having two fully certified teachers, all scholars will receive high quality instruction. Emerald Academy teachers will employ any of the following six approaches to co-teaching during the instructional process. Note that the six approaches include small group instruction, in addition to other approaches that may be used to meet the needs of scholars:

- *One Teach, One Observe:* By implementing this approach, co-teachers can determine specific observation information to gather during instruction. After, the teachers can analyze the information together. Teachers may use this approach during the direct instruction portion of the lesson (I Do).
- *One Teach, One Assist:* In this approach, one teacher keeps primary responsibility for teaching, while the other is circulating the room, providing assistance to scholars as needed. Teachers may use this approach during the direct instruction portion of the lesson (I Do).
- *Parallel Teaching:* With parallel teaching, the teachers cover the same material, but divide the class into two groups and teach simultaneously. Teachers may use this approach during the direct instruction portion of the lesson (I Do) or during the guided practice portion of the lesson (We Do).
- *Station Teaching:* Teachers divide content and scholars. Scholars rotate between the stations and receive different instruction from each teacher. This will be used during the Focus Period during which scholars will also receive computer-based instruction.
- *Alternative Teaching:* With this approach, one teacher would take responsibility for a large portion of the class, while the other teacher takes a small group of scholars to target specific skills and concepts. This would likely occur during the guided practice portion of the lesson.
- *Team Teaching:* With team teaching, teachers work together to deliver the instruction at the same time. This is more difficult to manage and will likely not be implemented with consistency at Emerald Academy.

Small scholar-to-teacher ratio in the middle school grades. In grades five through eight, Emerald Academy will enroll 60 scholars per grade level, and scholars will be organized into homerooms of 20 scholars each. Emerald Academy will have three classes of 20 scholars per grade in the middle school grades. Emerald Academy believes that providing a small scholar-to-teacher ratio at the middle school level will lead to high levels of success. Middle school teachers will be expected to organize scholars into small groups and provide targeted and differentiated instruction during both the Focus Period and during their core instruction blocks. Scholars will then rotate between the teacher and computers. Teachers will use technology in an effort to lower the scholar-to-teacher ratio and provide instruction on specific skills and concepts.

Data-Driven Instruction

Emerald Academy will implement a data-driven culture in order to ensure that scholar growth and progress is consistently measured and that scholars constantly improve. Data-driven instruction, therefore, will be a key instructional strategy for teachers at Emerald Academy. In Paul Bambrick-Santoyo's book, *Driven by Data: A Practical Guide to Improve Instruction*, Bambrick-Santoyo defines data-driven instruction as "...the philosophy that schools should constantly focus on one simple question: are our students learning?" (pg. xxv). He argues that there are four principles that are fundamental to effective data-driven instruction:¹⁵

- **Assessment:** Create rigorous interim assessments that provide meaningful data. Emerald Academy will create its own internal interim assessments that will be administered to scholars every six weeks. These assessments will be aligned to the CCSS and will be matched in rigor and design to the PARCC assessment. A thorough description of the internal interim assessments is included in the [Assessments](#) section.
- **Analysis:** Examine the results of assessments to identify the causes of both strengths and shortcomings. Every six weeks, Emerald Academy teachers will administer an internal interim assessment that was written and designed by teachers. Following the assessment, teachers will participate in a data day, during which time scholars will not be in attendance. Teachers will meet with their grade level or subject teams and, using the results from the internal interim assessment that was just administered, will conduct data analysis.
- **Action:** Teach effectively what scholars most need to learn. According to Bambrick-Santoyo, "Immediately following analysis, teachers should draw up *action plans* that describe how they will apply the insights they have gained. Although they vary greatly, effective action plans all share a fundamental principle: they are explicitly tied to conclusions from analysis and are designed to put such conclusions into practice" (pg. 72). Teachers at Emerald Academy will create action plans in order to ensure that scholars who did not master the concepts and skills have additional opportunities to interact with the content. Action plans will be directly informed by what scholars learned and still need to learn.
- **Culture:** Create an environment in which data-driven instruction can survive and thrive. Emerald Academy will work to create a data-driven culture on an ongoing basis. It will begin with hiring staff members who believe that the analysis of data can vastly improve scholar outcomes. It will include providing significant training and development (e.g., Summer Institute, professional development meetings, data days, and professional learning communities) on how to use data to drive instruction. We will work to create buy-in and ensure that teachers see and understand the importance of using data to inform their teaching.

Technology

In alignment with Knox County Schools' priorities, Emerald Academy will use technology as a key instructional strategy. Technology has the ability to provide direct, targeted instruction to a scholar

¹⁵ Pg. xxvi

at his/her instructional level. Technology will be used as an instructional strategy and resource throughout the school day in the core content classes. Scholars will use technology as they do rotations and move through the learning process.

Scholars will also use technology during every Focus Period; the Focus Period is specifically designed to provide intervention and enrichment to our scholars. While Emerald Academy will not implement a true blended learning model for all core content areas, our Focus Period will be blended and will include the use of technology and teachers for instruction. We believe that this will accomplish two aims:

1. It will provide scholars with differentiated and targeted instruction, thus ensuring scholars receive instruction in a personalized learning environment.
2. It will ensure that scholars have an opportunity to interact with technology and enhance their skills and familiarity with a computer and technology in general. It will also ensure that scholars know how to navigate computer-adaptive assessments on a computer; this is important, since the PARCC assessment will be computer-based.

Other Effective Instructional Strategies

Emerald Academy will implement a number of additional strategies that will ensure scholar engagement. These strategies are adapted from Doug Lemov's *Teach Like a Champion* and are implemented at Breakthrough Schools' Prep Schools with great success. They are:

- *No Opt Out*¹⁶: Once a scholar is called upon, teachers will not allow the scholar to defer responsibility by pleading ignorance. While the scholar may not provide the correct answer right away, the sequence should end with the scholar answering correctly. This strategy, called No Opt Out, will help build a culture of individual accountability and give every scholar tangible experiences with success.
- *Cold Call*¹⁷: This technique effectively works to ensure that scholars are attentive during class and is a simple check for understanding that teachers can use throughout the lesson. The cold call teacher will create suspense and heightened awareness by randomly and unpredictably asking a question and then asking a single scholar to answer the question asked. While the scholar that is being called is unpredictable, the practice and use of the technique in a classroom should be predictable. This will encourage scholars to remain engaged throughout the lesson. Cold calling will also increase the speed and pacing of the lesson (no longer will teachers be waiting for hands to be raised) and demonstrate that the teacher wants to hear from scholars and wants them to be a part of the discussion.
- *Stretch It*¹⁸: When scholars answer a question correctly, many teachers often respond with praise, affirmation, or repetition of the correct answer. However, learning should not stop when the correct answer is given: pushing on scholar responses is an important way of engaging high scholars, setting a tone of high expectations, and checking for replicable understanding. The Stretch It strategy is an important tool for giving verbal feedback on scholar work.
 - Ask how and why: How did you get that?
 - Ask for another way to answer: Great – is there a simpler way than adding three times?
 - Ask for a better word: Can you answer with a better word than cold, one that shows how cold it was?
 - Ask for evidence: Okay, so read me two sentences from the story that shows this character has the traits you describe.
 - Integrate a related skill: Now that you've given me a sentence showing you understand the definition of stride, can you add an adjective to modify street?

¹⁶ Lemov, D. (2010). *Teach Like a Champion*. San Francisco: Jossey-Bass. Pg. 28

¹⁷ Lemov, D. (2010). *Teach Like a Champion*. San Francisco: Jossey-Bass. Pg. 111

¹⁸ Lemov, D. (2010). *Teach Like a Champion*. San Francisco: Jossey-Bass. Pg. 41

- Ask scholars to apply the same skill in a new setting: Looks like you know the definition of setting – I'll name a story we've just read and see if you can describe the setting.
- *Wait time*¹⁹: How a question is asked is extremely important. Our teachers will employ a number of tactics to ensure that they use proper wait time to allow all scholars to think before calling for an answer. Wait time is especially helpful for second language learners who take time to translate, scholars with learning disabilities, and scholars who are shy or reluctant to participate. Our teachers will determine the proper length of time to wait for each question and extend the amount of time provided for scholars to construct answers to higher-order questions.
- *Feedback on written work*: Just as it is important to set a tone of high expectations with verbal questioning in class, it is equally important to set this tone with detailed examination of scholar work. Scholars will receive graded assignments promptly, with comments that show attention to mechanics, vocabulary, and content.
- *Think/Pair/Shares*²⁰: Emerald Academy teachers will implement think/pair/shares in order to actively involve and engage scholars in their questioning. After asking a question, they will provide scholars with a quick silent time to think or write about their answer. Teachers will then ask scholars to pair up with another scholar to discuss their answers. Finally, scholars will be invited (by hands or cold calling) to share out their answers with the whole class.
- *Take a Stand*²¹: Emerald Academy teachers' goal will be to actively engage their scholars in the ideas around them. An excellent way to do this is by asking them to make judgments about the answers their peers provide. This will likely increase the number of scholars who participate in and/or process a particular part of a lesson. Take-a-stand techniques can be whole class (Stand up if you agree with Alexis.) or directed to an individual (She said that oil and water don't combine. That's not right, is it, Valeria?). They can be evaluative (How many people think Dashawn is right?) or analytical (How could she check her work to see if she's right, Alaina?). Finally, they can be verbal, signaled through a gesture (Show me on your hands which answer choice you think is correct.) or written.
- *Scholar Presentations*: Our teachers will understand the importance of scholars practicing the oral and presentation skills that will help to make them successful in high school, college, and beyond. For this reason, our teachers will ask scholars to present information to other individual scholars and then to the class so that these skills become engrained at a very early age. Scholars will be taught:
 - To take a section of a unit or a topic to research and put together a presentation on that unit or topic for their peers.
 - Oral presentation skills such as tone, eye contact, pace, gestures, and poise, as well as how to present information in an interesting format.
 - How to use visual props (e.g., maps, diagrams, photographs) when presenting.

Classroom Procedures

In addition to using these methods, Emerald Academy will also use procedures in an effort to increase efficiencies and ultimately maximize instructional time. These procedures are currently implemented at Breakthrough Schools' Prep Schools and have yielded positive outcomes and a structured school environment, thus providing additional time on learning. Following is a brief description of some of the various procedures that will be used school-wide for every classroom:

¹⁹ Lemov, D. (2010). *Teach Like a Champion*. San Francisco: Jossey-Bass. Pg. 134

²⁰ Lyman, F. T. (1981). *The responsive classroom discussion: The inclusion of all scholars*. In A. Anderson (Ed.), *Mainstreaming Digest* (pp. 109-113). College Park: University of Maryland Press.

²¹ Lemov, D. (2010). *Teach Like a Champion*. San Francisco: Jossey-Bass. Pg. 106

- *SLANT*²²: Scholars will SLANT (sit up, listen, answer questions, nod in understanding, and track the speaker) during class. Scholars will track the speaker with their eyes at all times. Teachers will remind scholars of this by saying, “Track the speaker.” Any scholars who are not already tracking the teacher (or other speakers) should start tracking.
- *Pencils*: When a pencil needs sharpened, the scholar will hold up that writing utensil, and the teacher will replace it. A scholar must have a pencil to trade in to get the new sharpened pencil. This process should be completed silently without disrupting the lesson.
- *Getting scholars’ attention*: During class, teachers will undoubtedly transition between holding class attention and facilitating independent or group work. A signal to refocus scholar attention will be needed. Teachers will use the attention clap to gain attention. Teachers will clap twice. Scholars will clap once then raise their right hand in the air with the index finger pointed up. All scholars should have their hands raised, be seated, be silent, and be tracking the teacher.
- *Asking and answering questions*: Scholars will be expected to raise their hand and wait to be called on to answer or ask questions. When answering, scholars will be made to restate the question. If a teacher wants a whole class response or does not want hands to be raised before answering, (s)he will make this clear with verbal explanation or signal.
- *Finishing early*: Scholars who finish an assignment early will be expected to read silently from their DEAR (drop everything and read) books. Scholars will not be expected to do work from other classes. While silent reading is the default expectation, teachers can set additional or alternative expectations for times when scholars finish early, including additional work or extension activities.
- List specific requirements for implementing the particular approach used, such as co-teaching or aides, technology needs, physical space, etc.

As noted above, Emerald Academy – in order to implement our particular approach – will employ a co-teaching model in kindergarten through fourth grade and small scholar-teacher ratios in fifth through eighth grades.

With respect to technology, to implement our model, we will need one computer for every three scholars in kindergarten through fourth grade and one Chrome Book for every two scholars in fifth through eighth grades.

Finally, as detailed in our facility plan (see Attachment 6), we will require a 60,000 square foot building with 850-to-900 square foot classrooms and additional spaces that are traditionally found in elementary and middle schools (e.g., administrative offices, counseling/special education spaces, a cafeteria, gymnasium, and a teacher work room).

- Explain why the instructional strategies are well-suited for the targeted student population.
- As noted throughout, the instructional strategies described above are currently being implemented at Breakthrough Schools’ Prep Schools with great success. Many of the strategies are found in Doug Lemov’s book, *Teach Like a Champion*. These strategies are being used by numerous high-performing urban schools throughout the country, such as Uncommon Schools (a network of free, public charter schools in Boston, Newark, Brooklyn, New York, and Troy), among many others.
- Additionally, Breakthrough Schools’ Prep Schools serve a scholar population that is similar to our targeted scholar population. Emerald Academy is confident that given the high levels of achievement at the Breakthrough Schools’ Prep Schools, we will be able to produce similar high levels of academic achievement for all scholars by implementing the same curriculum development process and instructional strategies/methods.

²² Lemov, D. (2010). *Teach Like a Champion*. San Francisco: Jossey-Bass. Pg. 158

- Explain how the plan will meet the needs of students with disabilities.

We believe that a standards-based curriculum, differentiated instruction, use of data, and extended time on learning will directly benefit our scholars with disabilities. These components of our plan have proven effective with all types of student populations and will serve our scholars with disabilities well. See [Special Populations and At-Risk Students](#) for a detailed description of how Emerald Academy's academic plan will meet the needs of scholars with disabilities.

- Explain how the plan will meet the needs of English language learners.

Similar to the response above, Emerald Academy believes that our academic program will provide further support to English language learner (ELL) scholars. See [Special Populations and At-Risk Students](#) for a detailed description of how Emerald Academy's academic plan will meet the needs of ELL scholars.

- Explain how the academic program aligns with Common Core Standards and Tennessee State Performance Indicators.

Emerald Academy's curriculum will be based on the Common Core State Standards and Tennessee State Standards; accordingly, our academic program will be directly aligned to these standards.

- Describe the proposed class size and structure for the plan.

Emerald Academy will serve 60 scholars per grade level. In kindergarten through fourth grade, there will be 30 scholars per class with two fully certified teachers. In grades five through eight, there will be 20 scholars per class with one fully certified teacher.

Special Populations and At-Risk Students

Pursuant to state and federal law, charter schools are required to serve the needs of special student populations, including hiring licensed and endorsed special educators and licensed ESL instructors. School personnel shall participate in developing and implementing the Individualized Education Programs (IEPs); identify and refer students for assessment of special needs; maintain records; and hire appropriate personnel as may be required in an IEP (ex. Speech/language pathologist, occupational therapist, physical therapist, etc.).

- Detail a comprehensive plan to serve students with special needs including but not limited to those students with federally recognized disabilities; students with Section 504 Plans; English Language Learners; students identified as intellectually gifted; and students at risk of dropping out.

As described in detail below, Emerald Academy will serve scholars with special needs, including those with federally recognized disabilities, scholars with Section 504 Plans, English language learner (ELL) scholars, scholars identified as intellectually gifted, and scholars at risk of dropping out. Emerald Academy will not discriminate in admission and enrollment practices against any such scholars. See the responses below for Emerald Academy's comprehensive plans to serve our special population scholars.

- Identify the special populations the school plans to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served.

Emerald Academy anticipates serving a scholar population that includes approximately 16 percent of scholars with special needs, 10 percent ELL scholars, and 87 percent of scholars who qualify for the national free and reduced-priced lunch (FRL) program. Accordingly, we anticipate that approximately 90 percent of our scholars will be considered at risk. These percentages are consistent with those for Knoxville's urban public schools.

- Discuss how the course scope and sequence, daily schedule, staffing plans and support strategies will meet or be adjusted for the diverse needs of the students.

As indicated in the [Academic Focus and Plan](#) section, Emerald Academy intends to employ a co-teaching model in the kindergarten through fourth grade and low scholar-to-teacher ratios in all grades in order to best meet the needs of our scholars.

Course scope and sequence. We recognize that the course scope and sequence may need to be adjusted to meet the diverse needs of our scholars. Accordingly, teachers will work collaboratively with each other, the director of specialized services, special education teachers, and the ELL coordinator to determine areas in the scope and sequence that need changes. General education teachers will share their lesson plans with special educators and the ELL coordinator in an effort to gather feedback regarding the lesson and ensure that teachers are providing the appropriate supports in their classrooms. As appropriate, special educators and the ELL coordinator will attend grade-level or subject meetings to provide additional support to teachers and increase opportunities for collaboration.

Daily schedule. Emerald Academy has been very intentional about the design of our daily schedule. Because we anticipate serving a scholar population in which 87 percent of the population qualify for the national FRL program, 16 percent are scholars with special needs, and 10 percent are ELL scholars, we have built our schedule to provide significant time during the regular school day for ELA, mathematics, and intervention/enrichment. Our ultimate goal is to meet the diverse needs of each and every child who walks through our doors. In order to do this, scholars will receive double blocks of instruction in ELA and mathematics every day. In addition, scholars will participate in double blocks of an intervention/enrichment period (called the Focus

Period) four days per week. On Wednesdays, scholars will be released early and the Focus Period will not occur. During the ELA and mathematics blocks, teachers will work with small groups of scholars during the “We Do” portion of each lesson to provide intense and differentiated instruction. Further, special educators, the interventionists, and the ELL coordinator will push into classrooms, as appropriate. In addition, during the Focus Period, scholars will have the opportunity to work in small groups with teachers, receive push-in or pull-out services from the special educators, the interventionists, or ELL coordinator, and use computer-based intervention/enrichment programs that have a track record of success with similar students (see below).

Staffing plans. In order to meet the needs of our special population and at-risk scholars, Emerald Academy will hire the following positions, in addition to general education classroom teachers:

- Emerald Academy will employ one director of specialized services (beginning in year one). This individual will provide direct services to scholars during the first year until the school has a larger scholar population and additional special educators are hired. The director of specialized services will be responsible for maintaining scholar records and ensuring confidentiality; overseeing the specialized services staff members (described below); and ensuring that the needs of all scholars requiring specialized services are met.
- Emerald Academy will employ three special education teachers with appropriate certification and credentials. One special education teacher will be hired in year two; two will be employed in year three; and three will be employed in year four and beyond.
- Emerald Academy will employ one part-time ELL coordinator beginning in year one. (This position will expand, as necessary, based on enrolled scholar population.)
- Emerald Academy will employ two interventionists/Title I teachers. One will begin in year one; the second will begin in year three.
- Emerald Academy will employ one counselor/social worker beginning in year three.

Emerald Academy will have a robust staffing plan in order to meet the needs of each scholar. For more information about Emerald Academy’s staffing plans, see [*Personnel and Human Capital*](#).

Support strategies. Emerald Academy intends to offer significant support and employ various strategies in order to meet the diverse needs of our scholars. For information about how Emerald Academy intends to meet the needs of our scholars, see the following sections.

- Explain specifically how you will identify and meet the needs of students with mild, moderate or severe disabilities in the least restrictive environment possible. Specify the research based programs, strategies and supports you will provide, including the following:
 - Methods for identifying students with special needs (and avoiding misidentification).
 - Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students’ access to the general education curriculum; and ensure academic success for special needs students.
 - Plans for monitoring and evaluating the progress and success of special education students, including coordination with the LEA’s monitoring and evaluation.
 - Plans to have qualified staffing adequate for the anticipated special needs population including budgetary assumptions

Fundamental to our school design is the belief that all scholars, regardless of ability, can achieve academically. As such, Emerald Academy will provide all scholars with disabilities a Free and Appropriate Public Education (FAPE). Emerald Academy will comply with all state and federal statutes, including Title II of the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973. At Emerald Academy, all scholars with disabilities will be educated in the Least Restrictive Environment (LRE) and with their non-disabled peers to the extent appropriate and allowed by each scholar’s

Individualized Education Plan (IEP). Emerald Academy will not discriminate in admission and enrollment practices against scholars having, or suspected of having, disabilities. Additionally, Emerald Academy will incorporate appropriate discipline strategies for scholars with disabilities that protect due process and ensure Free and Appropriate Public Education for all scholars. See Attachment 5 for a description of the discipline policy for scholars with special needs.

Identification. Emerald Academy will comply with the federal Child Find requirements (34 CFR §300.125), which requires all schools to have a process for identifying, locating, and evaluating scholars who are in need of special education and related services. In order to identify scholars with special needs, Emerald Academy will create and utilize a Scholar Support Team (SST). The SST will include the principal, dean of curriculum and instruction (once hired in year three), director of specialized services, special education teachers, and general education teachers. Scholars will be identified through the following two mechanisms:

Existing Individualized Education Program. It is likely that scholars with disabilities will come to Emerald Academy with an existing IEP. In order to identify such scholars, families will be asked to complete questionnaires to identify if their child has received special education services or has been diagnosed as having a disability upon enrollment. If the family indicates that either has occurred, the director of specialized services will request the IEP from the scholar's previous school. Emerald Academy will implement the existing IEP and provide scholars with an appropriate education in the Least Restrictive Environment. As appropriate, the SST will meet with families to rewrite IEPs. Also, Emerald Academy will provide transportation to scholars as required by their IEPs.

Referrals. Scholars can be referred for evaluation either by the parent or through school personnel. If the parent requests an evaluation, the scholar will immediately be evaluated. If school personnel suspect a disability, they will implement the following process to identify scholars:

1. *Progress monitoring of all scholars and document pre-referral strategies.* The academic progress of all scholars will be regularly monitored. Scholars who are not showing academic progress will receive additional supports through our three-tier Response To Instruction and Intervention (RTI²) model, described in greater detail below. Through the RTI² process, teachers will implement pre-referral strategies to assist the scholar.
2. *Recommend evaluation.* If the scholar does not show improvement, the school will recommend the scholar to Knox County Schools for an evaluation. With parental consent, Knox County Schools, as the LEA, will be responsible for conducting an evaluation with an appropriately licensed professional. Evaluations may include individual tests, classroom observations, interviews, and a review of records.
3. *Create an IEP.* When an evaluation indicates evidence of a disability and that special education services are appropriate, an IEP team including the parent(s), the director of specialized services, the general education teacher, and the scholar (if age-appropriate) will develop an IEP for the scholar; agreed-upon special education services will be provided.

Instructional programs, practices, and strategies. At Emerald Academy, inclusion will be the priority and preferred method of educating all scholars. Special education scholars will be integrated into mainstream classrooms to the greatest extent possible. Emerald Academy will provide special education services through credentialed individuals and professional agencies as appropriate, including speech and language, physical therapy, and occupational therapy.²³ Special education teachers will collaborate and/or co-teach with the general education classroom teachers.

²³ Representatives from Emerald Academy met with the Executive Director of Student Support Services on Monday, March 10, 2014 to discuss the possibility of Emerald Academy contracting with the District to provide clinical services. If staffing levels at the District are sufficient, the District may be willing to provide such services.

Given that Emerald Academy will provide services following the principle of LRE, scholars with disabilities will receive services in a manner that allows them equal access to the general curriculum and instructional strategies.

Some scholars' IEPs may require pull-out services. These services will be provided to scholars during the Focus Period of the day to the greatest extent possible; they will also be provided in compliance with the scholar's IEP.

Since scholars with disabilities will receive their instruction in the LRE, our practices and strategies for meeting the needs of such scholars will largely consist of implementing the accommodations and modifications noted in the scholar's IEP within the general education classroom and pulling scholars out only as appropriate. A scholar's IEP will list the accommodations and modifications that need to be made in the general education classroom that all teachers must, by law, implement on a daily basis.

Accommodations do not alter the substance of the curriculum; instead, they include adjustments to structures and delivery methods (e.g., seating arrangements, using graphic organizers) that assist the scholar to engage in the curriculum. Accommodations provide an alternative way of accessing the same curriculum. Modifications, on the other hand, are changes made to the curriculum itself (such as when a scholar is assigned a different book or learning task). Modifications will be made as necessary to meet the needs of our scholars.

Monitoring and evaluating. The process to monitor scholars with disabilities will involve formal and informal assessments measured against the goals identified in the scholars' IEPs. Further, all scholars with disabilities will participate in the state assessments unless the scholar's IEP indicates that the scholar cannot participate in these assessments. In the event the scholar is unable to take the PARCC assessment, we will administer the TCAP Assessments for Students with Disabilities.

IEPs will be evaluated annually and revised, as needed, by the IEP team. All scholars receiving special education services will be re-evaluated at least once every three years.

Staffing. We anticipate serving a scholar population in which approximately 16 percent of scholars have special needs. Accordingly, we will employ one director of specialized services (beginning in year one), three special educators (one beginning in year two and increasing to three in year four), and a counselor/social worker (beginning in year three) to meet the needs of our scholars with special needs. In addition, we will hire clinicians, as needed, on an hourly basis. Emerald Academy will ensure that all special education staff hired or contracted by the school are qualified pursuant to federal education regulations, as well as meet all legal requirements. We have allocated significant budget resources for special education staffing and related services growing from \$52,900 in year one to \$285,825 in year five.

Training for Staff Members. Emerald Academy special educators will receive professional development regarding scholars with special needs. Should the charter be approved, Emerald Academy will seek to contract with the district for such training. The district offers robust professional development opportunities for teachers serving scholars with special needs and has expressed a willingness to provide this service to our teachers for an appropriate fee.

- Explain how the school will meet the needs of ELL scholars, including the following:
 - Methods for identifying ELL scholars
 - Specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students
 - Plans for monitoring and evaluating the progress and success of ELL scholars, including exiting students from ELL services
 - Means for providing qualified staff for ELL scholars, including budget assumptions.

Emerald Academy will comply with federal, state, and district mandates regarding ELL education and re-designation of ELL scholars.

Identification. In order to identify scholars with limited English proficiency, Emerald Academy will require all incoming families to complete a home language survey upon enrollment. The home language survey will include the following questions:

- What is the first language this child learned to speak?
- What language does this child speak most often at school?
- What language do people usually speak in the child's home?

If a scholar has an answer other than English on the home language survey, Emerald Academy will conduct research to determine if the scholar has been administered the Tennessee English Language Development Assessment (ELDA). If a scholar has not taken the ELDA, Emerald Academy will administer the Tennessee English Language Placement Assessment (TELPA) within 30 days if the survey is received before school begins and within 14 days if school has already begun. Scholars will receive instruction and services based on TELPA or ELDA scores:

- If a scholar scores a 1 on the TELPA, or if the scholar scored a 1 or 2 composite on the previous year's ELDA, the scholar will receive a minimum of one hour of ESL services daily.
- If a scholar scores a 2 on the TELPA, or if the scholar scored 3 composite on the previous year's ELDA, the scholar will receive services as needed. According to the State website, this may be one hour per day for many scholars.²⁴
- If a scholar scores a 3 on the TELPA, the scholar does not qualify for ESL services and is, instead, coded as Non English Language Background in the education information system.
- Once a scholar scores a composite 4 or 5 on the ELDA, (s)he will be exited from services.

Instructional programs, practices, and strategies. Emerald Academy will adopt a program of structured English immersion for all ELL scholars. Through a structured English immersion program, ELL scholars will receive the same academic content as those scholars who are native speakers of English. All classroom instruction will take place in English. However, the level of English used for written and spoken instruction will be modified appropriately for ELL scholars with the stated purpose of holding every scholar to high academic standards. The purpose of this program will be to achieve English proficiency for all scholars as quickly as possible, while holding the utmost respect for the language and culture of every scholar.

The ELL program at Emerald Academy will be designed exclusively to meet the school's mission. If scholars are to leave Emerald Academy and enter, excel in, and graduate from the strongest colleges and universities, they must read, write, and speak English fluently. Effective delivery of this mission requires that the school teach scholars English as efficiently as possible. At a minimum, Emerald Academy – using procedures approved by the Tennessee Department of Education – will assess scholars' progress in learning English on an annual basis.

Scholars will not be excluded from any curricular or extracurricular activities based on their level of English proficiency.

The academic program at Emerald Academy will be well-prepared for high performance for ELL scholars. Most prominently, scholars will receive 90 minutes of literacy instruction each day, including extensive instruction in phonemic awareness and phonics. In addition, scholars will have 90 minutes of intervention/enrichment through the Focus Period each day, during which time scholars will receive ELL services.

Research Supporting Structured English Immersion. Two studies, particularly, confirm the effectiveness of an immersion program:

²⁴ <http://www.tn.gov/education/fedprog/fpeslresources.shtml> -- Document entitled: Overview Title III Program"

- John Hood, President of the John Locke Foundation, a North Carolina-based think tank, writes, “A review of 300 studies of bilingual education by federal researchers found only 72 that were methodologically sound. Of those studies, 83 percent comparing bilingual education to immersion found that kids learned to read better through immersion. Not a single study found the reverse.”²⁵
- Cara Morlan of the Independence Institute, a nonprofit, nonpartisan Colorado think tank, writes, “In California, children enter school speaking one of 140 different languages, yet only Spanish-speaking scholars are put into traditional bilingual education programs. These scholars are then the immigrant group that does the worst in school, has the highest dropout rate, the lowest test scores and the lowest college admissions.” Ms. Morlan finds that only 5 percent of these scholars were gaining proficiency in English each year.²⁶

In-class modifications: All teachers of ELL scholars will be familiar with instructional strategies aimed at assisting ELL scholars. Throughout the school year, Emerald Academy teachers will be trained on specific techniques to shelter content (i.e. teach content in a way that is most accessible to ELL scholars). In addition, the following strategies will be used when teaching ELL scholars.

Maximize the accessibility of lessons

- Teachers will constantly build context for new terms and ideas. They will strive to hear their lesson the way their scholars hear it and modify their instruction so that someone learning English can understand the concepts being discussed. Emerald Academy teachers will simplify concepts, expand on new ideas, and provide scholars with clear definitions and comparisons to make it easier for scholars with limited English proficiency to understand what they are teaching.
- Teachers will use strategies to maximize scholars’ comprehension. Specific strategies include:
 - *Clarification checks:* Checking for understanding is important for all scholars, including ELL scholars. Some scholars may be shy or wary of letting teachers know if they are lost.
 - *Pacing:* Varying both the speed and speech of the voice, recognizing that for ELL scholars, comprehension can increase if speech is slower.
 - *Modifying one’s speech:* This strategy includes speaking slowly, enunciating clearly, allowing wait time before soliciting answers to questions, breaking complex sentences down into simple sentences, and avoiding the use of idioms.
 - *Using visual aides to clarify key concepts:* Graphic organizers, pictures, graphs, objects, and maps may be a better way to introduce new knowledge or skills to ELL scholars; these tools are less language-dependent.
- Teachers may record the lessons and make the recordings available to the scholars.
- Teachers will use demonstrations or role-plays to show and act out new ideas.

Respectfully and strategically encourage ELL scholars

- Teachers will encourage scholars to speak, but will not force them. Scholars with limited English proficiency are often self-conscious about their English speaking skills. Moreover, some research indicates that language learners learn more quickly if they have a period of quiet listening time to become familiar with the sounds of the language.
- Teachers will correct speaking errors indirectly or by modeling appropriate language. Emerald Academy believes it is important to correct scholars’ errors so that they can continue to improve. Teachers will also consistently model the appropriate language in the response.

²⁵ “Immersion v. Bilingual Education”, The Business Journal of Raleigh/Durham, December 26, 1997.

²⁶ “Structured Immersion, An Alternative to Traditional Bilingual Education” Independence Institute, Issues Backgrounders 2000-4, July 26, 2000.

- Teachers will use appropriate assessments that reflect the scholars' mastery of the material being covered and not only English skills.

Proactively value and embrace scholars' language and culture in the classroom

- Emerald Academy teachers will show ELL scholars that their native language is valued.
- Teachers will use rich and varied resources from the scholars' cultures.

Monitoring and evaluating. All ELL scholars will have an Education Plan for English Learners. The plan will include objectives/goals, strategies, assessments, outcomes, and comments. The process to monitor ELL scholars will involve formal and informal assessments as measured by the objectives/goals contained in the plan.

Staffing. We anticipate serving a scholar population that includes approximately 10 percent ELL scholars. Accordingly, Emerald Academy will hire a director of specialized services (beginning in year one) and a part-time ELL coordinator (beginning in year one) to meet the needs of our ELL scholars. Emerald Academy will ensure that our ELL coordinator is certified to teach English as a second language (ESL). We have allocated \$63,375 for these positions (note that this includes 25 percent of the director of specialized services' salary and benefits).

- Explain how the proposed school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports that will be provided.

As noted above, Emerald Academy will implement Tennessee's Response To Intervention and Instruction (RTI²) model in order to identify and meet the learning needs of scholars who are performing below grade level. *The RTI² Framework 2013* publication states "RTI² is a process focused on **prevention** and **early intervention** that uses assessment data for instruction, intervention, and transitions between tiers" (pg. 11).²⁷ We believe that identifying struggling scholars as quickly as possible is essential to the future success of each scholar and will implement the RTI² model to ensure that scholars receive the necessary supports to be successful. The state's *RTI² Framework 2013* publication describes the tiers as follows:

- **Tier I:** "All students receive research-based, high quality, general education instruction using Common Core Standards in a positive behavior environment that incorporates ongoing universal screening and ongoing assessment to inform instruction."
- **Tier II:** "In addition to Tier I, interventions are provided to students that fall below the 25th percentile on universal screening and are struggling academically and/or behaviorally. Research-based interventions will be provided to students within their specific area(s) of deficit. These students are progress monitored using a tool that is sensitive to change in area of deficit and that provides a Rate of Improvement (ROI) specific to the individual deficit."
- **Tier III:** "In addition to Tier I, interventions are provided to students who have not made significant progress in Tier II, are 1.5-2.0 grade levels behind or are below the 10th percentile. Tier III interventions are more explicit and more intensive than Tier II interventions. Research-based interventions will be provided to students within their specific area(s) of deficit. These students, who are struggling academically and/or behaviorally are progress monitored using a tool that is sensitive to change in area of deficit and that provides a Rate of Improvement (ROI) specific to the individual deficit" (pg. 14).

Emerald Academy will use the Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP) and the Fountas & Pinnell Benchmark Assessment Series (BAS) as the universal screeners for scholars. Scholars will be assessed at the beginning of the year; teachers

²⁷ http://www.tncore.org/sites/www/Uploads/TNCORE/RTI_Manual.pdf.pdf

will use the data to determine a scholar's instructional needs. As noted above, all scholars will receive research-based high quality instruction in Tier I. In the event that the Tier I instruction is not effective, scholars will move into Tier II and Tier III interventions, as needed.

Tier II. When instructional strategies and modifications in the general education classroom do not produce the desired results that would put the scholar on track to perform at grade level, the scholar will be recommended to participate in Tier II interventions. Tier II interventions will be provided in addition to the core instructional program that is provided in Tier I and described above. Tier II interventions will consist of small group (three-to-five scholars) supplemental instruction. Scholars will participate in 20-to-30 minutes of supplemental interventions three-to-four days per week. These interventions will be focused on the areas of need identified through the assessments. Accordingly, scholars will likely be grouped with other scholars who have similar areas of scholar need or weakness.

These Tier II interventions will likely take place in the general education classroom during the Focus Period; however, scholars may receive these interventions in a location outside of the general education classroom. It will be Emerald Academy's goal to provide all interventions in the general education classroom. Tier II interventions will consist of general education instruction in addition to specialized interventions. Emerald Academy will continue using the core curricular resources (*Continuum of Literacy Learning* and *Everyday Mathematics*), as well as Fountas & Pinnell's Leveled Literacy Intervention (LLI) and computer-adaptive programs (described below).

Tier II scholars will be progress-monitored once every week or every other week. Emerald Academy will use the built-in assessments in the intervention programs, as well as design-specific assessments, to determine the rate of improvement specific to the identified deficit. Scholars will remain in Tier II interventions for a six-week period. Using the data from the progress monitoring and internal interim assessments (administered every six weeks), teachers will determine whether scholars have made necessary growth to exit Tier II interventions. If sufficient progress is not made, the scholar will advance to Tier III interventions.

Tier III. Tier III interventions will be provided in smaller groups of one-to-two scholars and will be designed to provide more intensive instruction than that provided in Tier II interventions. Similar to Tier II interventions, Tier III interventions will consist of general education instruction in addition to specialized interventions. As with Tier II interventions, Emerald Academy will seek to provide all interventions in the general education classroom. Accordingly, scholars will participate in Tier III interventions during the Focus Period. If scholar needs are not being met through small group instruction or push-in services provided by the interventionists, scholars may be pulled out and receive intervention during the Focus Period. As with Tier II interventions, Emerald Academy will continue using the core curricular resources (*Continuum of Literacy Learning* and *Everyday Mathematics*), as well as Fountas & Pinnell's LLI and computer-adaptive programs.

Scholars in Tier III interventions will participate in 40-to-60 minutes of intervention at a minimum of four days per week. Tier III scholars will be progress-monitored at least weekly to determine the success of the intervention. Emerald Academy will use the built-in assessments in the intervention programs, as well as design-specific assessments, to determine the rate of improvement specific to the identified deficit. If assessment results indicate that scholars have made necessary growth, they will exit Tier III interventions. If Tier III interventions are not successful, a scholar will be considered for an evaluation for specialized services.

Programs. Emerald Academy will use computer-based programs, as well as text materials, to provide targeted intervention to struggling scholars. In doing so, Emerald Academy will provide various opportunities and activities to engage the scholar and ensure mastery of the content and skills. Additionally, teachers may create and design lessons for small groups of scholars based on specific content and skills that need attention.

For ELA, Emerald Academy will use Lexia Reading CORE5, Lexia Strategies, and Fountas & Pinnell's LLI. For mathematics, Emerald Academy will utilize ST Math®: K-5 and ST Math®: Secondary Intervention featuring touch.

- **Lexia Reading CORE5** is a research-based, Common Core-aligned, online reading curriculum that provides personalized learning on foundational reading skills for scholars in kindergarten through fifth grade with a focus on the six areas of reading instruction:
 - Phonological awareness
 - Phonics
 - Structural analysis
 - Automaticity and fluency
 - Vocabulary
 - Comprehension

Lexia Reading CORE5 assesses scholars and places them at the proper level to work independently on reading skills. The program provides scholars with immediate corrective feedback and scaffolding and advances them as they demonstrate proficiency. Lexia is aligned with NWEA MAP and provides teachers with meaningful, timely, and actionable data they can use to drive instruction. Several studies have demonstrated that this program accelerates the development of foundational literacy skills, supports ELL scholars, and assists schools in closing the achievement gap. Lexia has also demonstrated success with student populations similar to the target population for Emerald Academy.

- **Lexia Strategies** will be used for scholars in grades 6 and above who are in need of Tier II or Tier III interventions. According to their website, "The program focuses on foundational reading skills, starting at first grade skill levels, with a more mature, age-appropriate interface and a range of content that covers basic phonological awareness through advanced decoding skills, vocabulary development, and comprehension activities. Lexia Strategies will help identify the remedial needs of each student and differentiate the instructional intensity needed to accelerate reading skills development."²⁸

Their website also provides research demonstrating the effectiveness of Lexia beyond the elementary level. It states, "This study tracked the performance of sixth- and seventh-grade remedial reading students in a Utah school district, where Lexia Strategies supplemented intense phonics-based reading instruction. Students in the Lexia group made significant gains relative to a control group on the Word Attack subtest, from the Woodcock-Johnson® III Tests of Achievement."²⁹

- **Fountas & Pinnell's Leveled Literacy Intervention (LLI)** is a "small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading."³⁰ LLI provides lessons from Level A (beginning reading in kindergarten) through level Z (competencies at the middle and secondary school level) on the F&P Text Level Gradient™. The program is designed to be used with small groups of students who need intensive support to achieve grade-level competency. According to their website, "Each Level of LLI provides:
 - Combination of reading, writing, and phonics/word study
 - Emphasis on teaching for comprehending strategies

²⁸ <http://lexialearning.com/lexia-strategies>

²⁹ [Macaruso, P., & Rodman, A. (2009). Benefits of computer-assisted instruction for struggling readers in middle school. *European Journal of Special Needs Education*, 24, 103–113.]

³⁰ http://www.heinemann.com/fountasandpinnell/li_overview.aspx

- Explicit attention to genre and to the features of nonfiction and fiction texts
- Special attention to disciplinary reading, literature inquiry, and writing about reading
- Specific work on sounds, letters, and words in activities designed to help students notice the details of written language and learn how words "work"
- Close reading to deepen and expand comprehension.
- Explicit teaching of effective and efficient strategies for expanding vocabulary
- Explicit teaching for fluent and phrased reading
- Use of writing about reading for the purpose of communicating and learning how to express ideas for a particular purpose and audience using a variety of writing strategies
- Built-in level-by-level descriptions and competencies from The Continuum of Literacy Learning, PreK-8 (2011) to monitor student progress and guide teaching
- Communication tools for informing parents about what children are learning and how they can support them at home
- Technology support for assessment, record keeping, lesson instruction, and home and classroom connections
- Detailed analysis of the characteristics of text difficulty for each book.”

Emerald Academy will use Fountas & Pinnell’s LLI and their BAS; this will ensure a seamless alignment between the core instruction, intervention period, and assessment program.

- **ST Math®: K-5** is a game-based instructional software program for kindergarten through fifth grade scholars that uses a visual approach to teaching mathematics. ST Math® is a research-based program that is used in more than 1,700 schools across 30 states. With ST Math®, scholars progress at their own pace and advance to the next level through demonstrated mastery. ST Math® provides scholars with immediate, instructive feedback and provides teachers with the data that they need to both drive and differentiate their instruction. ST Math® has demonstrated tremendous success in advancing mathematics proficiency across the country and has been used by Chicago Public Schools (CPS) with tremendous success. A study conducted by the MIND Research Institute (the creator of ST Math) compared 14 low-performing CPS schools that implemented ST Math® to 150 low-performing schools that did not implement ST Math® and found that the schools that implemented ST Math® saw a one-year, 13 percent increase in students meeting/exceeding the Illinois Standard Achievement Test (ISAT) standards; the comparison group had a 6.7 percent increase in students meeting/exceeding ISAT standards.
- **ST Math®: Secondary Intervention Featuring Touch** is an instructional software program designed as a Tier II intervention for scholars at the middle or high school level who are performing below grade level. It is self-paced and language-independent; as such, the Secondary Intervention software provides instruction on mathematics standards that are prerequisites to mastering middle school math and algebra. Using this program, Emerald Academy scholars’ mathematics readiness will be first identified by a built-in diagnostic assessment that prescribes an individualized sequence of content for each scholar. Each learning objective will contain pre- and post-assessments that will allow Emerald Academy teachers to monitor progress along the way. According to their website, “In addition to accessing the software on desktop or laptop computers, teachers and students can access ST Math® on supported tablets, enabling anywhere, anytime learning. With touch functionality, ST Math®: Secondary Intervention further immerses students in a richly interactive, hands-on and gesture-based learning experience.”³¹

Strategies and supports. As noted throughout the application, Emerald Academy will implement strategies through the use of significant supports in order to ensure that scholars receive the

³¹ <http://www.mindresearch.net/programs/si/>

support they require. Scholars will participate in a double block (90 minutes) of intervention four days per week during the Focus Period. This will ensure that scholars in need of Tier II or Tier III intervention receive the same core instruction as all scholars in their grade level. We believe that this period will be essential to the academic success of our scholars. During this period, scholars in kindergarten through fourth grade will rotate between the two classroom teachers and the computers. Scholars in fifth through eighth grades will receive small group instruction from one teacher, as well as computer-based instruction.

In addition to providing a Focus Period for intervention, Emerald Academy will also provide supports through specific staff members. More specifically, Emerald Academy will employ a director of specialized services who will oversee the RTI² program (in addition to other duties). Emerald Academy will also employ one interventionist during years one and two, and two interventionists during years three and beyond. The interventionists will be certified and qualified to provide intervention instruction to struggling scholars.

- Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
 - Specific research-based instructional programs, practices, strategies and opportunities the school will employ or provide to enhance their abilities
 - Plans for monitoring and evaluating the progress and success of intellectually gifted students
 - Plans for hiring qualified staff for intellectually gifted students, including budget assumptions.

Emerald Academy understands that some scholars, by virtue of intellectual gifts or advanced preparation, will need additional academic challenges. The design of Emerald Academy's curriculum will be especially well suited to serve these scholars.

Instructional programs, practices, and strategies. Emerald Academy will set an extremely high bar for academic performance, including reading of literature in all grades, a challenging mathematics curriculum, and writing across all subjects. As a result, it is likely that scholars will experience some academic challenge from the standard curriculum. However, just as individualized instruction can be used for scholars who are struggling, individualized instruction will support those scholars who need acceleration beyond the curriculum.

Flexible Ability Groupings will also support the learning needs of Emerald Academy's gifted scholars. Scholars who are reading above grade level may work from a higher level text during literacy instruction. Scholars who excel in mathematics and science may receive special projects in place of subject material that has already been mastered. Enrichment through the Focus Period will also provide intellectually gifted scholars with opportunities to master additional content.

Emerald Academy is committed to the best education for every child. If it proves necessary to accelerate a scholar into the next grade or provide other accommodations, the school will do whatever is necessary to meet the learning needs of the child.

Monitoring and evaluating. As with special needs and ELL scholars, the progress of scholars will be monitored on a regular basis through formal and informal assessments. Assessment results for each scholar will be tracked and monitored regularly to ensure that the individual needs of each child are met.

Staffing. We anticipate that a small population of our scholars will be classified as intellectually gifted scholars. Accordingly, Emerald Academy general education classroom teachers will provide instruction to intellectually gifted scholars.

Performance Standards/Assessments/School Culture

Chartering authorities review schools' progress through ongoing and annual reports and audits. Some authorizers may develop and incorporate performance frameworks in the charter agreements that govern those reviews. Though charter agreements are for 10 years, authorizers also conduct an interim review at the end of the fifth year of operations.

However, charter schools should have their own plans for evaluating their school's performance, especially regarding the academic performance of students.

Academic Performance

Responses to the following items regarding student performance standards must be consistent with the [Tennessee Curriculum Standards](#) and [Common Core State Standards](#). Please review the [State's plans](#) for full implementation of the Common Core Standards.

- Describe the proposed charter school's annual and long-term academic achievement goals, in measurable terms.

Like all public schools in the state of Tennessee, Emerald Academy will be subject to Tennessee's new accountability system. Emerald Academy embraces the shift from a focus on proficiency to a focus on growth and improvement. Given that a significant portion of Emerald Academy's scholars are expected to enter the school below grade level, the focus on individual scholar growth will ensure that Emerald Academy scholars rapidly increase achievement and ultimately score at levels 4 or 5 on the Partnership for Assessment of Readiness for College and Careers (PARCC).

Following is the long-term academic goal that Emerald Academy will work actively to attain, followed by annual academic and operational goals that will allow Emerald Academy to meet the long-term goal set forth in this application. Emerald Academy believes that by setting both annual academic and operational goals, we will be able to achieve our long-term academic goal. Having strong operations is absolutely essential to providing a high quality education for our scholars. Accordingly, we have included both annual academic and operational goals in this section.

Long-term academic goal. Emerald Academy is committed to closing the achievement gap and ensuring that all scholars, including all subgroups, achieve at the highest levels possible. Accordingly, we have set an ambitious long-term academic goal that will drive our efforts over the course of the 10-year charter contract.

Academic goal: By the end of the first charter period (10-year charter contract), Emerald Academy will be a reward school, as measured by Tennessee's revised accountability system. As a reward school, Emerald Academy's achievement will be in the top five percent for state assessments with no significant gaps in achievement.

Annual academic and operational goals. In order to meet our long-term academic goal, Emerald Academy must rapidly and incrementally increase scholar achievement. Emerald Academy has set the following annual academic and operational goals in an effort to ensure that the school is on track to becoming a reward school by 2025 and is also a financially sound organization.

ACADEMIC GOALS

Goal 1: Emerald Academy will be a high performing charter school as measured by the Tennessee Accountability System.

Measure: On an annual basis, Emerald Academy will be categorized as a Level 4 or 5 school (composite score of 4 or 5) as measured by the Tennessee Value-Added Assessment System (TVAAS), indicating that the school is significantly outperforming the growth median for the State of Tennessee.

Goal 2: All scholars will demonstrate mastery in English language arts (ELA).**Measures:**

1. 70 percent of all scholars in grades three through eight enrolled at Emerald Academy for three or more consecutive years will score at Level 4 or 5 on the PARCC ELA/literacy assessment; each year, the percentage of scholars enrolled at Emerald Academy for three or more years and scoring at Level 4 or 5 will increase by five percentage points, up to 95 percent.
2. For scholars enrolled at Emerald Academy for three or more consecutive years, there will be a 10 percent or less achievement gap on the PARCC ELA/literacy assessment between scholar subgroups, as determined by race, economic status, disability, and English proficiency.
3. 75 percent of kindergarten through eighth grade scholars at Emerald Academy will meet or exceed their target growth goals as measured by the NWEA MAP assessment in reading and language arts; each year, the percentage of scholars meeting or exceeding their growth target will increase by five percentage points, up to 90 percent.
4. By the end of eighth grade, all scholars will score at the 75th percentile (indicating college readiness) or higher on the NWEA MAP assessment in reading and language arts.
5. 75 percent of all scholars will demonstrate mastery of ELA on internal interim assessments.

Goal 3: All scholars will demonstrate mastery in mathematics.**Measures:**

1. 70 percent of all scholars in grades three through eight enrolled at Emerald Academy for three or more consecutive years will score at Level 4 or 5 on the PARCC mathematics assessment; each year, the percentage of scholars enrolled at Emerald Academy for three or more years and scoring at Level 4 or 5 will increase by five percentage points, up to 95 percent
2. For scholars enrolled at Emerald Academy for three or more years, there will be a 10 percent or less achievement gap on the PARCC mathematics assessment between scholar subgroups, as determined by race, economic status, disability, and English proficiency.
3. 75 percent of kindergarten through eighth grade scholars at Emerald Academy will meet or exceed their target growth goals as measured by the NWEA MAP assessment in mathematics; each year, the percentage of scholars meeting and exceeding their growth target will increase by five percentage points up to 90 percent.
4. By the end of eighth grade, all scholars will score at the 75th percentile (indicating college readiness) or higher on the NWEA MAP assessment in mathematics.
5. 75 percent of all scholars will demonstrate mastery of mathematics on internal interim assessments.

Goal 4: All scholars will demonstrate mastery in social studies.**Measures:**

1. 70 percent of all scholars in grades three through eight enrolled at Emerald Academy for three or more consecutive years will be proficient or advanced on the TCAP social studies assessment; each year, the percentage of scholars enrolled at Emerald Academy for three or more years and who are proficient and/or advanced on the TCAP social studies assessment will increase by five percentage points, up to 95 percent.
 2. 75 percent of all of kindergarten through eighth grade scholars will demonstrate mastery of social studies on internal interim assessments.
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Goal 5: All scholars will demonstrate mastery in science.

Measures:

1. 70 percent of all scholars in grades three through eight enrolled at Emerald Academy for three or more consecutive years will be proficient or advanced on the TCAP science assessment; each year, the percentage of scholars enrolled at Emerald Academy for three or more years and who are proficient and/or advanced will increase by five percentage points, up to 95 percent.
2. 75 percent of all scholars will demonstrate mastery of science on internal interim assessments.

Goal 6: All scholars will demonstrate mastery in writing.

Measure: 70 percent of all scholars in grades five and eight enrolled at Emerald Academy for three or more consecutive years will be proficient or advanced on the TCAP writing assessment; each year, the percentage of scholars enrolled at Emerald Academy for three or more years and who are proficient and/or advanced will increase by five percentage points, up to 95 percent.

Goal 7: All graduates will be prepared for success in high school, college, and beyond.

Measures:

1. 100 percent of scholars enrolled at Emerald Academy for three or more consecutive years will graduate from high school.
2. 95 percent of scholars enrolled at Emerald Academy for three or more consecutive years will enroll in and attend college.
3. All eighth grade scholars will complete a scholar capstone that will demonstrate the skills, habits, and character traits necessary for success in high school, college, and beyond. These include:
 - Self-sufficient individuals who have the academic and technological knowledge and skills necessary to be successful in today's world
 - Reflective learners and thinkers who are constantly seeking to improve their knowledge
 - Resilient leaders who embrace change and seek to improve their communities
 - Respectful, courageous, responsible, and self-disciplined individuals who persevere through challenges and have a growth mindset

OPERATIONAL GOALS

Goal 1: Emerald Academy will operate in a financially sound and responsible manner.

Measures:

1. The monthly and annual budget variance will not exceed +/- 10 percent.
2. The annual audit will have an unqualified opinion and will find no material weakness in controls.
3. All fundraising targets will be met on an annual basis.

Goal 2: Emerald Academy will have high rates of scholar attendance and retention.

Measures:

1. Average daily attendance at Emerald Academy will exceed 95 percent every year.
2. No more than 25 percent of scholars will withdraw from Emerald Academy in the first year of operations. Each year, this will decrease by five percent to a maximum 10 percent of scholars each school year.

Goal 3: Teachers at Emerald Academy will evidence high levels of job satisfaction.**Measures:**

1. On an annual survey of job satisfaction, 80 percent or more of teachers will express that they are satisfied or highly satisfied with their jobs.
2. Emerald Academy will retain a minimum of 75 percent of teachers from one school year to the next.

Goal 4: Emerald Academy will be fully enrolled and maintain high levels of parent satisfaction.**Measures:**

1. Emerald Academy will have a minimum of 1.5 applicants for every open seat.
 2. Emerald Academy will meet 100 percent of its enrollment targets.
 3. On an annual survey, 80 percent or more of parents will express satisfaction with Emerald Academy in all areas of the school's educational program and operations.
-
- Explain how students will matriculate through the school (i.e., promotion/retention policies and graduation requirements). Tell how parents will be informed and educated about these standards.

Emerald Academy will work to ensure that every scholar achieves high levels of success and is able to be promoted to the next grade level. As described in the [*Academic Focus and Plan*](#) and [*Special Populations and At-Risk Students*](#) sections, Emerald Academy will put in place supports and structures to ensure that scholars receive the individualized instruction they need to be successful and master their grade-level academic content standards. More specifically, scholars in kindergarten through fourth grade will be instructed by two certified teachers; scholars in fifth through eighth grades will have a 20:1 scholar-teacher ratio; all scholars in kindergarten through eighth grade will have a double block of ELA and mathematics five times per week; and all scholars in kindergarten through eighth grade will receive a double block of intervention/enrichment through the Focus Period four times per week. We believe that these systems and supports will lead to the success of every scholar. In the event, however, that scholars do not demonstrate mastery of the content standards despite significant interventions by the school, Emerald Academy will retain scholars. Emerald Academy believes that promoting scholars to the next grade level because of their age, not their readiness to do the work, is not beneficial to scholars. To build a culture of learning and achievement, and to ensure scholars demonstrate readiness for the next grade level, we will use the policy described below.

It is important to note that retention and/or placement decisions will be made only after the school has notified and conferred with parents throughout the year (progress reports, report cards, and parent conferences) as to the scholar's progress or lack thereof. Promotion of a scholar from one grade to the next shall be based solely on that individual having met applicable promotion criteria. However, the final decision to promote a scholar shall rest solely with the principal, with appropriate input from the leadership team, the scholar's teachers, and the professional staff.

Emerald Academy will implement a standards-based scholar report card in the elementary grades (kindergarten through fourth grade). Each standard in each subject on the scholar's individual report card will be assigned a numeric grade to indicate how well the scholar performed. Scholars will receive a 4, 3, 2, or 1 for each area. These numbers can be interpreted as follows:

- 4 – Exceeds Expectations
- 3 – Meets Expectations
- 2 – Progressing but Needs Additional Work
- 1 – Not Yet Meeting Expectations

Scholars must receive no less than a 2 passing rate on standards in reading and mathematics in order to be promoted.

In the middle school grades, the promotion policy will differ; Emerald Academy will implement a grade-based report card. In order to be promoted to the next grade level, scholars must earn a 70 percent or higher in their core academic courses.

Important Considerations

- **Attendance and punctuality:** The scholar's attendance pattern (excused and unexcused absences, tardies, and early dismissals) and its effect on progress will be taken into account. Specifically, scholars who miss 15 or more days of school throughout the year, whether excused or unexcused, are at risk for retention.
- **Homework completion and quality:** Scholars are expected to complete all assigned homework with quality, accompanied with a parent signature. Although promotion and retention will not be based solely on completing homework, homework quality and completion helps to ensure that scholars will perform well on in-class assignments and assessments.

Scholars with Disabilities. Promotion and retention of previously-identified disabled scholars may be subject to the factors and policy above, but Emerald Academy shall also consider the contents of the scholar's IEP.

Informing and educating parents about the promotion policy. Prior to the start of each academic year, Emerald Academy will hold mandatory scholar and family orientation sessions. During this time, Emerald Academy will discuss the promotion policy and the high expectations of the school. Parents will also receive a copy of the promotion policy in the Emerald Academy Scholar and Family Handbook. They will be required to indicate (with a signature) that they have read and agree to abide by the policies in the handbook. Additionally, parents will be reminded of the promotion policy during parent-teacher conferences held multiple times throughout the school year.

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

In order to graduate from Emerald Academy, scholars must meet the promotion requirements noted above, in addition to demonstrating mastery of eighth-grade-specific academic content and skills. Our goal is to produce scholars who are fully prepared for the rigors of high school and, ultimately, college. Accordingly, holding our scholars to high academic standards is an important component of their preparation. Since Emerald Academy will be implementing the CCSS, our academic exit standards will essentially be those articulated in the CCSS for ELA and mathematics. Emerald Academy will use the Tennessee State Standards for social studies and science. At a high level, however, graduates of Emerald Academy will know and be able to do the following in each of the core academic subjects:

English Language Arts

- Read complex texts (both informational and literary) at or above grade level
- Use text/evidence-based examples in order to explain their thinking
- Express their perspectives, thoughts, and ideas through writing across the modes (argumentative, informative/explanatory, and narrative)
- Effectively analyze texts and sources

Mathematics

- Articulate the connections between proportional relationships, lines, and linear equations
- Define, evaluate, and compare functions
- Analyze and solve linear equations and pairs of simultaneous linear equations
- Use functions to model relationships between quantities

Social Studies

- Understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America
- Understand the major events preceding the founding of the nation and relate their significance to the development of the American Republic
- Analyze the political principles underlying the Constitution, compare the enumerated and implied powers of the federal government, and understand the foundation of the American political system and the ways in which citizens participate
- Analyze: the aspirations and ideals of the people of the new nation; United States foreign policy in the early Republic; the growth of slavery and the resulting controversies; the multiple causes, key events, and complex consequences of the Civil War; the character and lasting consequences of Reconstruction; and the social, political, and economic transformations of America as a result of westward expansion

Science

- Understand scientific inquiry and how conducting inquiry is essential for living in the 21st century
- Understand the benefits of engineers applying scientific discoveries to design materials and processes that develop into enabling technologies
- Have a thorough understanding of life science, including knowledge of cells, interdependence, flow and matter, heredity, and biodiversity and change
- Demonstrate knowledge of earth and space science, including the universe, the earth, and the atmosphere
- Understand concepts regarding physical science, including matter, energy, motion, and forces in nature

In addition to having demonstrated mastery of the above (which are further articulated in the 8th grade CCSS and Tennessee State Standards), Emerald Academy graduates must be able to demonstrate key components of our mission statement, as well as our Keys to Scholar Success. More specifically, graduates will be:

- Self-sufficient individuals who have the academic and technological knowledge and skills necessary to be successful in today's world
- Reflective learners and thinkers who are constantly seeking to improve their knowledge
- Resilient leaders who embrace change and seek to improve their communities
- Respectful, courageous, responsible, and self-disciplined individuals who persevere through challenges and have a growth mindset

In order to demonstrate that scholars have acquired the character traits described above, all eighth grade scholars will be required to complete an eighth grade capstone project. The eighth grade capstone will include an essay in which scholars describe how they have attained the character traits and habits needed for success in high school, college, and beyond. Scholars will also be asked to submit evidence that provides examples of their self-sufficiency, resilience, or perseverance. This may include scholar work samples from other grades, Keys to Scholar Success, or awards.

In addition, the eighth grade capstone project will require scholars to complete 30 hours of community service. We believe that scholars must demonstrate their ability to lead in the community by serving the community. The capstone project will ask scholars to submit evidence of their community service, as well as an essay in which they describe how the community service

has impacted their lives in relation to the school's mission and values. The dean of scholars will be responsible for managing the community service requirement and will work with the community to identify opportunities for scholars to serve the community. The capstone projects will be submitted to the advisory teacher; the advisory teacher will provide scholars with opportunities to complete their project during the advisory period.

Assessments

Charter school students must take the same State mandated assessments (e.g., TCAP and End of Course) as students in other public schools. In this section, sponsors should:

- Identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's chosen curriculum, performance goals and state standards.

At Emerald Academy, we will use data to drive all decisions at the school – personnel, programming, interventions, and instruction. Emerald Academy will administer a range of assessments in order to accurately determine what scholars know and what gaps exist relative to the CCSS. All scholars in the appropriate grades will participate in the state-required PARCC assessment. In addition, Emerald Academy will administer the Northwest Evaluation Association's Common Core Measures of Academic Progress (Common Core MAP) assessment, the Fountas & Pinnell BAS, as well as other school-developed assessments (described below). The data will be consistently analyzed and used to drive improvements in the school. Emerald Academy will expect that all adults in the building understand and know how to analyze data to best meet the needs of every scholar.

Interim assessments. For the school to achieve excellent academic results, scholars' academic progress must be measured and analyzed frequently; action plans must then be efficiently and effectively put into place. Emerald Academy will annually administer the PARCC state-mandated assessment and will use those results to inform the school's development over time. In addition to the PARCC, Emerald Academy will implement a number of interim assessments to assess scholars' learning needs and progress throughout the year.

All of these assessments will align with both our curriculum and the state standards; the curriculum will be teacher-created and based on the CCSS. For more information about the curriculum design process, see the [Academic Focus and Plan](#) section. The assessments are also directly aligned with our performance goals; Emerald Academy has created goals based on the majority of the following assessments. Following is a description of the assessments Emerald Academy intends to administer:

- **Northwest Evaluation Association's Common Core Measures of Academic Progress (Common Core MAP):** All scholars at Emerald Academy will be assessed in reading, mathematics, and language usage three times per year (fall, winter, and spring) using the Common Core MAP – a computer adaptive interim assessment. The NWEA MAP will be used as one of Emerald Academy's universal screeners for RTI² purposes. Additionally, according to NWEA, "the underlying data driving the assessment ensures remarkable accuracy, based on over 24 million assessments given over our 30+ years."³² The Common Core MAP measures growth of scholars as well as achievement. Individual growth goals are created for each scholar based on the fall administration of the assessment. Emerald Academy will share the growth goals with scholars, which will encourage scholars to take ownership for their own learning. As denoted in the title, the Common Core MAP is aligned to the CCSS and will provide valuable information to help Emerald Academy increase scholar achievement. As noted above, since Emerald Academy teachers will create their own curriculum using the

³² <http://www.nwea.org/products-services/computer-based-adaptive-assessments>

CCSS (for more information, see the [Academic Focus and Plan](#) section), this assessment will also be aligned to the curriculum that is implemented at the school. Scholars in kindergarten through second grade will be assessed by using the MAP for primary grades; scholars in grades three through eight will be assessed by using the MAP.

Research and Evidence of Effectiveness: According to NWEA, it “administers tests to more than 5,500 educational organizations worldwide, with new partners enrolling every day. The longitudinal data in the GRD™ [Growth Research Database] contains records dating back to 2002—as of 2012, the database contained 11,384,822 unique students.”³³ NWEA’s website includes case studies that demonstrate the effectiveness of the assessment. One case study, conducted in Greenwood, Mississippi, where 2,800 students are served with at least 90 percent qualifying for free or reduced-price lunch describes how “...A Mississippi district uses MAP® data to transform ‘at-risk’ to ‘successful’ in just three years.”³⁴ The study states, “In 2008, Greenwood was at risk for being categorized a ‘failing’ district. Using Measures of Academic Progress (MAP) from NWEA, the district increased student growth so dramatically in just three years that it rose to number four in the state.” More case studies regarding the effectiveness of NWEA’s MAP are available on their website: <http://www.nwea.org/why-choose-nwea/CaseStudies>.

- **Fountas & Pinnell Benchmark Assessment System (BAS):** In order to measure scholars’ current reading levels, Emerald Academy will administer the BAS three times per year. The BAS will be used as one of Emerald Academy’s universal screeners for RTI² purposes. According to Fountas & Pinnell, BAS “is a series of texts that can be used to identify a student’s current reading level and progress along a gradient of text levels over time.”³⁵ The BAS captures accuracy, fluency, and comprehension. As also noted on the website, the BAS will help teachers:
 - “Determine students’ independent and instructional reading levels
 - Determine reading placement levels and group students for reading instruction
 - Select texts that will be productive for student’s instruction
 - Assess the outcomes of teaching
 - Assess a new student’s reading level for independent reading and instruction
 - Identify students who need intervention
 - Document student progress across a school year and across grade levels
 - Inform parent conferences”

Additionally, since Emerald Academy will use Fountas & Pinnell’s curricular tools (as discussed in the [Academic Focus and Plan](#) section of this application), the assessment will align specifically to our curriculum and CCSS.

Research and Evidence of Effectiveness: According to a report describing the formative evaluation of the BAS, “after two and a half years of editorial development, field testing, and independent data analysis, the *Fountas & Pinnell Benchmark Assessment System* texts were determined to be both reliable and valid measures for assessing students’ reading levels.”³⁶

- **Internal interim assessments:** As described in the [Academic Focus and Plan](#) section, Emerald Academy will also create and administer its own internal interim assessments every six weeks, all of which will be aligned to the CCSS and modeled after the PARCC assessment. Teachers at Emerald Academy will use a backwards design process to create our curriculum. Key to this will be determining what we want scholars to know and be able to do, and working

³³ <http://www.kingsburycenter.org/our-data/grd-data>

³⁴ http://www.nwea.org/sites/www.nwea.org/files/Greenwood_Case_Study_May12.pdf

³⁵ https://www.heinemann.com/fountasandpinnell/faqs_bas.aspx

³⁶ <https://www.heinemann.com/fountasandpinnell/research/BASexecSummary.pdf> For the full report, see <http://www.heinemann.com/fountasandpinnell/research/basfieldstudyfullreport.pdf>

from that point to design unit and lesson plans. Accordingly, we will write and implement common, internal interim assessments for each grade level. Each scholar in first grade, for example, will be assessed using the same internal interim assessment. This will ensure consistency across the grade level regardless of the teacher. Additionally, the principal and director of curriculum and instruction will review the assessments to monitor the validity and reliability of the internal interim assessments.

As noted above, the internal interim assessments will be modeled after the PARCC assessment's sample test questions in an effort to introduce scholars to the type and format of assessment questions they will likely encounter on the PARCC.³⁷ The internal interim assessments will allow teachers to examine content mastery by the majority of scholars, which will guide general instruction. Teachers will also use the assessments to determine individual scholar content mastery and, as a result, provide specific, individualized or small group instruction for scholars struggling with a specific concept or skill. Teachers will re-teach standards that were not met by a majority of scholars, using different instructional methods to ensure greater mastery. Further, teachers will analyze which standards were taught most effectively, for the purpose of improving their instructional practice.

Research and Evidence of Effectiveness: Paul Bambrick-Santoyo, in his book, *Driven by Data*, states, "Quality interim assessments have the power to fundamentally improve every aspect of academic performance" (2010, p. 11).³⁸ Kim Marshall, author of the *Marshall Memo*, a weekly e-newsletter that summarizes useful research, published an article entitled, *Interim Assessments: A User's Guide*. In this article, Marshall writes, "What happens when teachers don't use interim assessment data? The achievement gap widens. As Grant Wiggins put it, 'The more you teach without finding out who understands the information and who doesn't, the greater the likelihood that only already-proficient students will succeed.'"³⁹

When created and implemented appropriately, interim assessments have the ability to drastically improve scholar achievement. In *Driven by Data*, Bambrick-Santoyo features many schools that have implemented rigorous interim assessments and data-driven instruction. One school, North Star Elementary in Newark, New Jersey, had great success with interim assessments. Bambrick-Santoyo describes how rigorous interim math assessments were designed for kindergarten students. The assessments covered kindergarten material but also half the standards from the first grade. He notes, "They built a comprehensive assessment calendar, trained all teachers in the principles of data-driven instruction, and posted class results in the teachers' rooms after each round of interim assessments. Kindergarten teachers collaboratively planned lessons and consistently targeted deficient standards and struggling students throughout the year" (p. 25). The results were astounding. At the beginning of the year, only three of the seventy-eight kindergartners were reading. By the end of the year, all but three were reading on the first-grade level. The median national percentile scores on the TerraNova placed North Star students in the upper 10 percent of all students nationwide" (p. 25). Many other schools that implement data-driven instruction and rigorous interim assessments are featured in his book, demonstrating the power of a data-driven culture.

- **Formative assessments:** During day-to-day instruction, Emerald Academy teachers will use a wide range of formative assessments in order to gauge scholar learning and progress – exit tickets, three-minute papers, a one-sentence summary, conferencing, and anecdotal records, in addition to others. Exit tickets, for example, will be part of each teacher's lesson plan; results will provide a snapshot about each scholar's comprehension of the day's lesson.

³⁷ For sample test items, see the following website: <http://practice.parcc.testnav.com/#>

³⁸ Bambrick-Santoyo, P. (2010). *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco: Jossey-Bass.

³⁹ <http://www.marshallmemo.com/members/articles/Interim%20Assessments.pdf>

Research and Evidence of Effectiveness: In Formative Assessment and Standards-Based Grading, Robert Marzano presents the theory and research regarding the effectiveness of formative assessments. To begin, Marzano adopts Susan Brookhart's definition of formative assessment, which states, "Formative assessment means information gathered and reported for use in the development of knowledge and skills" (2010, pg. 8). Marzano presents research from Paul Black and Dylan Wiliam's (1998) research, which summarized the findings from more than 250 studies on formative assessments. The researchers note, "The research reported here shows conclusively that formative assessment does improve learning. The gains in achievement appear to be quite considerable, and as noted earlier, among the largest ever reported for educational interventions" (pg. 61).

- Explain how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, and the entire school – throughout the school year, at the end of the academic year, and for the term of the charter agreement.

Using the assessments described above, Emerald Academy, on a regular basis, will measure and evaluate the academic progress of individual scholars, scholar cohorts, subgroups, and the entire school.

Individual scholars. Individual scholar data will be tracked using an assessment tracker via Microsoft Excel. At the conclusion of each major assessment (e.g., NWEA MAP, BAS, and internal interim assessments), scholar scores will be uploaded and teachers will use the results to meet the needs of each scholar. Should assessment results indicate that a child needs additional assistance, the scholar will receive additional supports and interventions during regular instruction and during the Focus Period. If results indicate that a child is progressing more rapidly than anticipated, the scholar will receive enrichment during the Focus Period. Assessment results will consistently be shared with scholars so they are aware of their areas of strength and areas for growth. Scholars will create their own growth goals and will measure their progress against those goals.

Scholar cohorts. Emerald Academy will use the data from the assessments described above to determine the effectiveness of instruction across classrooms and grade levels. Should assessment data indicate that all scholars in a class or grade level struggled with a particular concept, action plans will be created and teachers will re-teach in order to ensure that all scholars master the content and skills. Scholar cohort data will also be used to adjust the long-term and unit plans for a particular grade. The results may indicate that additional or less time is needed on a particular concept or skill.

Subgroups. Emerald Academy is committed to closing the achievement gap and ensuring that all scholars realize their potential. Therefore, school leadership will collect and use data for subgroups in order to ensure that ALL scholars are progressing appropriately. It is important to note that one of the primary reasons that Emerald Academy selected Breakthrough Schools' Prep Schools academic model was due to the impressive results in closing the achievement gap. For more information about Breakthrough Schools' Prep Schools' results, see the [Mission and Goals](#) section.

Entire school. Assessment results will be used school-wide to determine the overall effectiveness of the educational program. These results may suggest areas in which the staff need additional training. School leadership will use the results to make school-wide changes that will ultimately produce increased scholar achievement.

Throughout the school year, at the end of academic year, and over the term of the charter contract. Assessment results from the aforementioned groups will be analyzed throughout the school year to make immediate adjustments to teaching, professional development, and coaching; at the end of the academic year to adjust the long-term plans, unit plans, curricular

resources, and school-wide teaching practices; and over the term of the charter contract to ensure that the school is fulfilling its mission and meeting the academic goals specified in this application. If assessments results indicate that progress is not being achieved as rapidly as needed to meet our academic goals, school leadership will create a corrective action plan that will be submitted to its Board of Directors. The principal will give regular updates to the Board regarding the school's progress against its corrective action plan.

- Explain how the school will collect and analyze student academic data, use data to inform and improve instruction, and report that data to the school community. Identify the person/persons or positions that will be responsible for the collection and analysis of assessment data.

Collecting and analyzing scholar academic data. Emerald Academy will collect and analyze data on a regular basis. More specifically, Emerald Academy will implement a rigorous data review cycle in order to regularly measure and evaluate the progress of scholars. The data cycle will occur every six weeks following the administration of an internal interim assessment. Scholars will not be in attendance and teachers will participate in a data day. Additionally, teachers will analyze the results from the NWEA MAP and BAS assessments on the data day immediately following the most recent administration of these assessments. The assessment results from the internal interim assessments, NWEA MAP, and BAS will be analyzed to measure academic progress of individual scholars, cohorts, subgroups, and the entire school. In order to collect and store the data, Emerald Academy will use a student information system (SIS), such as PowerSchool, as well as an assessment tracker via Microsoft Excel. The SIS will allow the school to capture data and create a variety of reports and analyses regarding scholar achievement, including disaggregating data for scholar subgroups, grade levels, classrooms, and school-wide. The assessment tracker will allow teachers to color code scholar assessment results and track each assessment for each scholar.

As noted above, teachers will be provided with one full day of professional development every six weeks to complete the analysis of the internal interim assessments (and the NWEA MAP and BAS following their administration) with their grade level/subject teams. They will use a data analysis process developed by Paul Bambrick-Santoyo and described in his book, *Driven By Data: A Practical Guide to Improve Instruction*, to lead them through analysis of the assessment results. The results from all major assessments will be reported to the principal and the director of curriculum and instruction.

Using data to inform and improve instruction. Using the data collected following the data cycle, teachers will identify standards that need to be re-taught to the whole group, small groups of scholars, and individual scholars. Action plans to re-teach will be created and implemented over the course of the next unit. Additionally, teachers will use individual scholar data to assign scholars to interventions, measure the success of previously-implemented interventions and, ultimately, ensure that the academic needs of each child are met.

All assessment results will be reported to school leadership. School leadership, in turn, will conduct their own data analysis to examine the achievement of subgroups and the entire school. At the conclusion of each data cycle, leadership will identify trends in scholar performance data. Those trends may indicate that changes are needed in the academic program, resource allocation, professional development offerings, instructional coaching for teachers, or curriculum and staffing. Analysis of data will be an integral part of our school; the principal will use it to evaluate the overall academic program, as well as specific components, such as a particular curricular tool, teacher assignment, or instructional method.

Reporting data to the school community. Emerald Academy will report scholar achievement results to the school community on a regular basis through the following mechanisms.

- **Progress reports and report cards:** Parents will receive progress reports and/or report cards eight times each year. These reports will contain the scholar's grades, as well as narrative descriptions of areas of strength and struggle. Families will be required to attend parent conferences to receive the report card at the end of every quarter.
- **Teacher data walls:** Each teacher will track the percentage of scholars who pass the internal interim assessments. This percentage will be displayed publicly in classrooms. Each teacher will also track the percentage of scholars who would make the cut score for the PARCC and be deemed proficient or above, NWEA results, and BAS results.
- **Board meetings:** Following the conclusion of the assessments described above, the principal will report the assessment results to the Board during a Board meeting. The Board meetings, as described in the [Governance](#) section, will be open to the public and community members will be encouraged to attend.

Responsible party. Teachers will have the primary responsibility for administering and scoring their own assessments. They will also be responsible for entering their assessment results into the SIS and assessment tracker. We will train our teachers so that they can effectively analyze their classroom and individual scholar assessment results. Additionally, the principal will be responsible for analyzing school-wide results and identifying trends across classrooms. The principal will analyze the data to drive school-wide decisions.

- Describe the process for collecting data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.

As noted above, Emerald Academy will use PowerSchool (or a similar SIS) to track scholar assessment results. Following the conclusion of each major assessment, teachers will upload the assessment results into the system as well as the assessment tracker. The principal and the director of curriculum and instruction will assist teachers with interpreting the results through participation in grade level meetings. However, Emerald Academy intends to provide intensive training in assessment analysis during the Summer Institute, prior to the start of the school year, so that teachers are prepared to interpret their classroom data from the onset. Emerald Academy also intends to provide professional development throughout the school year to enhance teachers' abilities to analyze and interpret data and, ultimately, to use it to improve instruction and increase scholar achievement. The next bulleted item provides additional information about the training teachers will receive.

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

Emerald Academy staff will participate in professional development (PD) activities in order to enhance their ability to analyze, interpret, and use performance data. Prior to the start of the school year, teachers will participate in the Summer Institute, during which time they will receive extensive training on writing assessments, analyzing assessments, and utilizing assessments to inform instruction. Additionally, as described further in the [Professional Development](#) section, teachers will receive ongoing and embedded PD on data analysis at regularly scheduled intervals throughout the school year. Data-driven instruction will be an essential instructional strategy, which will contribute to the success of our school. Accordingly, we expect that all teachers will be capable of using data to inform instruction and increase scholar achievement.

- Describe the school's approach to help remediate students' academic underperformance. Detail the interventions and remediation to be implemented and how they will be chosen. Cite the research/rationale for the chosen methods.

Since Emerald Academy will utilize an RTI² process, scholars who are academically underperforming will receive the necessary supports during the regular school day to rapidly

increase scholar achievement. See the [Special Populations and At-Risk Students](#) section for an in-depth description of the interventions that will be used at Emerald Academy.

Emerald Academy anticipates that many of its scholars will enter school below grade level and in need of intense intervention and remediation. Our staffing plan, low scholar-teacher ratios, and daily schedule were all created to support such scholars and rapidly increase scholar achievement. By having two teachers in each classroom and double blocks of literacy and mathematics each day, scholars will be able to receive consistent small group and individualized instruction throughout the regular school day. In addition, we will implement a double block Focus Period four days per week that will be devoted to interventions and enrichment. For those scholars needing additional interventions, they will receive the supports dictated by their RTI² tier. As noted previously, Emerald Academy will also implement a blended-learning model during the intervention period in an effort to target each scholar's instructional needs. Emerald Academy will utilize Lexia and ST Math, computer-based programs to provide interventions to scholars. The research and rationale for Emerald Academy's chosen RTI² methods are further described in [Special Populations and At-Risk Students](#).

High School Graduation and Postsecondary Readiness (high schools only)

- Explain how the school will meet graduation requirements. Describe how students will earn credits, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed those required by the State, explain the additional requirements.
- Describe how graduation requirements will ensure readiness for college or other postsecondary opportunities (i.e., technical centers, community colleges, military, or workforce).
- Outline systems or structures the school will use to assist students at risk of dropping out and/or not meeting graduation requirements throughout the term of the charter.

Not applicable.

School Culture

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

At Emerald Academy, we will establish a culture that is grounded in high expectations – one that demands and expects the best from all stakeholders. In doing so, our culture will support our mission of preparing scholars with the academic foundation, skills, habits, and character traits that they need to succeed in high school, college, and in life. Our culture of high expectations will support our achievement goals and objectives as we challenge each and every child to work hard, persevere through challenges, and develop the necessary character traits to be successful in life. Our culture will ensure that scholars are learning at high levels and that Emerald Academy is able to achieve the academic goals we establish for success. As described in [Academic Focus and Plan](#), Emerald Academy is adopting the Breakthrough Schools' Prep Schools' four guiding principles as the foundation for our school. These guiding principles impact our beliefs about learning and culture; they greatly impact the decisions we make and the culture we will establish:

1. We put children's needs first, in every single decision we make
2. We hold everyone to the highest expectations, from our kindergarten scholars to our Board members
3. We share a never give up attitude, no matter what it takes
4. We believe in our scholars, and know that every child can learn and excel

In order to best describe the culture or ethos we desire to create at Emerald Academy, following is a brief vignette describing what a morning will look like for a typical scholar at Emerald Academy. It captures the culture of high expectations we will create, how a structured and disciplined learning environment leads to scholar success and increased time on learning, how important the development of a growth mindset and strong personal character is, and how a highly relational environment ensures that each scholar feels cared for and loved. We believe that all four of these components are essential to creating the culture we desire and will work intentionally to build such a culture.

Jonathan arrived at school that day excited to learn but anxious about the day ahead of him. He had struggled with his homework last night, and he did not want to disappoint his teachers. As Jonathan walked into the building, he saw his principal standing there – waving and greeting the scholars. As always, his principal was smiling from ear to ear. Jonathan walked over to his principal and said, “Good morning, Mr. Smith.” Mr. Smith took one look at him and could tell that he was in need of a hug. He got down on Jonathan’s level, said good morning, and gave Jonathan a great big hug. “How are you today, Jonathan?” “I’m okay,” Jonathan responded, “I had trouble with my homework last night.” Mr. Smith, aware of the struggles of first graders, smiled at him and said, “It’s okay Jonathan; we all struggle at times. It’s how we persevere through those hard times that make all the difference. Just let your teachers know. They’ll be sure to provide you some extra support so you can master that content!” This made Jonathan feel so much better! He said goodbye and walked into the cafeteria to eat breakfast with his classmates.

After breakfast, Jonathan and his classmates got ready to transition to their classroom. Their teachers were waiting for them at the front of the cafeteria. They both had smiles on their faces, as usual. Jonathan felt lucky to have two teachers who seemed to care so much about him. He remembered how excited he was to meet them and how they seemed even more excited to meet him! The scholars stood up quietly, got in line, and their teachers led them silently down the hall to the classroom. The teachers, Ms. Johnson and Ms. Baxter, stood at the doorway and greeted each scholar individually. “Welcome! Good to see you today, Jonathan!” After being greeted, Jonathan silently went to his cubby and put away his coat and his backpack. He quickly and silently took his seat and got “on your mark,” a procedure for getting ready for a lesson that his teachers had taught the class at the beginning of the year. He quietly placed his pencil, his homework assignments, and all other materials on the metal rack underneath his desk. He then got out his book and began silently reading. Reading at Emerald Academy was really important, so his teachers gave him plenty of time to practice and learn how to be a great reader throughout the day. Ms. Johnson said, “Okay friends, we are going to silently read our DEAR books for 10 minutes; then we will transition to the carpet where we’ll have our Morning Meeting and read a story where a child has to exhibit great courage—one of our key values.”

After silently reading, Ms. Johnson and Ms. Baxter called the scholars to the carpet. Each scholar got up quietly and transitioned to the rug, sat in criss-cross applesauce position, folded his hands in his lap, and looked up at the teacher. They were in the learning position! As Jonathan did this, he realized he didn’t even have to think about these routines anymore. He knew exactly what to do because his teachers had spent so much time teaching the routines at the beginning of the year and then reinforcing them. His teachers usually picked a scholar to praise – today, he was hoping it would be him! Today was his lucky day. “Jonathan is sitting up in learning position, his hands are folded, and his eyes are on the speaker. You just earned a merit for posture. Let’s give him a rapid clap on three!” Jonathan beamed as his classmates clapped for him. He was feeling better minute-by-minute.

Ms. Baxter informed the class that they were going to read a book called There's a Monster Under My Bed. After reading the story, they were going to talk about courage. "Who remembers what our definition of courage is?" A few hands shot up immediately, but Ms. Baxter waited patiently – "I'm going to let you think about it for a few seconds. Raise your hand once you remember." Slowly the hands began to go up and eventually a scholar was called on to share the definition. The story was really interesting and Jonathan learned a lot about courage. He felt courageous and ready to face the day.

After the lesson on courage, Jonathan's teachers informed them that they would begin their ELA lesson. "Please return to your seats and take out your pencils and notebooks. We are going to begin our Do Now. You will have three minutes to complete the activity." Jonathan returned to his desk and got himself ready to start his lesson. The teacher handed out the Do Now and Jonathan began working on the assignment. After three minutes, the teacher asked scholars to stop and pass their Do Nows forward. They quickly and efficiently passed them to the front of the room. One scholar stood up and silently collected each pile from the front desks. He then walked to the teachers' desk and set the Do Nows down.

"Next, we will describe the Aim, go over the agenda and homework, and then instruction will begin. Our aim for today is that scholars will be able to ask and answer key questions about key details in a text. Today we will begin by having a group lesson on key details in a text. After our group lesson, we'll practice finding key details together. Then we will break into small groups; some of you will work with Ms. Baxter, some of you will work with me, and some of you will work in pairs on a learning activity. You will rotate between these three stations. After that, we will do independent work where you can practice on your own and see if you learned how to find key details in your story."

"Your homework for tonight will be directly linked to our aim today. You will select a story of your choosing that is appropriate for you. Your homework will be to read the story and identify key details through the use of a 'story mountain' graphic organizer – Remember, we used this last week in our lesson. This graphic organizer will allow you to write down key details in the beginning, middle, and end of a story. Using the key details, you will then generate one rigorous, detail-focused question, such as 'Why was the elephant so sad at the beginning of the story?' We will discuss your detail-focused question tomorrow! Do any of my friends have questions?"

Jonathan listened to his teachers give a lesson on key details and then they worked together on finding key details. He felt like he understood the idea, but he was excited to work in a smaller group so he could ask more specific questions. After the group lesson and guided practice, the teachers divided the scholars into the groups; he was going to work with Ms. Baxter first. He loved being able to work in small groups. He felt a lot more comfortable asking questions in front of fewer scholars. And he loved the personalized attention he got from his teacher during small group activities!

Jonathan and his classmates rotated between the stations, all having a chance to work with each teacher and work in pairs. He felt like he had a pretty good handle on key details by the end, but he was excited to practice on his own. Ms. Baxter said, "Friends, thank you for working so hard today! Now, let's move to independent practice." The independent practice was challenging, but Jonathan worked really hard and stretched his brain. He knew he might not have identified every key detail, but he was getting the hang of it! This was exciting! "Okay, friends, now we will complete an exit ticket so that Ms. Johnson and I can assess your learning for today. After the exit tickets, we are going to transition to our math lesson!"

Ms. Baxter and Ms. Johnson handed out the exit tickets and the scholars began to work. Jonathan looked around and saw that all of his classmates were working. He felt proud of his class – they all worked so hard and tried to live up to the high expectations their teachers set for them. He felt pretty lucky to be at this school.

In order to create the culture described above, Emerald Academy will embrace the following four beliefs:

1. All scholars have the ability to achieve academic excellence.
2. All scholars thrive in a highly disciplined school environment.
3. All scholars benefit from the nurturing of a growth mindset and strong personal character.
4. All scholars excel in a highly relational environment where adults care deeply for them.

Through the emphasis on these four beliefs, we will ensure that we create a culture in which each child reaches his/her potential and feels cared for and valued.

All scholars have the ability to achieve academic excellence. Emerald Academy anticipates that a large percentage of our scholar population will enter school below grade level, particularly in the middle school grades. As such, we believe it is our responsibility to create an environment that has *high expectations*, *structures*, and *supports* that will allow each scholar to efficiently and effectively strengthen any academic weaknesses and advance forward. Essential to this is the belief that all scholars are capable of learning and achieving at high levels. All stakeholders at Emerald Academy will believe that every child is college-bound. This belief will impact nearly every decision we make at Emerald Academy – from the expectations the school has for scholar academic and behavioral success to how teachers plan lessons to engage and challenge scholars.

- The *high expectations* we will provide: all scholars are college-bound – everyone. We expect scholars to behave well and work hard. We expect scholars, families, and staff to be accountable to each other for maintaining high expectations. All members of the school community will sign a contract of commitment – a pledge to do all in their power and whatever is necessary to achieve academic success. (See the following for more information on the contract of commitment.) We expect families to attend annual scholar and family orientations and participate in parent conferences throughout the year. We expect scholars to arrive at school on time, attend classes prepared to work and learn, and complete homework assignments thoughtfully, carefully, and on time. We expect teachers to raise the bar by developing lessons that reflect passion for and knowledge of their subject, assign work that is challenging and engaging, and assess scholar progress thoughtfully, fairly, and regularly.
- The *structures* we will provide: all scholars will participate in a highly disciplined school environment based on respect and accountability for one's actions (described in detail below); all scholars will participate in an extended school day and an extended school year; and all scholars will complete challenging homework every night.
- The *supports* we provide (described in greater detail in the [Academic Focus and Plan](#) section): Emerald Academy will have low scholar-teacher ratios and scholars will receive double periods of literacy and double periods of mathematics instruction, as well as a double period for intervention and/or enrichment (called the Focus Period). We will ensure that scholars receive the necessary support within the regular school day to achieve success.

All scholars thrive in a highly disciplined school environment. Not only will Emerald Academy have high expectations for academic success, Emerald Academy will also have high expectations for scholar behavior. Emerald Academy believes that a highly disciplined environment will allow scholars to learn and teachers to teach. Accordingly, we view it as our responsibility to implement a culture of discipline, respect, and hard work every minute of every day. The school culture will make it cool to do well and to help others. Emerald Academy will have clear, high expectations for scholar conduct and a strict discipline policy. Through clear rules and constant positive reinforcement, all scholars will learn to take responsibility for themselves, their school, and their community. Emerald Academy will enforce a scholar code of conduct and a dress code in order to create an environment conducive to learning. Emerald Academy will also reward positive scholar behaviors through a merit tracker.

Scholar Code of Conduct. As described above and noted in the [Academic Focus and Plan](#) section, Emerald Academy teachers and leaders will implement a number of instructional practices and routines to increase learning and maximize time on task. The instructional practices and routines are effective only when all scholars behave accordingly and embrace the culture of high expectations. In order to ensure learning can occur, Emerald Academy will enforce a strict code of conduct, which is a description of the eighteen primary rules that govern scholar behavior. Emerald Academy scholars will abide by this code of conduct based on the philosophy that classroom respect and order are essential for academic progress, that scholars benefit from the explicit teaching of acceptable behavior, and that having immediate and clear consequences for seemingly minor infractions guarantees that major infractions will not take place. The following beliefs inform our code of conduct:

- *Safety:* The code of conduct is designed first and foremost to ensure that Emerald Academy is safe for every scholar at all times.
- *Respect:* Respectful behavior is a hallmark of effective character development and facilitates strong community.
- *Self-discipline:* By learning to behave professionally, scholars learn skills useful beyond the walls of Emerald Academy. Scholars who 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.
- *Making a big deal out of little problems:* The leaders of Emerald Academy believe that there are no little problems, but that every seemingly small problem can quickly contribute to more serious problems. By making a big deal out of little problems, the school can make sure that big problems happen infrequently.
- *Clear consequences:* Many disciplinary problems can be avoided by having clear, well-articulated consequences. The scholars of Emerald Academy will know exactly what behavior is expected and what consequences will result if the expectations are not met. The school will always promptly communicate with parents about any disciplinary consequence.
- *Uninterrupted learning.* The purpose of this code of conduct is to remove distractions from the classroom so that scholars can commit 100 percent of their attention to academic learning.

All parents/guardians and scholars will review the code of conduct at the mandatory scholar and parent orientation. During the orientation, parents and scholars will be asked to read and sign the Family & School Contract that will be described in detail at the orientation. By signing the Family & School Contract, each parent/guardian and scholar indicates that each has read, understands, and agrees to abide by the code of conduct. The code of conduct is:

1. All scholars treat fellow scholars, staff, and school property with respect.
2. Scholars must arrive at school in the Emerald Academy uniform every day.
3. Attend school every day. Absences are excused only for illness, religious observance, or family emergency, and must be verified in writing by a parent/guardian.
4. Always arrive on time for the school day.
5. Do not disrupt class, Morning Meeting/Advisory (described below), or Community Circle (described below) by talking out of turn.
6. Do not chew gum, eat, or drink anything during class.
7. Keep any personal electronic devices (cell phones, iPods, etc.) off and in a backpack for the entire school day (7:30-4:00). The school assumes no responsibility for these devices.
8. Always be prepared for class.
9. Do not behave in any way that is disruptive to your learning or the learning of another.
10. Do not plagiarize, cheat, or copy another's work, falsify information (i.e., forge a signature), or lie to a staff member.

11. No play-fighting or touching another scholar. Keep your hands to yourself.
12. No intimidating or threatening behavior or language.
13. No defacement of school property.
14. No profane or otherwise inappropriate language.
15. No gang activity or evidence of affiliation.
16. No fighting, violence, or behavior threatening violence.
17. No possession or sale of any drugs, alcohol, tobacco, or illegal substance.
18. No possession of weapons (even toys).

Dress Code. In addition to enforcing a scholar code of conduct to support the culture we desire, Emerald Academy will enforce a dress code policy. The purpose of the dress code is to create a professional, safe, and respectful community in which scholars can place their sole focus on learning. The dress code will be in effect from the start of the school day until the end of the school day. Scholars will be required to wear the uniform Monday through Friday, unless otherwise noted. The uniform includes:

- Black (not navy blue) dress slacks or skirts that fall at or below the knee; girls must wear shorts under skirts on days designated for physical activity
- White or black socks or tights with no patterns
- White, short or long-sleeved button down, collared dress shirt that must be tucked in
- Black dress shoes

Community members also cited the intention to require school uniforms as another favorable aspect of the school design.

Merit Tracker. Scholars at Emerald Academy will be awarded merits, demerits, and detentions (detention will be in the middle school grades only) based on their adherence to the scholar code of conduct. In each class, teachers will award merits and demerits on a daily basis; the merits and demerits will be tallied at the end of the day. As homerooms move from class to specials in the elementary grades or from subject to subject in the middle school grades, the merit tracker will travel with the scholars. A trusted and responsible scholar will be assigned the task of carrying the merit tracker clipboard. By having the merit tracker travel with homerooms, teachers will be able to easily identify scholars who are struggling throughout the day and can be ready to proactively address the scholar.

Scholars will receive merits for exemplary organization, improvement due to effort, SLANT (described in the [*Academic Focus and Plan*](#) section), volunteering, displaying leadership, academic excellence, courtesy to another, and other exemplary behavior. They will receive demerits for being off task, not following a teacher's directions, disrupting class, and disrespect. Scholars will be able to redeem their merits for raffles, purchases at the school store, field trips, and special passes (such as lunch with the teacher).

Emerald Academy firmly believes that rewarding positive behavior is a deterrent to negative behavior. Our teachers and staff will intentionally make the awarding of merits public and a big deal. As described in the vignette above, teachers will praise scholars for their positive behavior and/or adherence to the rules. The scholar being praised will feel proud of his behavior and his classmates will likely emulate him in an effort to earn their own merits and receive positive recognition from the teacher. As often as possible, teachers will seek to recognize the positive behaviors as opposed to recognizing the negative behaviors. There will be instances in which negative behavior will need to be addressed. Emerald Academy teachers will do so with consistency so that all scholars understand the implications and consequences of their actions.

All scholars benefit from the nurturing of a growth mindset and strong personal character.

We believe that in order to fulfill our mission and prepare scholars to become self-sufficient, reflective, and resilient leaders in their communities, we must operate using a growth mindset and need to provide intentional instruction regarding character.

First and foremost, Emerald Academy will embrace the work of Carol Dweck regarding *growth mindset*. We firmly believe that cultivating a growth mindset in our scholars is crucial to their future success. In her book, *Mindset*, Dweck states, “Growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts. Although people may differ in every which way – in their initial talents and aptitudes, interests, or temperaments – everyone can change and grow through application and experience” (2006, p. 7).⁴⁰ Dweck contrasts the growth mindset with a fixed mindset, which is “...believing that your qualities are carved in stone” (p. 6). Dweck believes that having a growth mindset allows “people to love what they’re doing – and to continue to love it in the face of difficulties...The growth mindset allows people to value what they’re doing *regardless of the outcome*” (p. 48). We expect that our scholars will encounter challenges in their lives – be it academic or personal. We will work to instill a growth mindset in our scholars so that they believe they can continue to grow and develop as learners.

Paul Tough in his book, *How Children Succeed*, supports the importance of a growth mindset, especially in regard to one’s character traits. Tough states that research shows “...What matters most in a child’s development...is not how much information we can stuff in her brain in the first few years. What matters, instead, is whether we are able to help her develop a very different set of qualities, a list that includes persistence, self-control, curiosity, conscientiousness, grit, and self-confidence” (2012, p. xv).⁴¹ Tough believes that these qualities and one’s personal character are malleable. He describes various definitions of character and finds that Seligman and Peterson’s definition of character (found in *Character Strengths and Virtues*) is a more appropriate definition of character: “a set of abilities or strengths that are very changeable – entirely malleable, in fact. They are skills you can learn; they are skills you can practice; and they are skills you can teach” (p. 59). To this end, Tough argues that teaching students specific character traits is essential to their future success.

We believe that the ideas presented by Dweck and Tough will lead to increased scholar outcomes. Accordingly, we will work to instill a growth mindset in our scholars and we will help them develop important personal character traits—our Keys to Scholar Success. Following is a description of each of the keys:

Keys to Scholar Success	
Respect	<p>To demonstrate an understanding and value for oneself, education as a means to a great life, and all other persons. Teachers and staff will help scholars learn what it means to care for oneself, their academics, and all other human life. In all grades, emphasis will be placed on the following:</p> <ul style="list-style-type: none"> • No tolerance for violence of any kind • No tolerance for vulgar or obscene language • Cordiality when speaking to adults and fellow scholars (e.g., thank you; yes ma’am, no sir) • Personal hygiene • Valuing school materials, supplies, and meals <p>Showing respect helps to support healthy relationships and obedience to the right authorities. When everyone demonstrates respect for themselves and others, a safe, clean, and disciplined environment is the result. This definition of respect is fully in line with the mission of Emerald Academy.</p>
Courage	<p>To demonstrate braveness and honor when there is risk involved; to understand that making the right decision is sometimes not easy. Teachers</p>

⁴⁰ Carol S. Dweck, P. (2006) *Mindset: The New Psychology of Success*. New York: Ballantine Books.

⁴¹ Tough, P. (2012). *How Children Succeed*. Boston: Houghton Mifflin Harcourt.

	and faculty, through daily interaction, will emphasize the importance of making the right choices and believing in themselves. For example, it takes a lot of courage to simply tell the truth. Moreover, it takes courage to accept the responsibilities for inappropriate behavior.
Responsibility	To take ownership of one's decisions and learn to comprehend the consequences of those actions. Personal accountability is central to responsibility. In teaching responsibility, teachers and staff at Emerald Academy will emphasize the importance of studying as a means of achieving educational goals, staying attentive in class, walking quietly in the halls, raising hands as opposed to yelling at adults for attention, and thinking about lifelong goals.
Self-Discipline	To master patience, understanding, and effective prioritizing when it comes to actions, decisions, and responsibilities. Teachers and staff will cultivate patience and understanding as a part of self-discipline. Scholars must understand how to prioritize effectively in order to be successful in school. Through daily interaction, teachers and staff will help scholars realize that there is a time for work and a time for recreation.
Perseverance	To demonstrate understanding when it comes to overcoming barriers in school, at home, and in society at large. Hard work and consistency will be emphasized, and special attention will be paid to those scholars who demonstrate the ability to study hard and overcome deficits or deficiencies in learning. As Emerald Academy scholars get older, they will develop the judgment to decide when to apply perseverance in other areas in life.

These values will be explicitly taught and reinforced by all teachers and staff members on a daily basis. More specifically, Morning Meeting/Advisory and Community Circle will be an opportunity to explicitly teach the Keys to Scholar Success. Following is a brief description of Morning Meeting/Advisory and Community Circle:

- **Morning meeting/advisory:** In kindergarten through fourth grade, scholars will participate in a morning meeting Monday through Thursday. During this time, scholars will read their DEAR (Drop Everything and Read) books and participate in a character development lesson connected to the Keys to Scholar Success. In fifth through eighth grades, scholars will participate in Advisory four days per week, which will provide scholars with an opportunity to discuss the Keys to Scholar Success, conference with their teachers, and begin preparing for high school and college. (For more information about Morning Meeting and Advisory, see [Academic Focus and Plan.](#))
- **Community Circle:** Every Friday, all scholars will gather in the gymnasium during Morning Meeting/Advisory for Community Circle. During this time, we will focus on a particular Key to Scholar Success. It will also be a time devoted to praising and awarding scholars for their display of the Keys to Scholar Success (captured and recommended by their teachers) and academic achievements, as well as personal achievements and milestones (birthdays, etc.). Celebrating our scholars will contribute to creating a highly relational culture where scholars feel celebrated, cared for, and valued.

All scholars excel in a highly relational environment where adults care deeply for them.

While Emerald Academy will stress high expectations and implement a highly disciplined learning environment, we will also emphasize the importance of having deep personal relationships with our scholars. Research indicates that positive teacher-scholar relationships enable scholars to feel safe and secure in their learning environments and provide scaffolding for important social

and academic skills (Baker et al., 2008; O'Connor, Dearing, & Collins, 2011; Silver, Measelle, Armstrong, & Essex, 2005). Our goal is to create an environment where each scholar feels cared for and important. This environment is important to the community as well; members of the community cited a highly structured culture, coupled with our highly relational school environment, as a key strength of the proposal.

We anticipate serving a population in which approximately 87 percent of scholars qualify for the national FRP lunch program. Research indicates that there are several factors that can protect against the negative outcomes often associated with low-income students, one of which is a positive and supportive relationship with an adult, most often a teacher (Murray & Malmgren, 2005). Low-income scholars who have strong teacher-scholar relationships have higher academic achievement and have more positive social-emotional adjustment than their peers who do not have a positive relationship with a teacher (Murray & Malmgren, 2005). To this end, we will work actively and intentionally to form positive relationships with our scholars.

We will form these positive relationships through our low scholar-teacher ratio (15:1 at the kindergarten through fourth grade level and 20:1 at the fifth through eighth grade level), small grade levels (60 scholars per grade level), and two teachers per classroom in kindergarten through fourth grade. Teachers will get to know each scholar and will understand his/her emotional needs in addition to his/her academic needs. This will allow teachers to ensure that each child receives the instruction and assistance needed for success.

In addition, Emerald Academy will implement a life coaching program. Each staff member at Emerald Academy will be assigned 10-to-15 scholars who are not their own scholars. Teachers in the middle school grades, for example, will be assigned elementary scholars; elementary teachers will be assigned middle school grades scholars. Life coaching will be a part of every staff member's job description. As part of this program, the life coaches will be expected to meet with their scholars during a life coaching session that will occur at the end of the day every Wednesday. (Scholars will not participate in morning meeting/advisory that day and will, instead, meet with their life coaches that afternoon.) The life coaching session will be specifically devoted to talking with scholars and getting to know them on a personal level. It will be an opportunity for another adult in the building to form a positive and lasting relationship with the scholar. The goal will be for scholars to remain with their life coach as long as possible. Once scholars matriculate from our school, our manager of family and community engagement will be responsible for ensuring that the life coaching program continues. Life coaches for high school and college scholars may be staffed by some employees of the school, but it will also be staffed by volunteers who are passionate about mentoring urban scholars. These volunteers may be retired educators, business professionals, or parents.

There is a large body of research to support the positive impact of adult-to-scholar mentoring. Public/Private Ventures conducted one such study for Big Brothers Big Sisters. According to the study, after "18 months of spending time with their Bigs, the Little Brothers and Little Sisters, compared to those children not in our program, were:

- 46% less likely to begin using illegal drugs
- 27% less likely to begin using alcohol
- 52% less likely to skip school
- 37% less likely to skip a class
- 33% less likely to hit someone

They also found that the Littles were more confident of their performance in schoolwork and getting along better with their families."⁴²

⁴² http://www.bbbs.org/site/c.9iLLI3NGKhK6F/b.5961035/k.A153/Big_impact8212proven_results.htm

While we will be implementing our own mentoring/life coaching program, these statistics are extremely relevant and provide confidence that having life coaches mentor scholars to and through college will be a valuable program for our scholars and school. Ultimately, we believe that through our staffing plan and life coaching program, scholars will have deep relationships with multiple adults in the building. Every Emerald Academy scholar will be known by name, and the relationships formed at Emerald Academy will last for years after scholars leave our building.

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

In order to create, implement, and sustain our desired school culture, we will be intentional about providing training so that all stakeholders are fully informed about the school culture and our expectation for stakeholder behavior.

Teachers and Administrators. School leadership will play a foundational role in developing our desired school culture and ultimately ensuring that the culture is one in which scholars thrive both academically and personally. School leadership will be responsible for providing training on school culture, as well as creating a sense of community and cooperation among the staff members. As articulated in the [Personnel/Human Capital](#) section, Emerald Academy leadership will be responsible for creating a strong instructional culture that embraces high expectations, collaboration, and data-driven instruction. School leadership will ensure that teachers work together collaboratively and collegially.

Ensuring alignment among the staff to the mission and desired culture will be fundamental to the successful creation of our culture. In order to create our desired culture from day one, Emerald Academy will invest a significant amount of time on school culture, routines, school rules, and expectations during the Summer Institute. Through this training, teachers will fully understand how to enforce the code of conduct and uniform policy, use the merit tracker, and explicitly teach the Keys to Scholar Success. Essential to our behavior management plan is consistency in implementation; teachers will understand the importance of remaining consistent in an effort to provide a safe and disciplined learning environment for all scholars. As the school year progresses, we will revisit culture during various PD offerings to ensure that all staff members continue to promote the culture we desire at Emerald Academy.

Additionally, Emerald Academy will employ a dean of scholars beginning in year one. The dean of scholars will be primarily responsible for supporting the principal in creating, implementing, and ensuring that the school culture is sustained. The dean of scholars will be a member of the leadership team and will work with the principal to provide PD to staff in areas such as culture, discipline, and expectations. The dean of scholars will also visit classrooms to observe teachers' implementation of the culture and behavior management system; (s)he will provide feedback and coaching to teachers as necessary. The dean of scholars will also work with scholars to resolve discipline matters.

During our hiring process, we will clearly describe the culture we expect at Emerald Academy and will only hire candidates who are fully committed to our mission and vision. Finally, we will create and distribute a Culture Manual for our staff. The Culture Manual will provide teachers with information about how to intentionally build the school culture in their classrooms. By creating the manual, distributing it to all teachers and staff members, providing training on the manual, and giving feedback on culture implementation, we will be able to ensure consistency of implementation across the school.

Scholars and Parents. Prior to the start of the school year, Emerald Academy will hold a mandatory orientation for new scholars and parents. During this time, scholars and parents will be introduced to the culture of high expectations. They will receive information about the code of

conduct that will be enforced in a structured school environment; and they will learn that each and every staff member cares deeply for their personal and academic success. The orientation will inform scholars and parents about what they can expect at Emerald Academy from the first day of school. We will discuss the code of conduct, Emerald Academy Scholar and Family Handbook, school rules, discipline policy, retention policy, and much more.

We will also ask that scholars and parents sign the family and school commitment – a contract that clearly lays out the commitments that the school, families, and scholars will make. For example, the school will commit to have a ‘whatever it takes’ mentality with our staff, scholars, and families; families will commit to “check our child’s homework every night;” and scholars will commit to “always work, think, and behave in the best way I know how and do whatever it takes for me and my fellow scholars to learn” (see Attachment 5 for a copy of the family and school commitment). The ultimate goal is that scholars and parents will understand that we have high expectations for how scholars behave, in addition to how hard they work to achieve excellence.

Additionally, during the first month of school, our scholars will receive intensive instruction regarding the expectations, procedures, systems, and routines at Emerald Academy. We recognize that culture does not happen accidentally and that we will need to work actively to create the culture of high expectations and academic excellence that we desire.

Should scholars enter mid-year, the scholar and his/her parents will be required to meet with school leadership to participate in an individualized orientation. We believe that having this orientation with scholars and parents is essential to the scholar’s success at our school; we will have extremely high expectations for both scholars and parents. In addition, we will use the morning meeting/advisory period described above to acculturate new scholars to the culture at Emerald Academy. As new scholars enroll, homeroom teachers and fellow scholars will spend time with the scholars to ensure that the (s)he is fully aware of the expectations, school culture, and procedures, systems, and routines. New scholars will also be assigned a buddy who will assist the new scholar with acclimating to the culture of Emerald Academy.

- Explain how the school culture will embrace students with special needs, including students with disabilities, English language learners and students at risk of academic failure.

Emerald Academy will be invested in the success of ALL children who enter our doors. Our school culture will be one that is inclusive, as well as one that embraces all scholars, including those with special needs, scholars with disabilities, English language learner scholars, and scholars at risk of academic failure. Such scholars will be welcomed in our school; they will be given every necessary and legally-required support. As noted above, Emerald Academy will have high expectations for all scholars, including scholars with special needs. We will encourage each and every child to work hard to achieve excellence. We believe that every scholar is capable of achieving high levels of academic success.

Additionally, all scholars with special needs will be integrated into the general education classrooms as much as possible; they will also be involved in all aspects of building the school culture. Should a scholar’s IEP or ELL plan require pull-out services, they will be provided.

Marketing, Recruitment and Enrollment

Like all public schools, public charter schools are open to any child, regardless of a child's specific needs. Though any student may now attend a charter school in that child's district, the law still requires authorizers to give preference to applications that demonstrate the capacity of a charter school to meet the needs of at-risk students. T.C.A. § 49-13-106.

T.C.A. § 49-13-113, further explained in State Board Rule 0520-14-01-.04(3) requires each charter school to "conduct an initial student application period of at least thirty (30) days." If, after that period, a school has more applicants than places, the school must conduct an enrollment "lottery within seven (7) calendar days of the close of the initial student application period." If spaces become available after the lottery is conducted, or if applicants do not exceed places after the initial period, enrollment may occur on a first come, first served basis.

Charter schools may give preference in admissions to students enrolled in the previous year in "[a]nother charter school that has an articulation agreement with the enrolling public charter school; provided, that the articulation agreement has been approved by the chartering authority; or [a] pre-K program operated by the charter school sponsor." For example, if a chartering authority approves the arrangement, students attending a charter elementary school may be given preference in admission to a charter middle school over students who did not attend the charter elementary school in the prior year. It is important to note that this arrangement must be approved by the chartering authority (the LEA or the ASD), and that such arrangements may make charter schools with such an arrangement ineligible for certain federal grants.

Describe the marketing, recruitment and enrollment practices of the proposed school.

- Describe how parents and other members of the community will be informed about the school and how students will be given an equal opportunity to attend the school. Specifically describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English Language learners, and other students at risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

Emerald Academy is dedicated to recruiting a scholar population that mirrors Knoxville's urban demographics. This includes: families in poverty, academically low-achieving scholars, scholars with disabilities, English language learner scholars, and other scholars at risk of academic failure. As stated in the Mission and Goals section of the application, the elementary and middle schools that currently serve urban Knoxville have the following demographics:

- 47% African American
- 41% Caucasian
- 12% Latino
- 16% Scholars with disabilities
- 10% English Language Learners
- 87% Qualify for free or reduced-price lunch

As described in the Community Involvement and Parent Engagement section of this application, we have been actively engaged in informing the community about the school and reaching potential applicants through a wide variety of activities:

- Meetings with individual stakeholders
- Community meetings
- Focus groups
- Creation of a Parent and Community Advisory Council

To date, we have already secured petitions of support signed by more than 290 people. As we prepare to open our school over the course of the next 18 months, we will continue our marketing and recruitment efforts through the following activities.

Community meetings. To date, we have held 20 community meetings with the support of local non-profit and faith-based organizations. We plan to continue holding at least one community meeting every other month, as well as a monthly Parent and Community Advisory Committee to keep the community abreast of our progress, share information about our school, and recruit new families to Emerald Academy.

Social service providers. We will work directly with local social service providers to disseminate Emerald Academy marketing and application materials. We have already developed partnerships with local organizations, such as Big Brothers Big Sisters and Boys and Girls Clubs who have committed their support in assisting us to develop a strong presence in the community. Because of their work with at-risk students, the relationships that we develop with local social service providers will also play a key role in helping us target and recruit families in poverty, scholars with disabilities, English language learners, academically low-achieving scholars, and other scholars at risk of academic failure.

Faith-based organizations. Faith-based organizations play an important role in the fabric of our targeted community. Through our relationship with Emerald Youth Foundation, we already have strong ties to this key community stakeholder. We will work closely with these organizations to reach out to congregations to provide information about Emerald Academy and support us in our recruitment efforts.

Early childhood education providers. Early childhood education providers will serve as a key source of applicants for incoming kindergarteners. We have already reached out to the following providers: Garden of Discovery Learning Center, Sam E. Hill Family and Community Center, Washington Pike United Methodist Church–Parents Day Out, Church Street United Methodist Church–Preschool, Learn and Play Childcare Center, and Lady Bugs Learning Center. We will continue to build this network over the upcoming months. During our application period, we will hold monthly events for early childhood education providers to learn more about Emerald Academy and make presentations to the families that they serve. We will also encourage early childhood providers to refer at-risk scholars.

Direct mail. If we have fewer than 1.5 applicants per available seat by the middle of the application period, we will engage in a direct mail marketing campaign to inform residents about the new school and upcoming community meetings and events.

Media. In the two months since we announced our intention to open Emerald Academy, there have been more than 20 stories about the school in local media including television, radio and newspapers. We will continue to partner with local media outlets to disseminate information about the school, the application timeline, and upcoming events. This publicity plays an important role in informing the broader community about the school and keeping them abreast of our progress.

All of our recruitment efforts and marketing materials will be targeted to reach families in poverty, academically low-achieving scholars, scholars with disabilities, English language learners, and other scholars at risk of academic failure. In addition, as a college preparatory school, all of our marketing materials and efforts will emphasize the expectation that all Emerald Academy scholars will attend college and will be well-prepared for post-secondary success.

In accordance with Tennessee state law, application to, and enrollment in, Emerald Academy will be open to all scholars residing within the jurisdiction of Knox County Schools. Emerald Academy embraces diversity and has been established with the belief that all scholars have the ability to succeed, regardless of ethnicity, socio-economic status, disability, or academic skill. Emerald Academy does not discriminate on the basis of: disability, race, creed, color, gender, national origin, religion, ancestry, home language, housing status, or need for special education services. All applicants will have an equal opportunity to attend Emerald Academy, with the exception of

siblings of scholars who are already enrolled and children of a teacher, charter sponsoring organization, or member of the Board of Directors who will receive preference in the Emerald Academy lottery.

- Provide as an attachment the school Enrollment Policy, which should include the following:
 - Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms.
 - Any proposed articulation plans or agreements, pursuant to T.C.A. § 49-13-113.
 - A timeline and plan for student recruitment/engagement and enrollment.
 - An explanation of the purpose of any pre-admission activities for students or parents; and
 - Policies and procedures for student waitlists, withdrawals, re-enrollment and transfers.

See Attachment 15.

- Provide the Student Handbook and/or forms that will be provided to or required of students and families, including any “contracts” with students and parents.

See Attachment 5.

- What school zones within the LEA will the school target? Consider schools both at your tier level and in the tier level below. Why were these schools selected?

Our target area is Knoxville’s Empowerment Zone. This includes both of our urban high schools, Fulton and Austin-East, and the following elementary and middle schools – many of which feed to our urban high schools:

Beaumont Elementary	Northwest Middle
Belle Morris Elementary	Sarah Moore Greene Elementary
Chilhowee Intermediate	South Knoxville Elementary
Christenberry Elementary	South-Doyle Middle
Dogwood Elementary	Spring Hill Elementary
Green Elementary	Vine Middle
Holston Middle	West View Elementary
Lonsdale Elementary	Whittle Springs Middle
Maynard Elementary	

We have focused on this area because of its large number of at-risk students and the community’s need for additional strategies to help close the academic achievement gap and accelerate the pace of student readiness for secondary and post-secondary education. As discussed in the [Mission and Goals](#) section of the application, less than half of Knoxville’s urban third through eighth grade students are proficient in reading and mathematics; by the time they complete eighth grade, less than one-third are proficient in these core subjects.

- Where are the families located you are trying to reach? What outside groups would you target for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.

As stated above, the families that we are primarily trying to reach are located within Knoxville’s 16-square-mile Empowerment Zone. It radiates from downtown Knoxville to encompass many of the neighborhoods included in the Fulton and Austin-East High School feeder patterns, such as Beaumont, Burlington, Five Points, Mechanicsville, Morningside, New Hope, Oakwood – Lincoln Park, and Parkridge. The Empowerment Zone includes additional neighborhoods, such as Lonsdale, Marble City, and Vestal, among others.

As described above, we have already reached out to dozens of outside groups for marketing and recruitment. Over the upcoming months, we will continue to build on this network and further develop our role as a pillar in the community.

Community Involvement and Parent Engagement

- Describe how parents and community members were engaged and contributed to the development of the proposed school.

The Emerald Academy design team has extensive experience in Knoxville's urban community and has developed strong relationships with a diverse set of community stakeholders: parents, elected officials, faith-based organizations, community groups, nonprofit organizations, business leaders, and other civic leaders. In mid-January, we activated this network and launched an intensive community engagement effort to inform the community of our intention to open a new charter school, gauge their interest in our school, and solicit feedback on our model. We approached this through a three phased strategy, as specified in the Knox County Schools RFP:

1. Inform stakeholders of our intent to file an application and let them know that they will have opportunities to provide input;
2. Hold focus group and individual meetings to solicit input on our key design elements;
3. Report back to the community on how their feedback was incorporated into the application.

Through our community engagement efforts, we have:

- Met with more than 250 stakeholders
- Facilitated 20 small group or focus group meetings across Knoxville's urban community
- Met or spoken with more than 30 inner-city pastors and nonprofit leaders
- Engaged with more than 30 civic leaders
- Secured more than 290 petition signatures
- Received 32 letters of support.

We have targeted residents from across Knoxville's urban neighborhoods, including:

Oakwood-Lincoln Park	Old North Knoxville
Mechanicsville	Beaumont
Lonsdale	Spring Hill
Norwood	South Knoxville
Inskip	Park City
Holston	Parkridge
Washington Heights	Fourth and Gill

In addition, we have received widespread media attention with more than 20 stories about Emerald Academy produced by media outlets including broadcast, print, and digital. We have been encouraged by the overwhelming support we have received across the diverse set of stakeholders with whom we have spoken.

In phase one of this process, we held our first round of meetings to inform the community about our intent to open a charter school. During this period, we met with dozens of stakeholders and held four community meetings. In addition, we assembled our Parent and Community Advisory Committee and facilitated their initial meetings.

During phase two of this process, Emerald Academy held five, 90-minute community focus group sessions in an effort to secure meaningful and actionable feedback regarding the design of our school and to provide the community with a mechanism for contributing to its development. Approximately 57 individuals attended focus group sessions. Participants at these sessions provided us with insight into areas of our application that resonated with them and aspects of our school design that required a more detailed explanation or modification that we have since incorporated into this application. The phase three report back to stakeholders regarding our use

of this feedback in the proposal was conducted at the end of March. The most frequently cited Emerald Academy design strengths were our:

- Commitment to personalized learning through differentiated instruction
- Plan to increase instructional time through an extended school day and extended school year
- Highly structured culture coupled with our highly relational school environment
- Focus on closing the achievement gap
- Intention to require school uniforms
- Low scholar-to-teacher ratio
- High degree of parent and community engagement

There are several areas where the focus group feedback was used to adapt areas of our proposal and school design. Specifically, feedback was given in the following areas:

Technology. Focus group participants expressed concern over whether we would have sufficient technology in the school to provide scholars with the resources that they would need to succeed. In addition, participants questioned what we would do to prepare our staff to effectively use technology as a key instructional tool.

Our response was to increase the technology portion of the school budget (see the [Budget and Budget Narrative Attachments](#)) to ensure that it includes a minimum of one desktop computer for every three scholars in the elementary school grades and one Chrome Book for every two scholars in the middle school grades. In addition, we have added technology skills training as one of the core components of our Summer Institute (see the [Professional Development](#) section) to ensure that all teachers start the school year with the computer skills they need to effectively embed technology into all aspects of the instructional day.

Differentiated instruction. Focus group participants were excited about the idea of differentiated instruction but had limited understanding of what it would look like in practice. They requested that we include a more robust description of differentiated instruction in the application and provide a more concrete explanation of how we will differentiate instruction. In addition, they asked several questions about the Focus Period.

Our response was to bolster the application sections related to differentiated instruction (see the [Academic Focus and Plan](#) section), and to expand our explanation of how we meet each individual scholars' needs. In addition, we used this feedback to further develop the plans for the Focus Period as detailed in the [Special Populations and At-Risk Students](#) section of this application.

Staffing. Focus group participants asked us to further describe the staff that we will have to meet the needs of scholars requiring additional support. In addition, they expressed a strong desire that we hire teachers who understand the challenges that urban scholars face and who are dedicated to working in an urban school environment.

Our response was to highlight the scholar support team that we will have (see the [Special Populations and At-Risk Students](#) section). This team includes the director of specialized services, the interventionists, the ELL coordinator, the special education teachers, and the counselor/social worker. In addition, we have adapted our application requirements for teachers to include a brief written statement that addresses the teacher's desire to work in an urban school, the challenges (s)he believes that urban scholars face, and the strategies that (s)he will use to assist scholars in overcoming their challenges and closing the achievement gap (see the [Personnel and Human Capital](#) section).

Parent engagement. Several focus group participants indicated that they were impressed by our commitment to parent engagement, but expressed concern about our ability to execute the

strategy we had articulated. Participants felt that many schools profess to have strong parent engagement plans but have difficulty in actually getting parents to the school and engaging them in their children's educational experiences. In addition, they suggested that we consider providing supports and training for parents to assist them in effectively working with the school and assisting their children with homework. Further, participants suggested that we provide different options for engagement based on their individual needs.

Our response was to further develop our parent engagement strategy to provide multiple points of involvement for parents, including a series of workshops and trainings related to how to help their children succeed in and out of school. See our response below for details related to our parent and community engagement strategies.

- Outline how the school will engage parents and community members in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parent involvement. Describe any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.

At Emerald Academy, we believe that one of the key components of successful schools is the active participation of parents and community members in the life of the school. As stated in the *Mission and Goals* section of the proposal, Emerald Academy has adopted the PTA's National Standards for Family School Partnerships, which will serve as a framework for our parent and community engagement strategy. The framework (detailed below) addresses how the school will engage parents and community members in the life of the school; the Emerald Academy plan for building family-school partnerships that strengthen support for learning and encourage parent involvement; and the commitments and volunteer opportunities that Emerald Academy will require from, and offer to, parents.

1. Welcoming all families into the school community. Emerald Academy will use the following strategies to welcome families into the school community:

- **Individual family welcome meetings.** We will meet with each family upon their scholar's enrollment. During this meeting, our goal is to establish a positive and collaborative relationship with scholars and their parents. These meetings will give us the opportunity to dialogue with parents about their children's academic, social, and emotional needs. In addition, we will provide parents with critical information about Emerald Academy and discuss the many opportunities for parents to become involved in our school.
- **Family orientation.** Parents and/or guardians will attend a family orientation after enrolling their child and prior to the start of the school year. It is important that the academic and behavioral messages that a child receives are consistent between the school staff and the parents. During orientation, parents will review the expectations and structure of our school. They will be introduced to the *Emerald Academy Scholar and Family Handbook* (see Attachment 5) and will have ample time to ask any questions. This will minimize potential problems and will help to ensure a culture of high expectations.
- **Family and school contract.** All parents and/or guardians will be asked to sign a family and school contract that outlines what Emerald Academy expects of parents and what parents can expect of the school. This contract can be found in the *Emerald Academy Scholar and Family Handbook* (Attachment 5); it establishes a mutual understanding that forms the basis of our relationship with parents and/or guardians.
- **Parent social nights.** At Emerald Academy, we believe that parents should not only feel connected to the school but should develop meaningful relationships with each other. To this end, we will host three parent social nights per year.

- **Volunteering.** Parents will be encouraged to volunteer at Emerald Academy in a wide variety of ways throughout the school year. Examples include: reading to a Kindergarten class, serving as a breakfast or lunch monitor, supporting fundraising efforts, chaperoning on field trips, and assisting on school beautification days, to name a few.
- 2. Communicating effectively.** At Emerald Academy, we believe that regular and frequent communication with parents is critical to scholar and school success. In order to meet the needs of a diverse group of parents, we will use a variety of tools to ensure that we provide critical information to parents and have meaningful opportunities to dialogue with them.
- **Bi-Weekly teacher newsletters.** Teachers will send home a bi-weekly newsletter to inform parents about units of study, upcoming projects and activities, and opportunities for parent participation in the classroom.
 - **Monthly school newsletters.** Emerald Academy will send home a monthly newsletter to provide parents with an overview of what is going on at the school, upcoming school-wide events and activities, the school's progress toward its goals, planned parent and family activities, and other announcements.
 - **Bi-Weekly principal's coffee hour.** Every other week, the principal will hold a coffee hour that will be open to all parents and guardians. The coffee hour is intended to provide parents with the opportunity to ask questions and raise concerns with the principal in a group setting.
 - **Monthly telephone calls.** Homeroom teachers (e.g., grade level teachers in kindergarten through fourth grade and Advisory teachers in fifth through eighth grades) will call parents on a monthly basis to update them on their child's academic and behavioral progress. This call will also provide parents the opportunity to discuss any concerns they have regarding their child's progress and to alert the school of any personal situations that may be affecting their child.
 - **School website.** Emerald Academy's school website will be an important source of information and announcements for parents. The website will be updated regularly and provide parents with access to calendars, school policies, school forms, announcements, and other critical pieces of information for parents and scholars. It will also provide parents with online access to scholar academic data through our student information system (SIS) parent portal.
- 3. Supporting scholar success.** At Emerald Academy, we consider parents to be partners in the education and development of their children. We believe that through collaboration with parents, we can achieve our mission: closing the achievement gap and helping scholars to build the academic foundation, skills, and character traits necessary for success in high school, college, and in life. To this end, we will work closely with parents to support scholar success and provide parents with multiple opportunities to further develop the skills they need to do so.
- **Progress report and report cards.** Parents will receive progress reports in the middle of each academic quarter to inform them of their children's academic progress. Three times a year, we will hold mandatory parent conferences to distribute report cards and talk with parents about their children's academic and behavioral progress. In addition, we will use these meetings to set individual scholar goals for the upcoming quarter (see the [Assessment](#) section).
 - **Parent workshops.** Emerald Academy will hold various workshops for parents to build the skills necessary for supporting their children in their education. Workshops will be led by a variety of staff members and partner agencies and focus on topics such as:

- Utilizing the SIS parent portal
- Interpreting and using scholar assessment data such as NWEA MAP, PARCC and TCAP
- Providing scholars with homework help
- Computer literacy and using technology to support scholar learning
- Reading to your children
- Parenting skills
- Grade level curriculum and instructional content
- State testing
- Preparing for high school
- Accessing external social service partners
- English as a second language

In addition, we will distribute an annual survey to determine other areas of parent interest and create targeted workshops accordingly.

- **Student information system (SIS) parent portal.** Emerald Academy will use a student information system (SIS) that will provide parents with continuous access to their children’s academic data. Teachers will update scholar progress in the SIS on a regular basis to ensure that parents have information about their children in real time.
 - **Dean of scholars’ telephone calls.** The dean of scholars will contact parents as needed regarding their children’s behavior. Scholars will be given demerits for infractions as stated in the code of conduct. If a scholar receives two demerits in a day, the dean of scholars will call the parents. See the [School Culture](#) section for additional details.
4. **Speaking up for every child.** At Emerald Academy, we believe that parents should be advocates for their children; we welcome parent feedback to this end. Parents are always encouraged to contact their children’s teachers to discuss their children’s individual needs and areas where they feel that the school could be doing more. In instances when parents do not feel comfortable speaking with the teachers or if they feel that their needs are not being adequately addressed by the teacher, we encourage them to speak with the dean of scholars or the principal.
5. **Sharing power.** We believe that parents and community members should actively participate in the governance of Emerald Academy. As discussed in the [Governance](#) section of this application, we have three mechanisms to share power with parents and community members:
- **Open meetings.** All Emerald Academy Board meetings will be open to the public; all members of the school community will be encouraged to attend.
 - **Parent representation.** The Board of Directors will include a parent representative at all times. The parent representative will be encouraged to solicit feedback and input from other parents and bring that information to the entire Board.
 - **Parent and Community Advisory Committee (PCAC).** We have already established a PCAC that has been instrumental in our efforts to reach the broader community and engage them in the development of the school. This body will remain active through the school launch and once the school is open. The PCAC will meet monthly with the principal and quarterly with the Board of Directors to provide feedback, voice concerns, and make recommendations.
6. **Collaborating with the community.** Emerald Academy will establish the school as a pillar in the community and will work in the community to tackle education in a collaborative and holistic manner. Our vision is to create meaningful partnerships that expand learning opportunities for scholars and provide critical after-school programs. In addition, we will work

with local nonprofit, health care, and social service agencies to provide scholars and their families with services as needed. In partnership with the community, we will address many of the barriers to learning faced by Knoxville’s urban scholars. We will help our scholars develop a strong sense of civic engagement and will prepare them to become future leaders in the community.

See our response below for specific community partnerships we are in the process of establishing and/or plan to develop.

- Discuss the community resources that the school will cultivate for students and parents. Describe any partnerships the school will seek to establish with community organizations, businesses, or other institutions. Specify the nature, purposes, term, and scope of each partnership, including any fee based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include any documentation of pledged support from prospective partners as an Attachment.

Emerald Academy will build on the extensive network of community resources developed by Emerald Youth Foundation over the last 20 years. Emerald Academy has already reached out to several potential community partners and will continue to do so over the upcoming months as we prepare to launch the school. We have focused our efforts on targeting organizations that can provide after-school programs and enrichments, tutoring and mentoring for scholars, professional development for staff, healthcare and dental services, counseling and mental health services, and community engagement support. To date, we have not formalized these partnerships; we expect to do so upon approval of the charter school. While we cannot provide detailed terms for our prospective partnerships, several of the organizations with which we intend to partner have provided letters of support for our application that are included in Attachment 14.

Organizations with which we intend to develop partnerships include:

Partnering Organization	Areas of Support
*Boys and Girls Clubs of the Tennessee Valley	<ul style="list-style-type: none"> • After-school programs • Tutoring and mentoring
*Wesley House Community Center	<ul style="list-style-type: none"> • After-school programs • Tutoring and mentoring
*Emerald Youth Foundation	<ul style="list-style-type: none"> • After-school programs • Tutoring and mentoring • Athletic programs • Service Bureau (see Operational Capacity section of this proposal)
*East Tennessee Technology Access Center (ETTAC)	<ul style="list-style-type: none"> • Professional development related to scholars with disabilities • Accommodations and services for scholars with disabilities
*Cherokee Health Systems	<ul style="list-style-type: none"> • Healthcare and related services • Mental health services • Professional development related to counseling and mental health
*Helen Ross McNabb Center	<ul style="list-style-type: none"> • Mental health and counseling services • Related professional development

Partnering Organization	Areas of Support
*University of Tennessee Medical Center	<ul style="list-style-type: none"> Professional development for working with families in high stress situations
*Big Brothers Big Sisters of East Tennessee	<ul style="list-style-type: none"> Mentors, tutors and volunteers
*Western Heights Dental's Community Outreach Program	<ul style="list-style-type: none"> Dental screening and dental services Community outreach
*Knoxville Leadership Foundation	<ul style="list-style-type: none"> Mentors for children of incarcerated adults
Johnson University	<ul style="list-style-type: none"> Teacher training Source for teacher recruitment Mentors and tutors
*The Restoration House	<ul style="list-style-type: none"> Professional development for supporting single parent families
*Compassion Coalition	<ul style="list-style-type: none"> Volunteers Tutors and mentors
Urban Family Outreach	<ul style="list-style-type: none"> After-school programs and enrichments
*Tennova Healthcare	<ul style="list-style-type: none"> On-site health services
Thrive Lonsdale	<ul style="list-style-type: none"> After-school programming
*First Tee	<ul style="list-style-type: none"> After-school programming

*Has provided a letter of support (See Attachment 14).

In addition, we have held multiple conversations with Knox County Schools regarding partnership opportunities. We intend to partner and/or are exploring partnerships with the district for:

- Food service
- Special education professional development and possible clinical services
- Transportation services

In addition, we are excited to partner with Knox County Schools to share best practices and strategies that prove effective in our schools.

- **Include, as an Attachment, letters of support, memoranda of understanding, or contracts that indicate the proposed school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and reflects a community's needs and interests.**

As described above, Emerald Academy has secured more than 290 petitions of support. Due to space limitations, these petitions are not included in the attachments. However, they are available for review upon request. In addition, we have received letters of support from:

Name	Title	Organization
John J. Duncan, Jr.	US Congressman	US House of Representatives
John Zitzner	President	Friends of Breakthrough Schools
Dale Keasling	Chairman, President and Chief Executive Officer	Home Federal Bank

Name	Title	Organization
Lois Symington, Ph.D.	Executive Director	East Tennessee Technology Access Center
Alvin Nance	Executive Director/CEO	Knoxville's Community Development Corporation
Stanley Griffin, Jr.	Dealer	Beatty Chevrolet Company
Doug Kose	Chief Executive Officer	Big Brothers Big Sisters of East Tennessee
Lisa Hurst, Ed.D.	President and CEO	Boys & Girls Clubs of the Tennessee Valley
Joel Hornberger, MHS	Chief Strategy Officer	Cherokee Health Systems
Grant Standefer	Executive Director	Compassion Coalition
Dean Craig	Area Director	Fellowship of Christian Athletes
Dean Winegardner	Chief Executive Officer	American Book Co.
Shara Shoup, Ph.D.	Senior Director-Programs	Emerald Youth Foundation
Doug Kennedy	Chair, Board of Trustees	Emerald Youth Foundation
Lance Robinson	President	Equitas Group
Diondre T. Jackson	Executive Director/CEO	The First Tee of Greater Knoxville
Bergein F. Overholt, MD	Co-Founder and Managing Partner	Gastrointestinal Associates
Hank Bertelkamp	Chairman	Bertelkamp Automation, Inc.
Mona Blanton-Kitts, LCSW	Vice President	Helen Ross McNabb Center
Jerry Askew, Ph.D.	Senior Vice President, Governmental Relations	Tennova Healthcare
Jerry Daves	President	Wood Properties, Inc.
Rev. Dr. James R. Bailes	Pastor	Emerald Avenue United Methodist Church
Dr. Joseph E. Johnson	President Emeritus	University of Tennessee
Judge Timothy E. Irwin	Juvenile Court Judge	Knox County Juvenile Court
Chris Martin	President	Knoxville Leadership Foundation
Rick Kuhlman	Director	Knoxville Fellows
Daniel Watson	Executive Director	The Restoration House
Thomas N. Schmid	Vice President	FSG Bank

Name	Title	Organization
Rev. Steve Sexton	Director, Pastoral Care Department	The University of Tennessee Medical Center
Tim Adams	Executive Director	Wesley House Community Center
Sherra Robinson	Outreach Director	Western Heights Dental's Community Outreach Program
Marigail Mullin	CEO	YWCA Knoxville
Steven A. South	President	South College

See Attachment 14.

Operations Plan and Capacity

Governance

A public charter school “shall 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 law].” T.C.A. § 49-13-111(a)(1). Governing bodies of public charter schools must include at least one parent from one of the schools operated by the governing body. Charter management organizations may satisfy this requirement by having “an advisory school council [consisting] of no fewer than five (5) members and [including] the principal, at least one (1) parent and at least one (1) teacher representative.” Charter school governing bodies must comply with open meetings and public records laws. Governing bodies do not need to be Tennessee non-profit corporations. But, charter school governing bodies need to hold meetings in compliance with Tennessee open meetings laws which are intended by the legislature to “promote openness and accountability in government,” and to “protect the public against closed door meetings at every stage of a government body’s deliberations.” *Metropolitan Air Research Testing Auth., Inc. v. Metropolitan Gov’t*, 842 S.W.2d 611, 616 (Tenn. Ct. App. 1992).

Describe the legal status of the proposed school, including whether the entity proposing the school is already incorporated as a nonprofit and whether you have obtained federal tax-exempt status.

Emerald Charter Schools is the charter sponsor that will operate Emerald Academy. Emerald Charter Schools is incorporated as a Tennessee Nonprofit Corporation. Emerald Charter Schools has applied for 501(c)(3) tax exempt status. See Attachment 3 for the articles of incorporation and application for tax exempt status.

Tennessee Charter Law requires each charter school governing body to be a legally recognized 501(c)(3) non-profit corporation. This status should already be in place, or be close to being in place, before the application is submitted. Please include the following documents as an Attachment.

- Articles of Incorporation
- Proof of non-profit and tax exempt status
- Governing Board by-laws
- Organizational charts explaining the relationship between the Board, lead administrator, subcommittees and advisory committees
- Resumes of applicant team members (including any proposed leaders and Founding Board members)
- Draft of initial Board policies, and
- Policies on Open Meetings and Open Records

Explain the governance philosophy that will guide the Board, including the nature and extent of involvement by key stakeholder groups.

Emerald Academy’s four guiding principles provide the Board of Directors with a framework for governance, oversight, and strategic decision making.

1. We put children’s needs first, in every single decision we make.
2. We hold everyone to the highest expectations, from our kindergarten scholars to our Board members.
3. We share a never-give-up attitude, no matter what it takes.
4. We believe in our scholars, and know that every child can learn and excel.

The Board of Directors' governance philosophy is one of high expectations, accountability, and informed oversight. The Board recognizes the importance of hiring a principal who has the skills and experience to effectively manage the day-to-day operations of the school, as well as the implementation of a mission-focused educational program. The Board will provide the principal with the autonomy that (s)he needs to effectively lead the organization. The Board will establish high expectations for the principal and hold him/her accountable for meeting or exceeding those expectations. The principal, in turn, will be responsible for providing the Board with the academic, financial, and operational information it needs to effectively govern and make key strategic decisions. The Board of Directors will hold the ultimate responsibility for the financial, operational, and academic well-being of the school.

The Board of Directors will engage key stakeholders in several ways. First and foremost, in compliance with the Tennessee Open Meetings Act, all Board meetings will be open to the public and all members of the school community will be encouraged to attend Board meetings on a regular basis. In addition, the Board will comply with the Tennessee Code and include a parent representative on the Board of Directors. The parent representative will have a child enrolled in the charter school and will be appointed by the Board of Directors within six months of the school's opening date. Third, the Board of Directors will seek input and guidance from the Parent and Community Advisory Committee (PCAC). The PCAC, which has already been established, will meet monthly with the principal and quarterly with the President of the Board to provide feedback, voice concerns, and make recommendations. Finally, the Board of Directors will solicit feedback from a wide range of stakeholders through annual community surveys and quarterly community forums.

Describe the governance structure at the school level.

- Describe the composition and size of the Governing Board. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders.

The Board is currently composed of nine individuals and, per our bylaws, will have a minimum of three and a maximum of nine Directors. Directors will be elected to serve a three-year term, or until his or her successor is elected.

The current composition of the Board currently includes a President, Treasurer and a Secretary. The President shall serve as the Chief Executive Officer of the Corporation and shall supervise the affairs of the school. The President will preside at all meetings of the Board and will appoint committee members and their chairs. The Secretary of the Board is responsible for providing proper notice of all meetings and keeping meeting minutes. The Secretary will also serve as the custodian of the corporate records. The Treasurer of the Board will be the principal accounting and financial officer of the Corporation. The Treasurer will supervise the custody of all funds and securities of the Corporation and be responsible for the receipt and disbursement of all funds.

To ensure that key stakeholders are represented on the Board of Directors, the Emerald Academy principal will serve as an ex-officio, non-voting member of the Board and, as discussed above, the Board will include a parent representative as required by Tennessee Code.

Discuss the powers and duties of the Governing Board. Identify key skills, areas of expertise, and constituencies that will be represented on the Board.

The Board of Directors will oversee all areas of the school's operations and be responsible for the financial, operational, and academic well-being of the organization. The Board will:

- Set the strategic direction for the school
- Hire, set compensation for, and evaluate the principal
- Ensure compliance with applicable laws, the bylaws, and the charter
- Approve and oversee the annual budget

- Monitor the financial health of the school
- Engage in community outreach and fundraising efforts
- Hire an independent auditor
- Provide academic oversight

Emerald Academy has brought together a robust Board of Directors with a broad base of skills and experience to govern the proposed school. The Board has demonstrated expertise in:

- Non-profit leadership and governance
- Education and instructional leadership
- Financial management and accounting
- Law
- Real estate development and facilities management
- Business entrepreneurship
- Community development
- Fundraising

In addition, we have assembled a diverse group of Board members who represent multiple constituencies including:

- The philanthropic community
- Non-profit executives
- Business leaders
- Faith-based organizations
- Residents of the target community
- Educators

Collectively, the Board of Directors has the key skills and experience necessary to effectively govern Emerald Academy. See our response below for brief biographies of each Board member and Attachment 3 for Board résumés.

- Explain how this governance structure and composition will ensure the school will be an educational and operational success.

In order to ensure that the school will be an educational and operational success, the Board will establish committees to continuously monitor the school's performance and provide targeted support and guidance to the principal and his/her staff. See the response below for details regarding the Board committees and their roles. In addition, the Board will establish academic, financial, and operational goals for the school on an annual basis and will hold the principal accountable for meeting or exceeding those goals.

- Describe how the Board will evaluate the success of the school, the school leader and its own performance.

Success of the school. The Board of Directors will measure the success of the school against the academic and operational performance goals that are detailed in the [Academic Performance](#) section of this application. The principal or his/her designee will report on school progress against each goal at every Board meeting. The school will develop an academic and financial dashboard that can provide data in real time to the full Board of Directors and Board Committees.

Success of the school leader. The Governance Committee of the Board will conduct an annual evaluation of the principal. The Committee will establish annual personal performance goals, scholar and school-wide academic goals, and operational and financial goals with the principal and will monitor his/her progress against those goals over the course of the year. In addition, the principal will be measured on his/her leadership ability across the following six domains:

- Living a mission and vision focused on results
- Leading and managing systems change
- Improving teaching and learning
- Building and maintaining collaborative relationships
- Leading with integrity and professionalism
- Creating and sustaining a culture of high expectations

To inform the annual review, members of the Governance Committee will interview staff members and collect survey results regarding the principal’s leadership. At the conclusion of its annual review, the Governance Committee will prepare a report for the Board of Directors and make a recommendation regarding the principal’s employment status.

Board self-evaluation. The Board will evaluate its own performance on an annual basis through a self-review. The Board will schedule an annual Board retreat, during which time the review will occur. The evaluation will be conducted in a multi-faceted manner. First and foremost, the Board will analyze the academic, operational, and financial performance of the school to determine its successful governance of the organization. In addition, Board members will evaluate themselves against the following criteria:

- Knowledge of the Emerald Academy’s mission, vision, and guiding principles
- Attendance at Board and Committee meetings
- Level of activity in Board discussions and decision making
- Involvement in responsible financial decision making and oversight
- Role in strategic decision making
- Level of understanding of, and engagement in, reviewing scholar performance data
- Level of support provided to the principal and other members of the leadership team

List all current and identified Board members and their intended roles on the table below (adding rows as needed).

Full Name	Current Job and Employer	Position
Steve Diggs	Executive Director, Emerald Youth Foundation	Board President
Renda Burkhart	Founder and President, Burkhart & Company, P.C.	Board Treasurer
Guille Cruze	Self-employed	Board Member
Randall Gibson	Chief Operating Officer and General Counsel, Lawler-Wood	Board Member
Edwin Hedgepeth	TNLEAD Principal-in-Residence, University of Tennessee	Board Member
Tim McLemore	Partner, Gentry, Tipton and McLemore	Board Member
Alvin Nance	President and CEO, Knoxville’s Community Development Corporation	Board Member

Full Name	Current Job and Employer	Position
Sherra Robinson	Outreach Director and Volunteer Coordinator, Western Heights Dental Community Outreach Program	Board Member, Parent Representative
Danielle South	Director of Public Policy and Education, Knoxville Chamber	Board Member

Summarize members’ interests in and qualifications for serving on the school’s Board.

As described above, the Board of Directors is highly qualified to govern Emerald Charter Schools. They have the wide range of expertise necessary to oversee all aspects of Emerald Charter Schools’ educational program, financial management, and general operations. Their individual and collective interest is to realize Emerald Charter Schools’ mission and vision through strong governance and oversight. Following are brief biographies for each Board member. For additional details, see the Board résumés in Attachment 3.

Steve Diggs, Executive Director, Emerald Youth Foundation. Steve has been Executive Director of Emerald Youth Foundation since its inception in 1991. In this role, he has built the Emerald Youth Foundation from a summer outreach program at one church in one neighborhood to a 21-site, 14-neighborhood organization that serves more than 1,350 at-risk youth. Steve has demonstrated leadership experience and extensive governance experience. He has a strong track record of success in fundraising and a deep connection to the community. Steve is a results-driven, seasoned nonprofit entrepreneur who will provide Emerald Charter Schools with the oversight and support that it needs to succeed in meeting its ambitious mission and vision.

Renda Burkhart, Founder and President, Burkhart & Company, P.C. Renda founded Burkhart & Company, P.C. in 1982 and serves as Firm president. Burkhart & Company, P.C. is a Certified Public Accounting firm offering financial advisory, tax consulting and compliance, and accounting services to a select clientele, including entrepreneurial organizations and their owners, professional groups, wealthy individuals, and executive groups. The firm focuses on servicing the various life cycles of businesses and individuals – start-up, growth, harvest, and maturity. Industries represented in the client base include public relations and media, brokerage and distribution, financial services, technology, hospitality, legal, manufacturing, medical, real estate, wholesale and retail trade, wealthy individuals, and investors and family offices.

Renda holds a BS in Accounting from the University of Tennessee and is a Certified Public Accountant. She has extensive experience serving on Boards of Directors and currently serves as the Vice Chairman of the Board of Directors and Chairman of the Finance Committee for University Health Systems, Inc., among others.

Guille Cruze, Self-Employed. Guille is a native and lifelong resident of the Knoxville area. For the last 35+ years, he has professionally been engaged in founding and subsequently starting of a series of technology-based companies. These companies have leveraged technologies to bring operational improvements and efficiencies to corporations, both locally and nationwide, in the areas of manufacturing, wholesale distribution, retail point-of-sale, job cost manufacturing, professional services, event planning, and equipment lease/sale. His solutions have been integrated into both for-profit and non-profit organizations, large and small. Over the years, he has volunteered and been involved in numerous non-profit organizations, charities, and ministries spanning from Scouting, to Children’s Hospital, to Young Life, along with involvement in international efforts in Vietnam and Guatemala. Guille is currently self-employed and involved in offering business development guidance on both strategic and tactical levels to area companies.

Randall Gibson, Chief Operating Officer and General Counsel, Lawler-Wood. Randall received both an undergraduate degree in finance and a law degree from the University of Tennessee. After graduation, he joined the Chattanooga office of Baker, Donelson, Bearman, Caldwell and Berkowitz, one of the largest law firms in the country. Randall practiced in the commercial and construction fields in his ten years with the firm. Presented with the opportunity to join the real estate development company, Lawler-Wood, LLC in 1995, Randall relocated to Knoxville with his family and joined the company as General Counsel. Since that time, Randall has become the Chief Manager of Lawler-Wood, along with serving as its Chief Operating Officer and General Counsel. He serves as a director of the main operating company and has served as the senior officer and director of more than 100 related entities during his 18 year tenure. He has complete operational and profit and loss responsibility for all of diversified activities of Lawler-Wood. These activities include commercial, institutional, recreational, and residential development activities, as well as property management functions for the firm's own portfolio and third party owners. During Randall's tenure, the firm's revenues have grown by 500 percent.

Randall has also been active in many other business and charitable endeavors. He currently serves as Chairman of the Tennessee State Building Finance Committee and has served as a director of a publicly held bank holding company. Along with serving as a director of Emerald Academy, Randall also serves on the Boards of various other area nonprofit organizations, including East Tennessee Children's Hospital, Volunteer Ministry Center, and The Great Smoky Mountains Institute at Tremont.

Edwin Hedgepeth, TNLEAD Principal-in-Residence, University of Tennessee. Ed is a seasoned educational leader who has more than 30 years of experience with Knox County Schools. Ed served as the principal of both Bearden and Farragut High Schools and was the Executive Director of Secondary Instruction for Knox County Schools for seven years. During his tenure at Knox County Schools, Ed won several awards and honors, including being named the Tennessee Secondary Principal of the Year and serving as principal of a Blue Ribbon National School of Excellence award winner. Ed currently serves as the TNLEAD Principal-in-Residence for the University of Tennessee.

Tim McLemore, Partner, Gentry, Tipton and McLemore. Tim practices law at Gentry, Tipton & McLemore, P.C. and serves as president of the firm. He is a graduate of Carson Newman College and the University of Tennessee College of Law, where he graduated with High Honors, was elected to membership in the *Order of the Coif*, and served on the Editorial Board of the *Tennessee Law Review*. Mr. McLemore is also a graduate of New York University, where he earned a post-graduate law degree (LL.M) and served as a Graduate Editor of the *NYU Tax Law Review*. For many years, Mr. McLemore served as an adjunct Professor of Law at the University of Tennessee, teaching courses in taxation, business planning, the representation of entrepreneurs, and legal writing. In addition, Tim serves on the Board of Trustees for Emerald Youth Foundation, on the Boards of Directors for Second Harvest Food Bank and Knox Area Rescue Ministries, Inc., and as an elder at Cedar Springs Presbyterian Church.

Alvin Nance, President and CEO, Knoxville's Community Development Corporation. Alvin currently serves as Executive Director and CEO of Knoxville's Community Development Corporation (KCDC). KCDC is the Public Housing and Redevelopment Authority for the City of Knoxville and Knox County. He is the first African American to hold this position in the company's 75-year history. Prior to joining the housing authority, he worked in the banking industry for 20 years and served on the KCDC Board of Commissioners for eight years. During his banking career, he performed in various capacities – branch manager, commercial lender, mortgage lender, credit analyst, and CRA officer.

In his current capacity as Executive Director and CEO of KCDC, he is responsible for leading the Executive Staff and 140 employees in achieving the organization's strategic objectives as established by the Board of Commissioners and its employees. He works with local, state, and federal governmental staff and elected officials to foster strong working relationships among public and private funders and the housing authority. He also chairs the Continuous Improvement process – a critical part of KCDC's Strategic Plan to revitalize an aging property portfolio, resulting in affordable housing that is both attractive and competitive in the local market.

Mr. Nance has several years of experience in utilizing and obtaining various financial resources to assist housing development within low- and moderate-income census tracts in Tennessee. This includes experience in mix-financed development using low-income housing tax credits, Federal Home Loan Bank Affordable Housing Program loans/grants, CDBG funds, and private bank-qualified debt. He formerly served as the Vice Chairman of Tennessee Housing Development Agency, the state's housing finance agency. He now serves on the Advisory Board of First Tennessee Bank, Covenant Health Hospital System, Federal Home Loan Bank of Cincinnati Board, and Board of Trustee Member for Maryville College. Mr. Nance graduated from Maryville College in 1979 with a Bachelor's degree in business administration and a minor in art.

Sherra Robinson, Outreach Director and Volunteer Coordinator, Western Heights Dental Community Outreach Inc. Sherra is a Knoxville native who grew up in the heart of East Knoxville, while being raised by her grandmother. She graduated from Austin-East High School in 1992 with hopes of furthering her education to become a mathematics teacher. Her love of mathematics stemmed from the encouragement of her freshman high school teacher at Austin-East. But due to life-altering events, Sherra dropped out of college and later came to Western Heights Dental in 1997 with a heart to serve children in the community. She earned her Registration in Dental Assisting in 2008 and is now the Outreach Director of the Western Heights Dental Community Outreach Program. This role allows her to go into the community and provide interactive dental educational presentations to children who are at a greater risk of having poor oral health. She has built and maintained solid relationships with community leaders in underserved communities. This natural skill is what drove her to a passion and overall concern to educate not only children, but also families, teachers, and communities on the importance of preventative dentistry. She graduated from Johnson University in 2013 with a Bachelor's degree in Management of a Nonprofit and a Bachelor's degree in Biblical Studies. She still finds time for coordinating community events, volunteering for various nonprofit organizations, reading inspirational books, cooking new dishes, singing, and conducting and/or facilitating workshops on nonprofit development.

Danielle South, Director of Public Policy and Education, Knoxville Chamber. Danielle South is currently the director of public policy and education at the Knoxville Chamber. Danielle earned a Bachelor of Arts Degree in pre-theology and sociology from Ohio Wesleyan University. After obtaining her degree, Danielle taught fourth grade in an inner-city school in Atlanta. After teaching, she relocated to Knoxville and, shortly thereafter, obtained both her Juris Doctorate and Master of Business Administration degree from the University of Tennessee.

Explain the procedure by which current Board members were selected, and how they will be replaced and/or re-elected. How often will the Board meet? Discuss the plans for any committee structure.

Selection of current Board members. The current members of the Board were carefully identified and recruited by the Board President, Steve Diggs. Steve has extensive experience working with, and serving on, nonprofit Boards. Through his depth of knowledge about governance structures and Board composition, Steve vetted dozens of potential Board members. During the process, Steve gauged potential Board member's alignment with the Emerald

Academy mission and vision; their ability to fully participate in Board activities; and the skills, experience, and expertise that they would bring to the Board.

Board member replacement and/or re-election. Board members will serve for three-year terms; however, they may resign at any time. Should a Board member resign prior to the completion of his/her term, the vacancy may be filled for the remainder of the term. Board members may be re-elected upon the completion of their three-year terms.

Frequency of Board meetings. The Board of Directors will meet on a monthly basis.

Committee structure. The Emerald Charter Schools bylaws do not specify any committees; however, they allow for standing or special committees to be created by the Board of Directors or President as needed. To this end, Emerald Charter Schools intends to establish four committees to continuously monitor the academic, financial, and operational aspects of the school. Committees will include:

Finance and Audit. The Finance and Audit Committee will monitor the school's financial health and oversee the school's annual audit. This committee will review monthly financial reports to assess the school's financial position and will support the principal in making strategic financial decisions. The Finance and Audit Committee will be led by the Board Treasurer, who will provide a report on the school's financial health at each Board meeting.

Governance. The Governance Committee will serve several functions. The committee will:

- Recruit, identify, screen, and recommend potential Board members for review and selection by the full Board
- Orient new Board members
- Plan and execute an annual Board retreat
- Conduct an annual Board self-evaluation (see details above)
- Conduct the annual evaluation of the principal (see details above)

Education. The Education Committee will monitor the academic performance of the school against the academic goals and metrics detailed in the [Academic Performance](#) section of the application. The Education Committee will prepare academic oversight reports for each Board meeting and provide Board members with a context for interpreting academic outcomes. The Education Committee will also provide guidance and support to the principal as (s)he makes key decisions regarding the academic program.

Advancement. The Advancement Committee will provide strategic oversight, guidance, and support of the school's development, marketing, and community engagement efforts. The Committee will work with the principal to establish fundraising targets and support him/her in all major fundraising efforts. The committee will report to the Board on fundraising activities, marketing campaigns, and the status of key school partnerships.

Public charter schools are subject to the provisions of T.C.A. § 12-4-101 and 102 regarding conflicts of interest. Describe the Board's ethical standards and procedures for identifying and addressing conflicts of interest. If you have a completed conflict of interest policy, submit it with the governing body attachments.

In accordance with T.C.A. § 12-4-101 and 102, the Emerald Charter Schools Board of Directors is committed to identifying and addressing real or perceived conflicts of interest. To this end, the Board has created a draft Conflict of Interest Policy that can be found in Attachment 3. The purpose of the Conflict of Interest Policy is to protect Emerald Charter Schools' interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction.

The process for identifying and addressing conflicts of interest is detailed in the attached policy. Upon joining the Board, all new members will receive and sign the Conflict of Interest Policy.

Describe plans for increasing the capacity of the Governing Board.

- Is the current Board the Founding Board only or will it transition to a Governing Board upon approval? How will the transition take place? Provide a specific timeline by which the transition will occur.

The current Board of Directors was selected to serve as both the Founding Board and the Governing Board. It is currently actively serving as the Governing Board of Emerald Charter Schools and will continue to do so upon approval. Note that we have included community member Sherra Robinson on the Board whose grandchild may attend Emerald Academy. Sherra will retain this seat through the launch of Emerald Academy, at which time her seat on the Board of Directors will be filled with the parent of a scholar attending Emerald Academy. This is the only Board transition that we anticipate.

- How and on what timeline will new members be recruited and added, and how will vacancies be filled?

We believe that we have recruited an outstanding Board of Directors who will work diligently to lead Emerald Charter Schools to successfully achieve our mission and vision. We are not currently seeking to further develop the Board, with the exception of the parent representative who will be added within the first six months of the school's opening. Should a vacancy occur, the Governance Committee of the Board will recruit, identify, screen, and recommend potential Board members for review and selection by the full Board. When selecting new Board members, the Governance Committee will seek individuals who complement the other Board members to create a Board that:

- Includes seasoned for-profit and non-profit professionals
- Is ethnically diverse
- Has a breadth and depth of experience in diverse settings
- Includes individuals who have prior experience serving on non-profit Boards
- Is committed to the mission and vision of Emerald Academy
- Is willing to provide the school with time and resources
- Has the capacity for rigorous educational, operational, and financial oversight
- What training will be offered to the Board and when? Tennessee law requires at least one Board training per year to be certified by the Tennessee Charter School Association.

In accordance with Tennessee law, the Board of Directors will engage in a minimum of one Board training per year during the annual Board retreat. This training will be certified by the Tennessee Charter School Association. Some potential areas for training include education and curriculum models and strategies, strategic planning, goal-setting, CEO evaluations, charter law and trends, development strategies, and nuances in financial accounting that might affect the organization.

- How will this Board handle complaints? The draft complaint policy should be clear and follow an appropriate route for resolution of concerns raised by students, parents and/or stakeholders.

Any individual who believes that Emerald Academy has violated any provision of the Tennessee Charter Schools Act or any other law or regulation pertaining to the operation of Emerald Academy may file a complaint directly with the Board of Directors. The Board of Directors will conduct a review and respond to a complaint filed with it within 30 days.

Personnel/Human Capital

One challenge facing all public schools is having a sufficient supply (“pipeline”) of skilled teachers, leaders and support staff.

All teachers in a public charter school must have a current valid Tennessee teaching license, or meet the minimum requirements for licensure as defined by the state board of education. Statutes or rules relative to licensure may not be waived without jeopardizing the eligibility of charter school teachers to be licensed. Tennessee provides, however, a variety of alternative routes to licensure, which may be reviewed [here](#).

Charter school administrators may not need a license, if the school applies for a waiver of the applicable laws and rules.

Describe the school’s proposed leadership structure, and the school’s plan for recruiting and selecting faculty and other staff.

Emerald Academy will be led by the school principal who will oversee all academic, operations, and financial functions of the school. The principal will report to the Board of Directors and directly or indirectly supervise all school staff. Emerald Academy will initiate a robust recruitment and selection plan in order to identify top candidates. See the sections below for a description of the school’s plan for recruiting and selecting faculty and other staff.

The principal will be supported by a leadership team that includes:

- **Dean of Scholars:** The dean of scholars will be hired in year one and will be responsible for assisting the principal with building and maintaining a strong school culture. (S)he will manage and monitor scholar behavior and discipline and serve as the point person for all family-related matters. The dean of scholars will also manage the community service requirements for eighth grade scholars.

For the first three years of the school’s operations, the dean of scholars will also be responsible for coordinating parental and community engagement activities. In the school’s fourth year, Emerald Academy will hire a manager of family and community engagement who will assume this role.

- **Director of Curriculum and Instruction:** The director of curriculum and instruction will be hired in the school’s third year of operation; in the first two years of operation, while the faculty is relatively small, the principal will be responsible for these duties. (S)he will provide ongoing coaching, observation, and professional development for teachers. In this capacity, the director of curriculum and instruction will work with teachers to continuously improve teaching practices. In addition, (s)he will support the principal and faculty in developing, refining, and aligning the school’s curriculum and assessments.
- **Director of Specialized Services:** The director of specialized services will oversee the special education, ELL, RTI², and gifted-talented programs. (S)he will be responsible for all case management, development and monitoring of IEP and Section 504 plans, and coordination of clinical services. In addition, the director of specialized services will provide ongoing professional development to teachers and other faculty who work with at-risk scholars, scholars with disabilities, ELL scholars, and gifted and talented scholars.
- Explain the relationship that will exist between the proposed school and its employees, whether the employees will be at-will or whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.

Emerald Charter Schools, which will hold the charter for and operate Emerald Academy, will employ all staff on an at-will basis.

- Attach a copy of the school’s draft personnel policies and draft copy of the employee manual if developed.

See Attachment 16 for the table of contents of our employee handbook. Emerald Academy is currently in the process of drafting its employee handbook and will provide a copy of the handbook to the District upon request. Additionally, the Emerald Academy employee handbook will include all of the school’s personnel policies.

- Will any positions be grant funded? What will be the purpose of these positions and how will they be sustained following the grant period?

Once Emerald Academy reaches full enrollment in FY2020, all positions will be funded through recurring public revenues, including:

- Basic Education Program
- Title I, Title II, and Title III
- IDEA

During the school’s start-up years, however, we will require philanthropic revenues to fund some of our positions. We have provided a detailed fundraising plan in our budget narrative, which can be found in Attachment 10.

- Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school’s proposed strategy for retaining high-performing teachers. Note that State law requires full-time charter school staff to participate in insurance and benefits programs “in the same manner as teachers and other full-time permanent employees of the LEA.” T.C.A. § 49-13-119.

Proposed salary ranges and employment benefits. Emerald Academy will provide all staff with competitive salary and benefits to ensure that we attract and retain the highest caliber individuals. We have benchmarked our salaries to the Knox County Schools salary scale; however, as staff will be expected to work a longer school year, we have pegged our salaries to be five percent higher than the Knox County averages. The following table provides salary ranges for all instructional and support staff, including:

- Teachers
- Counselor/Social Worker
- Bilingual Specialist
- Interventionist
- Manager of Family and Community Engagement

Years of Experience	Salary Range
0-2 years of experience	\$36,750 – \$40,750
3-5 years of experience	\$39,250 - \$43,000
6-8 years of experience	\$41,200 - \$45,750
9+ years of experience	\$44,000 +

In addition, teachers who serve as grade level/subject chairs will receive a \$1,500 stipend.

Salaries for leadership staff, including the dean of scholars, director of curriculum and instruction, and director of specialized services will range from \$50,000 to \$70,000, depending on their years of experience. We anticipate that these staff members will have less than 10 years of experience when they join Emerald Academy. As such, the salaries for the leadership staff far exceed Knox County Schools’ salaries for elementary-level assistant principals; it is our expectation that these staff members will work year-round.

Administrative support staff salaries will range from \$20,000 for a clerk to \$30,000 for an office manager.

The principal's salary will be between \$85,000 and \$95,000.

We will meet the State legal requirement that full-time charter staff will participate in insurance and benefits programs "in the same manner as teachers and other full-time permanent employees of the LEA."

Strategies to retain high-performing teachers. Emerald Academy recognizes the importance and necessity of retaining high-performing teachers. According to a recent report published by TNTP on retaining high-performing teachers entitled, *The Irreplaceables*, retention of high-performing teachers can be achieved when the right strategies are put into place. TNTP defines the Irreplaceables as the top 20 percent of teachers in studied districts, as gauged by district data, who generated five-to-six months of additional scholar learning than a poor performer. The study notes, "The 'irreplaceables' are teachers who are so successful that they are nearly impossible to replace" (pg. 2). This study indicates that the top two reasons that high-performers leave are due to limited retention efforts and poor school cultures and working conditions. Following is a brief discussion of both:

1. Principals make far too little effort to retain Irreplaceables or remove low-performing teachers.

According to the study, "More than 75 percent [of Irreplaceables] said they would have stayed at their school if their main issue for leaving were addressed" (pg. 13). The study also found that "less than 30 percent of Irreplaceables who plan to leave their school do so for personal reasons beyond their school's control, and principals hold significant sway over the decisions of the other 70 percent" (pg. 15). Following is a figure from *The Irreplaceables* that highlights eight low-cost retention strategies for retaining high-performing teachers.



Emerald Academy will employ the following retention strategies in an effort to ensure that our highest performing teachers remain at Emerald Academy:

- **Feedback and development.** As noted in the [Professional Development](#) section below, Emerald Academy believes that providing feedback and development to teachers is essential to the success of our school. As such, regular, constructive feedback and coaching will be a key component of our professional development and retention plan.

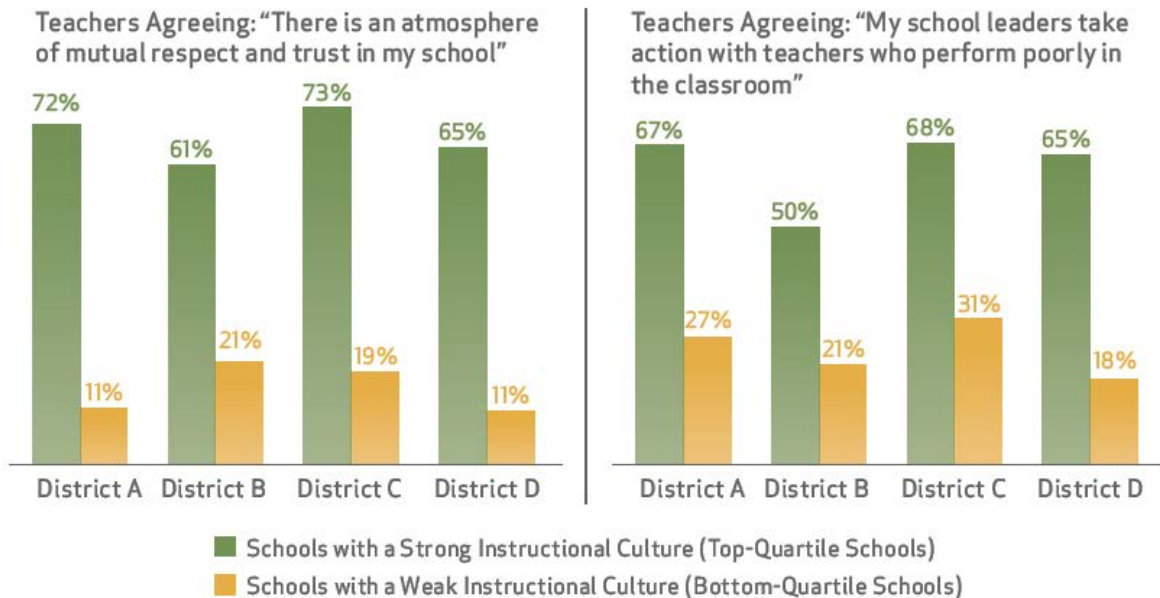
- **Recognition.** Also described in [Professional Development](#) section below, Emerald Academy acknowledges the importance of recognizing teachers for their accomplishments and will do so through morning huddles, Community Circles, and school-wide assemblies, as well as at the conclusion of the school year during a school-wide celebration. Emerald Academy will also consistently inform teachers of their effectiveness through the school's ongoing observation and coaching activities.
- **Responsibility and advancement.** Teachers at Emerald Academy will have opportunities to serve as leaders in the school. More specifically, high-performing teachers will be asked to serve as grade level/subject chairs, conduct peer observations and mentoring, and attend external professional development opportunities.
- **Resources.** Emerald Academy will ensure that teachers have both the tangible and intangible resources needed to successfully implement the curriculum and achieve high levels of growth for each scholar. Teachers will be provided with textbooks and intervention programs to use for instruction. In addition, Emerald Academy will work to build a purposeful community to support teachers in their craft. McREL defines a purposeful community as, "...one with the collective efficacy and capability to develop and use assets to accomplish purposes and produce outcomes that matter to all community members through agreed-upon processes" (2004). See the [Professional Development](#) section for a greater discussion of how Emerald Academy will provide professional learning communities for teachers.

2. Poor school cultures and working conditions drive away great teachers.

As noted below in the following figure, "turnover rates among Irreplaceables were 50 percent higher in schools with weak instructional cultures" (pg. 19). The figure also shows the importance of having an atmosphere of mutual respect and trust in the school, as well as the importance of holding teachers accountable for their classroom instruction and results.

Emerald Academy will work actively and intensely to create a highly relational culture grounded in high expectations (see the [School Culture](#) section for more information about how we will accomplish this). We will encourage a collegial and collaborative environment in which teachers value and respect their colleagues. In order to do this, we will utilize professional learning communities (PLCs) and peer support; working with each other to improve scholar performance will be essential to the success of our school. See the [Professional Development](#) section for a detailed description of PLCs. We will also expect the best from our faculty and will hold all teachers accountable for high levels of academic achievement. The following figure is also from *The Irreplaceables*.

FIGURE 13 | TEACHERS AGREEING WITH STATEMENTS ON THEIR SCHOOL'S CULTURE



Turnover rates among Irreplaceables were 50 percent higher in schools with weak instructional cultures.

- Describe your strategy, plans and timeline for recruiting and hiring the teaching staff, including the school’s plan for hiring appropriately licensed “highly qualified” staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.

Emerald Academy will seek to hire teachers who are aligned to our mission and vision, highly qualified, and passionate about providing a high quality education to urban youth. We will ensure that our hiring process allows us to identify and hire candidates who will help our school achieve our ambitious academic goals. Further, our process will ensure that we hire staff who are culturally sensitive and aware of the many challenges facing urban scholars and families. We will also hire teachers who have a growth mindset and are willing to change and adapt as necessary. To that end, the selection criteria that Emerald Academy will use to hire teachers will include the following:

- Deep alignment and commitment to fulfill our mission, vision, and values
- Highly-qualified status in accordance with ESEA
- Evidence of academic success (if recently graduated, personal academic success; if previously taught, student academic success)
- Ability to work collaboratively with others and, for kindergarten through fourth grade, co-teach
- A commitment to serve ALL scholars and the belief that ALL scholars can achieve at high levels
- An awareness of the challenges urban families face and the desire to ensure all scholars have the resources and supports they need to be successful
- An open mind and growth mindset
- A desire to learn and continuously improve

In order to identify top quality candidates who meet our selection criteria, Emerald Academy will implement an extensive recruitment process to ensure that the school has an abundance of talented teachers from whom to select. Emerald Academy will advertise with local universities' teacher education programs in Tennessee, as well as websites such as www.Teachers-Teachers.com and www.careerbuilder.com. School leadership will attend job fairs in Knoxville and other cities in Tennessee. We will also advertise positions with Teach for America in an effort to identify alumni who have a track record of academic success. The Board of Directors will also activate their vast personal and professional networks. Finally, we will advertise positions on national job boards such as the National Association of Charter School Authorizers (NACSA), and the National Alliance for Public Charter Schools (NAPCS).

Emerald Academy will implement a multi-step interviewing process to ensure only the highest-quality applicants are offered a position at our school. The process will include the following six stages:

1	Submission of materials: Applicants will be asked to submit a résumé, cover letter, evidence of academic achievement with a similar student population and/or evidence of personal academic success, a written statement regarding working in an urban school environment, and a classroom videotape (if available).
2	Screening of candidates: The principal will utilize Gallup Teacher Insight to screen candidates and determine whether they meet the selection criteria. Qualified candidates will be invited to participate in a telephone interview.
3	Telephone interview: The principal will conduct a telephone interview; (s)he will use a common list of questions that will be asked of all candidates. This interview will be 30-to-45 minutes long, and will ask candidates to expand on the initial information received. The focus of this interview will be to assess a candidate's alignment with the school culture and mission, as well as the candidate's track record of success.
4	In-person interview and demonstration lesson: Candidates whom the principal determines would potentially be a good fit for the school will be invited to an in-person interview with the hiring committee (composed of school leadership). The interview will be in-depth and multi-faceted. Candidates will be asked a series of questions, as well as given a scenario and asked to respond with data analysis and next steps. Candidates will be asked to conduct a demonstration lesson and then will reflect on the lesson with the principal.
5	Verification of credentials: Emerald Academy will verify the credentials of promising candidates to ensure highly qualified status and teacher licensure, conduct state and federal criminal background checks, and check references.
6	Formal offer: Candidates who meet all of the requirements and have demonstrated alignment to the mission and vision, as well as evidence of academic success, will receive a formal offer letter that will include salary and benefit information, as well as job expectations.

Emerald Academy will begin its recruitment efforts for staff in December 2014 to January 2015. All interviews will be conducted and offers will be made by March/April 2015.

- Define and elaborate on the draft procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Emerald Academy has developed the following procedures for the hiring and dismissal of school personnel.

Hiring. As noted above, the hiring process will begin with an initial review of application materials and résumés for all posted openings. Candidates who meet the qualifications for a position will be scheduled for a brief telephone interview. After the telephone interview, the top candidates will be scheduled for an in-person interview. For instructional positions, we will also ask candidates to conduct a demonstration lesson. After the in-person interview and demonstration lesson, we will conduct reference checks, a criminal background check, and any other due diligence that we deem necessary. We will then make a job offer.

Dismissal. As stated above, Emerald Academy is an at-will employer and, therefore, any staff member may be terminated at any time, with or without cause. In general, it is the school’s policy to follow a progressive discipline process for dealing with staff who do not meet performance expectations. The goal of our progressive discipline policy is to help staff meet and exceed performance expectations. Our progressive discipline policy includes the following steps:

- Meet with employees to counsel them about poor performance and provide them with verbal feedback.
- Provide employees with a verbal warning.
- Provide employees with a written warning and establish a corrective action plan that outlines goals, expectations, and a timeline for meeting expectations.
- Monitor progress against the corrective action plan.
- If expectations are not met in the timeline established in the corrective action plan, the employee will be terminated.

There are also certain situations that may require immediate termination: corporal punishment; use or sale of narcotics; excessive absence; excessive lateness; failure to report child abuse; intoxication; demeaning conduct or attitude towards scholars, employees, visitors or vendors; theft; or fighting.

- Give a thorough description of the process for hiring the school leader. Explain how the school leader will be supported, developed, and provide a draft evaluation instrument for the school leader.

Process for hiring the school leader. At Emerald Academy, the principal will be the school leader. Selection of the principal is among the most important decisions that the Board of Directors will make over the next several months. The Board of Directors has already begun their search for a principal by activating their vast personal and professional networks. This effort is being led by Ed Hedgepeth, the former Executive Director of Secondary Instruction for the Knox County Schools and the current TNLEAD Principal-in-Residence at the University of Tennessee, in the College of Education, Health, and Human Sciences, Department of Educational Leadership. The process will include the following key steps:

1.	Advertise positions: In addition to activating vast personal and professional networks, Emerald Academy will also post the job description for the principal on www.Teachers-Teachers.com and www.careerbuilder.com , as well as national sites such as NACSA and NAPCS. Further, Emerald Academy may reach out to organizations such as Teach for America, Building Excellent Schools, New Leaders for New Schools, and TNTP to advertise the position.
2.	Initial reading of résumés: An ad hoc committee of the Board will screen résumés to identify candidates who meet the qualifications identified in the job posting.
3.	Initial interview to assess success with similar students: The ad hoc committee will conduct a brief (approximately one hour) interview to determine the applicant’s success with a similar student population.

4.	Half-day interview: Candidates who have demonstrated success with a similar student population will be invited to participate in a half-day interview with the ad hoc committee. Over the half-day, candidates will participate in various activities to determine knowledge and expertise in the following areas: setting instructional direction, teamwork, sensitivity, judgment, results orientation, organizational ability, communication, and developing others. The top two candidates will demonstrate their ability to fulfill the job responsibilities and their fit with the school culture, and will move onto the final stage of the selection process.
5.	Board interview: The top two candidates will be invited to interview with the Board of Directors. All Board members will participate in this interview and will use a common set of interview questions that is aligned to our mission and vision. Board members will then determine which candidate will be the best fit for the school and, following a criminal background check and reference checks, will extend a formal offer.

The ideal principal candidate will have the following characteristics:

- A belief that all children must receive a rigorous college-preparatory education and are able to reach high levels of academic achievement
- An administrator license issued by the Tennessee Department of Education
- A track record of success working with a similar student population and demonstrated evidence at having led dramatic increases in student achievement
- Outstanding organizational and people leadership skills
- Alignment with Emerald Academy’s mission, vision, and core values
- Demonstrated success in building a school culture that is both highly relational and grounded in high expectations
- The ability to provide teachers with the tools, supports, and professional development that they need to continuously improve the quality of classroom instruction
- Strong critical thinking and problem solving skills
- A commitment to, and history of, utilizing data to drive all decisions at the school from personnel, to programming, to interventions, to instruction
- Strong financial and operational management skills

Our target date for hiring the school principal is July 1, 2014.

Support, development, and evaluation of the principal. Emerald Academy firmly believes that all individuals in the building need to be continuous learners, including the principal. As such, Emerald Academy will provide the following in an effort to support and further develop our principal:

1. **Collaboration with Breakthrough Schools’ Prep Schools.** Since Emerald Academy is adopting Breakthrough Schools’ Prep Schools model, Emerald Academy is pursuing an agreement with Breakthrough Schools to provide direct support to our principal. More specifically, through this agreement, the principal will participate in a two-week residency program at Breakthrough Schools’ Prep Schools. During this time, the principal will shadow school leaders and will learn how to effectively implement the academic model. In addition, our principal will have opportunities throughout the school year to dialogue with the Breakthrough Schools’ Prep Schools’ leaders. We believe that having the support and advice from fellow school leaders is of utmost importance and will ensure that our principal has the opportunity to collaborate with the Breakthrough Schools’ Prep Schools’ principals.

2. **Coaching and mentoring from an experienced school leader.** While we intend to hire a principal with a track record of academic success, we believe that the leader will benefit from one-on-one coaching and mentoring from an experienced school leader. Betty Sue Sparks, one of the design team members, has agreed to provide coaching and mentoring to our chosen principal at no cost to the school. Mrs. Sparks currently serves as co-director of the University of Tennessee's Center for Educational Leadership and the Cornerstone Principal in Residence. In this role, she provides this training and development to aspiring principals. The development will be aligned to the Interstate School Leaders Licensure Consortium (ISLLC) Standards, the Tennessee Instructional Leadership Standards, McREL's Balanced Leadership Responsibilities, and the TEAM Administrator Evaluation.
3. **External professional development opportunities.** Our principal will also be encouraged to attend external professional development at conferences such as the TNLEAD conference, ASCD, Learning Forward, the National Association of Elementary School Principals (NAESP), and the National Association of Secondary Principals (NASSP). Further, the principal will be encouraged to visit other high performing schools throughout the country that are demonstrating success with similar student populations.

Emerald Academy will use the Tennessee Educator Accelerator Model (TEAM) Administrator Evaluation. We recognize that revisions to the current TEAM administrator evaluation model are being piloted and these revisions have yet to be finalized.

Additionally, the Governance Committee of the Board will establish annual personal performance goals, scholar and school-wide academic goals, and operational and financial goals; the Governance Committee will monitor the progress of the principal over the course of the year. Furthermore, the principal will be measured on his/her leadership ability across the following six domains in order to ensure that we fulfill our mission and vision and provide scholars with access to a high quality education:

- Living a mission and vision focused on results
- Leading and managing systems change
- Improving teaching and learning
- Building and maintaining collaborative relationships
- Leading with integrity and professionalism
- Creating and sustaining a culture of high expectations

As noted in the [Governance](#) section, members of the Governance Committee will interview staff members and collect survey results regarding the principal's leadership. At the conclusion of its annual review, the Governance Committee will prepare a report for the Board of Directors and make a recommendation regarding the principal's employment status.

- Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes.

Unsatisfactory performance. The principal will be held accountable to the academic and operational performance goals as described in [Academic Performance](#) section of this application. If the school is failing to meet performance standards, the principal will create a corrective action plan that (s)he presents to the Board of Directors. The Board of Directors will closely monitor the school's and principal's progress against the corrective action plan. Should the school's performance fail to improve to the Board's satisfaction, the Board will explore making a leadership change.

Similarly, if teacher performance is unsatisfactory (as identified by assessment results, informal observations, and the formal evaluations), Emerald Academy will implement the progressive discipline policy described earlier in this section of the application. Emerald Academy is committed

to providing a high quality education to each and every scholar. Should we find that the principal and/or teachers are not helping to fulfill this, Emerald Academy will make changes as necessary.

Leadership/teacher changes. Emerald Academy will seek to make any leadership or teacher changes at the end of the school year in an effort to not disrupt teaching and learning. Should the Board find that a leadership change needs to be made, the Board will create an ad hoc committee to create a transition plan and help with the recruitment and selection of a new leader. In the event that an evaluation and/or the progressive discipline policy indicate a need for a teacher change, Emerald Academy will inform the employee that his/her employment with the school will end at the conclusion of the school year. The principal will recruit and hire new employees, as needed.

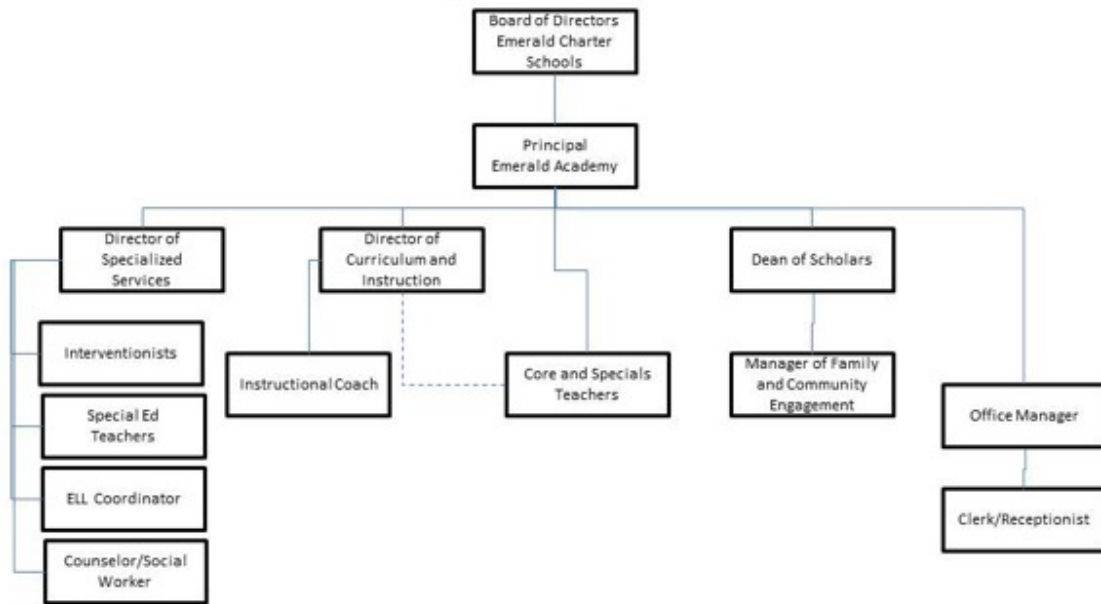
- Attach a copy of the school's organizational chart and highlight the areas of this organizational structure that relate directly to the school's vision, mission.

Emerald Academy has designed the following staffing structure to ensure that we are able to fulfill our mission and vision. More specifically, we will employ a leadership team composed of the principal, director of specialized services, director of curriculum and instruction, and dean of scholars. By utilizing a distributed leadership model, responsibilities will be shared among the leaders, which will ultimately lead to increased focus and attention on teaching, learning, and culture. As noted in the organizational chart below, there is a dashed line between the director of curriculum and instruction and core/specials teachers. The dashed line indicates that the director of curriculum and instruction will have significant duties with regard to the teaching staff. The director of curriculum and instruction will not, however, serve in a supervisory role with regard to formal evaluations but will, instead, provide input on teacher performance to the principal.

We also have a robust scholar support team that includes interventionists, special education teachers, an ELL coordinator, and a counselor/social worker. These staff members will be essential to providing the additional necessary supports to scholars with special needs, ELL scholars, and at-risk scholars. As noted previously, we will invest significant resources in core and specials teachers in order to provide a 15:1 scholar-to-teacher ratio in the elementary school grades and a 20:1 scholar-to-teacher ratio in the middle school grades. Emerald Academy will employ a dean of scholars who will support the principal in ensuring a highly relational culture grounded in high expectations. The manager of family and community engagement will support the school's enrollment goals and family/community engagement efforts. Finally, the office manager and clerk/receptionist will ensure smooth office operations.

Note that this organizational chart includes the Board of Directors of Emerald Charter Schools, the sponsor, which oversees the principal and staff of Emerald Academy.

**Emerald Charter Schools / Emerald Academy
Organizational Chart**



- Fill out the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models.

Position	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	1	1	1	1	1
Dean of Scholars	1	1	1	1	1
Manager of Family and Community Engagement				0.5	1
Director of Curriculum and Instruction			1	1	1
Instructional Coach				0.5	0.5
Director of Specialized Services	1	1	1	1	1
Classroom Teachers (core subjects)	8	15	22	29	32
Classroom Teachers (non-core – special education, ELL, specials teachers, etc.)	2	4	6.5	8.5	9
Counselor/Social Worker			1	1	1
Office Manager	1	1	1	1	1
Clerk/Receptionist	1	1	1	1	1

Professional Development

Describe the proposed school's professional development plan and opportunities and how they relate to the chosen academic focus and plan. Explain career growth and development opportunities for staff to maximize the contribution and retention of highly effectively employees.

Emerald Academy will be a place of continuous learning and improvement. As such, staff at Emerald Academy will receive a significant amount of professional development (PD) at the beginning of the year and throughout the school year. Emerald Academy's PD plan will include a Summer Institute, bi-weekly school-wide PD, data days, bi-weekly professional learning communities, ongoing instructional coaching and observations, and external PD opportunities. Emerald Academy recognizes that the expectations we have for teachers are high. We have been intentional about the design of our school schedule, yearly calendar, and PD plan to ensure that teachers receive the necessary training and support to implement our chosen academic focus and plan.

Emerald Academy will implement specific strategies in order to ensure that teachers have opportunities for career growth and development, such as grade level/subject chairs and peer coaching; this is described in detail below. We believe that the strategies we will implement will maximize the contribution and retention of highly effective employees.

- Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan.

Our professional development plan is specifically designed to ensure that teachers at Emerald Academy are prepared and equipped to implement the academic plan described in this application. We firmly believe that providing staff with training, support, and PD is absolutely essential to the success of our school. We also believe that PD cannot be offered just once at the beginning of the year. Professional development must be embedded and sustained throughout the school year to ensure that all staff are able to effectively implement our academic plan and ultimately ensure that the needs of each and every scholar are met. Staff members will participate in, and receive, PD through the following core components:

- **Summer Institute:** Staff members will participate in three weeks of orientation (four weeks for teachers new to Emerald Academy) in the summer to review teacher and scholar expectations and to model and practice school-wide systems to ensure consistency prior to scholars' arrival. Teachers will receive professional training and support on curriculum development including alignment of the curriculum to CCSS and Tennessee State Standards, assessment development, assessment interpretation, and data analysis. Our focus on curriculum and assessment before school starts will enable our teachers to have a clear scope and sequence for curriculum over the course of the year and will promote proper pacing of instruction to meet academic goals. The training related to each of these major areas will be guided by internally developed manuals, including:
 - Curriculum, Instruction, and Assessment;
 - Overview and School Operations; and
 - Classroom Management, School Culture, and Scholar Character.
- **Bi-weekly professional development:** Every other Wednesday, teachers will participate in school-wide PD after the scholars' early release on Wednesdays. School leadership will be responsible for determining the PD topics, based on teacher and school need.
- **Data days:** Emerald Academy will provide six PD data days to staff members each year so that staff can regularly assess scholar achievement data (see below for more specific information). Teachers will work in grade-level teams and individually to analyze results and develop re-teaching action plans. The action plans will be submitted to the principal and/or director of curriculum and instruction for review and feedback.

- **Bi-weekly professional learning communities:** Every other Wednesday (alternating with the bi-weekly PD described above), teachers will have the opportunity to meet in grade-level and/or subject-level teams to participate in professional learning communities (PLCs). According to Richard DuFour in his book, *What is a Professional Learning Community*, PLCs are widely misunderstood; he contends that professional learning communities can be effective if they adhere to the following core principles:
 - *Ensure that students learn:* DuFour states, “The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications for schools.”⁴³ He contends that every professional in the building needs to be focused on three crucial questions: 1) What do we want each student to learn? 2) How will we know when each student has learned it? 3) How will we respond when a student experiences difficulty in learning? He notes “the answer to the third question separates learning communities from traditional schools.”
 - *Create a culture of collaboration:* DuFour writes, “The powerful collaboration that characterizes professional learning communities is a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of student achievement.”
 - *Focus on results:* DuFour contends, “Professional learning communities judge their effectiveness on the basis of results. Working together to improve student achievement becomes the routine work of everyone in the school. Every teacher team participates in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress.”
- **Ongoing instructional coaching and observations:** Teachers will also receive ongoing instructional coaching and observations from the principal and the director of curriculum and instruction. (As described in the [Personnel/Human Capital](#) section, the director of curriculum and instruction will not be hired until year 3. The principal will be responsible for conducting these activities for all teachers until the director of curriculum and instruction is hired.) At the start of each school year, the principal and the director of curriculum and instruction (once hired) will create a schedule and determine a set of teachers that each will observe and provide coaching to on a regular basis; this will be determined by teacher need and leader expertise. Teachers will be informally observed on a biweekly basis; these informal observations will be followed by a one-on-one coaching session, during which time the leader and teacher will discuss the feedback from the observation. It will also be an opportunity for teachers to seek assistance, discuss challenges, and share successes. Emerald Academy will also hire an instructional coach beginning in year 4. The instructional coach will provide additional coaching and support to teachers above and beyond the support provided by the principal and director of curriculum and instruction. This individual will be non-supervisory and will instead serve as a resource for teachers.
- **External opportunities:** Emerald Academy will invest resources in sending our grade level chairs and other promising teachers to external PD opportunities, such as the TNLEAD conference, ASCD, Learning Forward, National Association of Elementary School Principals (NAESP), and National Association of Secondary School Principals (NASSP). In addition, we will send teachers to other high-performing schools throughout the country to see their best

⁴³ <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx>

practices. We believe that observing other high-performing schools will be essential to our continuous improvement. Finally, Emerald Academy and Breakthrough Schools' Prep Schools are discussing opportunities for joint PD or hosting Breakthrough Schools' Prep Schools staff members at our school. Since Emerald Academy is adopting Breakthrough Schools' Prep Schools model, we believe that working collaboratively with Breakthrough Schools' Prep Schools for PD will ensure successful implementation of the academic focus and plan.

- **District-sponsored opportunities for special education:** Emerald Academy may also send special educators to district-sponsored PD opportunities. Given the breadth of opportunities and the ability to provide the training to our teachers at an appropriate cost, Emerald Academy special educators will likely attend this PD. According to the Knox County Schools Executive Director of Student Support Services, the district currently allows other districts to attend this training and would be willing to provide this opportunity for Emerald Academy.
- Provide a schedule and overview of professional development that will take place prior to school opening. Explain the topics that may be included during the induction period and how teachers will be supported in delivering unique or particularly challenging aspects of the chosen curriculum.

As noted above, staff members will participate in three-to-four weeks of PD that will take place prior to school opening. Teachers new to Emerald Academy will begin the Summer Institute a week earlier than returning teachers. The extra week will give teachers new to the school an opportunity to get acclimated before the more experienced teachers return. It will also give the leadership team a chance to get to know the new teachers in a smaller, more individualized setting. The more experienced teachers will then be able to share their expertise and form mentoring relationships with the new teachers during the three weeks together.

During the Summer Institute, topics such as the following will be included:

- Mission and Vision
- Culture Overview and Philosophy
- Techniques to Teach Like a Champion
- Model Classroom (including SLANT, On Your Mark, Seat Signals)
- Discipline System and Consequences
- Routines and Procedures
- Co-Teaching Model
- Questioning Strategies
- Gradual Release Model
- Curriculum Development Process
- Assessment Creation and Alignment to Standards
- Assessment Interpretation and Data Analysis
- Scholars with Special Needs
- Technological Skills

Given the staggered starting dates, some of the PD will be automatically differentiated for new and returning teachers. Emerald Academy will differentiate the content of the remaining three weeks for our teachers as appropriate, in an effort to ensure that teachers receive the instruction they need to be successful. We anticipate having a range of experience and skill, and we believe that teachers, as well as scholars, need to receive differentiated instruction. We will survey our teachers at the end of each school year to determine areas of need and will create our Summer Institute and schedule with those needs in mind.

As described in the [Academic Focus and Plan](#) section, Emerald Academy teachers will create their own curriculum, but will use various curricular resources to support their instruction. Since no one curriculum will be fully utilized, the support that teachers will receive regarding the unique and challenging aspects of our curriculum will include how to conduct backwards planning, how to select and identify strong resources, and how to assess instruction.

- Describe the expected number of days and hours for professional development throughout the school year and explain how the school's calendar, daily schedule, and staffing structure support this plan. Include time scheduled for collaborative planning and how such time will typically be used.

Emerald Academy will offer various PD opportunities throughout the school year. More specifically, Emerald Academy will have data days every six weeks during which time teachers will work in grade level/subject teams to analyze the data from the most recent internal interim assessments. There will be six data days in total, which will equal 48 hours.

In addition, Emerald Academy teachers will participate in PD every Wednesday; scholars will be released early. Teachers will alternate between school-wide PD and professional learning communities. These will occur every Wednesday from 2:30 p.m. – 4:00 p.m. There will be 34 early dismissal PD days, resulting in 51 hours of professional development.

Emerald Academy's school calendar and daily schedule have been specifically designed to provide our staff members with significant opportunities for PD and collaborative planning. In addition to the professional learning communities and PD offered every Wednesday during the early release day, teachers in the elementary grades will have two 45-minute blocks each day that do not include instructional duties, one of which will be required to be used for collaborative planning in grade-level teams. Teachers will work in grade-level teams to design instruction and assessments. Teachers will assign a specific subject area to one of the four grade level teachers and that teacher will be responsible for planning instruction. Teachers will likely rotate their subjects to ensure that all teachers have opportunities to plan instruction for the core content areas. The grade-level chair will be responsible for leading these meetings and ensuring that teachers discuss the instructional plans and are prepared and equipped to implement the lessons.

In the middle school grades, teachers will also have two 45-minute blocks each day that do not include instructional duties. Collaborative planning among content area teachers and grade level teachers will be accomplished during professional learning communities, which will occur every other Wednesday. One professional learning community, for example, will be a content level meeting, and the next professional learning community will be a grade level meeting; the meetings will alternate throughout the school year. The content level meeting will allow teachers to conduct vertical alignment of curriculum; the grade level meeting will allow teachers to discuss scholar needs at respective grade levels. Once the school is at capacity, there will be four ELA teachers (one per grade level), four mathematics teachers (one per grade level), two science teachers (one for every two grade levels), and two social studies teachers (one for every two grade levels). Given that each teacher will plan his/her own instruction for his/her grade level(s), a collaborative planning structure similar to the elementary school grades will not be used. Also, at the middle school grades, entire subject areas will not be in specials at the same time (like in the elementary grades, where all scholars in one grade level participate in specials at the same time).

- Describe how the school's culture and leadership team will support professional growth.

From day one, we will establish a culture that values learning from all levels of the school – from scholar to teacher to principal. For more information about how Emerald Academy intends to build our desired school culture, see the [School Culture](#) section. Emerald Academy will recruit and hire teachers who have a growth mindset and are open to change. As described previously, “In a

growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.”⁴⁴

We will be a school that continuously grows and seeks excellence from all staff members, regardless of tenure and experience. As noted above, Emerald Academy’s leadership team will invest significant resources in the professional growth of our teachers through developing and leading bi-weekly professional development opportunities and providing ongoing coaching. For more information about coaching, see the questions below. Professional growth at Emerald Academy will be expected, and all teachers or leaders, regardless of how skilled the individual is, will be expected to continuously grow and improve in their practice.

- Describe the plan to cultivate future leadership capacity.

In order to cultivate future leadership capacity, Emerald Academy will implement a number of mechanisms that will allow teachers to grow and develop as leaders:

- **Grade level/subject chairs:** Each grade level (in the elementary grades) or subject (in the middle school grades) will have a grade level/subject chair who will be responsible for running professional learning communities. The grade level/subject chair will work with school leadership to set the agendas for the meetings and facilitate the meetings. In addition, grade level/subject chairs will gather input from their colleagues to provide to school leadership. As noted in the *Personnel/Human Capital* section, providing teachers with opportunities to lead is a key retention strategy that Emerald Academy will embrace.
- **Peer observations and coaching:** All teachers at Emerald Academy will be provided with the opportunity to conduct peer observations followed by peer coaching. According to Pam Robbins in her book, *How to Plan and Implement a Peer Coaching Program*, “Peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace.”⁴⁵ Teachers will be asked to volunteer for the observations and coaching.
- **External professional development:** As noted above, Emerald Academy will invest resources in sending leaders and teachers to high-quality external PD opportunities. Emerald Academy will use a train-the-trainer model, in which the teachers attending the PD will return to the school and then train their colleagues. They may also conduct observations and provide feedback to their colleagues about the implementation of the PD.
- Explain how the school’s staff will demonstrate a spirit of collaboration to share innovative practices across the entire district

At Emerald Academy, all staff members will be 100 percent invested in the success of our scholars. Our staff will demonstrate a spirit of collaboration to share innovative practices with each other and with other educators across the entire district. We firmly believe that improving education is the responsibility of all educators. We are completely committed to sharing our learnings with the district in an effort to increase the academic achievement of ALL students, not just Emerald Academy scholars. Every child deserves a high quality education; we will do our part to provide that. For example, in an effort to share innovative practices across the district, Emerald Academy may hold a community meeting at the end of the school year at which the school will conduct a Gallery Walk. Teachers and school leaders will offer short presentations on their innovative practices, while viewers move from presentation to presentation. Finally, our principal will seek to cultivate a positive working relationship with district administrators in an effort to share best practices and work collaboratively to increase achievement for all scholars.

⁴⁴ <http://mindsetonline.com/whatisit/about/>

⁴⁵ <http://www.ascd.org/publications/books/61191149/chapters/A-Definition-of-Peer-Coaching.aspx>

- Describe the policies and procedures for evaluating staff, providing feedback and celebrating excellence.

Evaluating staff and providing feedback. Giving our scholars great teachers – teachers who can have a transformational impact on their lives – is the single most important thing our school can do. A fair, accurate evaluation system that provides our teachers with regular, meaningful feedback that helps them continuously improve their instructional practice is critical to making that happen. By setting clear expectations and providing honest feedback about strengths and areas for development, evaluations can help teachers chart a course toward greater success in the classroom. Our goal will be to help our teachers reach their full potential so they can help our scholars reach their full potential.

Our evaluation system will allow us to grow our teachers, identify strengths and improvement areas, and increase scholar outcomes. We feel the very nature of our system is one of coaching and collaboration that requires time invested from all stakeholders. Our system will allow us to provide the very best education possible for our scholars.

Evaluation of Emerald Academy teachers will be conducted in order to achieve the following five outcomes: 1) improve instruction; 2) provide ongoing feedback for teacher professional growth; 3) facilitate communication between the professional teacher and his/her immediate supervisor; 4) promote high standards of excellence for teachers; and 5) identify areas to strengthen and the supports available to assist in this process.

As required by the State of Tennessee, teachers with individual growth scores will be evaluated according to the following:

- 50% of the evaluation will examine scholar achievement data
 - 35% based on scholar growth
 - 15% based on additional measures of scholar achievement adopted by the State Board of Education and chosen through mutual agreement by the educator and evaluator
- 50% of the evaluation will be determined through qualitative measures such as teacher observations, scholar perception surveys, personal conferences, and review of prior evaluations and work.

Emerald Academy teachers will be formally evaluated twice per year. The process will include a pre-conference, classroom visit, post-conference, professionalism scoring, and a summative conference. Emerald Academy will use the Tennessee Educator Acceleration Model (TEAM) as our evaluation tool. According to the TEAM website, the Tennessee Department of Education partnered with the National Institute for Excellence in Teaching (NIET) to adapt their rubric to Tennessee. The TEAM website states, “The NIET rubric is based on research and best practices from multiple sources. In addition to the research from Charlotte Danielson and other prominent researchers, NIET reviewed instructional guidelines and standards developed by numerous national and state teacher standards organizations. From this information, they developed a comprehensive set of standards for teacher evaluation and development.”⁴⁶ The rubric is divided into three main categories: instruction, planning, and environment. Teachers will receive a rating of significantly above expectations (5), at expectations (3), or significantly below expectations (1). Emerald Academy leadership will use the TEAM Educator Observation Form to conduct the formal observations; the observation form is directly linked to the TEAM rubric.

Emerald Academy will also use the professionalism rubric to assess each teacher’s professionalism.⁴⁷ The professionalism rubric focuses on four key areas:

⁴⁶ http://team-tn.org/wp-content/uploads/2013/08/TEAM-Overview_7_15_13.pdf

⁴⁷ <http://team-tn.cloudapp.net/wp-content/uploads/2013/12/Professionalism-Rubric.pdf>

1. Professional Growth and Learning
2. Use of Data
3. School and Community Involvement
4. Leadership

The TEAM evaluation tool aligns exceptionally well with the beliefs and values of Emerald Academy. We believe that this evaluation tool will help us ensure that educators are meeting expectations and continuously growing in their craft.

For more information about our informal observations and how Emerald Academy will provide consistent and ongoing feedback, see the next question.

Celebrating Excellence. In addition to evaluating teachers and providing feedback, Emerald Academy will also seek to consistently celebrate excellence. As noted in the section on retention, TNTP notes that providing recognition and accomplishments to teachers publicly is an effective retention strategy. In order to publicly recognize and celebrate staff members, Emerald Academy will utilize shout-outs given during the daily morning huddle. (At the start of every school day, all staff members will convene for a five-minute huddle.) Teachers will also be celebrated during Community Circle and other school-wide assemblies. Further, at the end of each school year, Emerald Academy will host a celebration during which time both scholars and teachers will be celebrated for their hard work and perseverance throughout the school year.

- Detail who is involved in the evaluation process, how constructive feedback will be provided and how often.

The principal and the director of curriculum and instruction (once hired in year three) will be responsible for conducting evaluations. As noted above, constructive feedback will be provided following both formal and informal observations. Formal observations and evaluations will be conducted twice per year; informal observations will be conducted by school leadership on a bi-weekly basis.

In order to track observations and provide feedback, school leadership will use an online platform called BloomBoard. BloomBoard is currently used at Breakthrough Schools' Prep Schools and was chosen after conducting extensive research on various models and platforms. BloomBoard was designed to empower educator growth and development; it is provided to schools at no charge. Through this online platform, school leadership will be able to manage and track all teacher observations (both formal and informal, if desired). According to BloomBoard's website, BloomBoard works with their clients to customize the platform according to each school's rubrics, frameworks, and processes. Emerald Academy will engage BloomBoard to customize the platform once the principal is hired, should the charter be awarded. BloomBoard will be an essential tool to track observations. It will allow school leaders to take notes while observing lessons, align evidence collected to our evaluation framework, and provide personalized feedback. For more information about BloomBoard, visit their website: <http://www.bloomboard.com/schools>.

While school leadership will provide personalized feedback through BloomBoard, school leadership will also meet with teachers following their observations to discuss the feedback and answer any questions teachers may have related to the feedback. School leaders will also discuss challenges teachers are having, provide instructional strategies, and give suggestions, in addition to discussing other topics. The feedback session will be based on each teacher's needs. School leadership will ask each teacher to come prepared to discuss specific areas needing attention. Ultimately, the goal is to ensure that each teacher is receiving the support and coaching needed to be a highly effective teacher.

Operations Capacity

Describe the capacity of school leadership (current or proposed) in terms of skills, experience, and available time to identify and respond to the needs of the staff and also balance the needs of the school and students.

As discussed above, the principal will be the strategic, academic, and financial leader of Emerald Academy. In addition, (s)he will oversee management of the day-to-day operations of the school. The principal will directly or indirectly supervise all staff and will report to the Board of Directors. His/her major areas of responsibility will include:

- Organizational leadership
- Teaching and learning
- School culture and behavior
- School finance and operations
- Management and development of people systems and resources
- Parent and community relations

The principal will have the skills and experience to identify and respond to the needs of the staff and also balance the needs of the school and scholars. To ensure that (s)he has the time and resources necessary to effectively manage the school, the principal will be supported by a robust leadership team, as well as external financial and operations support.

Leadership Team. The leadership team will include:

- **Dean of Scholars:** The dean of scholars will be hired in year one and will be responsible for assisting the principal with building and maintaining a strong school culture. (S)he will manage and monitor scholars' behavior and discipline and serve as the point person for all family-related matters. The dean of scholars will also manage the community service requirements for eighth grade scholars.

For the first three years of the school's operations, the dean of scholars will also be responsible for coordinating parental and community engagement activities. In the school's fourth year, Emerald Academy will hire a manager of family and community engagement who will assume this role.

- **Director of Curriculum and Instruction:** The director of curriculum and instruction will be hired in the school's third year of operation. In the first two years of operation, while the faculty is relatively small, the principal will be responsible for these duties. (S)he will provide ongoing coaching, observation, and professional development for teachers. In this capacity, the director of curriculum and instruction will work with teachers to continuously improve teaching practices. In addition, (s)he will support the principal and faculty in developing, refining, and aligning the school's curriculum and assessments.
- **Director of Specialized Services:** The director of specialized services will be hired in year one and will oversee the special education, ELL, and RTI² programs. (S)he will be responsible for all case management, development, and monitoring of IEP and Section 504 plans, and coordination of clinical services. In addition, the director of specialized services will provide ongoing professional development to teachers and other faculty who work with at-risk scholars, scholars with disabilities, ELL scholars, and gifted and talented scholars.

The qualifications, hiring timeline, and hiring process for the principal are detailed in the [Personnel/Human Capital](#) section of this application. The principal will be responsible for hiring all other leadership staff and will initiate this process immediately upon approval of the charter school.

External finance and operations support

Emerald Academy will contract with Emerald Youth Foundation (EYF) to provide back office, accounting, financial management, and compliance support. EYF has a long history and outstanding reputation for its sound financial and administrative operations. To enhance its current financial management and administrative capacity, EYF will create a Service Bureau that will include a chief financial and administrative officer, a director of operations, a director of finance and a staff accountant. This team will have the capacity to provide both EYF and Emerald Academy with the high-quality financial and back office support that they need.

The EYF Service Bureau will be staffed by the following individuals:

- **Chief Financial and Administrative Officer, Scot Braun**, currently serves as the EYF Chief Financial Officer on a contract basis. Scot has more than 25 years of experience in corporate finance, mergers and acquisitions, recapitalizations, capital raises and restructurings, risk management, operational streamlining, strategic planning, regulatory and corporate governance, and management consulting for both for-profit and not-for-profit organizations. Scot also serves as a governor-appointed member of the State of Tennessee's Building Finance Committee. Scot holds an Executive MBA from Duke University's Fuqua School of Business and a Bachelor's degree in Accounting from Marshall University. He is also a licensed Certified Public Accountant.
- **Director of Operations, David Wells**, has served as the Senior Director of Development and Administration for EYF for the past three years. Prior to joining EYF, David served as the General Manager for a group of four Knoxville radio stations. David has extensive operations experience and background in managing governmental compliance and associated reporting. In addition, he has demonstrated strong management skills in the areas of human resources, facilities and contracting, and IT. David is a graduate of the University of Tennessee.
- **Director of Finance, Margaret Fuson**, has 32 years of accounting experience for both for-profit and not-for-profit organizations. Margaret currently serves as the Director of Finance for EYF, where she manages all accounting and bookkeeping functions. In addition, she oversees grant and government reporting, serves as the point person for all financial audits, and prepares financial reports for management and the Board of Trustees. Margaret graduated summa cum laude from Cumberland College with a degree in Business Administration and a concentration in Accounting.

The EYF Service Bureau will work closely with the Emerald Academy principal to ensure that the school's accounting, fiscal management, compliance, and back office needs are being met. In addition, the EYF Service Bureau will support the Emerald Academy Office Manager who will be responsible for all compliance related matters. The chief financial and administrative officer will meet weekly with the principal to review the school's financial position and support him/her in all budgeting and financial decision making. In addition, the chief financial and administrative officer will prepare and deliver reports to the finance committee of the Board and the Board of Directors.

If you intend to contract with specific educational service providers, such as a charter management organization (CMO), please include:

- Selection process and criteria,
- Division of roles between the Board and the service provider,
- How performance of the provider will be measured,
- Conditions for renewal and termination of the agreement, and
- How you will check for and manage any potential conflicts of interest.

Emerald Academy does not plan to contract with an educational service provider or CMO. However, Emerald Charter Schools may, in the future, apply to open additional charter schools, at which time it may elect to establish itself as a CMO.

Financial Plan and Capacity

Charter School Financing

The Public Charter School Budget is found as Attachment 9. The Budget Narrative is found as Attachment 10.

Attachment 1: Start-Up Plan

Emerald Academy has developed the following start-up plan to use as a guide for the major activities that must take place between the submission of the charter application and the opening of the school. We anticipate that this plan will continue to evolve over the upcoming months as we hire the principal and await charter approval. As such, this will be a living plan that will be adjusted as needed to ensure that we are prepared to open Emerald Academy in August 2015.

Category	Task/Activity	Person/People Responsible	Timeline
Community Engagement and Recruitment	Hold monthly Parent and Community Advisory Committee meetings	Board President / Principal	Ongoing
Community Engagement and Recruitment	Hold bi-monthly community meetings	Board President / Principal	Ongoing
Community Engagement and Recruitment	Develop marketing materials	Board President	4/1/14 – 6/30/14
Community Engagement and Recruitment	Launch scholar recruitment campaign	Principal	9/1/14
Community Engagement and Recruitment	Accept and acknowledge scholar applications	Principal / Office Manager	9/1/14 – 3/30/15
Community Engagement and Recruitment	Hold open houses for prospective scholars and parents	Principal	9/1/14 – 3/30/15
Community Engagement and Recruitment	Hold enrollment lottery	Principal / Office Manager	4/3/15
Community Engagement and Recruitment	Notify parents of admission status	Office Manager	4/6/15
Community Engagement and Recruitment	Register scholars	Office Manager	4/6/15 – 7/31/15
Community Engagement and Recruitment	Hold scholar and parent orientations	Principal	5/1/15 – 7/31/15
Governance	Develop Board orientation handbook	Board President	4/1/14 – 9/1/14
Governance	Orient new Board members	Board President	4/1/14 – 9/1/14
Governance	Finalize and adopt Board policies	Board President	4/1/14 – 6/30/14
Governance	Establish Board committees and select committee chairs	Board President	4/1/14 – 6/30/14

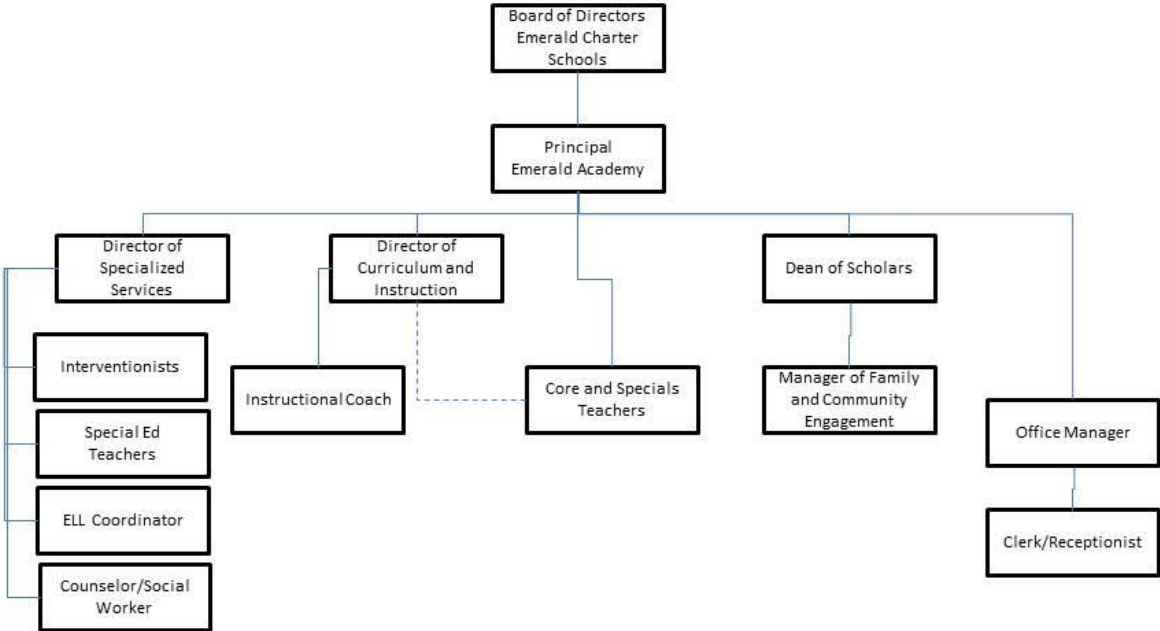
Category	Task/Activity	Person/People Responsible	Timeline
Governance	Hold monthly Board meetings	Board President	Ongoing
Human Resources	Finalize and adopt personnel policies and procedures	Service Bureau / Board President	4/1/14 – 6/30/14
Human Resources	Coordinate benefits with KCS	Service Bureau / Board President	Upon Charter Approval
Human Resources	Recruit principal	Board President or designee	4/1/14 – 5/31/14
Human Resources	Target date for selecting the principal	Board President or designee	5/31/14
Human Resources	Target start date for principal	NA	7/1/14
Human Resources	Recruit office manager	Principal	9/1/14 – 11/30/14
Human Resources	Target date for selecting the office manager	Principal	12/1/14
Human Resources	Target start date for office manager	Principal	1/1/15
Human Resources	Launch teacher hiring process	Principal	12/1/14
Human Resources	Conduct teacher interviews	Principal	12/1/14 – 4/30/15
Human Resources	Target completion date for teacher hiring	Principal	4/30/15
Human Resources	Teacher start date	NA	7/20/15
Human Resources	Recruit dean of scholars and director of specialized services	Principal	12/1/14 – 5/31/15
Human Resources	Target date for hiring dean of scholars and director of specialized services	Principal	5/31/14
Human Resources	Target start date for dean of scholars and director of specialized services	Principal	7/1/14
Financial Management	Develop and implement interim fiscal management policies and procedures	Board President / Service Bureau	4/1/14 – 6/30/14
Financial Management	Develop and implement formal fiscal management policies and procedures	Board President / Service Bureau	7/1/14 – 8/31/14
Financial Management	Secure payroll services provider	Service Bureau	4/1/14 – 6/30/14
Financial Management	Hire auditor	Board Treasurer	9/1/14 – 12/31/14
Financial Management	Create a standard financial reporting package for the Board and leadership	Service Bureau	7/1/14 – 8/31/14
Financial Management	Secure non-employee insurance	Service Bureau / Board Treasurer	4/1/14 – 6/30/14

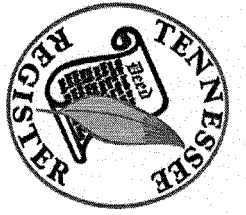
Category	Task/Activity	Person/People Responsible	Timeline
Financial Management	Launch fundraising campaign	Board President	4/1/14
Operations and Administration	Develop a safety manual and emergency procedures handbook	Office Manager	6/1/15 – 7/31/15
Operations and Administration	Finalize the scholar and family handbook	Principal / Office Manager	1/1/15 – 4/1/15
Operations and Administration	Create an internal compliance calendar	Office Manager / Service Bureau	1/1/15 – 3/31/15
Operations and Administration	Develop school-wide policies and procedures to ensure full compliance with charter contract	Office Manager / Service Bureau	1/1/15 – 6/30/15
Operations and Administration	Secure and set up student information system (SIS)	Office Manager / Service Bureau	4/1/15 – 6/30/15
Operations and Administration	Coordinate food service with KCS	Office Manager / Service Bureau	4/1/15 – 6/30/15
Operations and Administration	Research and identify vendors for supplies, furniture, equipment, etc.	Office Manager / Service Bureau	4/1/15 – 6/30/15
Operations and Administration	Negotiate and execute contracts with service providers	Office Manager / Service Bureau	4/1/15 – 6/30/15
Operations and Administration	Procure school start-up equipment, furniture, materials and supplies	Office Manager / Service Bureau	7/1/15 – 7/31/15
Academics	Plan Summer Institute professional development program	Principal	4/1/15 – 7/15/15
Academics	Hold Summer Institute	Principal	7/20/15- 8/7/15
Academics	Plan Fall professional development	Principal	7/1/15 – 7/31/15
Academics	Create level book libraries for classrooms	Principal and Classroom Teachers	7/20/15- 8/7/15
Academics	Complete the Emerald Academy Common Core State Standards Analysis Document	Principal and Classroom Teachers	7/20/15- 8/7/15
Academics	Build the Unit Sequence Calendar	Principal and Classroom Teachers	7/20/15- 8/7/15
Academics	Build the first interim assessment	Principal and Classroom Teachers	7/20/15- 8/7/15
Academics	Create class/course descriptions	Classroom Teachers	7/20/15- 8/7/15
Academics	Write the first unit plan	Classroom Teachers	7/20/15- 8/7/15
Academics	Confirm curriculum resource selection	Principal	4/1/15 – 6/30/15

Category	Task/Activity	Person/People Responsible	Timeline
Academics	Purchase all curricular supplies	Principal / Office Manager	7/1/15
Academics	Create daily scholar and teacher schedules	Principal	4/1/15 – 6/30/15
Facilities	Select a permanent facility solution	Board President	4/1/14 – 5/30/15
Facilities	Negotiate facility acquisition	Board President	5/1/14 – 6/30/14
Facilities	Negotiate facility financing	Board President	4/1/14 – 7/31/14
Facilities	Assemble facility development team	Board President / Board Facility Expert	6/1/14 – 7/31/14
Facilities	Translate the program design into architectural drawings	Board President / Board Facility Expert	8/1/14 – 9/30/14
Facilities	Prepare and submit permit drawings for approval	Board President / Board Facility Expert	9/1/14 – 10/31/14
Facilities	Manage Facility Construction	Board Facility Expert	11/1/14 – 5/31/15
Facilities	Inspections	Board Facility Expert	5/1/15 – 6/30/15
Facilities	Secure Certificate of Occupancy	Board Facility Expert	7/1/15

Attachment 2: Organizational Chart

**Emerald Charter Schools / Emerald Academy
Organizational Chart**





SHERRY WITT

KNOX County Register of Deeds

CUSTOMER RECEIPT - RECORDING SERVICES

Customer Name : EMERALD CHARTER SCHOOLS

MAILING LABEL

EMERALD CHARTER
ATTN: STEVE DIGGS
1718 N CENTRAL ST
KNOXVILLE TN 37917-5510

*637-2227
STATE EXT. #100*

Receipt Number: **T20140005593**
Date/Time: 02/06/2014 10:06:26

Method Received: Walk-In
Clerk: Penny

Transaction Detail

Instrument Number	Instrument Type	Gen. Fee	Equip. Fee	Transfer Tax	Mortgage Tax	Copy	Cert. Copy	Total Copy Fee	# Pgs	Consideration	Subtotal
201402060046436	CORP	\$5.00	\$2.00	\$0.00	\$0.00	N	N	\$0.00	4		\$7.00
First Party Name STATE OF TENNESSEE											
Second Party Name EMERALD CHARTER SCHOOLS											

Payment Information

Method of Payment	Payment Control ID	Authorized Agent	Amount
Cash			\$7.00

AMOUNT PAID: **\$7.00**
 LESS AMOUNT DUE: **\$7.00**
 CHANGE RECEIVED: **\$0.00**

Sherry Witt
Register of Deeds
Knox County

2

FILED

CHARTER OF
EMERALD CHARTER SCHOOLS

A TENNESSEE NONPROFIT CORPORATION

ARTICLE I. NAME

The name of the corporation is **Emerald Charter Schools** (the "Corporation").

ARTICLE II. AUTHORITY

The Corporation is a public benefit corporation and is organized pursuant to the provisions of the Tennessee Nonprofit Corporation Act (the "Tennessee Act").

ARTICLE III. PURPOSES

The Corporation is organized exclusively for religious, charitable, educational, and scientific purposes within the meaning of Section 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future United States Internal Revenue Laws (the "Code"), for the benefit of, to perform the functions of, or to carry out the purpose of owning and operating a charter school, and purposes related thereto.

ARTICLE IV. RESTRICTIONS

Section 1. No Private Inurement. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, trustees, officers or other private persons; except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III. The Corporation shall not have capital stock or shareholders.

Section 2. No Substantial Lobbying. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation.

Section 3. No Political Campaigning. The Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.

Section 4. Other Restrictions. Notwithstanding any other provisions of these Charter, the Corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or by a corporation to which contributions are deductible under Sections 170(b)(1)(A) and 170(c)(2) of the Code.



Knox County Page: 1 of 4
REC'D FOR REC 02/06/2014 10:06:26AM
RECORD FEE: \$7.00
M. TAX: \$0.00 T. TAX: \$0.00

201402060046436

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777, 1781, 01/31/2014, 10:41:37, Received by Tennessee Secretary of State Tre Harrell

ARTICLE V. DIRECTORS

Section 1. Initial Directors. The initial Board of Directors shall consist of three (3) members, whose names and addresses are set forth below:

Steve Diggs	1718 N. Central Street, Knoxville, TN 37917
Tim McLemore	P.O. Box 1990, Knoxville, TN 37901
Ed Hedgepeth	302 Bailey Education Complex, 1122 Volunteer Blvd., Knoxville, TN 37996

Section 2. Limitation of Liability. No Director shall have any personal liability to the Corporation for monetary damages for breach of duty of care or other duty as a Director, by reason of any act or omission occurring on or subsequent to the date when this provision becomes effective, except that this provision shall not eliminate or limit the liability of a Director for (i) any breach of the Director's duty of loyalty to the Corporation; (ii) acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of law; or (iii) unlawful distributions as set forth in Section 48-58-304 of the Tennessee Act.

ARTICLE VI. NOT FOR PROFIT AND NO MEMBERS

The Corporation is not for profit. The Corporation shall not have members.

ARTICLE VII. DISSOLUTION

Section 1. Dissolution. The Board of Directors may cease corporate activities and dissolve and liquidate the Corporation, by a vote of two-thirds of the Directors in office at the time the proposal for dissolution is approved.

Section 2. Liquidation. Upon the dissolution of the Corporation, the Board of Directors shall pay or make provision for the payment of all of the liabilities of the Corporation, and shall thereafter dispose of all of the assets of the Corporation exclusively for the purposes stated in Article III in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code, as the Board of Directors shall determine.

Section 3. Contingent Provision. If any such assets are not so disposed of, the appropriate court of the county in which the principal Tennessee office (or if none the Tennessee registered office) of the Corporation is then located shall dispose of such assets exclusively for the purposes stated in Article III, and exclusively to such organization or organizations which are organized and operated exclusively for such purposes and at the time qualify as an exempt organization or organizations under such Section 501(c)(3) of the Code, as said court shall determine.



ARTICLE VIII. INITIAL OFFICE AND AGENT

Section 1. Registered Office and Agent. The street address of the initial registered office of the Corporation is 1718 N. Central Street, Knoxville, Knox County, Tennessee 37917 and the name of the initial registered agent of the Corporation at that office is Steve Diggs.

Section 2. Principal Office. The street address of the initial principal office of the Corporation is 1718 N. Central Street, Knoxville, Knox County, Tennessee 37917.

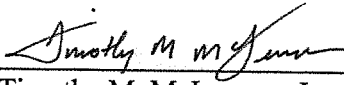
ARTICLE IX. AMENDMENT

The provisions of this Charter are subject to amendment as provided under the laws of the State of Tennessee; provided, however, that no provision contained herein shall be changed, modified, or repealed in such manner as to be inconsistent with the objectives and purposes for which the Corporation is formed.

ARTICLE X. INCORPORATOR

Section 1. Incorporator. The name and address of the incorporator is Timothy M. McLemore, Esq., Gentry, Tipton & McLemore, P.C., P.O. Box 1990, Knoxville, Knox County, Tennessee 37901.

IN WITNESS WHEREOF, the undersigned incorporator has executed this Charter, pursuant to Tennessee Act Section 48-52-101.



Timothy M. McLemore, Incorporator



Page: 3 OF 4

201402060046436

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STATE OF TENNESSEE
Tre Hargett, Secretary of State
Division of Business Services
William R. Snodgrass Tower
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102

Emerald Charter Schools
1718 N CENTRAL ST
KNOXVILLE, TN 37917-5510

January 31, 2014

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

SOS Control # :	745837	Formation Locale:	TENNESSEE
Filing Type:	Corporation Non-Profit - Domestic	Date Formed:	01/31/2014
Filing Date:	01/31/2014 10:41 AM	Fiscal Year Close:	12
Status:	Active	Annual Report Due:	04/01/2015
Duration Term:	Perpetual	Image # :	7277-1780
Public/Mutual Benefit:	Public		
Business County:	KNOX COUNTY		

Document Receipt

Receipt # : 1296398	Filing Fee:	\$100.00
Payment-Check/MO - CFS-1, NASHVILLE, TN		\$100.00

Registered Agent Address:

STEVE DIGGS
1718 N CENTRAL ST
KNOXVILLE, TN 37917-5510

Principal Address:

1718 N CENTRAL ST
KNOXVILLE, TN 37917-5510

Congratulations on the successful filing of your **Charter** for **Emerald Charter Schools** in the State of Tennessee which is effective on the date shown above. You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee. Visit the TN Department of Revenue website (apps.tn.gov/bizreg) to determine your online tax registration requirements.

You must file an Annual Report with this office on or before the Annual Report Due Date noted above and maintain a Registered Office and Registered Agent. Failure to do so will subject the business to Administrative Dissolution/Revocation.



Tre Hargett
Tre Hargett
Secretary of State

Processed By: Kathy Sherrell

EMERALD CHARTER SCHOOLS

Bylaws

ARTICLE I NAME AND LOCATION

Section 1. **Name.** The name of this Corporation shall be **Emerald Charter Schools**.

Section 2. **Location.** The location of the initial principal office of this Corporation in the State of Tennessee shall be 1718 N. Central Street, Knoxville, Knox County, Tennessee 37917. This Corporation may change the location of the principal office and may have such other offices either in or out of the State of Tennessee as the Board of Directors may from time to time designate.

ARTICLE II OBJECTIVES, PURPOSES, AND POWERS

Section 1. **Public Benefit Corporation.** This Corporation shall operate as a public benefit corporation under the laws of the State of Tennessee.

Section 2. **Purposes.**

(a) **General Purposes.** The general purposes for which the Corporation is formed are religious, charitable, scientific, and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("Code").

(b) **Specific Purposes.** The specific purposes for which the Corporation is formed are for the benefit of, to perform the functions of, or to carry out the purpose of owning and operating a charter school, and purposes related thereto, within the meaning of Section 501(c)(3) of the Code.

Section 3. **Tax-Exempt Status.** The Corporation is constituted so as to accept substantial support from contributions, directly or indirectly, from the general public and has not been formed for pecuniary profit or financial gain. No part of the net earnings of the Corporation shall inure to the benefit of any director or officer of the Corporation or any private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation for effecting one or more of its purposes), and no director or officer of the Corporation or any private individual shall be entitled to share in the distribution of the corporate assets upon dissolution of the Corporation. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Bylaws, the Corporation shall not conduct or carry on any other activities not permitted to be carried on by an organization exempt from federal income tax

under Section 501(c)(3) of the Code and its regulations, or by an organization contributions to which are deductible under Section 170(b)(1)(A) of such Code and regulations.

Section 4. **Powers.** To these ends, the powers of the Corporation are:

(a) To take and hold by bequest, devise, gift, grant, purchase, lease, or otherwise, any property, real, personal, tangible or intangible, or any undivided interest therein, without limitation as to amount or value, and to sell, convey, lease, or otherwise dispose of any such property, and to invest, reinvest, or deal with the principal or the income thereof in such manner as, in the judgment of the Board of Directors, will best promote the purposes of the Corporation without limitation, except such limitations, if any, as may be contained in the instrument under which such property is received, the Charter or the Bylaws of the Corporation, or any laws applicable thereto.

(b) To possess and exercise all the powers and privileges granted to nonprofit corporations by the Tennessee Nonprofit Corporation Act, or any act amendatory thereto, or by any other law of the State of Tennessee or by the Charter of Incorporation or by these bylaws, together with any powers incidental thereto, either as principal or agent and either alone or in connection with other corporations, organizations, or individuals, to the extent that such powers and privileges are necessary, convenient, proper, or incidental to the accomplishment of any of the purposes of this Corporation, or directly or indirectly to promote the interests of this Corporation, or to enhance the values of its properties.

(c) To do any other act or thing incidental to or connected with the foregoing purposes or in advancement thereof.

**ARTICLE III
NO MEMBERS**

The Corporation shall have no members.

**ARTICLE IV
BOARD OF DIRECTORS**

Section 1. **Board of Directors.** The management of the property, activities, and affairs of the Corporation shall be vested in its Board of Directors.

Section 2. **Number and Qualification.**

(a) **Number.** The Incorporator shall appoint the initial Board of Directors. The number of Directors shall not be fewer than three (3), nor more than nine (9), as determined by the Board of Directors from time to time. The number of initial Directors shall be three (3).

(b) Qualification. Directors shall be at least 21 years of age and interested in and committed to the stated purposes of this Corporation.

(c) Annual Election and Terms.

(1) Except as otherwise provided in this Section, each Director shall be elected to serve for a term of three years, or until his or her successor is elected and qualified.

(d) Vacancies. Any vacancy in the office of a Director due to the death, disability, resignation, expiration of term, or removal of a Director shall be filled by election by the Board of Directors at its next meeting. Any successor so appointed shall serve the remaining term for the Director he or she replaces, or in the case of the replacement for a Director whose term has expired, shall begin a three-year term.

(e) Resignation. Any Director may resign upon written notice to all other Directors.

(f) Removal. Any Director may be removed with or without cause from office as a Director at any time by a two-thirds (2/3) vote of all of the Directors (other than the Director being removed).

Section 3. Meetings of the Board of Directors.

(a) Regular Meetings. Regular meetings of the Board of Directors shall be held at such times and places as the Board shall decide, which shall include at least one meeting each year.

(b) Special Meetings. Special meetings of the Board of Directors: (1) may be called by the President of this Corporation; or (2) shall be called by the President when at least one-third (1/3) of the members of the Board submit a request in writing for such meeting.

(c) Notice. The Secretary shall cause notice of the time and place of each annual meeting or special meeting to be received by each Director by direct or oral communication at least three days prior to the meeting date. Notice need not be given of regular meetings of the Board of Directors held at times fixed by resolution of the Board of Directors. No notice of any meeting need be given any Director who attends such meeting, unless any such Director attending at the beginning of such meeting states an objection to the place or time of the meeting, to the manner in which it has been called or convened, or to the transaction of business therein. Further, notice shall not be required to be given any Director who, at any time before or after the meeting, waives notice of the meeting in writing.

(d) Telephone Meetings. Meetings of the Board may be held by telephone or similar communications equipment if all Directors are given either (1) written notice at least five (5) days in advance of such meeting or (2) telephone notice at least 24 hours in advance of such meetings, and if all Directors participating can hear each other at the same time. Participation by such means shall constitute presence in person at the meeting.

(e) Roberts Rules. Roberts Rules of Order shall govern the proceedings at all meetings of the Board of Directors of the Corporation except where any are in conflict with the Charter or Bylaws of this Corporation.

Section 4. Voting.

(a) Votes. Each voting Director shall have one vote.

(b) Vote Required to Adopt. Except as provided in Article IV, Section 2(f) (regarding removal of directors), and Article X, Section 1 (regarding amending these Bylaws), the affirmative vote of a majority of the votes of the voting Directors present at a meeting with a quorum shall be sufficient to pass any motion at any meeting of the Board of Directors.

(c) Quorum. A quorum at any meeting of the Directors shall consist of a majority of Directors.

(d) Manner of Voting. All voting at meetings of the Board of Directors shall be by voice or a show of hands, except when otherwise specified, or when a written ballot is requested by a majority of those Directors present at such meeting.

Section 5. Action Without Meeting. Any action required or permitted by these Bylaws or otherwise to be taken at any meeting of the Board of Directors or of any committee established by the Board may be taken without a meeting, if written consent setting forth the action so taken shall be signed by all of the Directors or members of such committee, as the case may be, and such written consent is filed with the minutes of the proceedings of the Board or committee, as the case may be.

Section 6. Powers and Duties. The Board of Directors shall have the following powers and duties in addition to those given by the Charter of this Corporation and/or applicable law:

(a) Policy. It shall have control of and be responsible for the property, activities and affairs of the Corporation and determine matters of policy pertaining thereto.

(b) Annual Statement. It shall cause to be prepared each year a statement of the affairs of this Corporation for the preceding year.

(c) Employment. It shall approve the employment of any person by the Corporation and his or her salary.

ARTICLE V OFFICERS

Section 1. Composition. The officers of the Corporation shall be a President, a Secretary, and such other officers or agents as may be elected or appointed by the Board of Directors, who may be, but need not be, voting members of the Board of Directors. Unless an officer dies, resigns, or is removed, he or she shall hold office until the next annual meeting of the Board and until his or her successor is elected or appointed. An individual may fill more than one office, except that the President and Secretary must be different individuals.

Section 2. Election, Duties, and Powers. The officers of the Corporation shall be elected by the Board and shall have the responsibilities and duties described below.

(a) President. The President shall serve as the Chief Executive Officer of the Corporation, subject to the policy direction of the Board of Directors. The President shall have and exercise the general powers and duties usually vested in the president of a nonprofit corporation, including without limitation the exercise of general control and supervision over the affairs of the Corporation. The President shall preside at all meetings of the Board and shall appoint committee members and their chairs. The President shall be an ex-officio member of all committees except the Audit Committee, if one exists. The President shall see that all orders and resolutions of the Board are carried into effect. The President shall perform such other duties and exercise such other powers and authority as may be required of him or her by these Bylaws or assigned to him or her from time to time by the Board.

(b) Secretary. The Secretary shall give notice of all meetings of the Board, keep minutes of such meetings permanently in books provided especially for such purpose, and ensure that they are approved at subsequent meetings; shall notify all officers of their election; and shall have custody of the corporate records. He or she shall perform such other duties and exercise such other powers and authority as may be required of him or her by these Bylaws or assigned to him or her from time to time by the Board or the President of the Corporation.

Section 3. Resignation and Removal. An officer may resign at any time by delivering notice to the President (for any officer other than the President) or the Board of Directors. Such resignation is effective when such notice is delivered unless such notice specifies a later effective date. An officer may be removed at any time at any legally held special meeting of the Board.

Section 4. Vacancies. Vacancies caused by resignation, removal, or death of an officer, or any other cause, may be filled for the unexpired portion of the term by a majority vote of the members of the Board at any regular or special meeting.

**ARTICLE VI
CONTRACTS, LOANS, CHECKS, AND DEPOSITS**

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

Section 2. **Loans.** No loan shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless specifically authorized by a resolution of the Board of Directors. Such resolutions may be general or confined to specific instances.

Section 3. **Checks, Drafts, Etc.** All checks, drafts, or other orders for the payment of money, notes, or other evidence of indebtedness issued by or in the name of this Corporation shall be signed by such Officer or Officers, or Officer's agent or agents of this Corporation and in such a manner as shall from time to time be authorized by resolution of the Board of Directors.

Section 4. **Deposits.** All funds of the Corporation, not otherwise employed, shall be deposited from time to time to the credit of the Corporation in such bank, or banks of trust companies, or other depositories as the Board of Directors shall authorize by resolution.

Section 5. **Fiscal Year.** The fiscal year of the Corporation shall commence on July 1 and end on June 30.

Section 6. **Bond.** Any Officer or agent of the Corporation authorized to disburse corporate funds may be required by the Board of Directors to give bond.

**ARTICLE VII
COMMITTEES**

Standing or special committees, advisory boards, or honorary boards may be created or appointed from time to time by the Board of Directors or by the President as the affairs of this Corporation may require.

**ARTICLE VIII
DIRECTOR AND OFFICER LIABILITY**

Pursuant to and expanding upon Tenn. Code Ann. Section 48-52-102(b)(3), the directors and officers of the Corporation shall have no personal liability to the Corporation or to its members for monetary damages for breach of fiduciary duty as a director or officer; provided, however, that this provision shall not eliminate or limit liability of a director or officer for any breach of a director's or officer's duty of loyalty to the Corporation or for acts or omissions not in

good faith or which involve intentional misconduct or a knowing violation of law, or for any violation of Tenn. Code Ann. Section 48-58-304 relating to unlawful distributions.

**ARTICLE IX
INDEMNITY**

Each Officer, Director, or employee of the Corporation shall be indemnified by the Corporation against expenses reasonably incurred by him or her in connection with any action, suit or proceeding to which he or she may be made a part by reason of being, or having been, an Officer, Director, or employee of the Corporation, except in relation to matters as to which he or she shall be finally adjudged in such action, suit, or proceeding to have been derelict in the performance of his or her duty as an Officer, Director, or employee. "Derelict" shall mean grossly negligent, criminally negligent, or intentionally engaging in tortious conduct with the intent to defraud, deceive, misrepresent, or take advantage improperly of a corporate opportunity.

**ARTICLE X
RACIALLY NONDISCRIMINATORY POLICY**

Emerald Charter Schools admits the students of any race to all the rights, privileges, programs, and activities generally accorded or made available to students at its school and Emerald Charter Schools does not discriminate on the basis of race in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Race in this definition includes color and national or ethnic origin.

**ARTICLE XI
AMENDMENTS**

Section 1. **Required Vote.** These Bylaws may be amended by an affirmative vote of at least two-thirds (2/3) of the Board of Directors. A written notice to the Board of Directors shall be provided at least five days prior to such meeting and shall contain the proposed amendment or amendments.

Section 2. **Action to Amend.** Initiation of action to amend these Bylaws may be by:

- (a) action of the Board of Directors; or
- (b) recommendation of an ad hoc committee appointed by the President.

CERTIFICATION

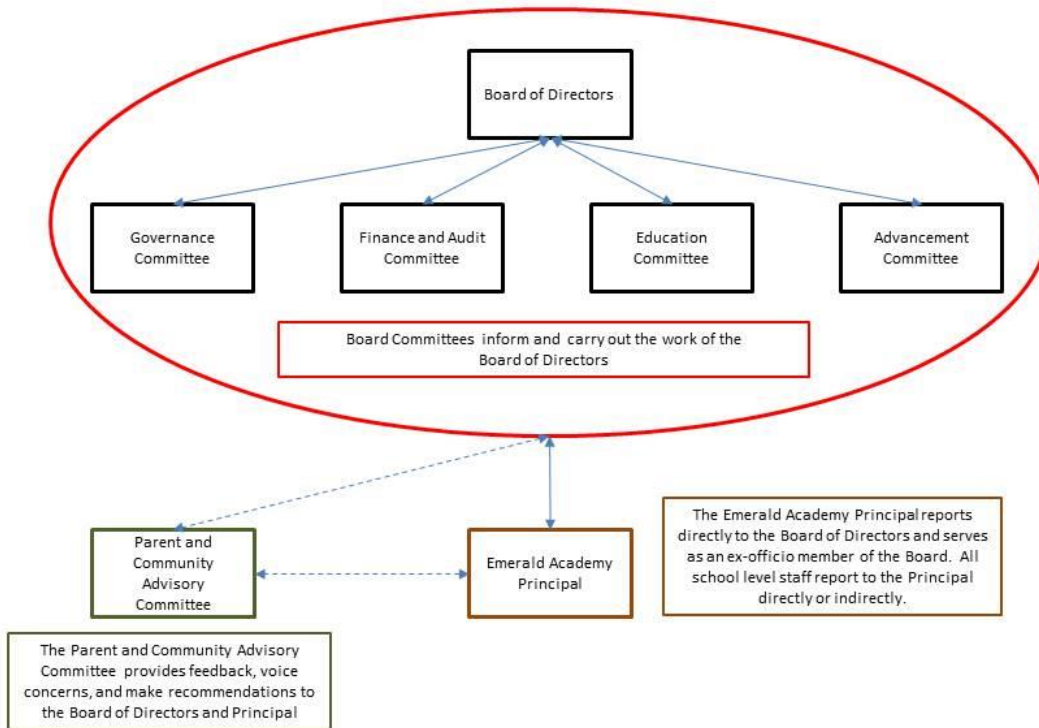
I hereby certify that these Bylaws for the Corporation were duly adopted as of the 31st day of January, 2014.


Secretary

4013\Corp Docs\Bylaws. Emerald Charter Schools.docx

Governance Organizational Chart

Emerald Charter Schools Governance Organizational Chart



Résumés of Applicant Team Members

Steve Diggs

1050 Ledgerwood Ave.
Knoxville, TN 37917
865-805-0756
sdiggs@emeraldyouth.org

Education: Maryville College, B.A. Business Management – 1988

Wife: Sabrina Spires Diggs (Married December 30, 1988)

Children: Adam Diggs (December 10, 1996)
Abby Diggs (May 14, 2003)

Experience: Emerald Avenue United Methodist Church, Youth Pastor
1988 – 1991

Emerald Youth Foundation, Executive Director
1991 – Present

Emerald Youth Foundation began as an outreach of Emerald Avenue UMC and was incorporated in 1991 to assist in developing resources needed to provide a quality ministry with urban children and teenagers. Emerald Youth is in collaboration with other churches and faith-based organizations which provide ministry across the city through its mission to raise up a large number of urban youth to love Jesus Christ and become effective leaders who help renew their communities.

Community Involvement:

- Norwood Kiwanis Club: President 1996-1997; Division V Spiritual Arms Chair; Layperson of the Year Award 1995
- Leadership Knoxville: Class of 1997
- Oakwood/Lincoln Park Neighborhood Association: Board Member
- Knoxville's Promise: Steering Committee Member
- Knox County Health Improvement Council Member
- Holston Conference UMC: Bishop's Initiative on Children and Poverty, Team Chair 1999-2001
- Center for Neighborhood Development: Knoxville Zone Advisory Council, Board Member
- Project GRAD: Board Member 2004-present; Executive Committee Member 2009-present
- Emerald Avenue UMC: Lay Leader 2006-2011; Finance Chair 2011-present
- Knoxville Falcons Youth Athletics: Board Member and Coach
- Knoxville Leadership Foundation: Board of Reference
- Knox County One Question: Steering Committee Member 2007
- Knox County Schools: Magnet School Task Force Member 2007
- VTeam Fund, Chattanooga: Advisory Board Member 2007
- Knox County Government, Charter Review Committee 2008
- Knoxville Nativity Pageant: Advisory Board Member 2010-present
- Johnson University Urban Alliance: Member 2013-present
- Tennova Metro Board Member 2012-present
- Knoxville District UMC, Transformation Team Member – 2013-2014

Renda J. Burkhart

Curriculum Vitae

Work Experience

Founder and President, Burkhart & Company, P.C.

Renda Burkhart founded Burkhart & Company, P.C. in 1982 and serves as Firm president. Burkhart & Company, P.C. is a Certified Public Accounting firm offering financial advisory, tax consulting and compliance, and accounting services to a select clientele including entrepreneurial organizations and their owners, professional groups, wealthy individuals, and executive groups. The firm focuses on servicing the various life cycles of businesses and individuals including startup, growth, harvest and maturity.

Industries represented in the client base include public relations and media, brokerage and distribution, financial services, technology, hospitality, legal, manufacturing, medical, real estate, wholesale and retail trade, wealthy individuals and investors and family offices.

The Firm's primary goal is to add value to the entrepreneurial process and the personal estates of its clients. The Firm's services are specifically oriented towards the needs of its niche market and its members work in coordination with other service providers such as bankers, brokers, lawyers, employee benefit consultants, investment advisors and insurance agents. The Firm is a leader in utilizing sophisticated information systems and has been recognized nationally for its progressive technology integration and practice management philosophy and techniques.

Services offered by the Firm include business formation, business plans, commercial financing, compensation planning, corporate capitalization plans, corporate mergers & reorganizations, feasibility studies, mortgage procurement, personal financial planning, real estate structuring, retirement planning, and stock succession planning.

Former Experience

Co-Founder Concorde Technologies, Inc.

Renda Burkhart served as a co-founder and president of Concorde Technologies, Inc. from 1985 through 1996. The Company was engaged in the business of integrating information system technologies and providing software solutions in specialized commercial environments throughout the U.S.

Arthur Andersen & Company

From 1976 through 1982 Renda Burkhart worked in the tax division of Arthur Andersen & Company. There she progressed to the position of Tax Manager and served multi-national and national manufacturing corporations, banks and complex individuals. She developed expertise in manufacturing, bank taxation, family tax planning, executive compensation planning, partnership taxation, and capital recovery.

Renda was involved in first micro-computer courses in 1981 upon the release of the IBM personal computer. She taught courses for Arthur Andersen throughout State of Tennessee and was a member of the firm-wide computer-aids team. She also served as a campus recruiter for Firm.

Education

University of Tennessee
B.S. Accounting-Management Science Option
Graduated Magna cum Laude - 1976
4.0 GPA in accounting coursework
Dean's List every quarter
National Accounting Merit Scholar
(Ranked in Top 2% of National Applicants)
Financed 100% of Education through work and scholarships
Teaching Assistant in Accounting Department during senior year
Certified Public Accountant, October, 1977
State of Tennessee

Current Memberships and Offices

University Health Systems, Inc. – Vice-Chairman of Board of Directors and Chairman of the Finance Committee
Cornerstone Foundation - Board of Directors
American Institute of Certified Public Accountants - Member
Nucleus Knoxville - Member and Co-Founder, Former President
Executive Women's Association - Member
Leadership Knoxville, Member of Alumni Organization, Member of Class of 1985
Knoxville Chamber of Commerce, Member, Former Director and Chairman of the Finance Committee
Cedar Springs Presbyterian Church

Guille B Cruze

(865) 691-4056

11716 Couch Mill Road, Knoxville, TN 37932

Education

Mr Cruze attended Knox County/City Schools from K -12. Upon graduation, he attended The University of Tennessee (Knoxville), where he received his B.S. degree in Electrical Engineering with a Computer Design focus.

Employment History

- 1982 PAFEC, Ltd. (a UTK/Cambridge, UK start-up company)
North American Sales
- 1983 – 1990 Cruze Computer Systems, Inc.
Vice President of Software & Technology Solutions
Provider of software & hardware solutions sold to over 200 businesses nationwide covering back-office as well as in-line processing of asset production.
- 1991 – 2007 The White Stone Group, Inc.
Founder, CEO/President, COB
Software solutions sold to over 400 hospitals nationwide facilitating communications between hospital administration and healthcare providers & insurers
- 2008 – 2009 Clinical Health Communications, Inc.
(a wholly owned subsidiary of The White Stone Group)
Software solutions sold to over 60 hospitals nationwide facilitating communications between nurses & doctors at patient hand-off (transition to differing care providers).
- 2010 – 2012 Vocera, Inc. (San Jose, CA)
Executive Director Handoff Communications Division
Vocera acquired Clinical Health Communications. Mr. Cruze launched this division for Vocera in the Knoxville area.
- 2013 – Currently Self-employed

Randall Gibson has been with Lawler-Wood, LLC for 18 years and has total profit/loss responsibility for all divisions of the company. He has coordinated over 75 real estate transactions involving acquisitions, sales and financing and has served as a director of over 100 real estate related entities. Lawler-Wood, LLC, a regional real estate and development firm founded in 1975 in Knoxville, Tennessee, has exceeded over \$2 billion in real estate projects during its history. The firm has developed most of the high profile projects in Knoxville such as Plaza and Riverview Towers, the Whittle Communications Headquarters, and the New Hope and Jack Case Centers at Y-12 along with regional and international projects such as the Ritz Carlton in Montego Bay, Jamaica and the Nashville Superspeedway in Nashville, TN. The company specializes in third party project management services in the public sector and healthcare fields. Over the past 10 years the company has managed over \$100 million in education facilities including primary, intermediate, secondary and post-secondary developments for both public school systems and private colleges and universities.

RELEVANT EXPERIENCE:

- Negotiated and drafted wide variety of legal documents with lenders, equity sources, professionals and contractors pertaining to all aspects of development process
- Specialized in commercial and construction law
- Represented owners, contractors and architectural/engineering firms in complex disputes involving construction issues throughout the United States.

EMPLOYMENT HISTORY:

- 1995 – Present Lawler-Wood, LLC, Chief Manager/COO & General Counsel
- 1985 – 1995 Baker, Donelson, Bearman & Caldwell, P.C.,
Shareholder/Partner

EDUCATION:

- University of Tennessee – Bachelor of Science, Finance
- University of Tennessee – Doctor of Jurisprudence

PROFESSIONAL & COMMUNITY:

- Licensed Attorney – State of Tennessee
- Advisory Board of Tennessee Bar Association
- Chairman, Tennessee State Building Finance Committee
- Served on Boards of:
 - United Way
 - Young Life
 - Volunteer Ministry Center
 - East Tennessee Discovery Center
 - Knoxville Symphony
 - East Tennessee Children’s Hospital
 - Great Smoky Mountains Institute at Tremont
 - First Security Group Bank
 - Emerald Academy Charter School

Edwin S. Hedgepeth

Contact Information:

648 Sedgley Dr.
Knoxville, TN 37922
865-805-2752

Education: BS 1970, University of Tennessee, Knoxville
MS 1975, University of Tennessee, Knoxville
45 hours plus post-graduate work, University of TN, Knoxville

Employment:

Knox County Schools:

Executive Director of Secondary Instruction: 7 years
Principal, Farragut High School: 14 years
Principal, Bearden High School: 10 years

TNLEAD:

Principal-in Residence - Current

Professional Organizations (and offices held):

National Association of Secondary School Principals Board of Directors (1999-2003)

Tennessee Association of Secondary School Principals: Board Member, President – 1986

National Merit Scholarship Corporation Board of Directors (2007-2013)

National Merit Scholarship Corporation Advisory Board (2005-2007)

Honors and Award:

Tennessee Secondary Principal of the Year

Leadership Knoxville Class of 1990

Best Award 1988 and 1991

Principal of Blue Ribbon National School of Excellence, 1997-98

TIMOTHY M. McLEMORE
P.O. Box 1990
Knoxville, Tennessee 37901
(865) 525-5300

PROFESSIONAL EXPERIENCE

GENTRY, TIPTON & McLEMORE, P.C. **1986-Present**
Knoxville, Tennessee
Attorney and President of the Firm

- ◆ Experienced as tax counsel, general counsel to business entities, and as lead counsel in business-related litigation
- ◆ Provide counsel to business clients in connection with transactions, tax matters, mergers, acquisitions, commercial real estate, entity selection and formation, negotiations, and dispute resolution
- ◆ Substantial experience in handling complex business transactions and litigation, advising start-up and growth companies, representing entrepreneurs and developers, and handling mediations and arbitrations
- ◆ Admitted to practice before the United States Supreme Court, Federal appeals and trial courts, the United States Tax Court, the United States Claims Court, and the Tennessee Supreme Court
- ◆ Supervise work of other professionals, attorneys, paralegals, law clerks, and staff members
- ◆ Frequent lecturer at seminars, continuing education conferences and bar association meetings on business planning, taxation, and transactions
- ◆ “AV” rated in Martindale-Hubbell (highest peer rating available)

UNIVERSITY OF TENNESSEE COLLEGE OF LAW **1989-2001**
Knoxville, Tennessee
Adjunct Professor of Law

- ◆ Taught courses in federal income taxation, the representation of entities, business planning, contract drafting, legal writing, oral argument, and appellate advocacy
- ◆ Faculty member of the Entrepreneurial Law Center since its inception
- ◆ Advisor to National Tax Moot Court Team, 1994 (finished second nationally)

UNIVERSITY OF TENNESSEE COLLEGE OF LIBERAL ARTS **1987-1988**
Knoxville, Tennessee
Instructor

- ◆ Taught Fundamentals of American Government
- ◆ Post-graduate studies in Political Science

EDUCATION

NEW YORK UNIVERSITY SCHOOL OF LAW 1990-1991 Master of Laws in Taxation

- ◆ Graduate Editor, Tax Law Review
- ◆ Scholarship Recipient

UNIVERSITY OF TENNESSEE COLLEGE OF LAW 1983-1986

Doctor of Jurisprudence

- ◆ Graduated with High Honors (top 5%)
- ◆ Order of the Coif; Editorial Board, Tennessee Law Review; Scholarship Recipient; Teaching Assistant (Research & Writing); Dean's List; Phi Kappa Phi

CARSON NEWMAN COLLEGE 1979-1983 Bachelor of Arts, Communications/Political Science

- ◆ President, Student Government Association
- ◆ Student Member, Board of Trustees

COMMUNITY ACTIVITIES

Member and Elder, Cedar Springs Presbyterian Church; Facilitator, Various Reading and Discussion Groups; Board of Directors, Knoxville Habitat for Humanity, Inc. (1998-2004); Board of Directors, Topside Community Club, Inc. (1989-1990); Principal for a Day (1999-2002); Board of Advisors, Center for Christian Studies (2003-2005); Board of Trustees, Emerald Youth Foundation (2005-Present); Member, Emerald Youth Foundation Urban Youth Collaboration Initiative Task Force; Board of Directors, Knox Area Rescue Ministries, Inc. (2003-Present); American, Tennessee, and Knoxville Bar Associations; Inns of Court (1988-1990); various professional organizations; speaker and presenter at various bar association functions and continuing professional education seminars; Leadership Knoxville (2008)

INTERESTS

Running, golf, skiing, reading, and travel

FAMILY

Married to Kimberly Story McLemore; we have two children

Alvin Joel Nance

1735 Woodhaven Drive
Knoxville, Tennessee 37914
(865) 522-2794 home
(865) 403-1106 work
((865) 403-1117 fax
(865) 755-5947 cell
Email address: anance@kcdc.org

Jacquelyn, wife
Jessica, daughter
Alvin II, son

Experience

- 2000-Present **Knoxville's Community Development Corporation** Knoxville, Tennessee, President/CEO, current duties are providing leadership and management consistent with the regulatory guidelines as establish by the Department of Housing and Urban Development regarding Public Housing Authorities.
- 1991-2000 **SunTrust Bank**, East Tennessee Knoxville, Tennessee CRA Officer-Vice President, duties consisted of managing the bank's efforts in meeting the credit needs of low and moderate income individuals in East Tennessee in the areas of community development investments, services, and lending.
Branch Manager-Vice President, Regency Square Branch responsibilities consisted of managing the branch operations budget, loan and deposit growth, sales campaigns, business development and personnel. The branch market consisted of professional and consumer clients from the downtown and inner city communities.
- 1980-1991 **Valley Fidelity Bank & Trust Company**, Knoxville TN Branch Manager-Vice President, University Branch responsibilities consisted of managing the branch operation budget, loan and deposit growth, sales campaigns, business development and personnel. The branch market consisted of professional and consumer clients from the downtown and Fort Sanders areas.

Education

- 1975-1979 Maryville College Maryville, Tennessee
Bachelor of Arts Major: Business Administration
Bachelor of Arts Minor: Art
Tennessee Bankers School, Vanderbilt University
Management Course 1982
Tennessee Bankers School, Vanderbilt University
Supervisory Course 1983
Tennessee Bankers School, Vanderbilt University
Installment Lending Course 1985
Cohen-Brown Management Seminar
Sales Leadership 1995

Cohen-Brown Management Seminar
Sales Management 1996

SunTrust University Atlanta
Supervisor Training 1997

Fred Pryor Professional Skills Seminar
Time Management Training 1998

Organizations

First Tennessee Bank
Board Member

Covenant Health Hospital System
Board Member

Federal Home Loan Bank of Cincinnati
Advisory Board Member

Knox County Industrial Development Board
Treasurer

Project GRAD
Board Member

Boy Scouts of America Scout Reach District
Chairman

Knoxville Habitat for Humanity
Advisory Board

Maryville College
Board of Trustee

Metropolitan YMCA
Board Member

Tennessee Association of Housing and Redevelopment Authorities
Chairman Legislative Committee

SERC-NAHRO
Vice President of Community Revitalization and Development

First Tee of Greater Knoxville
Treasurer

Sherra L. Robinson

2220 Madison Rd ♦ Knoxville, TN 37912 ♦ (865) 951-6651 ♦ sl.robinson92@gmail.com

Objective

To utilize my organizational, interpersonal and administrative skills for grassroots nonprofit organizations and/or small businesses, with a specific focus in organizational development.

Profile

I am truly passionate about nonprofit organizational development. My passion for developing leaders, coordinating events, mobilizing volunteers and building stronger communities has fueled me to start a nonprofit coaching service called Empowering NPO, which allows me to coach/mentor grassroots organizations and/or Executive Directors who are needing personalized organizational structure and development and assistance with community resource utilization.

As the Outreach Director of the Western Heights Dental Community Outreach program, I also have a passion for oral health education and dental outreach development. I am also a Registered Dental Assistant. I coordinate all of our community outreach events, which allows me to utilize my skill-sets in the areas of Special Events Planning and Coordination, Volunteer Mobilization and Management, and Strategic Planning, which involves networking, partnering, and collaborating. My goal and desire is to build strong community relations with community leaders across the East Tennessee region and coordinate community outreach events with a diversified volunteer base made up of individuals with a heart to serve. I am also a patient-parent advocate on promoting good total health and wellness.

Skills Summary

- | | | |
|--------------------------|----------------------|------------------------------|
| ♦ Project Management | ♦ Computer Savvy | ♦ Fundraising/Special Events |
| ♦ Report Preparation | ♦ Customer Service | ♦ Grant Research/Writing |
| ♦ Social Media Marketing | ♦ Volunteer Mgmt | ♦ Front-Office Operations |
| ♦ General Office Skills | ♦ Marketing/Outreach | ♦ Professional Presentations |

Professional Experience

Western Heights Dental, PHDC of Knoxville, TN

2009-present

(Outreach Director/Volunteer Coordinator for Western Heights Dental Community Outreach, Inc.)

- Director of Dental Outreach Program to raise awareness of preventative dentistry
- Demonstrates the importance of visiting dentist regularly, brushing and flossing, and nutrition during National Children's Dental Health Month for local and surrounding county schools throughout East Tennessee
- Visits healthcare providers on quarterly basis to establish, build, and maintain relationships
- Attends and facilitates community meetings in Knox and surrounding counties on ways close the gaps in care for underserved communities
- Strategically plans events to eliminate health disparities for limited resource families
- Manages all Social Media for marketing and advertising
- Attends networking events catered towards our mission
- Creates marketing plans for outreach programs
- Perform and conduct monthly meetings with volunteer staff

Sherra L. Robinson

- Recruits, screens, and conducts volunteer orientation for all WHDCO volunteers
- Coordinates and plans Annual health fair, "Healthy Kids Rock"

Dental Associates of West Knoxville, Knoxville, TN

2008-2009

(Scheduling Coordinator/Office Facilitator)

- Set up initial and follow-up appointments for patients
- Proposed and discuss treatment plans with patients
- Collected co-pays and payments from patients
- Recorded daily cash flow for billing department
- Verified insurance benefits, frequencies, and limitations for patients
- Filled scheduling gaps by keeping track of patients with proposed treatment plans to increase productivity
- Entered patient demographics using Diamond Dental Software
- Confirmed and make daily appointments
- Set-up initial recall system by generating a pool of patients who were overdue versus patients who were scheduled within a six month period, then mailed postcards to those patients
- Ordered complete front office supplies on a monthly-to-quarterly basis

Western Heights Dental, PHDC-Knoxville, TN

2005-2008 *(Front Desk Receptionist/Administration)*

- Checked patients in at front desk; verified eligibility from primary insurance company, created new patient files, updated current patient information, collected co-pays from patients and took charts to designated treatment areas.
- Communicated with X-ray technician, Dental Assistants, Dental Hygienist, and Dentists on treatment and follow-up appointments for patients.
- Answered multi-line telephone system due to a high-volume of daily inbound calls
- Made initial and follow-up appointments using SoftDent Dental Software
- Daily recorded number of patients scheduled for the Billing Department
- Balanced cash drawer at the end of the day for the Accounting Department

BB&T-Knoxville, TN

2003-2005 *(Bank Teller)*

- Counted currency, conducted client transactions through Drive-thru window
- Balanced daily cash transactions
- Balanced and counted vault daily
- Controlled daily cash flow by ordering and tracking currency levels in the Branch among the tellers
- Pulled reports for Senior Teller
- Responsibilities were balancing and maintaining the ATM daily
- Assisted clients with their checking, savings, or deposit accounts
- Provided customer service to clients calling in inquiring about their accounts

Sherra L. Robinson

Team Health (National Patient Service Center)-Knoxville, TN

2002-2003 (*Customer Service Specialist*)

- Provided medical billing for Emergency Room Physicians
- Handled inbound calls from patients inquiring about hospital services provided at emergency rooms
- Operated IDX billings system, requiring access to patient demographic information, medical and payment history
- Updated patient information, printed claims for patients and insurance companies

GC Services-Knoxville, TN

2001-2002 (*Account Representative*)

- Assisted merchants with their collection efforts from delinquent customer credit card accounts
- Trained to use problem solving techniques to resolve customer credit card issues; these abilities include but are not limited to negotiation, careful record taking, and persistence

Western Heights Dental, PHDC-Knoxville, TN

1997-2001 (*Scheduling Coordinator/ Receptionist*)

- Set-up initial appointments, and assisted patients with making following up appointments
- Discussed treatment plans with patients and doctors
- Planned scheduling strategies to produce high production levels for the company
- Implemented problem solving techniques to staff in order to produce high quality service and performance in the workplace
- Planned intervention ideas with staff on how to handle difficult patients in a work setting while continuing to deliver quality service
- Obtained patient information from insurance companies; preauthorization, eligibility, patient history, claim status, etc

Education

Aug 2011-2013	Bachelor of Science, Nonprofit Management	Degree received
Aug 2009- 2011	Associate of Science, Business Administration Management	Degree received
June 2008	Registered Dental Assistant, Anderson County, TN	License received
1988-1992	Austin-East High School-Knoxville, TN	Diploma received

CERTIFICATIONS:

May 2011	Certification in Grant Writing, University of Tennessee, Knoxville
September 2008	Registration in Dental Assisting and Dental Radiology

AWARDS:

May 2012	National College Outstanding Alumni Hall of Achievement Award
June 2011	Certificate of Completion in the Community Leadership Class-CAC

References

Richard Myers, D.D.S.	(865)771-3071
Sherrie Williams, RDA	(865)522-1244 ext. 17
Joshua Steedley, D.M.D.	(865) 522-1244 ext. 16

DANIELLE D. SOUTH

1840 Stonebrook Drive • Knoxville, TN 37923 • (865) 247-6774 (H) • (678) 973-9183 (C) • dsouth@utk.edu

QUALIFICATIONS SUMMARY

MBA/JD professional with prior teaching experience seeking education management position. Excellent leader with strong communication, interpersonal, and leadership skills. Great team player with public speaking and research skills. Proficient in Microsoft Word, Excel, and PowerPoint. Core competencies: project management, training, public speaking, leading, collaborating, managing relationships, negotiating, and critical thinking.

EDUCATION

The University of Tennessee Master of Business Administration, GPA: 3.56/4.0 Juris Doctor, <i>cum laude</i> , GPA: 3.13/4.3	Knoxville, Tennessee December 2013 December 2013
Ohio Wesleyan University Bachelor of Arts with Honors, <i>cum laude</i> , GPA: 3.65/4.00	Delaware, Ohio May 2007

SELECTED EXPERIENCES

Knoxville Chamber Public Policy & Education, Director	Knoxville, Tennessee October 2013-Present
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- Advocate for business members on pertinent legislation on a local, state, and federal level
- Create programs to develop, train, and improve workforce pipeline in critical industries
- Develop programming designed at retaining young professionals in the region
- Manage the Public Policy and Education department activities

Great Schools Partnership Community Schools, Intern	Knoxville, Tennessee Summer 2013
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- Researched, compiled, and developed training manual for Site Resource Coordinators
- Benchmarked community schools nationwide to advise new Vice President on key elements of other programs
- Assisted Vice President with various administrative duties

Lewis, King, Krieg, and Waldrop, P.C. Summer Associate,	Knoxville, Tennessee May 2011 – August 2011
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- Conducted, collected, and evaluated case and state law; drafted, revised and analyzed motions, memorandums, and trial documents based on research findings.
- Presented research to shareholders and associates multiple times per week.
- Managed 4-5 projects simultaneously from shareholders and associates.
- Assisted and attended mediations, depositions, and hearings.

Teach For America Fourth Grade Teacher, Hamilton E. Holmes Elementary	East Point, Georgia August 2007-August 2009
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- Strategically planned and implemented standards based curriculum to students in low-income communities.
- Achieved 90% student proficiency in Language Arts and 70% in math.
- Developed standards based units of instruction.
- Adapted teaching method to meet individual student needs.
- Assessed and tracked student strengths/weaknesses as well as my own successes/challenges.
- Motivated and encouraged students to aspire to have higher standards and achieve greater goals.

Ohio Wesleyan University, “Year One Program” Community Assistant	Delaware, Ohio May 2004-May 2007
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- Planned and implemented educational, developmental, and social programs for freshman students.
- Facilitated freshman’s transition to college through social interaction and development of self-confidence.
- Served as a mentor and role model to freshman students.

SKILLS

Project Management	Managing Relationships	Critical Thinking	Teaching
Collaborating	Public Speaking	Influencing Others	Research

ACTIVITIES

tnAchieves Mentor 2014- Present
Church Nursery Coach (Director) 2011-2013

Emerald Charter School Conflict of Interest Policy

Article I **Purpose**

The purpose of the conflict of interest policy is to protect Emerald Charter Schools (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II **Definitions**

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

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

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III **Procedures**

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

(continued on next page)

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a.** An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b.** The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c.** After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d.** If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a.** If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b.** If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV **Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

- a.** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b.** The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

(continued on next page)

Article V
Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Emerald Charter Schools

Open Meetings Policy

The Board of Directors of Emerald Charter Schools will fully comply with the Tennessee Open Meetings Act. This policy is intended to outline the main components of the Open Meetings Act and address how The Board of Directors of Emerald Charter Schools will ensure that it follows the law.

Open Meeting Definition

"Meeting" means the convening of a governing body of a public body for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter. "Meeting" does not include any on-site inspection of any project or program.

Nothing in this policy shall be construed as to require a chance meeting of two (2) or more members of a public body to be considered a public meeting. No such chance meetings, informal assemblages, or electronic communication shall be used to decide or deliberate public business in circumvention of the spirit or requirements of this part.

Notice of Public Meetings

Emerald Charter Schools will provide adequate public notice of all regular and special meetings. Notice will be posted at the school and on the school's website.

Minutes

The minutes of any open meeting will be promptly and fully recorded, shall be open to public inspection, and shall include, but not be limited to, a record of persons present, all motions, proposals and resolutions offered, the results of any votes taken, and a record of individual votes in the event of roll call.

All votes of the Emerald Charter School Board of Directors shall be by public vote or public ballot or public roll call. No secret votes, or secret ballots, or secret roll calls shall be allowed. A "public vote" means a vote in which the "aye" faction vocally expresses its will in unison and in which the "nay" faction, subsequently, vocally expresses its will in unison.

Participation by Electronic or Other Means

Emerald Charter Schools may allow participation by electronic or other means of communication for the benefit of the public and the governing body in connection with any meeting authorized by law; provided, that a physical quorum is present at the location specified in the notice of the meeting as the location of the meeting.

If a physical quorum is not present at the location of a meeting of a governing body, then in order for a quorum of members to participate by electronic or other means of communication, the governing body must make a determination that a necessity exists. Such determination, and a recitation of the facts and circumstances on which it was based, will be included in the minutes of the meeting.

If a physical quorum is not present at the location of a meeting Emerald Charter Schools will file such determination of necessity, including the recitation of the facts and circumstances on which it was based, with the office of secretary of state no later than two (2) working days after the meeting.

Notices required by the Open Meetings Law, or any other notice required by law, shall state that the meeting will be conducted permitting participation by electronic or other means of communication.

Each part of a meeting required to be open to the public shall be audible to the public at the location specified in the notice of the meeting as the location of the meeting. Each member participating electronically or otherwise must be able to simultaneously hear each other and speak to each other during the meeting. Any member participating in such fashion shall identify the persons present in the location from which the member is participating.

Any member of a governing body not physically present at a meeting shall be provided, before the meeting, with any documents that will be discussed at the meeting, with substantially the same content as those documents actually presented.

All votes taken during a meeting where not all board members are present will be by roll call vote.

Electronic Communication

Emerald Charter Schools Board of Directors may, but is not required to, allow electronic communication between members by means of a forum over the Internet only if the Board:

- (1)** Ensures that the forum through which the electronic communications are conducted is available to the public at all times other than that necessary for technical maintenance or unforeseen technical limitations;
- (2)** Provides adequate public notice of the governing body's intended use of the electronic communication forum;
- (3)** Controls who may communicate through the forum;
- (4)** Controls the archiving of the electronic communications to ensure that the electronic communications are publicly available for at least one (1) year after the date of the communication; provided, that access to the archived electronic communications is user-friendly for the public; and
- (5)** Provides reasonable access for members of the public to view the forum at the local public library, the building where the governing body meets or other public building.

Open Records Policy

Emerald Charter Schools Open Records Policy

In accordance with Tennessee State Law, all Emerald Charter Schools records will be open for personal inspection and duplication by any citizen of the state to the same extent that records of public schools operated by an LEA are open.

Public Records Definition

Public record or records' or 'state record or records' means all documents, papers, letters, maps, books, photographs, microfilms, electronic data processing files and output, films, sound recordings, or other material, regardless of physical form or characteristics made or received pursuant to law or ordinance or in connection with the transaction of official business by any governmental agency.

Public record or records or "state record or records" does not include the device or equipment, including, but not limited to, a cell phone, computer or other electronic or mechanical device or equipment, that may have been used to create or store a public record or state record.

Student Records

The records of students in public educational institutions shall be treated as confidential. Information in such records relating to academic performance, financial status of a student or the student's parent or guardian, medical or psychological treatment or testing shall not be made available to unauthorized personnel of the institution or to the public or any agency, except those agencies authorized by the educational institution to conduct specific research or otherwise authorized by the governing board of the institution, without the consent of the student involved or the parent or guardian of a minor student attending any institution of elementary or secondary education, except as otherwise provided by law or regulation pursuant thereto, and except in consequence of due legal process or in cases when the safety of persons or property is involved. The Emerald Charter School Board of Directors, the department of education, and the Tennessee higher education commission shall have access on a confidential basis to such records as are required to fulfill their lawful functions. Statistical information not identified with a particular student may be released to any person, agency, or the public; and information relating only to an individual student's name, age, address, dates of attendance, grade levels completed, class placement and academic degrees awarded may likewise be disclosed.

Other Confidential Records

Emerald Charter Schools will maintain the confidentiality of other records as required by the Tennessee Open Records section 10-7504.

Availability of Public Records

A citizen has the right to request both inspection and copies of public records during normal business hours.

Records will be made available within seven business days of the request.

Charges

Emerald Charter Schools will charge for photocopying, allowable production charges and labor charges per the guidelines found in the Open Records Act.

Attachment 4: School Calendar and Schedule

Describe how the school will use time strategically to support the vision, mission and education program to drive gains in academic achievement.

Essential to Emerald Academy's ability to provide a school of academic excellence will be allowing scholars more time to learn. Accordingly, Emerald Academy has designed its daily and yearly schedule to ensure that scholars have sufficient time to learn and master the skills and concepts required for their grade level. During focus groups in which the community provided input on Emerald Academy's key design elements, extended time on learning was one of the most frequently-cited reasons that community members were enthusiastic about the school, noting that they believe their scholars do not have sufficient time to learn all that is required of them.

- Describe the annual academic calendar for the school. Explain how this calendar reflects the needs of the academic program. Provide the school's proposed calendar for the first year of operation, including the total number of days/hours of instruction.

The academic calendar as shown on the following page includes 190 instructional days, 15 summer institute days, and six professional development (PD) data days. It also includes 34 early release Wednesdays that will be used as bi-weekly PD or bi-weekly professional learning communities (PLCs). This schedule reflects the needs of the academic program by providing extended time on learning (see above) and significant time dedicated to PD both before and during the school year.

There are 435 minutes, or 7.25 hours of instruction four days per week (Monday, Tuesday, Thursday, and Friday) and 345 minutes, or 5.75 hours of instruction on Wednesdays. There are 1,326.5 total hours of instruction over the course of the school year.

Emerald Academy 2015-16 School Calendar

Day	July-15	August-15	September-15	October-15	November-15	December-15	January-16	February-16	March-16	April-16	May-16	June-16
1		WKND	I	I	WKND	I	H	I	I	I	WKND	I
2		WKND	I	I	I	I	WKND	I	I	WKND	I	I
3		SI	I	WKND	I	I	WKND	I	I	WKND	I	I
4	WKND	SI	I	WKND	PD	I	I	I	I	I	I	WKND
5	WKND	SI	WKND	I	I	WKND	I	I	WKND	I	I	WKND
6		SI	WKND	I	I	WKND	PD	WKND	WKND	PD	I	I
7		SI	H	I	WKND	I	I	WKND	I	I	WKND	I
8		WKND	I	I	WKND	I	I	I	I	I	WKND	LD
9		WKND	I	I	I	I	WKND	I	I	WKND	I	
10		FD	I	WKND	I	I	WKND	I	I	WKND	I	
11	WKND	I	I	WKND	I	I	Q/T	I	I	I	PD	WKND
12	WKND	I	WKND	I	I	WKND	I	I	WKND	I	I	WKND
13		I	WKND	I	I	WKND	I	WKND	WKND	I	I	
14		I	I	I	WKND	I	I	WKND	I	I	WKND	
15		WKND	I	Q/T	WKND	I	I	H	I	I	WKND	
16		WKND	I	I	I	I	WKND	I	I	WKND	I	
17		I	I	WKND	I	I	WKND	PD	I	WKND	I	
18	WKND	I	I	WKND	I	I	H	I	I	I	I	WKND
19	WKND	I	WKND	I	I	WKND	I	I	WKND	I	I	WKND
20	SI	I	WKND	I	I	WKND	I	WKND	WKND	I	I	
21	SI	I	I	I	WKND	H	I	WKND	H	I	WKND	
22	SI	WKND	I	I	WKND	H	I	I	H	I	WKND	
23	SI	WKND	PD	I	I	H	WKND	I	H	WKND	I	
24	SI	I	I	WKND	I	H	WKND	I	H	WKND	I	
25	WKND	I	I	WKND	H	H	I	I	H	I	I	WKND
26	WKND	I	WKND	I	H	WKND	I	I	WKND	I	I	WKND
27	SI	I	WKND	I	H	WKND	I	WKND	WKND	I	I	
28	SI	I	I	I	WKND	H	I	WKND	I	I	WKND	
29	SI	WKND	I	I	WKND	H	I	I	Q/T	I	WKND	
30	SI	WKND	I	I	I	H	WKND	N/A	I	WKND	H	
31	SI	I	N/A	WKND	N/A	H	WKND	N/A	I	N/A	I	N/A
# Instr. Days	0	16	20	22	17	14	18	19	18	20	20	6

H	22	PD	6	SI	15
Instructional days			190		

Legend

I	Instructional day
FD	First day of school (Instructional Day)
Q/T	End of quarter (Instructional Day)
LD	Last day of school (Instructional Day)

Holidays

September 7	Labor Day
November 25-27	Thanksgiving
January 18	ML King's Birthday
February 15	President's Day
May 30	Memorial Day

- Provide a description of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science and social studies. Note the length of the school day including start and dismissal times. Explain why this schedule will be optimal for scholar learning. Provide the minimum number of hours/minutes per day and week the school will devote to academic instruction in each grade.

The school day begins at 8:00 a.m. and ends at 4:00 p.m. Scholars may come to school 30 minutes early to have breakfast and will be able to stay after school through a variety of extracurricular activities that will be offered through our community partners.

The following table represents a sample schedule for all grade levels for every day of the week except Wednesday. The schedule includes:

- 90 minutes for English language arts (ELA)
- 90 minutes for mathematics
- 90 minutes for Focus Period – the period dedicated to intervention and enrichment
- 45 minutes for social studies
- 45 minutes for science
- 45 minutes for specials (e.g., physical education, art)
- 30 minutes for homeroom, DEAR (drop everything and read) and/or advisory
- 45 minutes for lunch and recess
- 30 minutes for breakfast

Total academic instruction is 435 minutes per day four days per week.

Sample Daily Schedule (Monday, Tuesday, Thursday, and Friday)

7:30 AM	8:00 AM	Breakfast
8:00 AM	8:30 AM	Homeroom/DEAR/Advisory
8:30 AM	9:15 AM	ELA
9:15 AM	10:00 AM	
10:00 AM	10:45 AM	Math
10:45 AM	11:30 AM	
11:30 AM	12:15 PM	Lunch/Recess
12:15 PM	1:00 PM	PE/Art/Music
1:00 PM	1:45 PM	Social Studies
1:45 PM	2:30 PM	Science
2:30 PM	3:15 PM	Focus Period
3:15 PM	4:00 PM	

Each Wednesday is an early dismissal day which ends at 2:30 p.m. The Wednesday schedule is identical to the daily schedule except that it does not include the Focus Period. There are 345 instructional minutes on Wednesdays.

The total instructional minutes per academic subject per week are:

Subject	Weekly Minutes
ELA	450
Math	450
Focus Period (Intervention and Enrichment)	360
Social Studies	225
Science	225
Specials (PE/Art/Music)	225
Homeroom/DEAR/Advisory	150
Total Instructional Minutes	2,085

This schedule is optimal for scholar learning because it allows us to provide our scholars with the additional time in core subject areas that they will need to close the achievement gap. Our school day is 8:00 a.m. to 4:00 p.m. for four days per week and 8:00 a.m. to 2:30 p.m. on Wednesdays. This additional time beyond the traditional school day will allow us to provide scholars with double periods (i.e., 90 minutes) of high-quality instruction in both ELA and mathematics on a daily basis, as well as a 90-minute intervention/enrichment period four days per week, called the Focus Period. Please see our response below for a detailed description of the Focus Period.

- Describe a typical school day for a teacher and a scholar.

Jonathan's (a first grade scholar) typical school day starts at 7:00 a.m. when the bus picks him up. He arrives at school at 7:30 and goes to the cafeteria for breakfast. After breakfast, Jonathan's classroom teachers lead him and the other scholars to their classroom. After entering the classroom, Jonathan puts his backpack and coat in his cubby and gets out his book for silent reading during DEAR time. After 10 minutes of reading, the class transitions to morning meeting, during which time they read a book and have a lesson about courage – one of Emerald Academy's key values. At 8:30, following the lesson about courage, the 90-minute ELA block begins. During the ELA block, there is a Do Now activity followed by a review of the agenda and homework. Scholars then have a group lesson that is followed by small group rotations. Jonathan rotates between three stations, one with each of his classroom teachers and one working in pairs with other scholars. The small group instruction is followed by independent practice and the period culminates with completion of an exit ticket. After the ELA period, scholars have two minutes of stretch time and then begin their mathematics period. The organization of the mathematics period mirrors the ELA period. Scholars are then escorted to lunch by their teachers. After 25 minutes for lunch, scholars have a 20-minute outside recess period. After lunch and recess, Jonathan and his classmates return to their classrooms where they have a painting class with the art teacher. At 1:00 p.m., Jonathan's classroom teacher returns for a 45-minute social studies class, followed two minutes of wiggle time and, then, science class. After science, Jonathan and his friends have snack in their classrooms and then get ready for the Focus Period. During the 90-minute Focus Period, Jonathan rotates between three stations and receives targeted support in mathematics and ELA. See the response below for a detailed description of the Focus Period. After the Focus Period, Jonathan and his friends prepare for dismissal. At 4:00 p.m., Jonathan's teachers escort him to the bus and he gets ready to go home.

Ms. Baxter's (a first grade teacher) typical school day begins at 7:30 a.m. for a 10-minute staff meeting. Following the staff meeting, Ms. Baxter goes to her classroom to meet briefly with her co-teacher and gets organized for the day. At 7:55, Ms. Baxter goes to the cafeteria to collect her class and escorts them to the classroom. Ms. Baxter leads the DEAR period while her co-teacher observes. As they transition to the ELA period, Ms. Baxter's co-teacher leads the whole group instruction, while Ms. Baxter assists by circulating through the room and providing assistance to scholars as needed. Following the whole group instruction, Ms. Baxter works with scholars in small groups as they rotate through three stations. Following the 90-minute ELA block, Ms. Baxter and her co-teacher lead a 90-minute mathematics period that follows a similar organization to the ELA period. At the conclusion of the mathematics period, Ms. Baxter and her co-teacher escort the scholars to lunch and then go to the teacher workroom where they have 90 minutes of lunch, preparation, and collaborative planning time with grade-level teams. During the collaborative planning time, Ms. Baxter works with her colleagues to design instruction and assessments for the upcoming week. At 1:00 p.m., Ms. Baxter returns to her classroom with her co-teacher to lead a 45-minute social studies and a 45-minute science lesson. At 2:30 p.m., Ms. Baxter helps her scholars transition to the Focus Period. During the 90-minute Focus Period, Ms. Baxter and her co-teacher work with scholars in small groups as they rotate through three stations as described below. At 4:00 p.m., Ms. Baxter dismisses her scholar and escorts some of them to their bus, while her co-teacher escorts others to the parent pick-up area.

- Summarize the number of hours/minutes and days allocated for tiered interventions, enrichment, tutoring and other non-academic activities.

Key to the success of our scholars will be an intense focus on providing intervention and enrichment to scholars, in addition to instruction in the core content areas. Emerald Academy has created a double block Focus Period that will last 90 minutes four times per week. The Focus Period will allow teachers to provide more targeted and small group instruction to scholars at their instructional level. Emerald Academy will implement a Response to Instruction and Intervention (RTI²) model that ensures scholars are assessed frequently and, as a result, receive the required instruction and intervention to reach mastery. The majority of the interventions will be provided during the Focus Period, which will contain the following elements:

- **Rotations.** Focus Period will be a 90-minute period; accordingly, scholars will have the opportunity to rotate between teachers and computer-based programs. This will allow each scholar to receive necessary, individualized support. In the elementary school, the rotations will last for 30 minutes each and scholars will rotate between the two teachers (two stations) and the computers (one station). At the middle school level, there will be a 20:1 scholar-to-teacher ratio; scholars will rotate between the teacher and the computer-based programs. Each station will last 45 minutes. Middle school teachers may choose to use a third station, during which time scholars work cooperatively or complete independent practice.
- **Small group instruction.** Teachers will be expected to utilize small groups to provide targeted instruction to scholars. Teachers will identify and group scholars based on assessment results and scholars' RTI² tiers. Scholars will work with their teachers on identified areas in order to ensure they have sufficient time to master content.
- **Computer-based programs.** Emerald Academy will also use computer-based programs developed by ST Math and Lexia to provide targeted and differentiated instruction on specific skills. While teachers will likely use these programs throughout the ELA and mathematics blocks in order to differentiate instruction, the explicit use of this computer-based program will be implemented during every Focus Period.

As stated above, the Focus Period will occur for 90 minutes per day every day except Wednesday for a total of 360 minutes per week.

- If Saturday School or summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including the number of scholars and the methodology used to identify them. For identified scholars, is the program mandatory? What are the anticipated resource and staffing needs for these programs?

Emerald Academy will not hold Saturday school or summer school.

- Describe any proposed extracurricular or co-curricular activities or programming the school will offer; when will they begin, how often will they occur and how will they be funded?

Emerald Academy will not offer extracurricular activities directly. However, we will partner with several organizations that will provide a wide range of extracurricular activities both at our school and at facilities across Knoxville. We are in the process of establishing these partnerships. We have already identified more than a half dozen agencies that we plan to engage to support our scholars after school. These include:

- Emerald Youth Foundation
- Boys and Girls Clubs of the Tennessee Valley
- Wesley House
- Big Brothers Big Sisters of East Tennessee
- Urban Family Outreach
- First Tee
- Thrive Lonsdale
- If applicable, describe any other scholar focused activities and programs that are an integral part of the educational plan.

Not applicable.

- Describe any programs you will offer to parents and/or the community and how they may benefit scholars, support the school mission and vision of the school, and potential funding.

As described in the Community Involvement and Parent Engagement section of this application, we will offer a variety of workshops for parents to build the skills necessary for supporting their children in their education. Workshops will either be led by staff or partnering organizations and focus on topics such as:

- Utilizing the SIS parent portal
- Interpreting and using scholar assessment data such as NWEA MAP, PARCC and TCAP
- Providing scholars with homework help
- Computer literacy and using technology to support scholar learning
- Reading to your children
- Parenting skills
- Grade level curriculum and instructional content
- State testing
- Preparing for high school
- Accessing external social service partners
- English as a second language

In addition, we will utilize an annual survey to determine other areas of parent interest and create targeted workshops accordingly.

Attachment 5: Student Discipline Policy

Describe the philosophy for student discipline that supports your proposed school's model. Discuss how parents will be informed of this policy.

The following is a draft of the Emerald Academy Scholar and Family Handbook that includes information in response to each of these requirements.

Provide a draft of the student discipline policy/student handbook, which should include the following:

- Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior

Please see pages 6 and 12-15 of this attachment.

- A preliminary list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled respectively.

Please see pages 12-15 of this attachment.

- An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings

Please see page 15 of this attachment.

- Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.

Please see pages 14-15 of this attachment.

- A description of the individuals responsible for carrying out the discipline policies which includes the job description and qualifications (at the administrative level).

The individuals responsible for carrying out the discipline policies are embedded in the discipline policy, which is found on pages 6 and 12-15 of this attachment.

Emerald Academy

Scholar & Family Handbook

Purpose

The Emerald Academy Scholar and Family Handbook is a guide to the most important policies and procedures of the school. Many of the most critical aspects of the handbook will be reviewed with parents during the Mandatory Parent Orientation and with scholars during their orientation. However, it will be important for parents to read the handbook in its entirety and discuss it with their scholar(s).

The School

Mission

Emerald Academy will provide Knoxville's urban students with the academic foundation, skills, habits, and character traits that they need to succeed in high school, college, and in life. Through our rigorous educational program and our relational culture, we will create a transformative experience for our scholars that prepares them to become self-sufficient, reflective, and resilient leaders in their communities.

Vision

Our vision is to dramatically increase the number of Knoxville students who graduate eighth grade well-prepared for high school and the college of their choice. To achieve this goal, we will create a replicable, model K-8 school that closes the achievement gap and alters the trajectory for our urban youth. Emerald Academy will prepare our scholars for success through our four pillars: academic excellence, effective teaching, a highly relational culture grounded in high expectations, and robust parent and community engagement.

Core Beliefs

1. All scholars have the ability to achieve academic excellence.
2. All scholars thrive in a highly disciplined school environment.
3. All scholars benefit from the nurturing of a growth mindset and strong personal character.
4. All scholars excel when placed in a highly relational environment where adults care deeply for them.

Attendance

General Policy for Absences

Scholars enrolled in the school must attend school regularly in accordance with the laws of the State. The educational program offered by the school is predicated upon the presence and punctuality of the scholar and requires continuity of instruction and classroom participation. A parent must contact the school in accordance with the procedure set forth in the section below whenever a scholar is absent.

Attendance shall be required of all scholars enrolled at the school during the days and hours that the school is in session. Attendance need not always be within the school facilities, but a scholar will be considered to be in attendance if present at any place where school is in session by authority of the Board.

Reporting Absences

The primary responsibility for a scholar's attendance at school rests with his/her parent(s) or guardian(s). Parent(s)/guardian(s) must notify the school by 9:00 a.m. on the day a scholar is absent unless previous notification has been given in accordance with school procedure for excused absences. When parents do not call the school, the person in charge of front desk operations will notify a scholar's parents, custodial parent, guardian, legal custodian, or other person responsible for him/her when the scholar is absent from school. The parent or other responsible person shall be notified by telephone or written notice. Parents or other responsible persons shall provide the school with their current home and/or work telephone numbers and home addresses, as well as emergency telephone numbers.

Excused and Unexcused Absences

All absences, whether “excused” or “unexcused,” are considered absences. Any day your scholar does not attend school is considered an absence. The school will consider an absence excused for the following five reasons with documentation:

1. Personal physical illness such as to prevent attendance at school. Absences for illness longer than 2 days must be verified in writing by a doctor.
2. Death in the family.
3. Observance of religious holidays.
4. Court subpoena.
5. An emergency or set of circumstances which in the judgment of the school constitutes a good and sufficient cause for absence.

Absences due to Documented Medical Condition

Any scholar who, due to a medically-documented physical or mental impairment, is absent for an extended period will not be disciplined. Such scholars may be entitled to receive an education tailored to their individual needs or abilities as provided for under federal and/or state law.

Appointments during School Hours

Scholars should never miss school for appointments. Families are responsible for scheduling medical appointments outside of school time. The best times are often after the school days come to an end, or on days when school is not in session. In the rare case when a scholar has a medical appointment during school, he or she should not be absent for the entire school day.

Suspensions

Suspensions are considered absences. If scholars are absent from school due to suspension, these days will be treated the same as absences.

Late Arrival and Early Dismissal Related to Absences

Scholars are expected to arrive on time and to stay at school until the very end of the day. Late arrivals and early pick-ups are disruptive to the learning environment.

Consequences for Absences

Included in our attendance policy are consequences for absences, both positive and negative. They are outlined below:

1. No Absences in a Semester: The child and family are congratulated and recognized for exceptional attendance and commitment to their education.
2. Four Absences in a Semester: If a scholar is absent four times in a semester, it is considered a serious issue. At this point, the parent/guardian will be called by the Dean of Scholars to discuss the development of an attendance plan.
3. Eight Absences in a Year: If a scholar is absent eight times in a year, it is considered a serious issue. At this point, the parent/guardian will be called to the school to meet with the Dean of Scholars. At the meeting, the problem will be discussed and an attendance plan will be readdressed.
4. Twelve Absences in a Year: If a scholar is absent twelve times in a year, it is considered a serious issue. At this point, the scholar is at risk of not being promoted to the next grade. The parent/guardian will be called to the school to meet with the Dean of Scholars and the Principal. The Principal reserves the right to retain any scholar who misses more than twelve days of school.

General Policy for Tardiness and Early Dismissal

Getting to school on time is a key to your child's success – at school and in life. At Emerald Academy, the learning begins from the moment scholars walk in the door. Scholars who are late miss essential reading instruction, disrupt the learning of other children, and risk falling behind on our ambitious curriculum. Our doors open at 7:35 a.m. each morning. Scholars must arrive between 7:35 a.m. and 7:50 a.m. in order to eat breakfast. Scholars who are not in their classrooms at 8:00 a.m. are considered tardy.

In addition to tardies in the morning, Emerald Academy has a policy in place to address scholars who are picked up before the end of the school day. Emerald Academy's school day ends at 4:00 p.m. on Monday, Tuesday, Thursday, and Friday and at 2:30 p.m. on Wednesday. Scholars who are picked up after the halfway point in the day but before the end of the day will receive an Early Dismissal, and this will be counted on the attendance report.

No excuses will be accepted for tardies or Early Dismissals. There is no designation for "excused" or "unexcused" tardies or Early Dismissals. Tardies and Early Dismissals due to traffic, weather, transportation issues, and appointments will not excuse the attendance violation.

Consequences for Tardies and Early Dismissal

The following is an outline of consequences for tardiness and Early Dismissal:

- No Tardies in a Semester: The child and family are congratulated and recognized for being "on time" and for their true commitment to education.
- Four Tardies and/or Early Dismissals in a Semester: If a scholar is late or dismissed early four times in a semester, it is considered a serious issue. At this point, the parent/guardian will be called by the Dean of Scholars or their designee. The problem will be discussed and a plan will be developed to prevent future attendance issues.
- Eight Tardies and/or Early Dismissals in a Year: If a scholar is late or dismissed early eight times in a year, it is considered a serious issue. At this point, the parent/guardian will be called to the school to meet with the Dean of Scholars or their designee. The problem will be discussed and a plan will be readdressed to prevent future attendance issues.

Dress Code

Emerald Academy will enforce a dress code policy. The purpose of the dress code is to create a professional, safe, and respectful community in which scholars can place their sole focus on learning. The dress code will be in effect from the start of the school day until the end of the school day. Scholars will be required to wear the uniform Monday through Friday, unless otherwise noted. The uniform includes:

- Black (not navy blue) dress slacks or skirts that fall at or below the knee; girls must wear shorts under skirts on days designated for physical activity
- White or black socks or tights with no patterns
- White, short or long-sleeved button down, collared dress shirt that must be tucked in
- Black dress shoes

Scholar Conduct

Emerald Academy will enforce a strict code of conduct, which is a description of the 18 primary rules that govern scholar behavior at our school. Emerald Academy scholars will abide by this code of conduct, which is based on the philosophy that classroom respect and order are essential for academic progress, that scholars benefit from the explicit teaching of acceptable behavior, and that having immediate and clear consequences for seemingly minor infractions guarantees that major infractions will not take place. The following beliefs inform our code of conduct:

- **Safety:** The code of conduct is designed first and foremost to ensure that Emerald Academy is safe for every scholar at all times.
- **Respect:** Respectful behavior is a hallmark of effective character development and facilitates strong community.
- **Self-discipline:** By learning to behave professionally, scholars learn skills useful beyond the walls of Emerald Academy. Scholars who 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.
- **Making a big deal out of “little” problems:** The leaders of Emerald Academy believe that there are no “little” problems, but that every seemingly small problem can quickly contribute to more serious problems. By making a big deal out of “little” problems, the school can make sure that big problems happen infrequently.
- **Clear consequences:** Many disciplinary problems can be avoided by having clear, well-articulated consequences. The scholars of Emerald Academy will know exactly what behavior is expected and what consequences will result if the expectations are not met. The school will always promptly communicate with parents about any disciplinary consequence.
- **Uninterrupted learning.** The purpose of this code of conduct is to remove distractions from the classroom so that scholars can commit 100 percent of their attention to academic learning.

Merit Tracker

Scholars at Emerald Academy will be awarded merits, demerits, and detentions (detention will be in the middle school grades only) based upon their adherence to the scholar code of conduct. In each class, teachers will award merits and demerits on a daily basis, and the merits and demerits will be tallied at the end of the day. As homerooms move (from class to specials or from subject to subject in the middle school, etc.), the merit tracker will travel with the scholars; a trusted and responsible scholar will be assigned the task of carrying the merit tracker clipboard. By having the merit tracker travel with homerooms, teachers will be able to easily identify scholars who are struggling throughout the day and can be ready to proactively address the scholar.

Emerald Academy firmly believes that rewarding positive behavior is a deterrent to negative behavior, and our teachers and staff will intentionally make the awarding of merits public and a big deal. Teachers will praise scholars for their positive behavior and/or adherence to the rules. The scholar being praised will feel proud of his behavior and his classmates will likely emulate him in an effort to earn their own merits and receive positive recognition from the teacher. As often as possible, teachers will seek to recognize the positive behaviors as opposed to recognizing the negative behaviors. There will be instances where negative behavior will need to be addressed, and Emerald Academy teachers will do so with consistency so that all scholars understand the implications and consequences for their actions.

Family & School Contract

The Family & School Contract is the guiding commitment between Emerald Academy scholars, staff, and parents/guardians. ***A parent/guardian, teacher, and Principal will sign the Family & School Contract by the first week of school.*** Our work together is a three-way partnership, and the highest expectations must govern all of our actions to ensure the highest quality education for every child.

Scholar Name _____

(Please Print)

**Emerald Academy
Family and School Contract**

Our guiding purpose, to prepare our scholars for success in high school, college, and in life, is a family activity. By choosing to send your child(ren) to Emerald Academy, you have chosen to actively participate in your child’s life at school.

For Parents & Guardians:

- I commit to supporting Emerald Academy’s demanding academic program, high standards of conduct, and extended school day and year.
- I commit to making sure that my child is at school on time and in uniform every single day, unless sick or unable to attend because of a family emergency, in which case I will call the school before 9:00 a.m.
- I commit to monitoring my child’s schoolwork, homework, and grades regularly. I will always encourage him or her to work hard and produce the best possible work.
- I commit to maintaining an environment at home where my child can do his/her homework, with a clean desk or table and necessary materials.
- I commit to calling Emerald Academy if I have questions and attending the required parent events three times a year (Mandatory Parent Orientation and two Parent Conference nights).
- I have read, understand, and agree to uphold and abide by the Code of Conduct.

For Scholars:

- I understand the five Keys to Success and commit to always doing my best to follow them.
- I commit to attending school every day unless I am sick and to give my full respect and attention to every task.
- I commit to doing my homework every night, bringing it neatly to school and turning it in at the appropriate time.
- I commit to obeying the Emerald Academy Code of Conduct at all times.
- I commit to speaking regularly and honestly with my parents and guardians about my progress at school, my grades, my assignments, and my behavior.
- I have read, understand, and agree to uphold and abide by the Code of Conduct.

For Teachers and Staff:

- I commit to being at Emerald Academy from 7:30 a.m. to 4:00 p.m.
- I commit to being fully prepared for each lesson that I teach.
- I commit to grading and returning all graded homework within one day of when it is due; I commit to grading and returning all tests and written assignments within three days.
- I commit to enforcing all rules and policies consistently and fairly.
- I commit to contacting the parents/guardians of scholars in my homeroom at least once every month, and contacting the parents/guardians of my scholars with reasonable frequency to communicate both positive and negative feedback.
- I commit to maintaining the highest standards of academic performance and appropriate conduct.
- I have read, understand, and agree to uphold and abide by the Code of Conduct.

Parent/Guardian Signature _____ Date _____

Teacher Signature _____ Date _____

Principal Signature _____ Date _____

Code of Conduct

All parents/guardians and scholars will review the Code of Conduct at the mandatory scholar and parent orientation. During the orientation, parents and scholars will be asked to read and sign the Family & School Contract (which will be described in detail at the orientation). By signing the Family & School Contract, each parent/guardian and scholar indicates that each has read, understands, and agrees to abide by the Code of Conduct. The Code of Conduct is as follows:

1. All scholars treat fellow scholars, staff, and school property with respect.
2. Scholars must arrive at school in the Emerald Academy uniform every day.
3. Attend school every day. Absences are excused only for illness, death in the family, religious observance, court subpoena, or family emergency, and must be verified in writing by a parent/guardian.
4. Always arrive on time for the school day.
5. Do not disrupt class, Morning Meeting/Advisory, or Community Circle by talking out of turn.
6. Do not chew gum, eat, or drink anything during class.
7. Keep any electronic devices (cell phones, iPods, etc.) at school off and in a backpack for the entire school day (7:30-4:00). The school assumes no responsibility for these devices.
8. Always be prepared for class.
9. Do not behave in any way that is disruptive to your learning or the learning of another.
10. Do not plagiarize, cheat, or copy another's work, falsify information (i.e. forge a signature), or lie to a staff member.
11. No play-fighting or touching another scholar. Keep your hands to yourself.
12. No intimidating or threatening behavior or language.
13. No defacement of school property.
14. No profane or otherwise inappropriate language.
15. No gang activity or evidence of affiliation.
16. No fighting, violence, or behavior threatening violence.
17. No possession or sale of any drugs, alcohol, tobacco, or illegal substance.
18. No possession of weapons (even toys).

General Discipline Procedures

The purpose of disciplinary consequences is to ensure that both individual scholars and the school community maintain complete focus on learning and growth. Inappropriate scholar behavior not only impacts the individual, but also exacts a cost on the larger school community. Scholars must understand that they are a part of a larger whole and are accountable to their peers for adhering to the values and expectations of the community. Prompt resolution of problems and scholar/family solutions to inappropriate behavior is expected.

Progressive Discipline

All scholars are expected to conform to the Code of Conduct at school, on the school premises, and on transportation to and from school (if paid for or provided by the school), and are subject to the school's disciplinary process when they fail to do so.

When scholars violate the Code of Conduct, there are associated consequences that are outlined for different levels of offenses. Consequences will be determined based on the level of offense and the number of occurrences for similar offenses during the school year. The four levels of offenses are described below:

First Level: Demerits

1. Teacher explains or reviews class and school rules.
2. Teacher applies appropriate in-school consequences (i.e., demerits).

Second Level: Referral to the Dean of Scholars

1. Teacher applies appropriate consequences, including loss of privileges or a referral.
2. Teacher or Dean of Scholars personally communicates the problem(s) with the scholar's parent(s).
3. Teacher or Dean of Scholars may send a written report home and a copy to the office.

Third Level: Suspension

If the actions taken at Levels 1 and 2 have not corrected the inappropriate behavior, or if the scholar engaged in serious act(s) of misconduct, the Dean of Scholars or the Principal may suspend the scholar with an in-school or out-of-school suspension for a period not to exceed 10 school days. As a part of the suspension, the scholar will be required to catch up on all academic work and write an apology to the classroom community.

Fourth Level: Expulsion

If actions taken at Levels 1 through 3 have not corrected the inappropriate behavior, or if the scholar engaged in serious act(s) of misconduct, the Principal may expel the scholar from the school in accordance with Tennessee state law.

Progressive discipline levels may be skipped for serious acts of misconduct, at the discretion of the Principal.

Code of Conduct Rules and Consequences

Rule 1: Respect

Any scholar who demonstrates disrespect toward another scholar or staff member, in the judgment of any member of the staff, will receive a demerit, and in the case of serious disrespect, will receive a suspension.

Rule 2: Dress Code

Any scholar who arrives at school out of uniform will be prevented from participating in class until he or she is in uniform.

Rules 3-4: Attendance and Tardy/Early Dismissal Policy

See pages 4 through 5 for policies related to attendance and tardies/early dismissals.

Rules 5-9: School-Wide Discipline and Classroom Policies

Any scholar who violates rules 5 through 9 will receive a demerit. If the violation is serious or occurs multiple times, the scholar will receive a referral to the Dean of Scholars or, at the discretion of the school leadership, an out-of-school or in-school suspension.

Rules 10-14: Suspension

Any scholar who violates rules 11 through 14 will receive an immediate suspension.

A scholar may be suspended from one day to up ten days. As a part of the suspension, the scholar will be required to catch up on all academic work in accordance with the Family and School Contract and will be asked to read an apology to the classroom community.

Rule 15: Gang Activity or Evidence of Gang Affiliation

A violation of this policy is grounds for suspension or expulsion from school.

Rule 16: Violence Policy

Violent behavior towards scholars, staff, or visitors will never be tolerated and will be treated with the most severe consequences. Any scholar who commits an act of physical violence at school, on school-sponsored transportation, at a school-related event, or plans such violent activity during the school day, will receive an immediate suspension and may be expelled from school.

Rule 17: Drugs, Alcohol, and Tobacco Policy

Scholar use, possession, distribution, or sale of alcohol, tobacco, or illicit drugs is prohibited on school grounds, at any school-sanctioned activities, on school-sponsored transportation, or at any time or in any place where the school conducts business. A scholar violation of this policy will lead to a suspension, reporting to authorities, and/or recommendation for expulsion.

Rule 18: Weapons

Guns, knives, explosives, or weapons of any type (including toys, look-alikes, etc.) are not permitted in the school, on the campus, anywhere on the premises, on school-sponsored transportation, or at any school-sponsored or school-related event. Violations may lead to expulsion.

Suspension

The principal may suspend a scholar for a period of one to ten days for a Third or Fourth Level offense.

In accordance with Tennessee state law, except in an emergency, no administrator shall suspend any scholar until that scholar has been advised of the nature of his misconduct, questioned about it, and allowed to give an explanation.

Upon suspension of any scholar [an out-of school suspension, or in-school suspension in excess of one (1) day], the principal or his/her designee shall make an immediate attempt to contact the parent or guardian to inform them of the suspension. The scholar shall not be sent home before the end of the school day unless the parent or guardian has been contacted.

Upon suspension of any scholar other than for in-school suspension of one day or less, the principal shall, within 24 hours, notify the parent or guardian and the President of the Board of Directors or the his/her designee of:

- The suspension, which shall be for a period of no more than ten (10) days;
- The cause for the suspension; and
- The conditions for readmission, which may include, at the request of either party, a meeting of the parent or guardian, scholar, and principal.

Before the scholar returns to class, the scholar, his or her parent or guardian, the Dean of Scholars, and/or the Principal will meet in order to address the scholar's behavior and plan for improvement.

Expulsion

A scholar who is expelled will be subject to due process under Tennessee state law. At Emerald Academy, the due process will be as follows (subject to legal review and Board approval):

- The Principal will follow standard disciplinary policies and procedures for investigating the facts, obtaining witness statements, and ensuring adherence to due process procedures.
- If the Principal believes it is warranted, the scholar will be expelled.
- The Principal shall report to the Police Department any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons outlined in TCA 39-17-1309.
- Following the Principal's decision to expel, there is an appeal process:
 - The Principal will give written or actual notice of the expulsion to the parent/guardian within 24 hours, including giving notice that the parent/guardian or scholar 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 scholar, or a teacher requested by the scholar can appeal the decision.
 - Absent a timely request for appeal, the decision of the Principal will be final. The appeal will be filed with the President of the Emerald Charter Schools 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 scholar, the Principal, and the teacher who chooses to file an appeal.
 - The Emerald Charter Schools Board of Directors may affirm the decision of the Principal, order removal of the expulsion unconditionally, or order removal of the expulsion upon such terms and conditions as it deems reasonable.

- A pupil determined to have brought to school or to be in unauthorized possession on school property of a firearm, as defined in 18 U.S.C. § 921, shall be expelled for a period of not less than one (1) calendar year.
- A scholar committing battery upon any teacher, principal, administrator, any other employee of Emerald Academy, or unlawfully possessing any drug including any controlled substance, as defined in §§ 39-17-403 through 39-17-415, or legend drug, as defined by § 53-10-101, shall be expelled for a period of not less than one (1) calendar year

Discipline for Scholars with Special Needs

Emerald Academy will make any and all necessary adjustments to comply for scholars with an Individualized Education Plan (IEP) or Section 504 Plan, according to State and federal law. Discipline for 504 or special education scholars will be managed in accordance with the scholar's IEP or 504 Plan. A scholar with disabilities will be subject to recommendation for expulsion as a habitually disruptive scholar only if the appropriate special education team has determined that the disruptive behavior is not a manifestation of the scholar's disability.

Complaints about Scholar Discipline

The school administration and the Emerald Charter Schools Board of Directors work in conjunction to hear and resolve any complaints. In the event of a complaint regarding scholar discipline, both the school administration and the Board encourage the complainant to address the problem directly with the staff member involved. If the complainant is dissatisfied with the resolution proposed by the staff member involved, or if such resolution is not practical under the circumstances, he or she should schedule a meeting with the Dean of Scholars.

If an individual believes that the school has violated any applicable laws or regulations, or if he or she is unsatisfied with the results of the above process, he or she may file a formal, written complaint with the Board of Trustees. After receiving the complaint, the Board will respond in writing to the individual within 30 days.

Academics

Academic Standards

As a college-preparatory elementary and middle school, Emerald Academy has the highest academic standards for all scholars. It is expected that scholars will take challenging classes, complete high-quality work promptly both at school and at home, study for and perform well on exams, and receive excellent support from the teaching staff through in-class interventions and small group tutoring. The highest effort from scholars, teachers, and parents/guardians is necessary to reach this goal.

Promotion Policy

Emerald Academy believes that promoting scholars to the next grade level because of their age, not their readiness to do the work, is not beneficial to scholars. To build a culture of learning and achievement, and to ensure scholars demonstrate readiness for the next grade level, we will use the policy described below.

It is important to note that retention and/or placement decisions will be made only after the school has notified and conferred with parents throughout the year (progress reports, report cards, and parent conferences) as to the scholar's progress or lack thereof. Promotion of a scholar from one grade to the next shall be based solely on that individual scholar having met applicable promotion criteria as described below. However, the final decision to promote a scholar shall rest solely with the principal, with appropriate input from the leadership team, the scholar's teachers, and the professional staff.

Emerald Academy will implement a standards-based scholar report card in the elementary school (grades K-4). Each standard on each subject on the scholar's individual report card will be assigned a numeric grade to indicate how well the scholar performed. Scholars will receive a 4, 3, 2, or a 1 for each area. These numbers can be interpreted as follows:

- 4 – Exceeds Expectations
- 3 – Meets Expectations
- 2 – Progressing but Needs Additional Work
- 1 – Not Yet Meeting Expectations

Scholars must receive no less than a 2 passing rate on standards in reading and math in order to be promoted.

In the middle school, the promotion policy will differ as Emerald Academy will implement a grade-based report card. In order to be promoted to the next grade level, scholars must earn a 70 percent or higher in their core academic courses.

Important Considerations

- **Attendance and Punctuality:** The scholar's attendance patterns (excused and unexcused absences, tardies, and early dismissals) and its effect on scholar progress will be taken into account. Specifically, scholars who miss 15 or more days of school throughout the year, whether excused or unexcused, are at risk for retention.
- **Homework Completion and Quality:** Scholars are expected to complete all assigned homework with quality, accompanied with a parent signature. Although promotion and retention will not be based solely on completing homework, homework quality and completion helps to ensure that scholars will perform well on in-class assignments and assessments.

Scholars with Disabilities

Promotion and retention of previously-identified disabled scholars may be subject to the factors and policy above, but Emerald Academy shall also consider the contents of the scholar's Individualized Educational Plan (IEP).

School Schedule

The following table represents a typical scholar schedule. Please note that actual schedules will be slightly different for each class but they will all include the same total instructional periods for each subject.

Sample Daily Schedule (Monday, Tuesday, Thursday, and Friday)

7:30 AM	8:00 AM	Breakfast
8:00 AM	8:30 AM	Homeroom/DEAR/Advisory
8:30 AM	9:15 AM	ELA
9:15 AM	10:00 AM	
10:00 AM	10:45 AM	Math
10:45 AM	11:30 AM	
11:30 AM	12:15 PM	Lunch/Recess
12:15 PM	1:00 PM	PE/Art/Music
1:00 PM	1:45 PM	Social Studies
1:45 PM	2:30 PM	Science
2:30 PM	3:15 PM	Focus Period
3:15 PM	4:00 PM	

Each Wednesday is an early dismissal day which ends at 2:30. The Wednesday schedule is identical to the daily schedule except that it does not include the Focus Period.

School Calendar

The draft 2015-2016 Calendar is on the following page.

Emerald Academy

2015-16 School Calendar

Day	July-15	August-15	September-15	October-15	November-15	December-15	January-16	February-16	March-16	April-16	May-16	June-16
1		WKND	I	I	WKND	I	H	I	I	I	WKND	I
2		WKND	I	I	I	I	WKND	I	I	WKND	I	I
3		SI	I	WKND	I	I	WKND	I	I	WKND	I	I
4	WKND	SI	I	WKND	PD	I	I	I	I	I	I	WKND
5	WKND	SI	WKND	I	I	WKND	I	I	WKND	I	I	WKND
6		SI	WKND	I	I	WKND	PD	WKND	WKND	PD	I	I
7		SI	H	I	WKND	I	I	WKND	I	I	WKND	I
8		WKND	I	I	WKND	I	I	I	I	I	WKND	LD
9		WKND	I	I	I	I	WKND	I	I	WKND	I	
10		FD	I	WKND	I	I	WKND	I	I	WKND	I	
11	WKND	I	I	WKND	I	I	Q/T	I	I	I	PD	WKND
12	WKND	I	WKND	I	I	WKND	I	I	WKND	I	I	WKND
13		I	WKND	I	I	WKND	I	WKND	WKND	I	I	
14		I	I	I	WKND	I	I	WKND	I	I	WKND	
15		WKND	I	Q/T	WKND	I	I	H	I	I	WKND	
16		WKND	I	I	I	I	WKND	I	I	WKND	I	
17		I	I	WKND	I	I	WKND	PD	I	WKND	I	
18	WKND	I	I	WKND	I	I	H	I	I	I	I	WKND
19	WKND	I	WKND	I	I	WKND	I	I	WKND	I	I	WKND
20	SI	I	WKND	I	I	WKND	I	WKND	WKND	I	I	
21	SI	I	I	I	WKND	H	I	WKND	H	I	WKND	
22	SI	WKND	I	I	WKND	H	I	I	H	I	WKND	
23	SI	WKND	PD	I	I	H	WKND	I	H	WKND	I	
24	SI	I	I	WKND	I	H	WKND	I	H	WKND	I	
25	WKND	I	I	WKND	H	H	I	I	H	I	I	WKND
26	WKND	I	WKND	I	H	WKND	I	I	WKND	I	I	WKND
27	SI	I	WKND	I	H	WKND	I	WKND	WKND	I	I	
28	SI	I	I	I	WKND	H	I	WKND	I	I	WKND	
29	SI	WKND	I	I	WKND	H	I	I	Q/T	I	WKND	
30	SI	WKND	I	I	I	H	WKND	N/A	I	WKND	H	
31	SI	I	N/A	WKND	N/A	H	WKND	N/A	I	N/A	I	N/A
# Instr. Days	0	16	20	22	17	14	18	19	18	20	20	6

H	22	PD	6	SI	15
Instructional days			190		

Legend

- I Instructional day
- FD First day of school (Instructional Day)
- Q/T End of quarter (Instructional Day)
- LD Last day of school (Instructional Day)
- PD Professional Development: No students present
- H Holiday: No school

Holidays

- September 7 Labor Day
- November 25-27 Thanksgiving
- January 18 ML King's Birthday
- February 15 President's Day
- May 30 Memorial Day

Winter and Spring Break

- December 21 - January 1 Winter Break

Statement of Understanding

Signing this form acknowledges that the parent/guardian has received a copy of Emerald Academy’s Scholar and Family Handbook, has had the opportunity to discuss the policies and have questions answered, and understands all of the provisions in the handbook. Although it reflects Emerald Academy’s current policies, it may be necessary to make changes from time-to-time to best serve the needs of our scholars. Any changes deemed necessary will be made in writing and the modified policy will be shared with every family.

By my signature below, I acknowledge that I have received a copy of the Scholar and Family Handbook of Emerald Academy. I understand that it is my obligation to read, understand, comply with, and convey the importance of these procedures and policies to my son/daughter.

Scholar Name (please print)

Parent/Guardian Name (please print)

Parent/Guardian Signature

Date

Attachment 6: Facilities Plan

Finding a suitable facility is often one of the greatest challenges facing a new, start-up charter school.

It can be difficult to negotiate or sign a lease for a facility without having been approved to open a school. This section does not require a formal agreement for a facility; however, viable options should be explained. Include in your explanation reasonable space requirements, a plan for space utilization, a discussion of potential costs including build-out, and a timeline for when a facility will be ready for student use.

FACILITIES

We are actively pursuing several options to locate Emerald Academy. All of these options involve the adaptive reuse of existing facilities in our service area, which promise to not only provide an outstanding learning environment for our scholars, but also to contribute to the revitalization of our inner city neighborhoods. We have explored many possible locations, but two properties have emerged as the preferred options at present. We believe either of the preferred sites could be secured and renovated in time for a fall 2015 opening date, but we also have an interim solution if the process of securing and renovating the permanent locations takes longer than anticipated. Before addressing these two sites in more detail, we will respond to the more general facility related questions in the application.

- Basic requirements to accommodate your school plan, including number of classrooms, square footage per classroom, classroom types, common areas, overall square footage and amenities.
- Specify your classroom needs and include science labs, art room, computer labs, library/media center, performance/dance room, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces.

The Program

Local architect, George Ewart, has provided the architectural program for Emerald Academy and an evaluation of the two preferred locations. As reflected below, the total required square footage to accommodate the kindergarten through eighth grade program in a newly-constructed building is approximately 60,000 square feet. Adapting this program to an existing facility may be slightly less efficient, but we do not believe this will be a material difference based on the two locations at which we are currently looking.

Space	# of Rooms	Square Footage	Notes
Classrooms			
K	2 @ 900	1,800	
1	2 @ 900	1,800	
2	2 @ 850	1,700	
3	2 @ 850	1,700	
4	2 @ 850	1,700	
5	3 @ 850	2,550	
6	3 @ 850	2,550	
7	3 @ 850	2,550	
8	3 @ 850	2,550	
SPED	1 @ 850	850	
Computer Lab	2 @ 900	1,800	
Administration			
Principal	1 @ 192	192	
Dean of Scholars	1 @ 144	144	

Space	# of Rooms	Square Footage	Notes
Director of Curriculum and Instruction	1 @ 144	144	
Instructional Coach	1 @ 120	120	
Office Manager	1 @ 120	120	
Administrative Office	1 @ 144	144	
Compliance Coordinator	1 @ 144	144	
Scholar Recruitment	1 @ 144	144	
Director of SPED	1 @ 192	192	
Teachers Workroom Suite	1 @ 192	192	
Mail Room	1 @ 100	100	
Copy Room	1 @ 120	120	
Reception (2 people)	1 @ 144	144	
Waiting	1 @ 144	144	
Meeting/Conference	1 @ 192	192	
Counseling Room	2 @ 100	200	
Nurse	1 @ 120	120	
Secure Storage	1 @ 250	250	
General Storage	1 @ 250	250	
Faculty Toilets	2 @ 45	90	
Faculty Lounge	1 @ 120	120	
Server Room	1 @ 100	100	
Toilets			
Men/Women	2 @ 400	800	
Dining Room/Kitchen			
Dining Room (250 scholars x 12 s.f.)	1 @ 3,000	3,000	
Kitchen	1 @ 1,500	1,500	
Gym/Lockers/Concessions/Toilets			
Gymnasium	1 @ 10,000	10,000	
Locker Room	2 @ 400	800	
Concessions	1 @ 400	400	
Toilets	2 @ 400	800	
Sub-Total		42,216	
Circulation, Walls, Mechanical 40%		16,886	
Building Total S.F.		59,102	

Based on the phased approach, where the school will initially open with kindergarten and first grades only and then add two additional grades per year, Emerald Academy will not need to implement the full architectural program at the outset. This will reduce initial capital and operating costs during the phase-in period.

- The process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.

The Process

Given the need to locate the school in proximity to the inner city population we serve, and the focus on reuse of existing structures and square footage requirements, the process of identifying potential locations has been fairly straightforward. On behalf of Emerald Academy, Board President, Steve Diggs, and Board Member, Randy Gibson (COO and General Counsel of real estate development firm Lawler-Wood, LLC) have led the effort. Barry Brooke, also with Lawler-Wood, has extensive experience in the development of academic facilities of all types and has also assisted the team in evaluating the feasibility of various options, along with Mr. Ewart and MDS Advisors. Other charter school operators have also been consulted to make sure our development and facility operating cost assumptions are in line with those experienced by similar organizations. Third-party brokers have been consulted to identify potential properties, but no broker has been retained to represent Emerald Academy at this point.

- Charter schools must adhere to all Americans with Disabilities Act (ADA) requirements and also all applicable city planning review procedures. They must also comply with all health and safety requirements per T.C.A. § 49-13-105. Please provide a plan for compliance with these requirements.

The Design

With a specific site yet to be confirmed, design of the school has been limited to basic space planning. Upon approval of the application, arrangements to acquire a facility will be finalized and a licensed architect with school design experience will be selected to prepare detailed plans and specifications. Emerald Academy will comply with all applicable codes and regulations, including the ADA, Tennessee's Public Charter School Act, and best practices in the industry.

- Submit a timeline with reasonable assumptions for facility occupation.

The Timeline

In order to open to scholars in August 2015, some preconstruction activities will need to proceed prior to the approval of this application. These activities will primarily consist of completing negotiations for the acquisition or lease of a facility and assembling a development team. With this foundation in place, we should be able to proceed into detailed design immediately upon approval of the application in August 2014. We plan to commence construction in fall 2014, to be completed in time for commissioning and equipment installation in mid-summer 2015, with doors open to scholars at the beginning of the 2015 school year. The following table represents our facility timeline:

Activity	Responsible Individual(s)	2014												2015			
		April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	July
Select a permanent facility solution																	
Negotiate facility acquisition																	
Negotiate facility financing																	
Assemble facility development team																	
Translate the program design into architectural drawings																	
Prepare and submit permit drawings for approval																	
Facility Construction																	
Inspections																	
Secure Certificate of Occupancy																	

While this timeline seems reasonable should everything proceed according to plan, we all know things do not always proceed as quickly as expected. Thus, Emerald Academy has an interim solution, if needed, that will serve kindergarten and first grades for the initial school year.

The Interim Location

The former headquarters of Choice Data, located at 1014 Heiskell Avenue, has been donated to Emerald Youth Foundation and can be made available to house the first phase of Emerald Academy on an interim basis. The building contains approximately 12,000 square feet that can comfortably house the 7,000 square foot program needed for kindergarten and first grades. Since the site is not large enough to accommodate the entire program, it is not a permanent solution, but could be retrofitted fairly inexpensively to serve as a temporary location.

- Reasonable budget assumptions that include rent, utilities, maintenance, insurance, and build-out costs.

Option 1-- Moses Teen Center

The former Moses school, 220 Carrick Street, is currently owned by the Boys & Girls Clubs and is used as a teen center. The property is under contract to be purchased for development of affordable senior housing. That contract is conditioned on an award of low income housing tax credits through the competitive 9 percent program. Preliminary scoring of LIHTC applications will be announced in June 2014. In the event the project does not receive tax credits and the contract is terminated, this location provides an excellent option for Emerald Academy. Comprising 65,000 square feet, the Moses Center was extensively renovated by the Boys & Girls Clubs several years ago, but still retains the basic floor plan of a school. It houses a gymnasium and a 200-seat auditorium and can be affordably readapted to meet all the programmatic needs of Emerald Academy. See the preliminary development budget for the Moses Center below:

**Preliminary Development Budget
Moses Center (65,000 square feet)**

Building Costs

Acquisition/Renovation	\$	3,950,000
Closing Costs & Legal		20,000
Plans Review Fee		7,000
Site Work & Utilities		50,000
Landscaping		25,000
Total Building Cost	\$	4,052,000

Furniture Fixtures & Equipment

Kitchen Equipment	100,000
Furniture	80,000
Phone System	30,000
Technology (equipment & cabling)	210,000
Food Service Wares	12,000
Total FF&E	\$ 432,000

Soft Costs (15%) \$ 672,600

Contingency (5%) \$ 257,830

Total Development Costs \$ **5,414,430**

Total Development Cost Per Sq. Ft. \$ **83.30**

We would complete the associated construction in four phases:

	Phase 1	Phase 2	Phase 3	Phase 4
Total Building Cost	\$ 1,402,000	\$ 800,000	\$ 800,000	\$ 1,050,000
FF&E	262,000	60,000	60,000	50,000
Soft Costs	249,600	129,000	129,000	165,000
Contingency	95,680	49,450	49,450	63,250
Total Development Costs	\$ 2,009,280	\$ 1,038,450	\$ 1,038,450	\$ 1,328,250
Sq. Ft. Completed	12,000	28,000	44,000	65,000

A budget of the estimated facility related operating costs has also been prepared:

**Preliminary Facility Operating Budget
Moses Center (65,000 square feet)**

	<u>Total</u>	<u>PSF</u>
Utilities	81,250	1.25
Janitorial	48,750	.75
Insurance	32,500	.50
Repairs & Maintenance	48,750	.75
Pest Control	6,500	.10
	<u>\$217,750</u>	<u>\$3.35</u>

Annual Facility Expense

We intend to work with charter school developers or lenders to finance the facility with the following assumptions:

Loan to Value: 100%
 Annual Interest Rate 6.5%
 Amortization Term 30 years

As such, the annual building expense would be:

School Year	2015-16	2016-17	2017-18	2018-19	2019-20
Phase Completed	Phase 1	Phase 2	Phase 3	Phase 4	Phase 4
Debt Service	\$ 152,400	\$ 231,165	\$ 309,929	\$ 410,675	\$ 410,675
Operating Expense for Occupied Area (\$3.35 PSF)	40,200	93,800	147,400	217,750	217,750
Operating Expense for Unoccupied Area (\$1.70 PSF)	90,100	62,900	35,700	-	-
Total Facility Expense	\$ 282,700	\$ 387,865	\$ 493,029	\$ 628,425	\$ 628,425

Note that we have used the Moses Center annual facility expenses in the budget, which can be found in Attachment 9.

Option 2—The Sears Building

This facility is owned by Knox County and currently houses a variety of county and related services. Located at 1000 North Central Avenue, the 260,000 square foot building was once home to the Sears department store and more recently has served many functions, including housing the Knox County Purchasing Department. While our discussions with Mayor Burchett and his staff are still in the preliminary stage, the administration has been extremely supportive of maximizing the utilization of this county asset by adding the academy to the other functions the facility currently houses.

A preliminary development budget has been prepared in connection with the renovation of a portion of the Sears Building sufficient to accommodate the full Emerald Academy program outlined above:

**Preliminary Development Budget
Sears Building (60,000 square feet)**

Building Costs	
Acquisition/Renovation	\$ 4,800,000
Closing Costs & Legal	25,000
Plans Review Fee	8,500
Site Work & Utilities	
Landscaping	
Total Building Cost	\$ 4,833,500
 Furniture Fixtures & Equipment	
Kitchen Equipment	100,000
Furniture	80,000
Phone System	30,000
Technology (equipment & cabling)	210,000
Food Service Wares	12,000
Total FF&E	\$ 432,000
Soft Costs (15%)	\$ 789,825
Contingency (5%)	\$ 302,766
Total Development Costs	\$ 6,358,091
Total Development Cost Per Sq. Ft.	\$ 105.97

We would complete the associated construction in four phases:

	Phase 1	Phase 2	Phase 3	Phase 4
Total Building Cost	\$ 1,233,500	\$ 1,200,000	\$ 1,200,000	\$ 1,200,000
FF&E	262,000	60,000	60,000	50,000
Soft Costs	224,325	189,000	189,000	187,500
Contingency	85,991	72,450	72,450	71,875
Total Development Costs	\$ 1,805,816	\$ 1,521,450	\$ 1,521,450	\$ 1,509,375
Sq. Ft. Completed	15,000	30,000	45,000	60,000

A budget of the estimated facility related operating costs has also been prepared:

**Preliminary Facility Operating Budget
Sears Building (60,000 square feet)**

	<u>Total</u>	<u>PSF</u>
Utilities	75,000	1.25
Janitorial	45,000	.75
Insurance	30,000	.50
Repairs & Maintenance	45,000	.75
Pest Control	<u>6,000</u>	<u>.10</u>
	<u>\$201,000</u>	<u>\$3.35</u>

Annual Facility Expense:

We intend to work with charter school developers or lenders to finance the facility with the following assumptions:

Loan to Value:	100%
Annual Interest Rate	6.5%
Amortization Term	30 years

As such, the annual building expense would be:

School Year	2015-16	2016-17	2017-18	2018-19	2019-20
Phase Completed	Phase 1	Phase 2	Phase 3	Phase 4	Phase 4
Debt Service	\$ 136,968	\$ 252,367	\$ 367,766	\$ 482,250	\$ 482,250
Operating Expense (3.35 PSF)	50,250	100,500	150,750	201,000	201,000
Total Facility Expense	\$ 187,218	\$ 352,867	\$ 518,516	\$ 683,250	\$ 683,250

Facility Summary

Two excellent alternative locations for the academy have been presented, but many others have been explored and remain strong possibilities. All offer the opportunity to strengthen adjoining neighborhoods as well as foster productive partnerships with our county government, co-tenants, and other youth-driven organizations like the Boys & Girls Clubs. The two preferred options presented offer an affordable and efficient reuse of community resources and will be vigorously pursued in anticipation of the approval of this application. The anticipated acquisition/development costs for either alternative are quite affordable when compared to the cost of building a new school from the ground up and are in line with other charter schools we have studied. The Moses Center annual facility expense is represented in our budget that can be found in Attachment 9.

Attachment 7: Transportation Plan

If a public charter school elects to provide transportation for its pupils, the transportation is to be provided by the school or by agreement with the LEA within the district in which the school is located pursuant to chapter 6, part 21 of Title 49 of Tennessee Code Annotated. “If a charter school elects to provide transportation other than through agreement with the LEA, the school shall receive all funds that would have been spent by the LEA to provide such transportation. If a public charter school elects not to provide transportation for its pupils, the school shall not receive the funds that would otherwise have been spent to do so.” T.C.A. § 49-13-114.

Emerald Academy will offer transportation to all scholars in K-5th grades who live more than one mile away from the school and for scholars in grades 6-8 who live more than one and a half miles away from the school.

Emerald Academy anticipates that 30-to-40 percent of our scholars will require transportation to and from school. The other 60-to-70 percent of scholars will either:

- Not require transportation as they will be K-5th grade scholars living within one mile of the school
- Not require transportation as they will be 6th-8th grade scholars living within one and a half miles of the school
- Not require transportation because their parents elect to transport them to and from school.

Emerald Academy will ensure that transportation services meet all requirements of chapter 6, part 21 of Title 49 of Tennessee Code Annotated.

If applicable, outline your proposed transportation plan as follows:

- How will you transport the students to and from your school? Describe how the school will provide transportation and include extracurricular activities and Saturday school if applicable. Also include budgetary assumptions and the impact of transportation on the overall budget.

Emerald Charter School is currently exploring two options for providing transportation to our scholars: contracting with Knox County Schools and hiring a private transportation service. We will continue to explore these options over the upcoming months to determine which one will be most economical for the school.

Emerald Academy will coordinate with external service providers to arrange transportation for extracurricular activities. Emerald Academy will not offer Saturday School.

The budget assumptions are as follows:

- Each dedicated bus will cost \$30,000 per year (assuming we utilize a private transportation provider, per guidance from Dr. Rick Grubb)
- Each bus can transport up to 50 scholars
- Emerald Academy will require a minimum of two busses to provide sufficient geographic coverage

Year	Anticipated Number of Scholars Served	Maximum Number of Busses Required	Total Cost
Year 1	36 to 48	2	\$60,000
Year 2	72 to 96	2	\$60,000
Year 3	108 to 144	3	\$90,000
Year 4	144 to 192	4	\$120,000
Year 5	162 to 216	5	\$150,000

- Describe how the school will transport students with special transportation needs and how that will impact your budget.

Emerald Academy will ensure that it selects a transportation provider that has the capacity to meet the needs of scholars with disabilities. As such, we have included the cost of these services in the calculations above.

- Include in school budget assumptions the liability insurance required for transporting students.

Emerald Academy will ensure that the transportation provider will have the insurance required for transporting scholars and will carry any and all necessary liability insurance as determined by Knox County Schools.

- Reference evidence of familiarity with state and federal regulations relating to provision of transportation services.

As stated above, Emerald Academy will ensure that transportation services meet all requirements of chapter 6, part 21 of Title 49 of Tennessee Code Annotated, as well as any federal regulations related to the provision of transportation services including (but not limited to) the federal McKinney-Vento Homeless Assistance Act.

Attachment 8: Food Service Plan

Food service must be provided in accordance with the nutrition regulations outlined in the T.C.A. §§ 49-6-2301--2307. Applicants should check with the LEA within which they wish to locate to determine if the LEA will allow a charter school to utilize its food service or if it must apply to the state to provide its own food service.

Describe the school's proposed food service plan and include the following:

- A clear description of how the school will offer food service to the students, including how it will adhere to all nutritional guidelines.
- Include any plans to meet the needs of low-income and academically low-achieving students such as a community garden, inclusion of fresh fruits and vegetables initiatives, etc.
- How the school intends to collect free and reduced price lunch information from qualified families and include it in the food plan.
- How the school will ensure compliance with applicable state and federal regulations.

Emerald Academy intends to partner with Knox County Schools (KCS) for food service. KCS has agreed to provide all food service including meals and related staffing at no charge to Emerald Academy. KCS will meet all guidelines and regulations outlined in the T.C.A. §§ 49-6-2301--2307 KCS and will meet all nutritional guidelines. KCS has vast experience providing food service to students, including low-income and academically low-achieving scholars, and will supply scholars at Emerald Academy with the resources it needs to meet all Emerald Academy scholars' needs. Emerald Academy will work with KCS to collect free and reduced-price lunch information from qualified families. The Office Manager will be responsible for collecting the federal Free and Reduced Price Lunch Application Form from all Emerald Academy families. KCS will ensure that Emerald Academy will be compliant with all state and federal regulations related to food service.

Attachment 9: Public Charter School Budget Workbook

The budget and financial plan for the charter school must include all anticipated revenues and expenditures and a plan for compliance with state and federal accounting and reporting requirements. Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year. For purposes of this application, the proposed charter school must submit the Public Charter School Planning and Budget Worksheet which is provided on the department's [website](#).

Detail the budget assumptions with revenue and expenditure projections reflecting proposed growth over time. Explain how the proposed budget is adequate to ensure your proposed school model can be implemented fully and how it supports your theory of action concerning student achievement.

Explicitly detail the following:

- Student enrollment and BEP projections
- All anticipated funding sources, including grants, state, federal and local per pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.
- All anticipated expenditures including salaries and benefits, yearly pay increases, instructional materials and supplies, equipment and furniture, technology for both student and instructional use, professional development, special education services, student activities and field trips, contracted services (ex. CMO, audit, payroll, IT, etc.), rent and utilities, office supplies and equipment, management fees, capital, contingency and insurance reserve funds.

The attached budget is aligned to, and reflects, the proposed school model and can be fully implemented. First and foremost, it demonstrates implementation of the staffing plan that we have described throughout this application. Additionally, it is fully consistent with our facilities and transportation plans that can be found in *Attachments 6 and 7*. Finally, it includes the instructional materials and supplies, technology, furniture, professional development, special education services, and contracted services that we will need to successfully operate Emerald Academy.

Budget Highlights

The Emerald Academy budget is a financial representation of our mission, vision, and education plan. The embedded assumptions have been thoroughly researched and represent our findings from other charter schools in Tennessee and across the country. The budget shows an annual surplus and includes the development of a cash reserve to provide a contingency for the school and ensure that it maintains a financially sound position at all times. In keeping with national best practice, the cash reserve grows to just over 60 days of cash on hand by the end of the fifth year of operation. It is also important to note that while the school requires philanthropy for the planning year and first three years of operations, Emerald Academy will operate solely on recurring public funding by its fourth year of operations.

Major Revenue Assumptions

- The budget uses the 2013-14 BEP figures provided by the Tennessee Department of Education for charter schools providing transportation.
- The Title I per pupil rate of \$675 was provided by Ginnae Harley of Knox County Schools.
- The Capital Outlay revenue assumptions were provided by Maryanne Dursk, Executive Director, Office of Local Finance for the Tennessee Department of Education
- The revenue inflation of 2% per year is a conservative estimate per Kevin Wilson of Knox County Schools.
- E-Rate funding represents a 90% reimbursement of eligible phone and internet service.

- IDEA funding assumes \$1,500 per special education student as detailed in the guidance provided by the Tennessee Department of Education
- Private fundraising totals \$1.5M over the next four years. Steve Diggs, Board President for Emerald Charter Schools and Executive Director of Emerald Youth Foundation (EYF) will be leading the fundraising campaign for the launch of Emerald Charter Schools. Steve has an outstanding track record of success raising funds to support EYF which currently receives more than \$3,000,000 in philanthropic revenue per year to support its operations. Steve has committed to expanding his fundraising efforts to ensure that Emerald Charter Schools is successful in reaching its fundraising targets.

Major Expense Assumptions

Personnel

- As stated in the proposal narrative, Emerald Academy has pegged its salaries to be approximately 5% higher than the Knox County Schools salaries for teachers. We anticipate that the average teacher at Emerald Academy will have three years of experience and that approximately half will hold Bachelor's degrees and half will hold Master's degrees. Other staff salaries have also been pegged to meet or exceed the Knox County School's averages for those positions. For additional detail regarding the Emerald Academy salaries, see the [Personnel/Human Capital](#) section of the proposal. Salaries are set to increase at a rate of 2% per year.
- Benefits assumptions were provided by Knox County School. The health insurance premium rate of \$5,944 per year for Employee Only coverage and \$15,286 per year for Family coverage represent the average rates across all benefits plans. The school's percentage of the coverage, 61%, represents the average coverage that Knox County Schools provides across all its offerings. We anticipate that 70% of our employees will select Employee Only insurance.

General Operating Expenses

- The major assumptions for the general operating expenses – instruction are detailed in the budget.
- The assumptions for contracted services include an annual audit, legal fees, a set-aside for special education services that increases as our student population grows, and the Emerald Youth Foundation Service Bureau fee. It is important to note that the Service Bureau fee was benchmarked to a provider of similar services to charter schools.
- We have not included any expense (or revenue) associated with Food Service, as Knox County Schools will provide food service to Emerald Academy students on an in-kind basis.

Transportation

- See the [Transportation Attachment, Attachment 7](#), for detailed information related to our estimated transportation expenses.

Facilities

- See the [Facilities Plan Attachment, Attachment 6](#), for detailed information related to our projected annual facility expense.
- Note that the general liability insurance is included in our operating expense estimate.

Technology and Equipment

- We have budgeted \$500 per computer and 25 computers per grade level, which represents 20 per grade level (10 per classroom) in kindergarten through fourth grade and 30 per grade level (10 per classroom) in fifth through eighth grade. Note that we are exploring using Chrome Books, which would dramatically decrease this expense.

- The server equipment and Internet set-up fees are included in the FF&E budgets as part of our building renovation expense (see [Attachment 6](#)).
- Classroom furniture is included in this budget. However, there is also a significant furniture expense that is included in the FF&E budget as part of our building renovation expense (see [Attachment 6](#)).

Emerald Academy
Budget Summary

BUDGET SUMMARY

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Number of Students	0	120	240	360	480	540
Number of Employees	2	15	24	36	46	50

REVENUE

Basic Education Program	\$0	\$819,600	\$1,671,984	\$2,558,136	\$3,479,064	\$3,992,226
Title I	\$0	\$70,470	\$143,759	\$219,951	\$299,133	\$343,255
Federal Breakfast Program	\$0	\$0	\$0	\$0	\$0	\$0
Federal Lunch Program	\$0	\$0	\$0	\$0	\$0	\$0
IDEA	\$0	\$28,800	\$57,600	\$86,400	\$115,200	\$129,600
Transportation	\$0	\$0	\$0	\$0	\$0	\$0
Charter start-up funds	\$0	\$0	\$0	\$0	\$0	\$0
Walton start-up funds	\$0	\$0	\$0	\$0	\$0	\$0
Student fees	\$0	\$0	\$0	\$0	\$0	\$0
Capital Outlay	\$0	\$38,000	\$77,000	\$117,000	\$157,000	\$178,000
E-Rate	\$0	\$0	\$27,000	\$27,000	\$27,000	\$27,000
Private fundraising (foundations, corporate)	\$400,000	\$600,000	\$300,000	\$200,000	\$0	\$0
Private fundraising (individuals)	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$400,000	\$1,556,870	\$2,277,343	\$3,208,486	\$4,077,398	\$4,670,082

EXPENSES

Personnel	\$131,171	\$879,722	\$1,387,849	\$2,083,624	\$2,697,193	\$2,987,710
General Operating Expenses	\$58,500	\$186,850	\$241,200	\$301,925	\$351,525	\$393,075
Transportation	\$0	\$60,000	\$60,000	\$90,000	\$120,000	\$150,000
Athletic Program	\$0	\$6,000	\$12,000	\$18,000	\$24,000	\$27,000
Facilities		\$282,700	\$387,865	\$493,029	\$628,425	\$628,425
Technology & Equipment	\$1,950	\$113,950	\$121,900	\$140,300	\$197,550	\$171,100
TOTAL EXPENSES	\$191,621	\$1,529,222	\$2,210,814	\$3,126,878	\$4,018,693	\$4,357,310

SURPLUS/(DEFICIT)	\$208,379	\$27,648	\$66,529	\$81,609	\$58,705	\$312,772
<i>Per student</i>		<i>\$230</i>	<i>\$277</i>	<i>\$227</i>	<i>\$122</i>	<i>\$579</i>

Ending Fund Balance	\$208,379	\$236,027	\$302,556	\$384,165	\$442,870	\$755,642
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CHARTER SCHOOL BUDGET

Base Year

2014

PLANNING YR 1 YR 2 YR 3 YR 4 YR 5

REVENUE

[Get LEA BEP figures \(F34\) from the Charter Funding Overview document, available online.](#)

ASSUMPTIONS

2014-15 2015-16 2016-17 2017-18 2018-19 2019-20
2014 2015 2016 2017 2018 2019

Number of grade levels		2	4	6	8	9	
K		60	60	60	60	60	
1st		60	60	60	60	60	
2nd			60	60	60	60	
3rd				60	60	60	
4th					60	60	
5th			60	60	60	60	
6th				60	60	60	
7th					60	60	
8th						60	
9th							
10th							
11th							
12th							
Total Student Enrollment		0	120	240	360	480	540

Title I (% of student body)	87%	87%	87%	87%	87%
Special Education (% of student body)	16%	16%	16%	16%	16%

Basic Education Program (funding per student)	\$6,830	Base year
Inflation adjustor	1.02	

Title I	\$675	Per student
IDEA	\$1,500	Per SPED student
Breakfast Program -- Federal Reimbursement	no	"yes" or "no"
Breakfast Program		Per student per day
Lunch Program		Per student per day
Transportation		Per student
School level fundraising		Per student

Basic Education Program	\$819,600	\$1,671,984	\$2,558,136	\$3,479,064	\$3,992,226	
Title I	\$70,470	\$143,759	\$219,951	\$299,133	\$343,255	
Federal Breakfast Program	\$0	\$0	\$0	\$0	\$0	
Federal Lunch Program	\$0	\$0	\$0	\$0	\$0	
IDEA	\$28,800	\$57,600	\$86,400	\$115,200	\$129,600	
Transportation	\$0	\$0	\$0	\$0	\$0	
Charter start-up funds (Title Vb)	\$0	\$0				
Other start-up grant funds	\$0	\$0	\$0	\$0	\$0	
School level fundraising						
Capital Outlay Funding	\$38,000	\$77,000	\$117,000	\$157,000	\$178,000	
E-Rate Funding		\$27,000	\$27,000	\$27,000	\$27,000	
Private fundraising (foundations, corporate)	\$400,000	\$600,000	\$300,000	\$200,000		
Private fundraising (individuals)						
TOTAL REVENUE	\$400,000	\$1,556,870	\$2,277,343	\$3,208,486	\$4,077,398	\$4,670,082

PLANNING YR 1 YR 2 YR 3 YR 4 YR 5

EXPENSES STAFFING COSTS	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
	2014-15 2014	2015-16 2015	2016-17 2016	2017-18 2017	2018-19 2018	2019-20 2019

ASSUMPTIONS

Payroll Tax and Benefits								
Medical								
Single Coverage	\$5,943	Per year						
Family Coverage	\$15,286	Per year						
School's percentage of coverage	65%							
Assumed percentage of employees choosing single coverage	75%							
Weighted avg. cost for medical	\$8,278.75	Per year						
FICA	7.65%	of Salary						
State Retirement - Certified	8.88%	of Salary						
State Retirement - Non-certified	9.00%	of Salary						
Life Insurance	0.00%	of Salary						
GASB 45	\$0	Per employee						
Unemployment Insurance	\$243	Per employee						
Payroll Services	\$20	Per employee per month						
Bonus Pool	0.00%	Based on % of salary						
FTE - Total			1.5	15.0	24.0	35.5	45.5	49.5
FTE - Administrators			1.0	2.0	2.0	3.0	4.0	4.5
FTE - Office			0.5	2.0	2.0	2.0	2.0	2.0
FTE - Specialist/Elective Teachers			0.0	3.0	5.0	8.5	10.5	11.0
FTE - Grade Level Teachers			0.0	8.0	15.0	22.0	29.0	32.0
Instructional days per year	190							
Saturday schools per year	0							
Contractors required for Saturday School	0							
Price per contractor	\$0							

	Start Year (Input year or "NA")	Base Salary						
Administrators								
Principal	2014	\$90,000.00	1.00	1.00	1.00	1.00	1.00	1.00
Dean of Scholars	2015	\$60,000.00	0.00	1.00	1.00	1.00	1.00	1.00
Dean of Curriculum and Instruction	2017	\$60,000.00	0.00	0.00	0.00	1.00	1.00	1.00
Instructional Coach	2018	\$50,000.00	0.00	0.00	0.00	0.00	0.50	0.50
Manager of Student Recruitment and Family Engagement	2018	\$40,500.00	0.00	0.00	0.00	0.00	0.50	1.00
Total Administrators			1.00	2.00	2.00	3.00	4.00	4.50
Office Staff								
Office Manager	2014	\$30,000.00	0.50	1.00	1.00	1.00	1.00	1.00
Clerk/Receptionist	2015	\$20,000.00	0.00	1.00	1.00	1.00	1.00	1.00
	NA		0.00	0.00	0.00	0.00	0.00	0.00
	NA		0.00	0.00	0.00	0.00	0.00	0.00
Total Administrators and Office Staff			0.50	2.00	2.00	2.00	2.00	2.00
Specialist/Electives Teachers								
PE Teacher	2015	\$40,500.00	0.00	0.25	1.00	1.00	1.00	1.50
Art/Music Teacher	2015	\$40,500.00	0.00	0.25	0.50	1.00	2.00	2.00
Director of Specialized Services	2015	\$60,000.00	0.00	1.00	1.00	1.00	1.00	1.00
Special Education Teacher	2016	\$40,500.00	0.00	0.00	1.00	2.00	3.00	3.00
ELL Specialist	2015	\$40,500.00	0.00	0.50	0.50	0.50	0.50	0.50
Interventionist/Title I Teacher	2015	\$40,500.00	0.00	1.00	1.00	2.00	2.00	2.00
Counselor/Social Worker	2017	\$40,500.00	0.00	0.00	0.00	1.00	1.00	1.00
	NA		0.00	0.00	0.00	0.00	0.00	0.00
	NA		0.00	0.00	0.00	0.00	0.00	0.00

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
		NA	0.00	0.00	0.00	0.00	0.00	0.00
		NA	0.00	0.00	0.00	0.00	0.00	0.00
		NA	0.00	0.00	0.00	0.00	0.00	0.00
		NA	0.00	0.00	0.00	0.00	0.00	0.00
		NA	0.00	0.00	0.00	0.00	0.00	0.00
		NA	0.00	0.00	0.00	0.00	0.00	0.00
		NA	0.00	0.00	0.00	0.00	0.00	0.00
		NA	0.00	0.00	0.00	0.00	0.00	0.00
		NA	0.00	0.00	0.00	0.00	0.00	0.00
		NA	0.00	0.00	0.00	0.00	0.00	0.00
		NA	0.00	0.00	0.00	0.00	0.00	0.00
		NA	0.00	0.00	0.00	0.00	0.00	0.00
		NA	0.00	0.00	0.00	0.00	0.00	0.00
		NA	0.00	0.00	0.00	0.00	0.00	0.00
Total Specialist/Electives Teachers			0.00	3.00	5.00	8.50	10.50	11.00

Grade	Subject	Teacher	Start Year (Input year or "NA")	Base Salary						
K	General	Grade Level Teacher	2015	\$40,500.00	0.00	4.00	4.00	4.00	4.00	4.00
K	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
K	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
K	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
K	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
K	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
K	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
K	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
K	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
K	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
1	General	Grade Level Teacher	2015	\$40,500.00	0.00	4.00	4.00	4.00	4.00	4.00
1	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
1	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
1	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
1	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
1	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
1	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
1	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
1	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
1	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Teacher	2016	\$40,500.00	0.00	0.00	4.00	4.00	4.00	4.00
2	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Teacher	2017	\$40,500.00	0.00	0.00	0.00	4.00	4.00	4.00
3	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
12	General	Grade Level Teacher	0.00	0.00	0.00	0.00	0.00	0.00
12	General	Grade Level Teacher	0.00	0.00	0.00	0.00	0.00	0.00
Total Grade Level Teachers			0.00	8.00	15.00	22.00	29.00	32.00

NA	\$0.00
NA	\$0.00

SALARIES

Administrators

Principal		\$90,000	\$90,000	\$91,800	\$93,636	\$95,509	\$97,419
Dean of Scholars		\$0	\$60,000	\$61,200	\$62,424	\$63,672	\$64,946
Business and Operations Manager		\$0	\$0	\$0	\$62,424	\$63,672	\$64,946
Instructional Coach		\$0	\$0	\$0	\$0	\$26,530	\$27,061
Director of Development		\$0	\$0	\$0	\$0	\$21,489	\$43,839

Office Staff

Office Manager		\$15,000	\$30,000	\$30,600	\$31,212	\$31,836	\$32,473
Clerk/Receptionist		\$0	\$20,000	\$20,400	\$20,808	\$21,224	\$21,649
	0	\$0	\$0	\$0	\$0	\$0	\$0

Total Administrators and Office Staff

\$105,000	\$200,000	\$204,000	\$270,504	\$323,934	\$352,332
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Specialist/Electives Teachers

PE Teacher		\$0	\$10,125	\$41,310	\$42,136	\$42,979	\$65,758
Art/Music Teacher		\$0	\$10,125	\$20,655	\$42,136	\$85,958	\$87,677
Director of Specialized Services		\$0	\$60,000	\$61,200	\$62,424	\$63,672	\$64,946
Special Education Teacher		\$0	\$0	\$41,310	\$84,272	\$128,937	\$131,516
ELL Specialist		\$0	\$20,250	\$20,655	\$21,068	\$21,489	\$21,919
Interventionist/Title I Teacher		\$0	\$40,500	\$41,310	\$84,272	\$85,958	\$87,677
Counselor/Social Worker		\$0	\$0	\$0	\$42,136	\$42,979	\$43,839
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0

Total Specialist/Electives Teachers

\$0	\$141,000	\$226,440	\$378,446	\$471,972	\$503,331
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K	General	Grade Level Teacher	\$0	\$162,000	\$165,240	\$168,545	\$171,916	\$175,354
K	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
K	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
K	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
K	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0

K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0

1	General	Grade Level Teacher	\$0	\$162,000	\$165,240	\$168,545	\$171,916	\$175,354
1	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
1	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
1	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
1	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
2	General	Grade Level Teacher	\$0	\$0	\$165,240	\$168,545	\$171,916	\$175,354
2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
3	General	Grade Level Teacher	\$0	\$0	\$0	\$168,545	\$171,916	\$175,354
3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$171,916	\$175,354
4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
5	General	Grade Level Teacher	\$0	\$0	\$123,930	\$126,409	\$128,937	\$131,516
5	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
5	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
5	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
5	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
5	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
6	General	Grade Level Teacher	\$0	\$0	\$0	\$126,409	\$128,937	\$131,516
6	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
6	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
6	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
6	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
7	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$128,937	\$131,516

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
7	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
7	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
7	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
7	General		\$0	\$0	\$0	\$0	\$0	\$0
8	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$131,516
8	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
8	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
8	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
8	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Total Grade Level Teacher Salaries			\$0	\$324,000	\$619,650	\$926,996	\$1,246,389	\$1,402,832

TOTAL SALARIES	\$105,000	\$665,000	\$1,050,090	\$1,575,946	\$2,042,295	\$2,258,495
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TOTAL BENEFITS	\$25,811	\$195,962	\$313,839	\$471,918	\$613,739	\$679,515
<i>% of Salaries</i>	<i>24.6%</i>	<i>29.5%</i>	<i>29.9%</i>	<i>29.9%</i>	<i>30.1%</i>	<i>30.1%</i>

PART-TIME EMPLOYEES

Lunch/Recess Monitors						
Percentage of full-time FTE		1.00	1.00	1.50	1.50	2.00
Annualized salary	\$12,160	\$0	\$12,160	\$18,240	\$18,240	\$24,320
Grade Level Chair Stipends						
Percentage of full-time FTE		2.00	4.00	6.00	8.00	9.00
Annualized salary	\$1,500	\$0	\$3,000	\$6,000	\$9,000	\$13,500
Input part-time employee						
Percentage of full-time FTE		0.00	0.00	0.00	0.00	0.00
Annualized salary	\$0	\$0	\$0	\$0	\$0	\$0
Input part-time employee						
Percentage of full-time FTE		0.00	0.00	0.00	0.00	0.00
Annualized salary	\$0	\$0	\$0	\$0	\$0	\$0

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Input part-time employee							
Percentage of full-time FTE		0.00	0.00	0.00	0.00	0.00	0.00
Annualized salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0

PART TIME SALARIES		\$0	\$15,160	\$18,160	\$27,240	\$30,240	\$37,820
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PERFORMANCE BONUSES		\$0	\$0	\$0	\$0	\$0	\$0
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PAYROLL SERVICES		\$360	\$3,600	\$5,760	\$8,520	\$10,920	\$11,880
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		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
		2014	2015	2016	2017	2018	2019
GENERAL OPERATING EXPENSES							
Instruction	Assumptions						
Professional development	\$250 Per FTE		\$3,750	\$6,000	\$8,875	\$11,375	\$12,375
Staff recruitment	\$10,000 Per Year	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Student recruitment and marketing	\$10,000 Annual expense	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Textbooks - initial costs	\$250 Per student		\$30,000	\$30,000	\$30,000	\$30,000	\$15,000
Textbooks - repurchase of new books	4 Number of years use				\$0	\$0	\$30,000
Library books	\$50 Per student		\$6,000	\$12,000	\$18,000	\$24,000	\$27,000
Charter application		\$0					
Printing paper	\$25 Per student		\$3,000	\$6,000	\$9,000	\$12,000	\$13,500
Assessment costs	\$50 Per student		\$6,000	\$12,000	\$18,000	\$24,000	\$27,000
Supplies for students	\$50 Per student		\$6,000	\$12,000	\$18,000	\$24,000	\$27,000
Instructional supplies - Teachers (just teaching faculty)	\$500 Per Instructional FTE		\$5,500	\$10,000	\$15,250	\$19,750	\$21,500
General office supplies	\$1,000 Per month	\$3,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
School uniforms - new students	\$0 Per new student		\$0	\$0	\$0	\$0	\$0
School uniforms - returning students	\$0 Per returning student		\$0	\$0	\$0	\$0	\$0
General building decorum	\$10,000 Annual Exp		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Health supplies	\$10 Per student per year		\$1,200	\$2,400	\$3,600	\$4,800	\$5,400
Bank fees	\$1,000 Annual Exp		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Postage and shipping	\$20 Per student		\$2,400	\$4,800	\$7,200	\$9,600	\$10,800
Gifts & awards - students	\$0 Per student		\$0	\$0	\$0	\$0	\$0
Gifts & awards - faculty and staff	\$0 Per FTE		\$0	\$0	\$0	\$0	\$0
Field trips - local	\$1,500 Per grade level		\$3,000	\$6,000	\$9,000	\$12,000	\$13,500
Field trips - out of state	\$0 Per grade level		\$0	\$0	\$0	\$0	\$0
Parent & staff meetings	\$2,000 Annual Exp	\$500	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Saturday School (contractors for instruction)	No Input "yes" or "no"		\$0	\$0	\$0	\$0	\$0
Total Instructional Supplies		\$23,500	\$111,850	\$146,200	\$181,925	\$216,525	\$248,075
<i>Per student</i>			\$932	\$609	\$505	\$451	\$459

Contracted Services							
Annual audit	\$10,000 Per year		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
SPED Clinicians	varies Per year		\$10,000	\$20,000	\$30,000	\$40,000	\$45,000
Legal funds	\$10,000 Per year	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Service Bureau (incl. IT Support)	varies Per year	\$25,000	\$45,000	\$55,000	\$70,000	\$75,000	\$80,000
Total Contract Services		\$35,000	\$75,000	\$95,000	\$120,000	\$135,000	\$145,000

Food Program		School Pays?					
Breakfast			\$0	\$0	\$0	\$0	\$0

Emerald Academy

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Lunch program		Per student (not covered by Title I)		\$0	\$0	\$0	\$0	\$0
Snacks		Per student		\$0	\$0	\$0	\$0	\$0
Saturday food program		Input "yes or "no"		\$0	\$0	\$0	\$0	\$0
Total Food Costs				\$0	\$0	\$0	\$0	\$0
TOTAL GENERAL OPERATING EXPENSES			\$58,500	\$186,850	\$241,200	\$301,925	\$351,525	\$393,075

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
TRANSPORTATION COSTS		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ASSUMPTIONS		2014	2015	2016	2017	2018	2019
Percentage of students transported	35%						
Students per bus	50						
Bus purchase price (used bus)							
Miles driven per bus per day							
Miles driven per bus per year	0						
Miles per gallon							
Gallons purchased per year							
Price per gallon							
Annual fuel costs per bus							
Maintenance costs per bus							
Annual maintenance costs per bus							
Bus Contracting Costs	\$30,000 annual						
Number of students participating		42	84	126	168	189	
Number of buses required		2	2	3	4	5	
Bus purchasing costs		\$0	\$0	\$0	\$0	\$0	
Fuel costs		\$0	\$0	\$0	\$0	\$0	
Maintenance costs		\$0	\$0	\$0	\$0	\$0	
Bus Contracting Costs		\$60,000	\$60,000	\$90,000	\$120,000	\$150,000	
TOTAL TRANSPORTATION COSTS		\$0	\$60,000	\$60,000	\$90,000	\$120,000	\$150,000
<i>Per student</i>			<i>\$1,428.57</i>	<i>\$714.29</i>	<i>\$714.29</i>	<i>\$714.29</i>	<i>\$793.65</i>
TOTAL ATHLETIC COSTS		\$0	\$6,000	\$12,000	\$18,000	\$24,000	\$27,000
TOTAL EXPENSES		\$189,671	\$1,132,572	\$1,701,049	\$2,493,549	\$3,192,718	\$3,557,785

FACILITIES, EQUIPMENT & TECHNOLOGY

FACILITIES	
INPUT "Purchase" or "Lease"	Purchase

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
2014	2015	2016	2017	2018	2019

LEASE OPTION

Square feet leased

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Lease rate		Per sq ft	Annual lease cost						
Custodial		Per sq ft		\$0	\$0	\$0	\$0	\$0	\$0
Utilities		Per sq ft		\$0	\$0	\$0	\$0	\$0	\$0

Capital Outlay (building renovations)		One-time cost	Capital Outlay	\$0.00					
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Total cost to lease

	\$0	\$0	\$0	\$0	\$0	\$0
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PURCHASE OPTION

Square feet purchased	phased
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Purchase price per sq ft		Per sq ft
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Purchase price	#VALUE!
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Renovation cost per sq ft	phased	Per sq ft
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Total renovation costs	#VALUE!
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Purchase price and renovation costs	phased
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Equity	0.00%	% of purchase price
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Amount Financed	
Loan Term (years)	30
Interest Rate	6.50%

Monthly Debt Service						
Annual Debt Service	varies by year	\$152,400	\$231,165	\$309,929	\$410,675	\$410,675

Operating Exp. - Occupied (custodial, utilities, insurance, etc.)	\$3.35	Per sq ft	\$40,200	\$93,800	\$147,400	\$217,750	\$217,750
Operating Exp. - Unoccupied (custodial, utilities, insurance, etc.)	\$1.70	Per sq ft	\$90,100	\$62,900	\$35,700	\$0	\$0

Equity (down payment)	
Financing costs (6 months during planning year)	

Total costs to purchase	\$0	\$282,700	\$387,865	\$493,029	\$628,425	\$628,425
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General liability insurance	incl in Op Ex	Annual cost
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TOTAL FACILITIES COSTS	\$0	\$282,700	\$387,865	\$493,029	\$628,425	\$628,425
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PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
2014	2015	2016	2017	2018	2019

TECHNOLOGY & EQUIPMENT COSTS

ASSUMPTIONS

Copier (monthly lease rate)	\$800	Per month
	400	Students per copier

Desktop computer costs (faculty and computers for carts)	\$500	Per desktop
Desktop computers	10	Per grade level
Cart costs	\$0	Per cart

Emerald Academy
Facilities, Equip, Tech

			120	240	360	480	540	
Student enrollment								
Number of copiers needed			1	1	1	2	2	
Monthly copier lease			\$9,600	\$9,600	\$9,600	\$19,200	\$19,200	
Copier - usage fee	\$40	Per student	\$4,800	\$9,600	\$14,400	\$19,200	\$21,600	
New Laptops - faculty	\$900	Per laptop	\$1,350	\$8,100	\$10,350	\$9,000	\$3,600	
Laptop replacement costs	3	Number of years use		\$0	\$1,350	\$12,150	\$8,100	
Desktop Computers - students	3	Per grade level	\$25,000	\$25,000	\$25,000	\$25,000	\$12,500	
Mobile Laptop replacement costs	3	Number of years use		\$0	\$0	\$25,000	\$25,000	
Administration cell phone handset		Per handset	\$0	\$0	\$0	\$0	\$0	Would not include office staff
Administration cell phones (monthly coverage)		Per month	\$0	\$0	\$0	\$0	\$0	
Internet setup	Incl in Facility FF&E	Setup fee						
Server	Incl in Facility FF&E	Per server						
Educational software	\$75	Per student	\$9,000	\$18,000	\$27,000	\$36,000	\$40,500	
Internet and phone monthly service	\$2,500	Per month	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	
Other Equipment (security system)		Setup cost	\$0					Hardware costs, setupfees
Monthly equipment cost		Per month	\$0	\$0	\$0	\$0	\$0	
Faculty furniture	\$400	Per FTE	\$600	\$5,400	\$3,600	\$4,600	\$4,000	\$1,600
Student furniture	\$150	Per new student		\$18,000	\$18,000	\$18,000	\$18,000	\$9,000
TOTAL TECHNOLOGY & EQUIPMENT COSTS			\$1,950	\$113,950	\$121,900	\$140,300	\$197,550	\$171,100

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Emerald Academy

ACCOUNT NO.	ESTIMATED REVENUES AND OTHER SOURCES EXPENDITURES (APPROPRIATIONS) AND OTHER USES	Year 1	Year 2	Year 3	Year 4	Year 5
1	ESTIMATED REVENUES AND OTHER SOURCES					1
2	43000 Charges for Current Services	-	-	-	-	2
3	44000 Other Local Revenues	600,000	327,000	227,000	27,000	3
4	46500 State Education Funds	-	-	-	-	4
5	46800 Other State Revenues	-	-	-	-	5
6	47100 Federal Funds Received Thru State	28,800	57,600	86,400	115,200	6
7	47600 Direct Federal Revenues	-	-	-	-	7
8	49000 Other Sources	928,070	1,892,743	2,895,086	3,935,198	8
9						9
10	14100 TOTAL ESTIMATED REVENUES & OTHER SOURCES	1,556,870	2,277,343	3,208,486	4,077,398	10
11						11
12	30000 Reserves and/or Fund Balances	208,379	236,027	302,556	384,165	12
13						13
14	TOTAL AVAILABLE FUNDS	1,765,249	2,513,370	3,511,042	4,461,563	14
15						15
16						16
17						17
18						18
19						19
20						20
21						21
22						22
23						23
24						24
25						25
26						26
27						27
28						28
29						29
30						30
31						31
32						32
33						33
34						34
35						35
36						36
37						37
38						38
39						39
40						40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Emerald Academy

ACCOUNT NO.	ESTIMATED REVENUES AND OTHER SOURCES EXPENDITURES (APPROPRIATIONS) AND OTHER USES	Year 1	Year 2	Year 3	Year 4	Year 5	
1	EXPENDITURES (APPROPRIATIONS)						1
2	Instruction						2
3	71100 Regular Instruction Program	538,211	949,222	1,390,487	1,864,142	2,074,077	3
4	71150 Alternative Instruction Program	-	-	-	-	-	4
5	71200 Special Education Program	211,913	334,419	546,119	687,081	730,219	5
6	71300 Vocational Education Program	-	-	-	-	-	6
7	71400 Student Body Education Program	-	-	-	-	-	7
8	Support Services						8
9	72110 Attendance	-	-	-	-	-	9
10	72120 Health Services	1,200	2,400	3,600	4,800	5,400	10
11	72130 Other Student Support	9,000	18,000	27,000	36,000	40,500	11
12	72210 Regular Instruction Program	9,750	18,000	26,875	35,375	39,375	12
13	72215 Alternative Instruction Program	-	-	-	-	-	13
14	72220 Special Education Program	-	-	-	-	-	14
15	72230 Vocational Education Program	-	-	-	-	-	15
16	72310 Board of Education	-	-	-	-	-	16
17	72320 Office of Superintendent	-	-	-	-	-	17
18	72410 Office of Principal	317,447	334,948	436,249	512,550	555,635	18
19	72510 Fiscal Services	39,000	45,960	53,520	70,320	73,680	19
20	72610 Operation of Plant	282,700	387,865	493,029	628,425	628,425	20
21	72620 Maintenance of Plant	40,000	40,000	40,000	40,000	40,000	21
22	72710 Transportation	60,000	60,000	90,000	120,000	150,000	22
23	72810 Central and Other	20,000	20,000	20,000	20,000	20,000	23
24	Operation of Non-Instructional Services						24
25	73100 Food Service	-	-	-	-	-	25
26	73300 Community Services	-	-	-	-	-	26
27	73400 Early Childhood Education	-	-	-	-	-	27
28	76100 Regular Capital Outlay	-	-	-	-	-	28
29	80000 Education Debt Services	-	-	-	-	-	29
30	91300 Education Capital Projects	-	-	-	-	-	30
31	99000 Other Uses (Transfers)	-	-	-	-	-	31
32							32
33	TOTAL EXPENDITURES (APPROPRIATIONS)	1,529,221	2,210,814	3,126,879	4,018,693	4,357,311	33
34	*Check should be 0	-	-	-	-	-	34
35							35
36							36
37							37
38							38
39							39
40							40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Emerald Academy

ACCOUNT		ESTIMATED REVENUES					
NO.		Year 1	Year 2	Year 3	Year 4	Year 5	
1	43000						1
2	43500						2
3	43511						3
4	43513						4
5	43515						5
6	43516						6
7	43517						7
8	43521						8
9	43522						9
10	43523						10
11	43524						11
12	43525						12
13	43541						13
14	43542						14
15	43543						15
16	43544						16
17	43545						17
18	43546						18
19	43547						19
20	43551						20
21	43570						21
22	43581						22
23	43583						23
24	43990						28
25							29
26	43000						30
27							31
28	44000						28
29	44100						29
30	44110						30
31	44120						31
32	44130						32
33	44170						33
34	44500						34
35	44520						35
36	44530						36
37	44540						37
38	44560						38
39	44570						39
40	44990						40
41							41
42	44000						42
	Charges for Current Services						
	Education Charges						
	Tuition - Regular Day Students						
	Tuition - Summer School						
	Tuition - Other State Systems						
	Tuition - Out of State Systems						
	Tuition - Other						
	Lunch Payments - Children						
	Lunch Payments - Adults						
	Income from Breakfast						
	Special Milk Sales						
	Ala Carte Sales						
	Contract for Adm. Services With Other LEA's						
	Contract for Inst. Services With Other LEA's						
	Contract for Student Support Services with Other LEA's						
	Contract for Instructional Staff Support with Other LEA's						
	Contract for Operation & Maint. Services with Other LEA's						
	Contract for Food Services with Other LEA's						
	Contract for Non-Instructional Services with Other LEA's						
	School Based Health (FFS)						
	Receipts from Individual Schools						
	Community Service Fees - Children (Day Care)						
	TBI Criminal Background Fee						
	Other Charges for Services						
	Total Charges for Current Services						
	Other Local Revenues						
	Recurring Items						
	Investment Income						
	Lease/Rentals						
	Sale of Materials & Supplies						
	Miscellaneous Refunds						
	Nonrecurring Items						
	Insurance Recovery						
	Sale of Equipment						
	Sale of Property						
	Damages Recovered from Individuals						
	Contributions & Gifts						
	Other Local Revenue						
	Total Other Local Revenues						

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Emerald Academy

ACCOUNT NO.		ESTIMATED REVENUES	Year 1	Year 2	Year 3	Year 4	Year 5
1	46000	State of Tennessee					1
2	46500	State Education Funds					2
3	46511	Basic Education Program	-	-	-	-	3
4	46515	Early Childhood Education	-	-	-	-	4
5	46520	School Food Service	-	-	-	-	5
6	46550	Driver Education	-	-	-	-	6
7	46590	Other State Education Funds	-	-	-	-	7
8	46610	Career Ladder	-	-	-	-	8
9	46612	Career Ladder - Extended Contract	-	-	-	-	9
10	46790	Other Vocational	-	-	-	-	10
11							11
12	46500	Total State Education Funds	-	-	-	-	12
13							13
14	46800	Other State Revenues					14
15	46980	Other State Grants	-	-	-	-	15
16	46990	Other State Revenues	-	-	-	-	16
17							17
18	46800	Total Other State Revenues	-	-	-	-	18
19							19
20	47000	Federal Government					20
21	47100	Federal through State					21
22	47111	USDA School Lunch Program	-	-	-	-	22
23	47113	Breakfast	-	-	-	-	23
24	47114	USDA - Other	-	-	-	-	24
25	47131	Vocational Education Basic Grants to States	-	-	-	-	25
26	47139	Other Vocational	-	-	-	-	26
27	47141	Title I - Grants to Local Education Agencies					27
28	47142	Title VI - Innovative Education Program Strategies	-	-	-	-	28
29	47143	Special Education Grants to the States - IDEA	28,800	57,600	86,400	115,200	129,600
30	47145	Special Education Preschool Grants	-	-	-	-	30
31	47189	Title II - Eisenhower Professional Development State Grants	-	-	-	-	31
32	47590	Other Federal Through State	-	-	-	-	32
33							33
34	47100	Total Federal Through State	28,800	57,600	86,400	115,200	129,600
35							35
36							36
37							37
38							38
39							39
40							40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Emerald Academy

ACCOUNT NO.	ESTIMATED REVENUES	Year 1	Year 2	Year 3	Year 4	Year 5
1						1
2	47600 Direct Federal Revenues					2
3	47640 ROTC Reimbursement	-	-	-	-	3
4	47650 Energy Grant	-	-	-	-	4
5	47990 Other Direct Federal Revenues	-	-	-	-	5
6						6
7	47600 Total Direct Federal Government	-	-	-	-	7
8						8
9	47000 Total Federal Government	28,800	57,600	86,400	115,200	129,600
10						10
11	140000 TOTAL ESTIMATED REVENUES	628,800	384,600	313,400	142,200	156,600
12						12
13	49000 Other Sources					13
14	49100 Bond Issued	-	-	-	-	-
15	49200 Note Issued	-	-	-	-	-
16	49300 Capitalized Leases Issued	-	-	-	-	-
17	49400 Refunding Debt Issued	-	-	-	-	-
18	49500 Other Loans Issued	-	-	-	-	-
19	49800 Transfers In (complete schedule below) *	928,070	1,892,743	2,895,086	3,935,198	4,513,482
20	49810 City General Fund Transfers (complete schedule below)	-	-	-	-	-
21						21
22	49000 Total Other Sources	928,070	1,892,743	2,895,086	3,935,198	4,513,482
23						23
24						24
25	14100 TOTAL ESTIMATED REVENUES AND OTHER SOURCES	1,556,870	2,277,343	3,208,486	4,077,398	4,670,082
26						26
27	* Payments from LEA for Charter School support.					27
28						28
29						29
30						30
31						31
32						32
33						33
34						34
35						35
36						36
37						37
38						38
39						39
40						40

Emerald Academy

ACCOUNT NO.	ESTIMATED REVENUES						
			Year 1	Year 2	Year 3	Year 4	Year 5
1							1
2		SCHEDULE OF TRANSFERS					2
3							3
4	FUND #	PURPOSE	FROM FUND	TO FUND	AMOUNT		4
5							5
6		Basic Education Program (BEP)			-		6
7		Title I Reimbursements			-		7
8		Federal Lunch Program			-		8
9					-		9
10					-		10
11					-		11
12					-		12
13					-		13
14					-		14
15					-		15
16					-		16
17					-		17
18					-		18
19					-		19
20					-		20
21					-		21
22					-		22
23					-		23
24							24
25							25
26							26
27							27
28							28
29							29
30							30
31							31
32							32
33							33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

Emerald Academy

ACCOUNT NO.		RESERVES AND/OR FUND BALANCES BEGINNING-OF-YEAR	Year 1	Year 2	Year 3	Year 4	Year 5
1	34000	RESERVES AND/OR FUND BALANCE BEGINNING OF YEAR					1
2							2
3		LOCAL RESERVES					3
4	34210	Reserved for Unemployment Compensation	-	-	-	-	4
5	34230	Reserved for Food Service	-	-	-	-	5
6	34290	Other Local Education Reserves	-	-	-	-	6
7							7
8		STATE RESERVES					8
9	34340	Reserved for Driver Education	-	-	-	-	9
10	34379	Reserved for Career Ladder Extended Contract	-	-	-	-	10
11	34380	Reserved for Career Ladder Program	-	-	-	-	11
12	34385	Reserved for Early Childhood Education	-	-	-	-	12
13	34386	Reserved for Basic Education Program	-	-	-	-	13
14	34390	Other State Education Reserves	-	-	-	-	14
15							15
16		FEDERAL RESERVES					16
17	34410	Reserved for Title I - Grants to Local Education Agencies	-	-	-	-	17
18	34420	Reserved for Title VI - Innovative Ed. Program Strategies	-	-	-	-	18
19	34430	Reserved for Special Education-Grants to States - IDEA	-	-	-	-	19
20	34440	Other Federal Reserves	-	-	-	-	20
21							21
22		DESIGNATED FUND BALANCE					22
23	35110	Designated for Purpose #1	-	-	-	-	23
24	35120	Designated for Purpose #2	-	-	-	-	24
25	35130	Designated for Purpose #3	-	-	-	-	25
26	35140	Designated for Purpose #4	-	-	-	-	26
27	35150	Designated for Purpose #5	-	-	-	-	27
28							28
29	39000	Undesignated Fund Balance	208,379	236,027	302,556	384,165	442,870
30							30
31	30000	TOTAL RESERVES AND/OR FUND BALANCES END OF YEAR	208,379	236,027	302,556	384,165	442,870
32							32
33		TOTAL AVAILABLE FUNDS	1,765,249	2,513,370	3,511,042	4,461,563	5,112,952
34							34
35							35
36							36
37							37
38							38
39							39
40							40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	INSTRUCTION - 71000					1
2	REGULAR INSTRUCTION PROGRAM (71100)					2
3	71100 116 Teachers	324,000	619,650	926,996	1,246,389	1,402,832
4	71100 117 Career Ladder Program	-	-	-	-	-
5	71100 127 Career Ladder Extended Contracts	-	-	-	-	-
6	71100 128 Homebound Teachers	-	-	-	-	-
7	71100 162 Clerical Personnel	-	-	-	-	-
8	71100 163 Educational Assistants	-	-	-	-	-
9	71100 189 Other Salaries & Wages	-	-	-	-	-
10	71100 195 Certified Substitute Teachers	-	-	-	-	-
11	71100 198 Non-Certified Substitute Teachers	-	-	-	-	-
12	71100 201 Social Security	24,786	47,403	70,915	95,349	107,317
13	71100 204 State Retirement	28,771	55,025	82,317	110,679	124,571
14	71100 206 Life Insurance	-	-	-	-	-
15	71100 207 Medical Insurance	43,910	83,979	125,632	168,918	190,121
16	71100 208 Dental Insurance	-	-	-	-	-
17	71100 210 Unemployment Compensation	1,944	3,645	5,346	7,047	7,776
18	71100 212 Employer Medicare	-	-	-	-	-
19	71100 299 Other Fringe Benefits	-	-	-	-	-
20	71100 311 Contracts with Other School Systems	-	-	-	-	-
21	71100 330 Operating Lease Payments	-	-	-	-	-
22	71100 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
23	71100 356 Tuition	-	-	-	-	-
24	71100 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-
25	71100 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-
26	71100 399 Other Contracted Services	15,160	18,160	27,240	30,240	37,820
27	71100 429 Instructional Supplies & Materials	9,200	17,600	26,600	35,000	38,800
28	71100 449 Textbooks	24,000	24,000	24,000	24,000	36,000
29	71100 499 Other Supplies & Materials	9,000	18,000	27,000	36,000	40,500
30	71100 535 Fee Waivers	-	-	-	-	-
31	71100 599 Other Charges	3,000	6,000	9,000	12,000	13,500
32	71100 722 Regular Instruction Equipment	54,440	55,760	65,440	98,520	74,840
33						33
34						34
35	71100 TOTAL REGULAR INSTRUCTION PROGRAM	538,211	949,222	1,390,487	1,864,142	2,074,077
36						36
37						37
38						38
39						39
40						40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	INSTRUCTION - 71000						1
2	ALTERNATIVE INSTRUCTION PROGRAM (71150)						2
3	71150 116 Teachers	-	-	-	-	-	3
4	71150 117 Career Ladder Program	-	-	-	-	-	4
5	71150 127 Career Ladder Extended Contracts	-	-	-	-	-	5
6	71150 128 Homebound Teachers	-	-	-	-	-	6
7	71150 162 Clerical Personnel	-	-	-	-	-	7
8	71150 163 Educational Assistants	-	-	-	-	-	8
9	71150 189 Other Salaries & Wages	-	-	-	-	-	9
10	71150 195 Certified Substitute Teachers	-	-	-	-	-	10
11	71150 198 Non-Certified Substitute Teachers	-	-	-	-	-	11
12	71150 201 Social Security	-	-	-	-	-	12
13	71150 204 State Retirement	-	-	-	-	-	13
14	71150 206 Life Insurance	-	-	-	-	-	14
15	71150 207 Medical Insurance	-	-	-	-	-	15
16	71150 208 Dental Insurance	-	-	-	-	-	16
17	71150 210 Unemployment Compensation	-	-	-	-	-	17
18	71150 212 Employer Medicare	-	-	-	-	-	18
19	71150 299 Other Fringe Benefits	-	-	-	-	-	19
20	71150 311 Contracts with Other School Systems	-	-	-	-	-	20
21	71150 330 Operating Lease Payments	-	-	-	-	-	21
22	71150 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	22
23	71150 356 Tuition	-	-	-	-	-	23
24	71150 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	24
25	71150 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	25
26	71150 399 Other Contracted Services	-	-	-	-	-	26
27	71150 429 Instructional Supplies & Materials	-	-	-	-	-	27
28	71150 449 Textbooks	-	-	-	-	-	28
29	71150 499 Other Supplies & Materials	-	-	-	-	-	29
30	71150 535 Fee Waivers	-	-	-	-	-	30
31	71150 599 Other Charges	-	-	-	-	-	31
32	71150 790 Other Equipment	-	-	-	-	-	32
33							33
34							34
35	71150 TOTAL ALTERNATIVE INSTRUCTION PROGRAM	-	-	-	-	-	35
36							36
37							37
38							38
39							39
40							40

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	INSTRUCTION - 71000						1
2	SPECIAL EDUCATION PROGRAM (71200)						2
3	71200 116 Teachers	141,000	226,440	378,446	471,972	503,331	3
4	71200 117 Career Ladder Program	-	-	-	-	-	4
5	71200 127 Career Ladder Extended Contracts	-	-	-	-	-	5
6	71200 128 Homebound Teachers	-	-	-	-	-	6
7	71200 162 Clerical Personnel	-	-	-	-	-	7
8	71200 163 Educational Assistants	-	-	-	-	-	8
9	71200 189 Other Salaries & Wages	-	-	-	-	-	9
10	71200 195 Certified Substitute Teachers	-	-	-	-	-	10
11	71200 198 Non-Certified Substitute Teachers	-	-	-	-	-	11
12	71200 201 Social Security	10,787	17,323	28,951	36,106	38,505	12
13	71200 204 State Retirement	12,521	20,108	33,606	41,911	44,696	13
14	71200 206 Life Insurance	-	-	-	-	-	14
15	71200 207 Medical Insurance	16,466	27,993	48,540	61,160	65,354	15
16	71200 208 Dental Insurance	-	-	-	-	-	16
17	71200 210 Unemployment Compensation	729	1,215	2,066	2,552	2,673	17
18	71200 212 Employer Medicare	-	-	-	-	-	18
19	71200 299 Other Fringe Benefits	-	-	-	-	-	19
20	71200 310 Contracts W/Other Public Agencies	-	-	-	-	-	20
21	71200 311 Contracts W/Other School Systems	-	-	-	-	-	21
22	71200 312 Contracts W/Private Agencies	10,000	20,000	30,000	40,000	45,000	22
23	71200 322 Evaluation & Testing	-	-	-	-	-	23
24	71200 330 Operating Lease Payments	-	-	-	-	-	24
25	71200 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	25
26	71200 356 Tuition	-	-	-	-	-	26
27	71200 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	27
28	71200 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	28
29	71200 399 Other Contracted Services	-	-	-	-	-	29
30	71200 429 Instructional Supplies & Materials	2,300	4,400	6,650	8,750	9,700	30
31	71200 449 Textbooks	6,000	6,000	6,000	6,000	9,000	31
32	71200 499 Other Supplies & Materials	-	-	-	-	-	32
33	71200 535 Fee Waivers	-	-	-	-	-	33
34	71200 599 Other Charges	-	-	-	-	-	34
35	71200 725 Special Education Equipment	12,110	10,940	11,860	18,630	11,960	35
36							36
37	71200 TOTAL SPECIAL EDUCATION PROGRAM	211,913	334,419	546,119	687,081	730,219	37
38							38
39							39
40							40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	INSTRUCTION - 71000						1
2	VOCATIONAL EDUCATION PROGRAM (71300)						2
3	71300 116 Teachers	-	-	-	-	-	3
4	71300 117 Career Ladder Program	-	-	-	-	-	4
5	71300 127 Career Ladder Extended Contracts	-	-	-	-	-	5
6	71300 162 Clerical Personnel	-	-	-	-	-	6
7	71300 163 Educational Assistants	-	-	-	-	-	7
8	71300 189 Other Salaries & Wages	-	-	-	-	-	8
9	71300 195 Certified Substitute Teachers	-	-	-	-	-	9
10	71300 198 Non-Certified Substitute Teachers	-	-	-	-	-	10
11	71300 201 Social Security	-	-	-	-	-	11
12	71300 204 State Retirement	-	-	-	-	-	12
13	71300 206 Life Insurance	-	-	-	-	-	13
14	71300 207 Medical Insurance	-	-	-	-	-	14
15	71300 208 Dental Insurance	-	-	-	-	-	15
16	71300 210 Unemployment Compensation	-	-	-	-	-	16
17	71300 212 Employer Medicare	-	-	-	-	-	17
18	71300 299 Other Fringe Benefits	-	-	-	-	-	18
19	71300 311 Contracts W/Other School Systems	-	-	-	-	-	19
20	71300 330 Operating Lease Payments	-	-	-	-	-	20
21	71300 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	21
22	71300 356 Tuition	-	-	-	-	-	22
23	71300 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	23
24	71300 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	24
25	71300 399 Other Contracted Services	-	-	-	-	-	25
26	71300 429 Instructional Supplies & Materials	-	-	-	-	-	26
27	71300 448 T & I Construction Materials	-	-	-	-	-	27
28	71300 449 Textbooks	-	-	-	-	-	28
29	71300 499 Other Supplies & Materials	-	-	-	-	-	29
30	71300 535 Fee Waivers	-	-	-	-	-	30
31	71300 599 Other Charges	-	-	-	-	-	31
32	71300 730 Vocational Instruction Equipment	-	-	-	-	-	32
33							33
34							34
35	71300 TOTAL VOCATIONAL EDUCATION PROGRAM	-	-	-	-	-	35
36							36
37							37
38							38
39							39
40							40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	INSTRUCTION - 71000						1
2	STUDENT BODY EDUCATION PROGRAM (71400)						2
3							3
4	71400 189 Other Salaries & Wages	-	-	-	-	-	4
5	71400 201 Social Security	-	-	-	-	-	5
6	71400 204 State Retirement	-	-	-	-	-	6
7	71400 206 Life Insurance	-	-	-	-	-	7
8	71400 207 Medical Insurance	-	-	-	-	-	8
9	71400 208 Dental Insurance	-	-	-	-	-	9
10	71400 210 Unemployment Compensation	-	-	-	-	-	10
11	71400 212 Employer Medicare	-	-	-	-	-	11
12	71400 299 Other Fringe Benefits	-	-	-	-	-	12
13	71400 399 Other Contracted Services	-	-	-	-	-	13
14	71400 429 Instructional Supplies and Materials	-	-	-	-	-	14
15	71400 449 Textbooks	-	-	-	-	-	15
16	71400 499 Other Supplies & Materials	-	-	-	-	-	16
17	71400 599 Other Charges	-	-	-	-	-	17
18	71400 790 Other Equipment	-	-	-	-	-	18
19							19
20	71400 TOTAL STUDENT BODY EDUCATION PROGRAM	-	-	-	-	-	20
21							21
22							22
23							23
24							24
25							25
26							26
27							27
28							28
29							29
30							30
31							31
32							32
33							33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	STUDENTS (72100)						2
3	ATTENDANCE (72110)						3
4							4
5	72110 105 Supervisor/Director	-	-	-	-	-	5
6	72110 117 Career Ladder Program	-	-	-	-	-	6
7	72110 127 Career Ladder Extended Contracts	-	-	-	-	-	7
8	72110 130 Social Workers	-	-	-	-	-	8
9	72110 162 Clerical Personnel	-	-	-	-	-	9
10	72110 189 Other Salaries & Wages	-	-	-	-	-	10
11	72110 201 Social Security	-	-	-	-	-	11
12	72110 204 State Retirement	-	-	-	-	-	12
13	72110 206 Life Insurance	-	-	-	-	-	13
14	72110 207 Medical Insurance	-	-	-	-	-	14
15	72110 208 Dental Insurance	-	-	-	-	-	15
16	72110 210 Unemployment Compensation	-	-	-	-	-	16
17	72110 212 Employer Medicare	-	-	-	-	-	17
18	72110 299 Other Fringe Benefits	-	-	-	-	-	18
19	72110 317 Data Processing Services	-	-	-	-	-	19
20	72110 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	20
21	72110 355 Travel	-	-	-	-	-	21
22	72110 399 Other Contracted Services	-	-	-	-	-	22
23	72110 499 Other Supplies & Materials	-	-	-	-	-	23
24	72110 524 In-Service/Staff Development	-	-	-	-	-	24
25	72110 599 Other Charges	-	-	-	-	-	25
26	72110 704 Attendance Equipment	-	-	-	-	-	26
27							27
28							28
29	72110 TOTAL ATTENDANCE	-	-	-	-	-	29
30							30
31							31
32							32
33							33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	STUDENTS (72100)						2
3	HEALTH SERVICES (72120)						3
4							4
5	72120 131 Medical Personnel	-	-	-	-	-	5
6	72120 189 Other Salaries & Wages	-	-	-	-	-	6
7	72120 201 Social Security	-	-	-	-	-	7
8	72120 204 State Retirement	-	-	-	-	-	8
9	72120 206 Life Insurance	-	-	-	-	-	9
10	72120 207 Medical Insurance	-	-	-	-	-	10
11	72120 208 Dental Insurance	-	-	-	-	-	11
12	72120 210 Unemployment Compensation	-	-	-	-	-	12
13	72120 212 Employer Medicare	-	-	-	-	-	13
14	72120 299 Other Fringe Benefits	-	-	-	-	-	14
15	72120 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	15
16	72120 355 Travel	-	-	-	-	-	16
17	72120 399 Other Contracted Services	-	-	-	-	-	17
18	72120 413 Drugs & Medical Supplies	-	-	-	-	-	18
19	72120 499 Other Supplies & Materials	1,200	2,400	3,600	4,800	5,400	19
20	72120 524 In-Service/Staff Development	-	-	-	-	-	20
21	72120 599 Other Charges	-	-	-	-	-	21
22	72120 735 Health Equipment	-	-	-	-	-	22
23							23
24							24
25	72120 TOTAL HEALTH SERVICES	1,200	2,400	3,600	4,800	5,400	25
26							26
27							27
28							28
29							29
30							30
31							31
32							32
33							33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	STUDENTS (72100)						2
3	OTHER STUDENT SUPPORT (72130)						3
4	72130 117 Career Ladder Program	-	-	-	-	-	4
5	72130 123 Guidance Personnel	-	-	-	-	-	5
6	72130 124 Psychological Personnel	-	-	-	-	-	6
7	72130 127 Career Ladder - Extended Contracts	-	-	-	-	-	7
8	72130 130 Social Workers	-	-	-	-	-	8
9	72130 135 Assessment Personnel	-	-	-	-	-	9
10	72130 161 Secretary(s)	-	-	-	-	-	10
11	72130 162 Clerical Personnel	-	-	-	-	-	11
12	72130 164 Attendants	-	-	-	-	-	12
13	72130 170 School Resource Officer	-	-	-	-	-	13
14	72130 189 Other Salaries & Wages	-	-	-	-	-	14
15	72130 201 Social Security	-	-	-	-	-	15
16	72130 204 State Retirement	-	-	-	-	-	16
17	72130 206 Life Insurance	-	-	-	-	-	17
18	72130 207 Medical Insurance	-	-	-	-	-	18
19	72130 208 Dental Insurance	-	-	-	-	-	19
20	72130 210 Unemployment Compensation	-	-	-	-	-	20
21	72130 212 Employer Medicare	-	-	-	-	-	21
22	72130 299 Other Fringe Benefits	-	-	-	-	-	22
23	72130 309 Contracts with Government Agencies	-	-	-	-	-	23
24	72130 311 Contracts with Other School Systems	-	-	-	-	-	24
25	72130 322 Evaluation & Testing	-	-	-	-	-	25
26	72130 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	26
27	72130 355 Travel	-	-	-	-	-	27
28	72130 399 Other Contracted Services	-	-	-	-	-	28
29	72130 499 Other Supplies & Materials	9,000	18,000	27,000	36,000	40,500	29
30	72130 524 In-Service/Staff Development	-	-	-	-	-	30
31	72130 599 Other Charges	-	-	-	-	-	31
32	72130 790 Other Equipment	-	-	-	-	-	32
33							33
34							34
35	72130 TOTAL OTHER STUDENT SUPPORT	9,000	18,000	27,000	36,000	40,500	35
36							36
37							37
38							38
39							39
40							40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	INSTRUCTIONAL STAFF (72200)						2
3	REGULAR INSTRUCTION PROGRAM (72210)						3
4	72210 105 Supervisor/Director	-	-	-	-	-	4
5	72210 117 Career Ladder Program	-	-	-	-	-	5
6	72210 127 Career Ladder Extended Contracts	-	-	-	-	-	6
7	72210 129 Librarian(s)	-	-	-	-	-	7
8	72210 132 Material Supervisor(s)	-	-	-	-	-	8
9	72210 136 Audiovisual Personnel	-	-	-	-	-	9
10	72210 137 Education Media Personnel	-	-	-	-	-	10
11	72210 138 Instructional Computer Personnel	-	-	-	-	-	11
12	72210 161 Secretary(s)	-	-	-	-	-	12
13	72210 162 Clerical Personnel	-	-	-	-	-	13
14	72210 163 Educational Assistants	-	-	-	-	-	14
15	72210 189 Other Salaries & Wages						15
16	72210 195 Certified Substitute Teachers						16
17	72210 196 In-Service Training						17
18	72210 198 Non-Certified Substitute Teachers						18
19	72210 201 Social Security						19
20	72210 204 State Retirement						20
21	72210 206 Life Insurance						21
22	72210 207 Medical Insurance						22
23	72210 208 Dental Insurance						23
24	72210 210 Unemployment Compensation						24
25	72210 212 Employer Medicare	-	-	-	-	-	25
26	72210 299 Other Fringe Benefits	-	-	-	-	-	26
27	72210 308 Consultants	-	-	-	-	-	27
28	72210 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	28
29	72210 355 Travel	-	-	-	-	-	29
30	72210 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	30
31	72210 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	31
32	72210 399 Other Contracted Services	-	-	-	-	-	32
33	72210 432 Library Books/Media	6,000	12,000	18,000	24,000	27,000	33
34	72210 437 Periodicals	-	-	-	-	-	34
35	72210 499 Other Supplies & Materials	-	-	-	-	-	35
36	72210 524 In Service/Staff Development	3,750	6,000	8,875	11,375	12,375	36
37	72210 599 Other Charges	-	-	-	-	-	37
38	72210 790 Other Equipment	-	-	-	-	-	38
39							39
40	72210 TOTAL REGULAR INSTRUCTION PROGRAM	9,750	18,000	26,875	35,375	39,375	40

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	INSTRUCTIONAL STAFF (72200)						2
3	ALTERNATIVE INSTRUCTION PROGRAM (72215)						3
4							4
5	72215 105 Supervisor/Director	-	-	-	-	-	5
6	72215 117 Career Ladder Program	-	-	-	-	-	6
7	72215 123 Guidance Personnel	-	-	-	-	-	7
8	72215 127 Career Ladder Extended Contracts	-	-	-	-	-	8
9	72215 129 Librarian(s)	-	-	-	-	-	9
10	72215 138 Instructional Computer Personnel	-	-	-	-	-	10
11	72215 161 Secretary(s)	-	-	-	-	-	11
12	72215 162 Clerical Personnel	-	-	-	-	-	12
13	72215 163 Educational Assistants	-	-	-	-	-	13
14	72215 189 Other Salaries & Wages	-	-	-	-	-	14
15	72215 196 In-Service Training	-	-	-	-	-	15
16	72215 201 Social Security	-	-	-	-	-	16
17	72215 204 State Retirement	-	-	-	-	-	17
18	72215 206 Life Insurance	-	-	-	-	-	18
19	72215 207 Medical Insurance	-	-	-	-	-	19
20	72215 208 Dental Insurance	-	-	-	-	-	20
21	72215 210 Unemployment Compensation	-	-	-	-	-	21
22	72215 212 Employer Medicare	-	-	-	-	-	22
23	72215 299 Other Fringe Benefits	-	-	-	-	-	23
24	72215 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	24
25	72215 355 Travel	-	-	-	-	-	25
26	72215 399 Other Contracted Services	-	-	-	-	-	26
27	72215 432 Library Books/Media	-	-	-	-	-	27
28	72215 499 Other Supplies & Materials	-	-	-	-	-	28
29	72215 524 In Service/Staff Development	-	-	-	-	-	29
30	72215 599 Other Charges	-	-	-	-	-	30
31	72215 790 Other Equipment	-	-	-	-	-	31
32							32
33	72215 TOTAL ALTERNATIVE INSTRUCTION PROGRAM	-	-	-	-	-	33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					1
2	INSTRUCTIONAL STAFF (72200)					2
3	SPECIAL EDUCATION PROGRAM (72220)					3
4						4
5	72220 105 Supervisor/Director	-	-	-	-	5
6	72220 117 Career Ladder Program	-	-	-	-	6
7	72220 124 Psychological Personnel	-	-	-	-	7
8	72220 127 Career Ladder Extended Contracts	-	-	-	-	8
9	72220 135 Assessment Personnel	-	-	-	-	9
10	72220 161 Secretary(s)	-	-	-	-	10
11	72220 162 Clerical Personnel	-	-	-	-	11
12	72220 171 Speech Pathologist	-	-	-	-	12
13	72220 189 Other Salaries & Wages	-	-	-	-	13
14	72220 196 In-Service Training	-	-	-	-	14
15	72220 201 Social Security	-	-	-	-	15
16	72220 204 State Retirement	-	-	-	-	16
17	72220 206 Life Insurance	-	-	-	-	17
18	72220 207 Medical Insurance	-	-	-	-	18
19	72220 208 Dental Insurance	-	-	-	-	19
20	72220 210 Unemployment Compensation	-	-	-	-	20
21	72220 212 Employer Medicare	-	-	-	-	21
22	72220 299 Other Fringe Benefits	-	-	-	-	22
23	72220 308 Consultants	-	-	-	-	23
24	72220 336 Maintenance & Repair Services - Equipment	-	-	-	-	24
25	72220 355 Travel	-	-	-	-	25
26	72220 399 Other Contracted Services	-	-	-	-	26
27	72220 499 Other Supplies & Materials	-	-	-	-	27
28	72220 524 In Service/Staff Development	-	-	-	-	28
29	72220 599 Other Charges	-	-	-	-	29
30	72220 790 Other Equipment	-	-	-	-	30
31						31
32	72220 TOTAL SPECIAL EDUCATION PROGRAM	-	-	-	-	32
33						33
34						34
35						35
36						36
37						37
38						38
39						39
40						40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	INSTRUCTIONAL STAFF (72200)						2
3	VOCATIONAL EDUCATION PROGRAM (72230)						3
4							4
5	72230 105 Supervisor/Director	-	-	-	-	-	5
6	72230 117 Career Ladder Program	-	-	-	-	-	6
7	72230 127 Career Ladder Extended Contracts	-	-	-	-	-	7
8	72230 138 Instructional Computer Personnel	-	-	-	-	-	8
9	72230 161 Secretary(s)	-	-	-	-	-	9
10	72230 162 Clerical Personnel	-	-	-	-	-	10
11	72230 189 Other Salaries & Wages	-	-	-	-	-	11
12	72230 196 In-Service Training	-	-	-	-	-	12
13	72230 201 Social Security	-	-	-	-	-	13
14	72230 204 State Retirement	-	-	-	-	-	14
15	72230 206 Life Insurance	-	-	-	-	-	15
16	72230 207 Medical Insurance	-	-	-	-	-	16
17	72230 208 Dental Insurance	-	-	-	-	-	17
18	72230 210 Unemployment Compensation	-	-	-	-	-	18
19	72230 212 Employer Medicare	-	-	-	-	-	19
20	72230 299 Other Fringe Benefits	-	-	-	-	-	20
21	72230 308 Consultants	-	-	-	-	-	21
22	72230 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	22
23	72230 355 Travel	-	-	-	-	-	23
24	72230 399 Other Contracted Services	-	-	-	-	-	24
25	72230 499 Other Supplies & Materials	-	-	-	-	-	25
26	72230 524 In Service/Staff Development	-	-	-	-	-	26
27	72230 599 Other Charges	-	-	-	-	-	27
28	72230 790 Other Equipment	-	-	-	-	-	28
29							29
30	72230 TOTAL VOCATIONAL EDUCATION PROGRAM	-	-	-	-	-	30
31							31
32							32
33							33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	GENERAL ADMINISTRATION (72300)						2
3	BOARD OF EDUCATION (72310)						3
4	72310 118 Secretary to Board	-	-	-	-	-	4
5	72310 189 Other Salaries & Wages	-	-	-	-	-	5
6	72310 191 Board and Committee Member Fees	-	-	-	-	-	6
7	72310 196 In-Service Training	-	-	-	-	-	7
8	72310 201 Social Security	-	-	-	-	-	8
9	72310 204 State Retirement	-	-	-	-	-	9
10	72310 206 Life Insurance	-	-	-	-	-	10
11	72310 207 Medical Insurance	-	-	-	-	-	11
12	72310 208 Dental Insurance	-	-	-	-	-	12
13	72310 210 Unemployment Compensation	-	-	-	-	-	13
14	72310 212 Employer Medicare	-	-	-	-	-	14
15	72310 299 Other Fringe Benefits	-	-	-	-	-	15
16	72310 305 Audit Services	-	-	-	-	-	16
17	72310 320 Dues & Memberships	-	-	-	-	-	17
18	72310 331 Legal Services	-	-	-	-	-	18
19	72310 348 Postal Charges	-	-	-	-	-	19
20	72310 355 Travel	-	-	-	-	-	20
21	72310 367 Maintenance & Repair Services - Records	-	-	-	-	-	21
22	72310 399 Other Contracted Services	-	-	-	-	-	22
23	72310 499 Other Supplies & Materials	-	-	-	-	-	23
24	72310 505 Judgments	-	-	-	-	-	24
25	72310 506 Liability Insurance	-	-	-	-	-	25
26	72310 508 Premium on Corporate Surety Bonds	-	-	-	-	-	26
27	72310 513 Worker's Compensation Insurance	-	-	-	-	-	27
28	72310 524 In Service/Staff Development	-	-	-	-	-	28
29	72310 533 Criminal Investigation of Applicants TBI	-	-	-	-	-	29
30	72310 534 Refund to Applicant for Criminal Investigation	-	-	-	-	-	30
31	72310 599 Other Charges	-	-	-	-	-	31
32							32
33	72310 TOTAL BOARD OF EDUCATION	-	-	-	-	-	33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	GENERAL ADMINISTRATION (72300)						2
3	OFFICE OF THE SUPERINTENDENT (72320)						3
4							4
5	72320 101 County Official/Administrative Officer	-	-	-	-	-	5
6	72320 103 Assistant(s)	-	-	-	-	-	6
7	72320 117 Career Ladder Program	-	-	-	-	-	7
8	72320 161 Secretary(s)	-	-	-	-	-	8
9	72320 162 Clerical Personnel	-	-	-	-	-	9
10	72320 189 Other Salaries & Wages	-	-	-	-	-	10
11	72320 196 In-Service Training	-	-	-	-	-	11
12	72320 201 Social Security	-	-	-	-	-	12
13	72320 204 State Retirement	-	-	-	-	-	13
14	72320 206 Life Insurance	-	-	-	-	-	14
15	72320 207 Medical Insurance	-	-	-	-	-	15
16	72320 208 Dental Insurance	-	-	-	-	-	16
17	72320 210 Unemployment Compensation	-	-	-	-	-	17
18	72320 212 Employer Medicare	-	-	-	-	-	18
19	72320 299 Other Fringe Benefits	-	-	-	-	-	19
20	72320 307 Communication	-	-	-	-	-	20
21	72320 320 Dues & Memberships	-	-	-	-	-	21
22	72320 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	22
23	72320 348 Postal Charges	-	-	-	-	-	23
24	72320 355 Travel	-	-	-	-	-	24
25	72320 399 Other Contracted Services	-	-	-	-	-	25
26	72320 435 Office Supplies	-	-	-	-	-	26
27	72320 499 Other Supplies & Materials	-	-	-	-	-	27
28	72320 524 In-Service/Staff Development	-	-	-	-	-	28
29	72320 599 Other Charges	-	-	-	-	-	29
30	72320 701 Administration Equipment	-	-	-	-	-	30
31							31
32	72320 TOTAL OFFICE OF THE SUPERINTENDENT	-	-	-	-	-	32
33							33
34							34
35							35
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	SCHOOL ADMINISTRATION (72400)						2
3	OFFICE OF THE PRINCIPAL (72410)						3
4							4
5	72410 104 Principal(s)	90,000	91,800	93,636	95,509	97,419	5
6	72410 117 Career Ladder Program	-	-	-	-	-	6
7	72410 119 Accountants/Bookkeepers	-	-	62,424	63,672	64,946	7
8	72410 127 Career Ladder Extended Contracts	-	-	-	-	-	8
9	72410 139 Assistant Principal(s)	60,000	61,200	62,424	63,672	64,946	9
10	72410 161 Secretary(s)	30,000	30,600	31,212	31,836	32,473	10
11	72410 162 Clerical Personnel	20,000	20,400	20,808	21,224	21,649	11
12	72410 189 Other Salaries & Wages	-	-	-	48,020	70,899	12
13	72410 196 In-Service Training	-	-	-	-	-	13
14	72410 201 Social Security	15,300	15,606	20,694	24,781	26,953	14
15	72410 204 State Retirement	17,820	18,176	24,083	28,829	31,352	15
16	72410 206 Life Insurance	-	-	-	-	-	16
17	72410 207 Medical Insurance	21,955	22,394	28,553	34,949	38,618	17
18	72410 208 Dental Insurance	-	-	-	-	-	18
19	72410 210 Unemployment Compensation	972	972	1,215	1,458	1,580	19
20	72410 212 Employer Medicare	-	-	-	-	-	20
21	72410 299 Other Fringe Benefits	-	-	-	-	-	21
22	72410 307 Communication	-	-	-	-	-	22
23	72410 317 Data Processing Services	-	-	-	-	-	23
24	72410 320 Dues & Memberships	-	-	-	-	-	24
25	72410 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	25
26	72410 348 Postal Charges	2,400	4,800	7,200	9,600	10,800	26
27	72410 355 Travel	-	-	-	-	-	27
28	72410 399 Other Contracted Services	45,000	55,000	70,000	75,000	80,000	28
29	72410 411 Data Processing Supplies	-	-	-	-	-	29
30	72410 435 Office Supplies	12,000	12,000	12,000	12,000	12,000	30
31	72410 499 Other Supplies & Materials	-	-	-	-	-	31
32	72410 524 In Service/Staff Development	-	-	-	-	-	32
33	72410 599 Other Charges	2,000	2,000	2,000	2,000	2,000	33
34	72410 701 Administration Equipment	-	-	-	-	-	34
35							35
36	72410 TOTAL OFFICE OF THE PRINCIPAL	317,447	334,948	436,249	512,550	555,635	36
37							37
38							38
39							39
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Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	BUSINESS ADMINISTRATION (72500)						2
3	FISCAL SERVICES (72510)						3
4							4
5	72510 105 Supervisor/Director	-	-	-	-	-	5
6	72510 113 Internal Audit Personnel	-	-	-	-	-	6
7	72510 119 Accountants/Bookkeepers	-	-	-	-	-	7
8	72510 122 Purchasing Personnel	-	-	-	-	-	8
9	72510 161 Secretary(s)	-	-	-	-	-	9
10	72510 162 Clerical Personnel	-	-	-	-	-	10
11	72510 189 Other Salaries & Wages	-	-	-	-	-	11
12	72510 196 In-Service Training	-	-	-	-	-	12
13	72510 201 Social Security	-	-	-	-	-	13
14	72510 204 State Retirement	-	-	-	-	-	14
15	72510 206 Life Insurance	-	-	-	-	-	15
16	72510 207 Medical Insurance	-	-	-	-	-	16
17	72510 208 Dental Insurance	-	-	-	-	-	17
18	72510 210 Unemployment Compensation	-	-	-	-	-	18
19	72510 212 Employer Medicare	-	-	-	-	-	19
20	72510 299 Other Fringe Benefits	-	-	-	-	-	20
21	72510 317 Data Processing Services	3,600	5,760	8,520	10,920	11,880	21
22	72510 320 Dues & Memberships	-	-	-	-	-	22
23	72510 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	23
24	72510 355 Travel	-	-	-	-	-	24
25	72510 399 Other Contracted Services	20,000	20,000	20,000	20,000	20,000	25
26	72510 411 Data Processing Supplies	-	-	-	-	-	26
27	72510 435 Office Supplies	-	-	-	-	-	27
28	72510 499 Other Supplies & Materials	-	-	-	-	-	28
29	72510 524 In-Service/Staff Development	-	-	-	-	-	29
30	72510 599 Other Charges	1,000	1,000	1,000	1,000	1,000	30
31	72510 701 Administration Equipment	14,400	19,200	24,000	38,400	40,800	31
32							32
33	72510 TOTAL FISCAL SERVICES	39,000	45,960	53,520	70,320	73,680	33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	OPERATION & MAINTENANCE OF PLANT (72600)						2
3	OPERATION OF PLANT (72610)						3
4							4
5	72610 105 Supervisor/Director	-	-	-	-	-	5
6	72610 160 Guards	-	-	-	-	-	6
7	72610 161 Secretary(s)	-	-	-	-	-	7
8	72610 166 Custodial Personnel	-	-	-	-	-	8
9	72610 189 Other Salaries & Wages	-	-	-	-	-	9
10	72610 201 Social Security	-	-	-	-	-	10
11	72610 204 State Retirement	-	-	-	-	-	11
12	72610 206 Life Insurance	-	-	-	-	-	12
13	72610 207 Medical Insurance	-	-	-	-	-	13
14	72610 208 Dental Insurance	-	-	-	-	-	14
15	72610 210 Unemployment Compensation	-	-	-	-	-	15
16	72610 212 Employer Medicare	-	-	-	-	-	16
17	72610 299 Other Fringe Benefits	-	-	-	-	-	17
18	72610 328 Janitorial Services	40,200	93,800	147,400	217,750	217,750	18
19	72610 329 Laundry Service	-	-	-	-	-	19
20	72610 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	20
21	72610 351 Rentals	152,400	231,165	309,929	410,675	410,675	21
22	72610 355 Travel	-	-	-	-	-	22
23	72610 359 Disposal Fees	-	-	-	-	-	23
24	72610 399 Other Contracted Services	-	-	-	-	-	24
25	72610 407 Coal	-	-	-	-	-	25
26	72610 410 Custodial Supplies	-	-	-	-	-	26
27	72610 415 Electricity	90,100	62,900	35,700	-	-	27
28	72610 423 Fuel Oil	-	-	-	-	-	28
29	72610 434 Natural Gas	-	-	-	-	-	29
30	72610 454 Water & Sewer	-	-	-	-	-	30
31	72610 499 Other Supplies & Materials	-	-	-	-	-	31
32	72610 501 Boiler Insurance	-	-	-	-	-	32
33	72610 502 Building & Content Insurance	-	-	-	-	-	33
34	72610 524 In-Service/Staff Development	-	-	-	-	-	34
35	72610 599 Other Charges	-	-	-	-	-	35
36	72610 720 Plant Operation Equipment	-	-	-	-	-	36
37							37
38	72610 TOTAL OPERATION OF PLANT	282,700	387,865	493,029	628,425	628,425	38
39							39
40							40

Emerald Academy

ACCOUNT		EXPENDITURES (APPROPRIATIONS)					
NO.		Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	OPERATION & MAINTENANCE OF PLANT (72600)						2
3	MAINTENANCE OF PLANT (72620)						3
4							4
5	72620 105 Supervisor/Director	-	-	-	-	-	5
6	72620 161 Secretary(s)	-	-	-	-	-	6
7	72620 167 Maintenance Personnel	-	-	-	-	-	7
8	72620 189 Other Salaries & Wages	-	-	-	-	-	8
9	72620 201 Social Security	-	-	-	-	-	9
10	72620 204 State Retirement	-	-	-	-	-	10
11	72620 206 Life Insurance	-	-	-	-	-	11
12	72620 207 Medical Insurance	-	-	-	-	-	12
13	72620 208 Dental Insurance	-	-	-	-	-	13
14	72620 210 Unemployment Compensation	-	-	-	-	-	14
15	72620 212 Employer Medicare	-	-	-	-	-	15
16	72620 299 Other Fringe Benefits	-	-	-	-	-	16
17	72620 307 Communication	30,000	30,000	30,000	30,000	30,000	17
18	72620 329 Laundry Service	-	-	-	-	-	18
19	72620 335 Maintenance & Repair Services - Building	-	-	-	-	-	19
20	72620 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	20
21	72620 338 Maintenance & Repair Services - Vehicles	-	-	-	-	-	21
22	72620 355 Travel	-	-	-	-	-	22
23	72620 399 Other Contracted Services	-	-	-	-	-	23
24	72620 418 Equipment & Machinery Parts	-	-	-	-	-	24
25	72620 425 Gasoline	-	-	-	-	-	25
26	72620 426 General Construction Materials	-	-	-	-	-	26
27	72620 499 Other Supplies & Materials	10,000	10,000	10,000	10,000	10,000	27
28	72620 511 Vehicle and Equipment Insurance	-	-	-	-	-	28
29	72620 524 In-Service/Staff Development	-	-	-	-	-	29
30	72620 599 Other Charges	-	-	-	-	-	30
31	72620 701 Administration Equipment	-	-	-	-	-	31
32	72620 717 Maintenance Equipment	-	-	-	-	-	32
33							33
34	72620 TOTAL MAINTENANCE OF PLANT	40,000	40,000	40,000	40,000	40,000	34
35							35
36							36
37							37
38							38
39							39
40							40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	STUDENT TRANSPORTATION (72700)						2
3	TRANSPORTATION (72710)						3
4	72710 105 Supervisor/Director	-	-	-	-	-	4
5	72710 142 Mechanic(s)	-	-	-	-	-	5
6	72710 146 Bus Drivers	-	-	-	-	-	6
7	72710 162 Clerical Personnel	-	-	-	-	-	7
8	72710 189 Other Salaries & Wages	-	-	-	-	-	8
9	72710 196 In-Service Training	-	-	-	-	-	9
10	72710 201 Social Security	-	-	-	-	-	10
11	72710 204 State Retirement	-	-	-	-	-	11
12	72710 206 Life Insurance	-	-	-	-	-	12
13	72710 207 Medical Insurance	-	-	-	-	-	13
14	72710 208 Dental Insurance	-	-	-	-	-	14
15	72710 210 Unemployment Compensation	-	-	-	-	-	15
16	72710 212 Employer Medicare	-	-	-	-	-	16
17	72710 299 Other Fringe Benefits	-	-	-	-	-	17
18	72710 307 Communication	-	-	-	-	-	18
19	72710 311 Contracts with Other School Systems	-	-	-	-	-	19
20	72710 312 Contracts with Private Agencies	-	-	-	-	-	20
21	72710 313 Contracts with Parents	-	-	-	-	-	21
22	72710 314 Contracts with Public Carriers	60,000	60,000	90,000	120,000	150,000	22
23	72710 315 Contracts with Vehicle Owners	-	-	-	-	-	23
24	72710 329 Laundry Service	-	-	-	-	-	24
25	72710 338 Maintenance & Repair Service-Vehicles	-	-	-	-	-	25
26	72710 340 Medical and Dental Services	-	-	-	-	-	26
27	72710 351 Rentals	-	-	-	-	-	27
28	72710 355 Travel	-	-	-	-	-	28
29	72710 399 Other Contracted Services	-	-	-	-	-	29
30	72710 412 Diesel Fuel	-	-	-	-	-	30
31	72710 418 Equipment & Machinery Parts	-	-	-	-	-	31
32	72710 424 Garage Supplies	-	-	-	-	-	32
33	72710 425 Gasoline	-	-	-	-	-	33
34	72710 433 Lubricants	-	-	-	-	-	34
35	72710 450 Tires & Tubes	-	-	-	-	-	35
36	72710 453 Vehicle Parts	-	-	-	-	-	36
37	72710 499 Other Supplies & Materials	-	-	-	-	-	37
38	72710 511 Vehicle & Equipment Insurance	-	-	-	-	-	38
39	72710 524 In-Service/Staff Development	-	-	-	-	-	39
40	72710 599 Other Charges	-	-	-	-	-	40
41	72710 701 Administration Equipment	-	-	-	-	-	41
42	72710 729 Transportation Equipment	-	-	-	-	-	42
43	72710 TOTAL TRANSPORTATION	60,000	60,000	90,000	120,000	150,000	43

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	OTHER SUPPORT SERVICES (72800)						2
3	CENTRAL AND OTHER (72810)						3
4							4
5	72810 105 Supervisor/Director	-	-	-	-	-	5
6	72810 120 Computer Programmer(s)	-	-	-	-	-	6
7	72810 121 Data Processing Personnel	-	-	-	-	-	7
8	72810 162 Clerical Personnel	-	-	-	-	-	8
9	72810 189 Other Salaries & Wages	-	-	-	-	-	9
10	72810 196 In-Service Training	-	-	-	-	-	10
11	72810 201 Social Security	-	-	-	-	-	11
12	72810 204 State Retirement	-	-	-	-	-	12
13	72810 206 Life Insurance	-	-	-	-	-	13
14	72810 207 Medical Insurance	-	-	-	-	-	14
15	72810 208 Dental Insurance	-	-	-	-	-	15
16	72810 210 Unemployment Compensation	-	-	-	-	-	16
17	72810 212 Employer Medicare	-	-	-	-	-	17
18	72810 299 Other Fringe Benefits	-	-	-	-	-	18
19	72810 308 Consultants	-	-	-	-	-	19
20	72810 317 Data Processing Services	-	-	-	-	-	20
21	72810 330 Operating Lease Payments	-	-	-	-	-	21
22	72810 336 Maintenance & Repair Service Equipment	-	-	-	-	-	22
23	72810 355 Travel	-	-	-	-	-	23
24	72810 399 Other Contracted Services	-	-	-	-	-	24
25	72810 411 Data Processing Supplies	-	-	-	-	-	25
26	72810 435 Office Supplies	-	-	-	-	-	26
27	72810 499 Other Supplies & Materials	-	-	-	-	-	27
28	72810 524 In Service/Staff Development	-	-	-	-	-	28
29	72810 599 Other Charges	20,000	20,000	20,000	20,000	20,000	29
30	72810 701 Administration Equipment	-	-	-	-	-	30
31	72810 709 Data Processing Equipment	-	-	-	-	-	31
32	72810 790 Other Equipment	-	-	-	-	-	32
33							33
34	72810 TOTAL CENTRAL AND OTHER	20,000	20,000	20,000	20,000	20,000	34
35							35
36	72000 TOTAL SUPPORT SERVICES EXPENDITURES	779,097	927,173	1,190,273	1,467,470	1,553,015	36
37							37
38							38
39							39
40							40

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	OPERATION OF NON-INSTRUCTIONAL SERV. (73000)					1
2	FOOD SERVICE (73100)					2
3	73100 105 Supervisor/Director	-	-	-	-	3
4	73100 117 Career Ladder Program	-	-	-	-	4
5	73100 119 Accountants/Bookkeepers	-	-	-	-	5
6	73100 162 Clerical Personnel	-	-	-	-	6
7	73100 165 Cafeteria Personnel	-	-	-	-	7
8	73100 189 Other Salaries & Wages	-	-	-	-	8
9	73100 196 In-Service Training	-	-	-	-	9
10	73100 201 Social Security	-	-	-	-	10
11	73100 204 State Retirement	-	-	-	-	11
12	73100 206 Life Insurance	-	-	-	-	12
13	73100 207 Medical Insurance	-	-	-	-	13
14	73100 208 Dental Insurance	-	-	-	-	14
15	73100 210 Unemployment Compensation	-	-	-	-	15
16	73100 212 Employer Medicare	-	-	-	-	16
17	73100 299 Other Fringe Benefits	-	-	-	-	17
18	73100 307 Communication	-	-	-	-	18
19	73100 329 Laundry Service	-	-	-	-	19
20	73100 330 Operating Lease Payments	-	-	-	-	20
21	73100 336 Maintenance & Repair Service Equipment	-	-	-	-	21
22	73100 342 Payments to Schools-Breakfast	-	-	-	-	22
23	73100 343 Payments to Schools-Lunch	-	-	-	-	23
24	73100 344 Payments to Schools-Other	-	-	-	-	24
25	73100 345 Payments to Schools-Other USDA	-	-	-	-	25
26	73100 348 Postal Charges	-	-	-	-	26
27	73100 354 Transportation - Other Than Students	-	-	-	-	27
28	73100 355 Travel	-	-	-	-	28
29	73100 399 Other Contracted Services	-	-	-	-	29
30	73100 421 Food Preparation Supplies	-	-	-	-	30
31	73100 422 Food Supplies	-	-	-	-	31
32	73100 435 Office Supplies	-	-	-	-	32
33	73100 451 Uniforms	-	-	-	-	33
34	73100 452 Utilities	-	-	-	-	34
35	73100 499 Other Supplies & Materials	-	-	-	-	35
36	73100 524 In Service/Staff Development	-	-	-	-	36
37	73100 599 Other Charges	-	-	-	-	37
38	73100 710 Food Service Equipment	-	-	-	-	38
39						39
40	73100 TOTAL FOOD SERVICE	-	-	-	-	40

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	OPERATION OF NON-INSTRUCTIONAL SERV (73000)						1
2	COMMUNITY SERVICES (73300)						2
3							3
4	73300 105 Supervisor/Director	-	-	-	-	-	4
5	73300 116 Teachers	-	-	-	-	-	5
6	73300 117 Career Ladder Program	-	-	-	-	-	6
7	73300 162 Clerical Personnel	-	-	-	-	-	7
8	73300 163 Educational Assistant(s)	-	-	-	-	-	8
9	73300 169 Part time Personnel	-	-	-	-	-	9
10	73300 189 Other Salaries & Wages	-	-	-	-	-	10
11	73300 195 Certified Substitute Teachers	-	-	-	-	-	11
12	73300 198 Non-Certified Substitute Teachers	-	-	-	-	-	12
13	73300 201 Social Security	-	-	-	-	-	13
14	73300 204 State Retirement	-	-	-	-	-	14
15	73300 206 Life Insurance	-	-	-	-	-	15
16	73300 207 Medical Insurance	-	-	-	-	-	16
17	73300 208 Dental Insurance	-	-	-	-	-	17
18	73300 210 Unemployment Compensation	-	-	-	-	-	18
19	73300 212 Employer Medicare	-	-	-	-	-	19
20	73300 299 Other Fringe Benefits	-	-	-	-	-	20
21	73300 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	21
22	73300 355 Travel	-	-	-	-	-	22
23	73300 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	23
24	73300 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	24
25	73300 399 Other Contracted Services	-	-	-	-	-	25
26	73300 422 Food Supplies	-	-	-	-	-	26
27	73300 429 Instructional Supplies & Materials	-	-	-	-	-	27
28	73300 499 Other Supplies & Materials	-	-	-	-	-	28
29	73300 509 Refunds	-	-	-	-	-	29
30	73300 524 In Service/Staff Development	-	-	-	-	-	30
31	73300 599 Other Charges	-	-	-	-	-	31
32	73300 790 Other Equipment	-	-	-	-	-	32
33							33
34	73300 TOTAL COMMUNITY SERVICES	-	-	-	-	-	34
35							35
36							36
37							37
38							38
39							39
40							40

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	OPERATION OF NON-INSTRUCTIONAL SERV (73000)						1
2	EARLY CHILDHOOD EDUCATION (73400)						2
3							3
4	73400 105 Supervisor/Director	-	-	-	-	-	4
5	73400 116 Teachers	-	-	-	-	-	5
6	73400 117 Career Ladder Program	-	-	-	-	-	6
7	73400 162 Clerical Personnel	-	-	-	-	-	7
8	73400 163 Educational Assistant(s)	-	-	-	-	-	8
9	73400 189 Other Salaries & Wages	-	-	-	-	-	9
10	73400 195 Certified Substitute Teachers	-	-	-	-	-	10
11	73400 198 Non-Certified Substitute Teachers	-	-	-	-	-	11
12	73400 201 Social Security	-	-	-	-	-	12
13	73400 204 State Retirement	-	-	-	-	-	13
14	73400 206 Life Insurance	-	-	-	-	-	14
15	73400 207 Medical Insurance	-	-	-	-	-	15
16	73400 208 Dental Insurance	-	-	-	-	-	16
17	73400 210 Unemployment Compensation	-	-	-	-	-	17
18	73400 212 Employer Medicare	-	-	-	-	-	18
19	73400 299 Other Fringe Benefits	-	-	-	-	-	19
20	73400 310 Contracts W/Other Public Agencies	-	-	-	-	-	20
21	73400 311 Contracts W/Other School Systems	-	-	-	-	-	21
22	73400 312 Contracts W/Private Agencies	-	-	-	-	-	22
23	73400 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	23
24	73400 355 Travel	-	-	-	-	-	24
25	73400 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	25
26	73400 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	26
27	73400 399 Other Contracted Services	-	-	-	-	-	27
28	73400 422 Food Supplies	-	-	-	-	-	28
29	73400 429 Instructional Supplies & Materials	-	-	-	-	-	29
30	73400 499 Other Supplies & Materials	-	-	-	-	-	30
31	73400 509 Refunds	-	-	-	-	-	31
32	73400 524 In Service/Staff Development	-	-	-	-	-	32
33	73400 599 Other Charges	-	-	-	-	-	33
34	73400 790 Other Equipment	-	-	-	-	-	34
35							35
36	73400 TOTAL EARLY CHILDHOOD EDUCATION	-	-	-	-	-	36
37							37
38							38
39							39
40							40

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	CAPITAL OUTLAY (76000)						1
2	REGULAR CAPITAL OUTLAY (76100)						2
3							3
4	76100 189 Other Salaries and Wages	-	-	-	-	-	4
5	76100 201 Social Security	-	-	-	-	-	5
6	76100 204 State Retirement	-	-	-	-	-	6
7	76100 206 Life Insurance	-	-	-	-	-	7
8	76100 207 Medical Insurance	-	-	-	-	-	8
9	76100 208 Dental Insurance	-	-	-	-	-	9
10	76100 210 Unemployment Compensation	-	-	-	-	-	10
11	76100 212 Employer Medicare	-	-	-	-	-	11
12	76100 299 Other Fringe Benefits	-	-	-	-	-	12
13	76100 304 Architects	-	-	-	-	-	13
14	76100 308 Consultants	-	-	-	-	-	14
15	76100 321 Engineering Services	-	-	-	-	-	15
16	76100 331 Legal Services	-	-	-	-	-	16
17	76100 399 Other Contracted Services	-	-	-	-	-	17
18	76100 706 Building Construction	-	-	-	-	-	18
19	76100 707 Building Improvements	-	-	-	-	-	19
20	76100 715 Land	-	-	-	-	-	20
21	76100 724 Site Development	-	-	-	-	-	21
22	76100 799 Other Capital Outlay	-	-	-	-	-	22
23							23
24	76100 TOTAL REGULAR CAPITAL OUTLAY	-	-	-	-	-	24
25							25
26	DEBT SERVICE (80000)						26
27	EDUCATION DEBT SERVICE (80000)						27
28	PRINCIPAL (82130)						28
29	82130 601 Principal on Bonds	-	-	-	-	-	29
30	82130 602 Principal on Notes	-	-	-	-	-	30
31	82130 610 Principal on Capitalized Leases	-	-	-	-	-	31
32	82130 612 Principal on Other Loans Payable	-	-	-	-	-	32
33	82130 620 Principal on Debt Service Contribution to Primary Government	-	-	-	-	-	33
34	INTEREST (82230)						34
35	82230 603 Interest on Bonds	-	-	-	-	-	35
36	82230 604 Interest on Notes	-	-	-	-	-	36
37	82330 611 Interest on Capitalized Leases	-	-	-	-	-	37
38	82330 613 Interest on Other Loans Payable	-	-	-	-	-	38
39	82130 620 Interest on Debt Service Contribution to Primary Government	-	-	-	-	-	39
40	OTHER DEBT SERVICE (82330)						40
41	82330 699 Other Debt Service	-	-	-	-	-	41
42							42
43	80000 TOTAL EDUCATION DEBT SERVICE	-	-	-	-	-	43

Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	CAPITAL PROJECTS (90000)					1
2	EDUCATION CAPITAL PROJECTS (91300)					2
3						3
4	91300 189 Other Salaries & Wages	-	-	-	-	4
5	91300 201 Social Security	-	-	-	-	5
6	91300 204 State Retirement	-	-	-	-	6
7	91300 206 Life Insurance	-	-	-	-	7
8	91300 207 Medical Insurance	-	-	-	-	8
9	91300 208 Dental Insurance	-	-	-	-	9
10	91300 210 Unemployment Compensation	-	-	-	-	10
11	91300 212 Employer Medicare	-	-	-	-	11
12	91300 304 Architects	-	-	-	-	12
13	91300 308 Consultants	-	-	-	-	13
14	91300 321 Engineering Services	-	-	-	-	14
15	91300 325 Fiscal Agent Charges	-	-	-	-	15
16	91300 331 Legal Services	-	-	-	-	16
17	91300 399 Other Contracted Services	-	-	-	-	17
18	91300 701 Administration Equipment	-	-	-	-	18
19	91300 704 Attendance Equipment	-	-	-	-	19
20	91300 706 Building Construction	-	-	-	-	20
21	91300 707 Building Improvements	-	-	-	-	21
22	91300 709 Data Processing Equipment	-	-	-	-	22
23	91300 710 Food Service Equipment	-	-	-	-	23
24	91300 711 Furniture & Fixtures	-	-	-	-	24
25	91300 715 Land	-	-	-	-	25
26	91300 717 Maintenance Equipment	-	-	-	-	26
27	91300 720 Plant Operation Equipment	-	-	-	-	27
28	91300 722 Regular Instruction Equipment	-	-	-	-	28
29	91300 724 Site Development	-	-	-	-	29
30	91300 725 Special Education Equipment	-	-	-	-	30
31	91300 730 Vocational Instr Equipment	-	-	-	-	31
32	91300 735 Health Equipment	-	-	-	-	32
33	91300 790 Other Equipment	-	-	-	-	33
34	91300 799 Other Capital Outlay	-	-	-	-	34
35						35
36	91300 TOTAL EDUCATION CAPITAL PROJECTS	-	-	-	-	36
37						37
38						38
39						39
40						40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Emerald Academy

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	OTHER USES (99000)					
2	TRANSFERS (99100)					
3						
4	99100 590 Transfers Out (complete schedule below)	-	-	-	-	-
5						
6						
7						
8	99000 TOTAL OTHER USES	-	-	-	-	-
9						
10						
11						
12	730000 GRAND TOTAL EXPENDITURES (APPROPRIATIONS)	1,529,221	2,210,814	3,126,879	4,018,693	4,357,311
13						
14						
15						
16						
17						
18						
19						
20						
21	SCHEDULE OF TRANSFERS					
22						
FUND #	PURPOSE	FROM FUND	TO FUND	AMOUNT		
24						
25	Total food costs under lunch program (Title I reimbursements for Federal Lunch Program included in the revenue section)			-		
26				-		
27				-		
28				-		
29				-		
30				-		
31				-		
32				-		
33				-		
34				-		
35				-		
36				-		
37				-		
38				-		
39				-		
40				-		

Attachment 10: Budget Narrative

Describe the systems and processes by which the organization and school will manage accounting, purchasing, payroll and audits. Include any draft policies on financial controls, etc. Specify any administrative services you expect to outsource to an independent contractor and describe the criteria for the selection of such contractors.

Emerald Charter Schools will implement strong financial policies and procedures to ensure financial soundness and legal compliance for our school. The Board of Directors will provide financial oversight and monitoring while the principal will be responsible for managing the day-to-day financial activities of the organization. As described in the *Operations Capacity* section of the application, Emerald Charter Schools will outsource back office activities through a contract with the Emerald Youth Foundation (EYF) Service Bureau. The EYF Service Bureau will provide accounting, financial management, procurement, payroll, and audit support to the Emerald Charter Schools' principal and Board of Directors.

The Emerald Charter Schools Board of Directors is currently in the process of drafting financial policies and procedures related to internal controls and fiscal management. The Board will work closely with the EYF Service Bureau in preparing these policies and will have them in place upon approval of the charter school.

Emerald Charter Schools selected the EYF Service Bureau based on the collective experience of the Service Bureau team members and their track record of success in managing the finances for Emerald Youth Foundation. EYF has a long history and outstanding reputation for its sound financial and administrative operations.

- Describe how the school will provide an independent annual audit of organizational and school level financial and administrative operations.

Upon charter approval, the Emerald Charter Schools Finance and Audit Committee of the Board of Directors will prepare an RFP to solicit bids from local auditors. The Finance and Audit Committee will interview and select an auditor who has prior experience with nonprofit organizations and, preferably, with charter schools. The Finance and Audit Committee will hire the school's auditor to conduct an annual audit of the school's financial statements, internal controls, and compliance with charter law and contract provisions. The auditor will also prepare the school's tax returns. The auditor will report to the Finance and Audit Committee, as well as to the full Board of Directors, and will provide them with any guidance and training necessary to fulfill their responsibility in the review and approval of the school's annual audit.

- Describe your team's individual and collective qualifications for implementing the financial plan successfully.

Oversight

The Board of Directors and the Finance and Audit Committee will oversee all aspects of the school's financial management and will ensure that the financial plan is implemented successfully. As described in the *Governance* section of the proposal, the Board of Directors includes several individuals with the necessary skills and experience to carefully analyze the school's financial position and monitor the school's financial activities, including Renda Burkhart and Alvin Nance:

- Renda Burkhart, the Board Treasurer, founded Burkhart & Company, P.C. in 1982 and serves as Firm president. Burkhart & Company, P.C. is a Certified Public Accounting firm offering financial advisory, tax consulting and compliance, and accounting services to a select clientele, including entrepreneurial organizations and their owners, professional groups, wealthy individuals, and executive groups. Renda holds a BS in Accounting from the

University of Tennessee and is a Certified Public Accountant. She has extensive experience serving on Boards of Directors and currently serves as the Vice Chairman of the Board of Directors and Chairman of the Finance Committee for University Health Systems, Inc., among others.

- Alvin Nance, Board Member, is the President and CEO, Knoxville's Community Development Corporation (KCDC). Prior to joining the housing authority, he worked in the banking industry for 20 years and served on the KCDC Board of Commissioners for eight years. During his banking career, he performed in various capacities – branch manager, commercial lender, mortgage lender, credit analyst, and CRA officer. Alvin years of experience in utilizing and obtaining various financial resources to assist housing development within low- and moderate-income census tracts in Tennessee. This includes experience in mix-financed development using low-income housing tax credits, Federal Home Loan Bank Affordable Housing Program loans/grants, CDBG funds, and private bank-qualified debt.

In addition, several other Board members have significant business leadership and financial management experience in both non-profit and for-profit corporations. For additional information regarding board member skills and experience, their résumés can be found in [Attachment 3](#).

Management

The Emerald Academy principal will have the skills and experience necessary to manage the school's finances and will report to the Finance and Audit Committee and Board of Directors. As described in the Operations Capacity section of the proposal, the principal will receive support from the EYF Service Bureau. The EYF Service Bureau will work closely with the Emerald Academy principal to ensure that the school's accounting, fiscal management, compliance, and back office needs are being met. In addition, the EYF Service Bureau will support the Emerald Academy Office Manager who will be responsible for all compliance-related matters. The chief financial and administrative officer will meet weekly with the principal to review the school's financial position and support him/her in all budgeting and financial decision making. In addition, the chief financial and administrative officer will prepare and deliver reports to the Finance and Audit Committee of the Board and the Board of Directors.

The EYF Service Bureau is highly qualified to provide this support to the principal and Board of Directors. It includes the following individuals:

- **Chief Financial and Administrative Officer, Scot Braun**, currently serves as the EYF Chief Financial Officer on a contract basis. Scot has more than 25 years of experience in corporate finance, mergers and acquisitions, recapitalizations, capital raises and restructurings, risk management, operational streamlining, strategic planning, regulatory and corporate governance, and management consulting for both for-profit and not-for-profit organizations. Scot also serves as a governor-appointed member of the State of Tennessee's Building Finance Committee. Scot holds an Executive MBA from Duke University's Fuqua School of Business and a Bachelor's degree in Accounting from Marshall University. He is also a licensed Certified Public Accountant.
- **Director of Operations, David Wells**, has served as the Senior Director of Development and Administration for EYF for the past three years. Prior to joining EYF, David served as the General Manager for a group of four Knoxville radio stations. David has extensive operations experience and background in managing governmental compliance and associated reporting. In addition, he has demonstrated strong management skills in the areas of human resources, facilities and contracting, and IT. David is a graduate of the University of Tennessee.

- **Director of Finance, Margaret Fuson**, has 32 years of accounting experience for both for-profit and not-for-profit organizations. Margaret currently serves as the Director of Finance for EYF, where she manages all accounting and bookkeeping functions. In addition, she oversees grant and government reporting, serves as the point person for all financial audits, and prepares financial reports for management and the Board of Trustees. Margaret graduated summa cum laude from Cumberland College with a degree in Business Administration and a concentration in Accounting.
- Discuss the school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected.

Emerald Charter Schools will manage the school finances in a fiscally responsible manner and will ensure that the school remains in a sound financial position at all times. To this end, if anticipated revenues are not received or are lower than expected, the Board and management of Emerald Charter Schools will act immediately to realign the budget and reduce expenditures as necessary. There are several planned expenses that could be reduced without compromising the core components of the educational program. These include:

- **Renegotiating the EYF Service Bureau contract.** The current budget includes an annual fee for the EYF Service Bureau that is consistent with industry standards for back office support. However, EYF has indicated that it would be willing to provide these services at a discounted rate on an in-kind basis should anticipated revenue be lower than expected.
- **Reducing annual salary increases.** The current budget anticipates salaries increasing at a rate of 2% per year. If revenues remain flat or decrease from one year to the next, we would eliminate salary increases in those years.
- **Reducing planned expenditures on technology.** The current budget anticipates purchasing desktop computers for student use. If we purchased Chrome Books instead, this would cut the annual expense in half.
- **Delaying the hiring of and/or reduce personnel.** There are several positions that are very important to the school's success but are not essential. In the event that it became necessary to reduce staff and/or delay their hiring in order to offset a loss of revenue, we would do so, but only as a last resort. We would consider reducing or delaying the following positions: the clerk/receptionist, the lunch/recess monitors, the manager of family and community engagement, the instructional coach, and/or the interventionist(s).
- Discuss how one or more high needs student with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

Emerald Academy will meet the needs of all students with disabilities according to the requirements of their IEPs. Should one or more high needs students enroll in Emerald Academy, we will first determine if we can meet their needs with the staff that we have already hired. If the students require support beyond what our existing staff can provide, we will hire the necessary staff to ensure that we meet their needs. In this situation, we would explore offsetting the additional expense by reducing other expenses following the same courses of action described above.

- If there is a plan to outsource any or all financial areas such as payroll, benefits, audits, etc., include a statement on how you will choose the vendors and how you will oversee their activities to ensure fidelity and compliance.

As stated above, Emerald Charter Schools will hire the EYF Service Bureau to provide accounting, financial management, procurement, payroll, and audit support. We have selected the EYF Service Bureau for the collective and individual experience of its staff, as well as its

demonstrated success in managing the Emerald Youth Foundation finances. The school principal, Finance and Audit Committee, and Board of Directors will oversee the EYF Service Bureau to ensure fidelity and compliance. The EYF Service Bureau chief financial and administrative officer will meet weekly with the principal to review the school's financial position and support him/her in all budgeting and financial decision making. In addition, the chief financial and administrative officer will prepare and deliver reports to the Finance and Audit Committee of the Board and the Board of Directors. The school principal and Finance and Audit Committee will review the following reports on a monthly basis:

- Balance sheet
- Income statement
- Statement of cash flow
- Budget variance report
- Year-end projections

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March 26, 2014

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

Dear Dr. McIntyre:

I am writing to confirm that Shafer Insurance Agency, 1100 Marion Street, Knoxville, TN is prepared to appropriately insure Emerald Academy as a public charter school. It is my understanding Emerald Academy will need to meet the following insurance requirement.

We will provide insurance limits for amounts required by Knox County Schools for: workers compensation, employer liability, insurance for the facility and its contents, general liability including sexual abuse coverage, professional liability for the teachers and directors and officers liability as well along with any other coverage necessary.

Shafer Insurance Agency has been in business since 1963 and has experience providing coverage for schools and other non profit entities in the area.

It will be a privilege for Shafer Insurance Agency to be the insurance provider for such an important mission in our city. Please give full consideration of approving Emerald Academy.

Sincerely,

Andy Shafer

Bo Shafer
Andy Shafer
Roger Gum
Alma Baker
David Humphreys
Bill Rowland
Jason Tallent
Russ Townsend
Bill Wieseheugel
Lisa Helton
Leslie Frazier
Justin Baxter



Attachment 12: Waivers

Public charter schools may apply to either the local board of education or the Commissioner of Education for waivers from certain state requirements or rules that inhibit the schools' proposed mission. Charter applicants should include a list of waivers in the application on the chart below. Rows may be added as necessary.

Emerald Academy requests waivers from the following state statutes and state board rules:

State Statute	Description of Statute	Proposed Replacement Policy or Practice	How will waiver of this statute help scholar achievement?
49-3-306(a)	Licensed Personnel Salaries	Emerald Academy will create its own compensation structure using salary bands as described in the Personnel/ Human Capital section of the proposal.	We anticipate that we will need flexibility with our compensation structure in order to hire and retain the highest caliber staff.
8-23-206(a)	Longevity Pay	Emerald Academy will create its own compensation structure using salary bands as described in the Personnel/ Human Capital section of the proposal.	We anticipate that we will need flexibility with our compensation structure in order to hire and retain the highest caliber staff.
49-6-2206	Use of Unapproved Textbooks	Emerald Academy may use both state-approved textbooks and unapproved textbooks	Emerald Academy may use both state-approved textbooks and unapproved textbooks
49-5-408	Contracts	Emerald Academy will employ all teachers and staff on an at-will basis.	The key to our success is being able to select, hire, and retain high performing staff members who are committed to our mission and vision. As such, we require the flexibility to employ staff on an at-will basis.
49-5-409	Termination of Contracts	Emerald Academy will employ all teachers and staff on an at-will basis.	The key to our success is being able to select, hire, and retain high performing staff members who are committed to our mission and vision. Should staff members fail to meet our high standards, we require the flexibility to terminate their employment on an at-will basis.
49-5-510-513	Tenure	Emerald Academy will employ all teachers and staff on an at-will basis	The key to our success is being able to select, hire, and retain high-performing staff members who are committed to our mission and vision. As such, we require the flexibility to employ staff on an at-will basis.

State Statute	Description of Statute	Proposed Replacement Policy or Practice	How will waiver of this statute help scholar achievement?
49-5-701-713	Leave	Emerald Academy will create its own personnel policies, including leave policies.	We believe that scholar success is dependent upon the consistent presence of teaching staff. Therefore, in order to best meet the needs of our scholars, we require flexibility with our leave policy.
49-5-806-810	Sick Leave Bank	Emerald Academy will create its own personnel policies, including leave policies.	We believe that scholar success is dependent upon the consistent presence of teaching staff. Therefore, in order to best meet the needs of our scholars, we require flexibility with our leave policy.
0520-1-2-.02	Salary Schedules	Emerald Academy will create its own compensation structure, using salary bands as described in the Personnel/Human Capital section of the application.	We anticipate that we will need flexibility with our compensation structure in order to hire and retain the highest caliber staff.
0520-01-03-.03 (3)	Class Size	Emerald Academy will have school class sizes of 30 scholars in grades K-4, with two certified teachers per classroom.	In order to maintain low scholar-to-teacher ratios, we will have a class size of 30 scholars in grades K-4 with two certified teachers per classroom. We have based this design on the Highly successful Breakthrough Schools Prep School's model.
0520-01-03-.07 (2)	Library Information Center Personnel	Emerald Academy does not intend to hire library information center personnel.	Emerald Academy intends to use classroom libraries as opposed to a school-wide library. As such, we do not need to hire library center personnel.
0520-01-03-.07 (3)	Library Information Center Collections	Emerald Academy does not intend to have a library information center and, therefore, will not have the required library collections.	Emerald Academy will develop classroom libraries to meet the needs of scholars and align with CCSS. We do not intend to build a school-wide library.
520-1-2-.04	Leave for Teachers	Emerald Academy will create its own personnel policies, including leave policies.	We believe that scholar success is dependent upon the consistent presence of teaching staff. Therefore, in order to best meet the needs of our scholars, we require flexibility with our leave policy.

Attachment 13: Community Partnerships

As described in the *Community Involvement and Parent Engagement* section of the proposal, Emerald Academy is in the process of developing partnerships with a number of prominent Knoxville organizations. As the partnerships have not yet been fully formalized, we do not have the requested documentation for this attachment. However, many of the organizations listed in the *Community Involvement and Parent Engagement* have provided letters of support which can be found in Attachment 14.

JOHN J. DUNCAN, JR.
2ND DISTRICT, TENNESSEE

2207 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-4202
PHONE: (202) 225-5435
FAX: (202) 225-6440

800 MARKET STREET, SUITE 110
KNOXVILLE, TN 37902
PHONE: (865) 523-3772
FAX: (865) 544-0728

331 COURT STREET
MARYVILLE, TN 37804
PHONE: (865) 984-5464
FAX: (865) 984-0521

Congress of the United States
House of Representatives
Washington, DC 20515-4202

March 20, 2014

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AVIATION

OVERSIGHT AND GOVERNMENT REFORM
SUBCOMMITTEES:
ECONOMIC GROWTH, JOB CREATION,
AND REGULATORY AFFAIRS
NATIONAL SECURITY, HOMELAND DEFENSE,
AND FOREIGN OPERATIONS

Dr. James McIntyre, Jr.
Superintendent
Knox County Schools
PO Box 2188
Knoxville, Tennessee 37901

Dear Dr. McIntyre:

As part of my responsibilities, I am often called upon by organizations to endorse their proposals for various types of assistance. While I do not hesitate to support groups that help to enhance the quality of living in our area, it is rare that I have the opportunity to give my unrestricted affirmation to one group's efforts.

It is my understanding that the Emerald Youth Foundation is submitting a proposal to the school system to open a public charter school. The Foundation believes that there is a marked gap for our inner-city students and that such a school will allow these children academic success which will in turn serve our community as a whole.

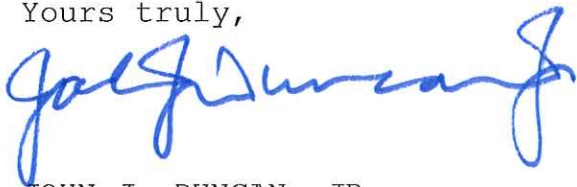
I have the greatest respect for this Foundation having watched it grow over the years while serving inner-city children, teens and adults in Knoxville. Thus far, they have succeeded in their efforts by cultivating strong community relationships which I feel has been the core of its existence. I am mindful of their accomplishments and believe that the basis for this program is well grounded with the goal that every child can learn and excel with the proper instruction.

It is with great pleasure that I lend my full support and endorsement for this proposal and I look forward to the continued growth and increased academic excellence for all of our children. As always, should I, or a member of my staff, be of any assistance, please do not hesitate to let me know.

I thank you for your courtesy, time and attention to this matter.

With kindest regards, I am

Yours truly,

A handwritten signature in blue ink, appearing to read "John J. Duncan, Jr.", written in a cursive style.

JOHN J. DUNCAN, JR.
Member of Congress

JJD:js

Reply to: 800 Market St., Suite 110, Knoxville, TN 37902

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March 26, 2014

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Dr. James McIntyre, Jr.
Superintendent
Knox County Schools
912 S. Gay Street
Knoxville, TN 37902

Dear Dr. McIntyre:

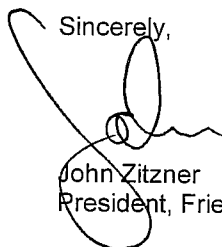
I am writing to express my enthusiastic support for the proposed Emerald Academy charter school. We have been working closely with Steve Diggs and his team over the last five months as they have developed their school design and drafted their charter school application. Emerald Academy has modeled itself after Breakthrough's Village Prep and E Prep schools with our full support and backing. We are excited that our school model is being used to develop what we hope will be the first charter school in Knoxville and are confident that Steve Diggs and his team will implement the model with fidelity.

Breakthrough Schools' Prep Schools are among the highest performing charter schools in Ohio, with 1,240 scholars among the four Prep Schools in the Breakthrough network. These scholars have consistently outperformed Cleveland district schools and are on par with, or even exceeding, state averages. For the 2012-2013 school year, the average score for Breakthrough's Prep Schools on the Ohio Achievement Assessments was 29 points higher than the Cleveland average and nearly 4 points higher than the state average in Ohio. That means these scholars, of which 84% are economically disadvantaged and 96% minority, have outperformed the state average in every subject.

We are committed to continuing to support Emerald Academy through the launch and operation of the school. It is our intention to provide ongoing technical assistance to the board and school leadership, as well as opportunities for the school principal to shadow one of our school leaders. We stand by ready to answer questions and coach the founding team as they launch.

Steve Diggs has an outstanding reputation as a non-profit entrepreneur who has developed one of Knoxville's leading youth development organizations. His "do whatever it takes" approach and outcome-driven philosophy will serve him and his team well as they prepare to launch this new venture. Steve assembled a strong design team and an impressive governing board who collectively will ensure that Emerald Academy is successful in reaching its mission and vision. I urge you to strongly consider this application for approval.

Sincerely,



John Zitzner
President, Friends of Breakthrough Schools

3615 Superior Avenue, Suite 3103A • Cleveland, OH 44114
phone 216.539.9349 • BreakthroughSchools.org/Friends

March 26, 2014

Home Federal Bank

DALE A. KEASLING

Chairman, President and
Chief Executive Officer

Dr. James P. McIntyre, Jr.
Superintendent
Knox County Schools
P. O. Box 2188
Knoxville, TN 37901-2188

Dear Jim:

This letter will serve as my recommendation for approval of the Emerald Academy application for a charter school in the inner-city. I believe the school will be a natural extension of the excellent work of Emerald Youth Foundation in enriching the lives of students. As you know, the students served by Emerald Youth face many challenges and need a rigorous, personalized education program in order to prepare for success in high school.

Emerald Youth Foundation has an outstanding record of success in preparing at-risk youth for success in school and in life. Emerald Youth has a longstanding commitment to inner-city youth; and I believe that commitment will bring increasing success to these young people in the proposed academic environment.

I believe the Emerald Academy will play an important role in our community and I recommend approval of their application.

Sincerely,



Dale A. Keasling
Chairman, President and CEO



116 Childress Street – Knoxville, TN 37920
(865) 219-0130 FAX (865) 219-0137
www.ettac.org – ettacmain@gmail.com

March 13, 2014

Mr. Steve Diggs, Executive Director
Emerald Youth Foundation
1718 N. Central Street
Knoxville, TN 37917

Dear Mr. Diggs,

Thank you and the others who are working with you to establish Emerald Academy for sharing information about what you are hoping to establish in Knoxville. Your four guiding principles are commendable. As we shared with you, our focus is providing students with disabilities with the accommodations and curricular modifications necessary for them to reach their potential. A basis of differentiated instruction came from the 1975 federal legislation that established the rights of students with disabilities to an equal education, and for the first time mandated that programs be adjusted to meet the needs of children (rather than vice versa).

I'm sure you also know that the Knox County School system has approximately 7,000 students with disabilities currently enrolled, and for several reasons inner-city children are more likely to be classified as special education students or at the very least have special needs. For too long, these children have received unequal education services and opportunities.

We can support the Emerald Academy in several ways including workshops on various topics related to teaching students with disabilities, curricular modifications, and assessment of student's individual needs. Students may also participate in our existing literacy program that provides accessible one-on-one instruction in all areas of reading and writing. A list of software programs available through the Reading Lab is attached to this letter. Our staff are highly qualified, all with at least a master's degree in education or related field, with years of experience teaching all grades, including college level classes.

We also ask that you carefully consider the software and other programs that you choose for accessibility, particularly for students who are deaf, blind, have low vision, or have physical disabilities that affect use of a standard computer, mouse, or even a touch screen. These may be very capable students who can go on to college, have a career, and live independently. Many of the existing online curriculum, remediation and assessment programs are NOT accessible. By default, students who need access are being left out. And we learned in 1954 that separate is not inherently equal. A software program with extensive video, for example, is no help to a student with hearing loss unless it is also captioned.


ETTAC is a designated 501(c)(3) organization by the IRS.

1988- 2013: 25 years of connecting people with disabilities to technology devices and services

Member of
The Tennessee Technology Access Program
The Tennessee Disability Coalition

To the extent that your program, facility, and services are accessible and inclusive, we will support your efforts to the greatest extent possible. At such time as is appropriate, we can discuss contractual agreements if and when services are needed or required. In the meantime, we hope that the Emerald Academy will be the first fully inclusive and accessible charter school in Tennessee. You will set a standard and reach your goal of preparing students to “become self-sufficient, reflective, and resilient leaders in their communities.”

Respectfully,

A handwritten signature in cursive script that reads "Lois Symington".

Lois Symington, Ph.D.
Executive Director

Attachment: Reading Lab brochure



ALVIN J. NANCE, Executive Director/CEO

901 Broadway, N.E. • Knoxville, TN 37917-6699
865.403.1100 • Fax 865.403.1117
800.848.0298 (Tennessee Relay Center)
www.kcdc.org

March 21, 2014

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

Dear Dr. McIntyre:

As Executive Director/CEO of Knoxville's Community Development Corporation (KCDC), I am writing to express strong support for the Emerald Academy application to open a charter school in the North city area of Knoxville. We are excited about the school's mission and vision for transforming the lives of students and believe that their educational model will have a tremendously positive impact in meeting students' needs and preparing them for high school, college, and a lifetime of success.

We are impressed by the school's commitment to academic rigor, a personalized education program, and a longer school day and school year. With its mission of creating a school that provides students with the academic foundation, skills, habits and character traits that they will need to succeed, we would be pleased to welcome Emerald Academy to Knoxville.

As the public housing provider for the City of Knoxville and Knox County, we understand the challenges the youth face living in public housing. Emerald Youth Foundation has an outstanding record of success in providing at-risk youth with the support that they need to be successful in school and in life. We have been impressed with Emerald Youth Foundation's commitment to at-risk students and are confident that the new Emerald Charter Schools organization will build upon Emerald Youth's track record of success in urban Knoxville.

We believe that Emerald Academy will be a valuable asset to our community. We are committed to doing whatever we can to help make Emerald Academy a success for our neighborhoods, families, and children.

We urge you to strongly consider the Emerald Academy application and approve the school to open its doors in 2015.

Sincerely,

Alvin J. Nance
Executive Director/CEO

Knoxville's Community Development Corporation



Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

March 25, 2014

Dear Dr. McIntyre:

As Dealer of Beaty Chevrolet Company, I am writing to express strong support for the Emerald Academy application to open a charter school in the North city area of Knoxville. We are excited about the school's mission and vision for transforming the lives of students and believe that their educational model will have a tremendously positive impact in meeting students' needs and preparing them for high school, college, and a lifetime of success.

We are impressed by the school's commitment to academic rigor, a personalized education program, and a longer school day and school year. With its mission of creating a school that provides students with the academic foundation, skills, habits and character traits that they will need to succeed, we would be pleased to welcome Emerald Academy to Knoxville.

We have partnered with Emerald Youth Foundation for 3 years and have witnessed first-hand the impact that the organization has on students' lives. We have been impressed with Emerald Youth Foundation's commitment to at-risk students and are confident that the new Emerald Charter Schools organization will build upon Emerald Youth's track record of success in urban Knoxville.

We are committed to extending our partnership to Emerald Academy and are dedicated to doing whatever we can to help make Emerald Academy a success for our neighborhoods, families, and children. We urge you to strongly consider the Emerald Academy application and approve the school to open its doors in 2015.

Sincerely,

A handwritten signature in black ink, appearing to read "Stanley Griffin, Jr.", written in a cursive style.

Stanley Griffin, Jr.
Dealer
Beaty Chevrolet Company



Big Brothers Big Sisters
of East Tennessee

March 19, 2014

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

Dear Dr. McIntyre:

As the CEO of Big Brothers Big Sisters of East Tennessee, I am writing to express our support of Emerald Academy, the proposed public charter school by Emerald Charter Schools. Big Brothers Big Sisters seeks to help children realize their potential and build their futures, and we strongly believe that Emerald Academy desires to do the same in an innovative way. The educational model, particularly the individual education plans as well as the life coaches – kindergarten through college - ensure tailored teaching and treating every student individually which lines up with our own philosophy. Such individual attention creates trust and will help students be open to learning. It is very likely that some of our Littles would be students of Emerald Academy, and our organization and their Bigs will do whatever we can to help ensure the success of these students even during the school day. At the appropriate time, our agency will try and facilitate a discussion that could lead to a partnership for BBBS volunteers to mentor students at the Emerald Charter Schools in the same manner that we are now serving in a host of Knoxville schools.

I have known Steve Diggs for several years and think Emerald Youth Foundation is a high quality, well-run non-profit. They are committed to the urban young people in Knoxville, always looking for ways that they can support and develop them. I know that this same quality and drive would emerge from Emerald Charter Schools. I am in support of this public charter school and truly believe it would a good thing for our city and especially for urban kids. I urge you to approve its application. Please contact me with any questions at 865/243-3879.

Sincerely,

Doug Kose
Chief Executive Officer
Big Brothers Big Sisters of East Tennessee



**BOYS & GIRLS CLUBS
OF THE TENNESSEE VALLEY**

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

John D. Lee
Administrative Building
220 Carrick Street, Suite 318
Knoxville, TN 37921

Tel. 865-232-1200
Fax 865-232-1201

www.bgctnv.org

March 20, 2014

Dear Dr. McIntyre:

As President and CEO of Boys & Girls Clubs of the Tennessee Valley, I am writing to express strong support for the Emerald Academy application to open a charter school in the North city area of Knoxville. We are excited about the school's mission and vision for transforming the lives of students and believe that their educational model will have a tremendously positive impact in meeting students' needs and preparing them for high school, college, and a lifetime of success.

We are impressed by the school's commitment to academic rigor, a personalized education program, and a longer school day and school year. With its mission of creating a school that provides students with the academic foundation, skills, habits and character traits that they will need to succeed, we would be pleased to welcome Emerald Academy to Knoxville.

Emerald Youth Foundation has an outstanding record of success in providing at-risk youth with the support that they need to be successful in school and in life. We have been impressed with Emerald Youth Foundation's commitment to at-risk students and are confident that the new Emerald Charter Schools organization will build upon Emerald Youth's track record of success in urban Knoxville.

We believe that Emerald Academy will be a valuable asset to our community. We are committed to doing whatever we can to help make Emerald Academy a success for our neighborhoods, families, and children. The youth that attend the Boys & Girls Clubs of the Tennessee Valley would certainly benefit from a charter school.

We urge you to strongly consider the Emerald Academy application and approve the school to open its doors in 2015.

Sincerely,

Lisa Hurst, Ed.D.
President & CEO
Boys & Girls Clubs of the Tennessee Valley



March 24, 2014

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

Dear Dr. McIntyre:

As the Chief Strategy Officer of Cherokee Health Systems, I am writing to express our support for the Emerald Academy application to open a charter school in the North city area of Knoxville. We are excited about the school's mission and vision for transforming the lives of students and believe that their educational model will have a positive impact in meeting students' needs and preparing them for high school, college and a lifetime of success.

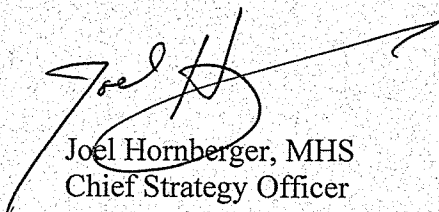
We are impressed by the school's commitment to academic rigor, a personalized education program, and a longer school day and school year. With its mission of creating a school that provides students with the academic foundation, skills, habits and character traits that they will need to succeed, we would be pleased to welcome Emerald Academy to Knoxville.

Emerald Youth Foundation has an outstanding record of success in providing at-risk youth with the support they need to be successful in school and in life. We have been impressed with Emerald Youth Foundation's commitment to at-risk students and are confident that the new Emerald Charter Schools organization will build upon Emerald Youth's track record of success in urban Knoxville.

We believe that Emerald Academy will be a valuable asset to our community. We are committed to doing whatever we can to help make Emerald Academy a success for our neighborhoods, families and children. We will be happy to collaborate with Emerald Academy by serving the medical and behavioral health needs of children and their families in an integrated care setting.

We urge you to strongly consider the Emerald Academy application and approve the school to open its doors in 2015.

Sincerely,



Joel Hornberger, MHS
Chief Strategy Officer

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

March 24, 2014

Dear Dr. McIntyre:

As Executive Director of Compassion Coalition, I am a strong supporter of Knox County Schools and of the job you are doing in leading our public schools. Our nonprofit has always had, and continues to have, a strong commitment to Knox County Schools. I would ask you to please consider this letter of recommendation in that context.

I am writing today to express strong support for the Emerald Academy application to open a charter school in the North city area of Knoxville. We are excited about the school's mission and vision for transforming the lives of students and believe that their educational model will have a tremendously positive impact in meeting students' needs and preparing them for high school, college, and a lifetime of success.

Our nonprofit is impressed by the school's commitment to academic rigor, a personalized education program, and a longer school day and school year. With its mission of creating a school that provides students with the academic foundation, skills, habits and character traits that they will need to succeed, we would be pleased to welcome Emerald Academy to Knoxville.

Emerald Youth Foundation has an outstanding record of success in providing at-risk youth with the support that they need to be successful in school and in life. Our ministry has been impressed with Emerald Youth Foundation's commitment to at-risk students and we are confident that the new Emerald Charter Schools organization will build upon Emerald Youth's track record of success in urban Knoxville.

We believe that Emerald Academy will be a valuable asset to our community. We are committed to doing whatever we can to help make Emerald Academy a success for our neighborhoods, families, and children.

Please give strong consideration to the Emerald Academy application and approve the school to open its doors in 2015.

Sincerely,

A handwritten signature in black ink that reads "Grant Standefer". The signature is written in a cursive, flowing style.

Grant Standefer
Executive Director
Compassion Coalition



Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

March 24, 2014

Dear Dr. McIntyre:

On behalf of FCA Knoxville, I am writing in support of Emerald Charter Schools and their application to open the Emerald Academy in the heart of our city. I believe that the proposed academic plan can help address the needs of urban students providing more individualized instruction and support. This will foster confidence and a desire to succeed and set these young students up to be better prepared for high school and ultimately going on to and completing college.

Emerald Youth Foundation is a perfect partner to help in the opening of this new school because of their experience working with kids in the inner city. The relationships they have built with the urban schools, families, and the young people themselves is one reason FCA decided to formally partner with Emerald Youth a couple of years ago to impact urban athletes. Their two decades' worth of connections, knowledge, and relationships will certainly be passed on to Emerald Charter Schools as it was to FCA. This is important to quickly engage urban kids and their families and have a lasting impact on them.

We believe that this school would be a good option to provide parents in helping their children achieve academically and, as a partner with Emerald Youth, know that Emerald Charter Schools will be a good partner working with Knox County Schools. We hope that you will approve the application for this school to open.

Sincerely,

A handwritten signature in cursive script that reads 'Dean Craig'.

Dean Craig
Area Director
Fellowship of Christian Athletes



Dean Winegardner
Chief Executive Officer

March 25, 2014

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

Dear Dr. McIntyre:

I am writing to express strong support for the Emerald Academy application to open a charter school in the North city area of Knoxville. I am excited about the school's mission and vision for transforming the lives of students and believe that their educational model will have a tremendously positive impact in meeting students' needs and preparing them for high school, college, and a lifetime of success.

I am impressed by the school's commitment to academic rigor, a personalized education program, and a longer school day and school year. With its mission of creating a school that provides students with the academic foundation, skills, habits and character traits that they will need to succeed, I would be pleased to welcome Emerald Academy to Knoxville.

I have supported Emerald Youth Foundation for many years and have witnessed first-hand the impact that the organization has on students' lives. I have been impressed with Emerald Youth Foundation's commitment to at-risk students and am confident that the new Emerald Charter Schools organization will build upon Emerald Youth's track record of success in urban Knoxville.

I am committed to doing whatever I can to help make Emerald Academy a success for our neighborhoods, families, and children.

I urge you to strongly consider the Emerald Academy application and approve the school to open its doors in 2015.

Sincerely,


Dean Winegardner
Chief Executive Officer
10267 Kingston Pike
Knoxville, TN 37922
(865)966-7454 (office)
(865)675-0557 (fax)
deanw@americanbookco.com

DW/JW

10267 Kingston Pike, Knoxville, TN 37922 • Phone: (865)966-7454 Fax: (865)675-0557
E-mail: deanw@americanbookco.com



March 25, 2014

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

Dear Dr. McIntyre,

Emerald Youth Foundation (EYF) is committed to the success and smooth functioning of Emerald Academy and will provide it with community-based and other assistance. Situated for 23 years in the neighborhoods that produced Emerald Academy, and actively involved with the children who live there, EYF is uniquely equipped to offer the school stabilizing support. EYF will provide:

- **External Finance and Operations Support** -- EYF will provide Emerald Academy, at a below market rate, with back office, accounting, financial management, fund raising and marketing, and compliance support. EYF has a long history and outstanding reputation for its sound financial and administrative operations. To enhance its current financial management and administrative capacity, EYF will create a service bureau that will include a chief financial and administrative officer, a director of operations, a director of finance and a staff accountant. This team will have the capacity to provide both EYF and Emerald Academy with the high-quality financial and back office support that they need.

The EYF Service Bureau will work closely with the Emerald Academy principal to ensure that the school's accounting, fiscal management, compliance, and back office needs are being met. The chief financial and administrative officer will meet weekly with the principal to review the school's financial position and support him/her in all budgeting and financial decision making. In addition, the chief financial and administrative officer will prepare and deliver reports to the Finance Committee of the Emerald Charter Schools Board of Directors and the board itself.

- **The full range of EYF's after school, summer, and sports activities** -- The JustLead after school program is neighborhood-based and offers students a high-quality experience once the school day is finished. Individualized academic support is a main focus after school including tutoring and homework help coupled with digital, personalized learning solutions aligned with State and Common Core Standards to help close specific, identified skill deficiency gaps in

reading and/or math. Progress can be assessed throughout the year, and plans can be adjusted. Educational and fun field trips happen at least monthly, and swim lessons, nutrition, and fitness activities are also provided each semester. Students can continue in an expanded version of this program during the summer as well to help combat 'summer slide' and receive enrichment opportunities.

Emerald Youth Sports offers sports leagues year-round for children and youth in soccer, swimming, basketball, volleyball, lacrosse, flag football, track, and baseball. Kids attending Emerald Academy would have the opportunity to learn skills and play on competitive teams. EYF has already sponsored school teams in baseball for Whittle Springs and volleyball for Whittle Springs and Vine and is looking to start soccer teams for the urban schools. EYF would do the same for Emerald Academy once the middle school grades were in place. Additionally, the school and its families will have access to world-class facilities, including the new Sansom Sports Complex near World's Fair Park.

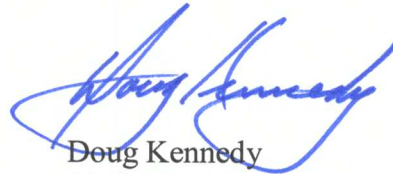
- **Trained staff** to interact often with Emerald Academy children and be a powerful advocate for their families -- For example, JustLead staff members regularly volunteer in traditional public schools like Emerald Academy. AmeriCorps members will assist children and their families through JustLead and volunteer tutors will work with children at Emerald Academy as needed.
- **Interim space for the school** -- The former headquarters of Choice Data, located at 1014 Heiskell Avenue, has been donated to EYF and can be made available to house the first phase of Emerald Academy on an interim basis if necessary. The building contains approximately 12,000 square feet that can comfortably house the 7,000 square feet needed for kindergarten and first grades. The site is not large enough to accommodate the entire program so it is not a permanent solution but could be retrofitted fairly inexpensively to serve as a temporary location.

EYF looks forward to working with Emerald Academy as it grows and becomes established serving the children of urban Knoxville.

Sincerely,



Shara Shoup, Ph.D.
Senior Director-Programs
Emerald Youth Foundation



Doug Kennedy
Chair, Board of Trustees
Emerald Youth Foundation



Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

March 19, 2014

Dear Dr. McIntyre:

I am writing in support of the proposed public charter school, Emerald Academy, because I am excited about the school's mission and vision for transforming the lives of students. As a philanthropic organization, the Equitas Group supports transformation projects and has financially supported Emerald Youth Foundation for several years as they have worked tirelessly in providing at-risk youth with the support they need to be successful in school and in life. We are confident that the new Emerald Charter Schools organization will build upon Emerald Youth's track record of success in urban Knoxville.

With the individual education plans and the longer school day and year, the education model being presented for the school appears that it will have a tremendously positive impact in meeting students' needs and preparing them for high school, college, and a lifetime of success. This is so needed in order for students, especially those living in our inner city, to be transformed.

We believe that Emerald Academy will be a valuable asset in Knoxville and to its students and urge you to approve its opening in the Fall of 2015.

Sincerely,

A handwritten signature in black ink that reads "Lance Robinson".

Lance Robinson
President
Equitas Group

WC Two
2351 Dandridge Avenue
Knoxville, Tennessee 37915

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

March 13, 2014

Dear Dr. McIntyre,

I am writing to extend our support in favor of the public charter school, Emerald Academy, for which Emerald Charter Schools is submitting an application to Knox County Schools. The First Tee Learning Center is located at Williams Creek Golf Course in East Knoxville, is an afterschool and summer enrichment program serving kids from area inner-city schools. We see firsthand the challenges the students face academically as we help them with homework and provide educational enrichment activities for them. From what we have learned, the educational model Emerald Academy plans to use should have a positive impact on the students' learning experience and help prepare them for high school, college, and whichever career they choose. Things like the personalized education program and a longer school day and school year should provide students with the extra support we too see that they need.

Emerald Youth Foundation has worked for many years with kids in our city, and I have always been impressed with what they do and have the capacity to do. I have met with Steve Diggs personally on multiple occasions as well as members of his Board and staff. They are committed to helping develop young people and strive to do things as high quality as possible. I am excited that they have decided to pursue this public charter school and believe that it would be a strong addition to Knox County Schools as an additional way to help inner-city students achieve academically.

I hope that you will strongly consider approving the Emerald Academy application so that the school can open for the 2015-16 school year.

Sincerely,



Diondre T. Jackson
Executive Director/ CEO
The First Tee of Greater Knoxville
Williams Creek Golf Course
Office (865) 546-5828



GASTROINTESTINAL
ASSOCIATES, P.C.

BERGEIN F. OVERHOLT, MD,
MACP, MACG, FASGE
BARRY V. MAVES, MD,
FACG
SARKIS J. CHOBANIAN, MD,
FACP, MACG
CHARLES M. O'CONNOR, MD,
FACG
J. DAVID LEE, MD,
FACG
MEADE C. EDMUNDS, MD,
FACG
JOHN M. HAYDEK, MD,
FACP, FACG, AGAF, FASGE
MARIA B. NEWMAN, MD,
DIPLOMAT ABIM
RAJ I. NARAYANI, MD,
FACG, FASGE
STEVEN J. BINDRIM, MD,
DIPLOMAT ABIM
SCOTT L. WILHOITE, MD,
JOHNNY ALTAWIL, MD,
JAMES A SWENSON, MD,
R. LESLIE HARGROVE, MD,
FACP (retired)
R. KENT FARRIS, MD,
FACP, FACG (retired)
F. RAYMOND PORTER, MD,
FACP (retired)
STANLEY L. MILLER, MD,
DIPLOMAT ABIM (retired)
JEFF DEW, CPA
CEO

March 23, 2014

Subject: Emerald Youth Foundation charter school application for the Emerald Academy

Dr James McIntyre
Superintendent, Knox County School System
Knoxville, TN

Dear Dr McIntyre:

As a former Knox City School Board member and chairman, I am writing to indicate my full support of approval of the Emerald Youth Foundation application to open a charter school, the Emerald Academy, in the North city area of Knoxville.

I have carefully studied the charter school materials prepared for submission by the Emerald Youth Foundation and have participated in a detailed community meeting on the subject which answers to my questions. Their mission is to create a school that provides students with the academic foundation, skills, habits and character traits that they will need to succeed. They understand the absolute importance of a quality teaching staff and most importantly, the need for a quality principal. I was very impressed with the school's commitment to an academic focus, a personalized education program, and a longer school day and school year. Similarly, their focus on parental involvement and participation is, in my opinion, a key element for student success. These are all characteristics of a school that will prepare students for success in education and life.

On a personal and family note, all Overholts support the Emerald Youth Foundation programs as we know of their excellent record of success in providing at-risk youth with guidance and support they need for success in school and in their personal life. We believe the new charter school, the Emerald Academy, will capitalize on the success of the EY Foundation with at-risk children, and will provide an excellent opportunity for the students and an excellent outcome for Knox County Schools and for Knoxville itself.

Again, I strongly recommend approval of the charter school application to open in 2015

Bergein F Overholt, MD
Gastrointestinal Associates

MAIN OFFICE

801 WEISGARBER ROAD, #100
KNOXVILLE, TN 37909
P.O. BOX 59002
KNOXVILLE, TN 37950-9002
865.588.5121
FAX 865.588.2126
PLEASE VISIT US AT:
www.gihealthcare.com

NORTH OFFICE

629 DELOZIER WAY
P.O. BOX 59002
KNOXVILLE, TN 37950-9002
865.588.5121
FAX 865.588.2126

WEST OFFICE

11440 PARKSIDE DRIVE
P.O. BOX 59002
KNOXVILLE, TN 37950-9002
865.588.5121
FAX 865.588.2126

Accredited by the



ACCREDITATION ASSOCIATION
FOR AMBULATORY HEALTH CARE, INC.

THE ENDOSCOPY CENTER
THE ENDOSCOPY CENTER WEST
THE ENDOSCOPY CENTER NORTH



Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

March 20, 2014

Dear Dr. McIntyre:

As Chairman of Bertelkamp Automation, Inc., I strongly support the charter school concept and believe the Emerald Youth Organization will do an outstanding job of operating a charter school.

You have my respect and I am sure you will make a wise decision concerning this school.

Sincerely,

Hank Bertelkamp
Chairman
Bertelkamp Automation, Inc.

March 25, 2014

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

RE: Emerald Academy

Dear Dr. McIntyre:

Please accept this letter of support for the Emerald Academy application to open a charter school in the North city area of Knoxville. Helen Ross McNabb Center (HRMC) is excited about the school's mission and vision for transforming the lives of students and believe that their educational model will have a tremendously positive impact in meeting students' needs and preparing them for high school, college, and a lifetime of success.

The Helen Ross McNabb Center has provided quality and compassionate care to help children overcome behavioral health challenges since 1948. Our team of professionals create individualized treatment plans to address the unique needs of each child. Our programs believe in providing services which attempt to remove barriers that have been identified as impairing a child's emotional and educational progress and recognize the importance of academic and non-academic factors. Our services span across social and economic lines and we are fully aware that there is a population of children that can benefit from nontraditional, educational resources which are both student and family focused.

We are impressed by Emerald Academy's commitment to differentiated instruction based on the individual needs of the student. With its mission of creating a school that provides students with the academic foundation, skills, habits and character traits that they will need to succeed, we would be pleased to welcome Emerald Academy to Knoxville.

Emerald Youth Foundation has an outstanding record of success in providing at-risk youth with the support that they need to be successful in school and in life. We have been impressed with Emerald Youth Foundation's commitment to at-risk students and are confident that the new Emerald Charter Schools organization will build upon Emerald Youth's track record of success in urban Knoxville.

We believe that Emerald Academy will be a valuable asset to our community. We are committed to doing whatever we can to help make Emerald Academy a success for our neighborhoods, families, and children. We look forward to collaborating with Emerald Academy in order to provide students the support needed to succeed.

We urge you to strongly consider the Emerald Academy application and approve the school to open its doors in 2015.

Sincerely,

A handwritten signature in cursive script, appearing to read "Mona Blanton-Kitts".

Mona Blanton-Kitts, LCSW
Vice President
Helen Ross McNabb Center



Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

March 21, 2014

Dear Dr. McIntyre:

As both Senior Vice President of Tennova Healthcare and a supporter of the public school system in Knox County, I am writing to express my strong endorsement of the effort to create Emerald Academy. As you know, Tennova and its predecessors have had a presence in North Knoxville for over 80 years and our commitment to the neighborhoods surrounding Physicians Regional Medical Center remains strong.

Likewise, we have a long and deep relationship with Emerald Youth Foundation and believe that the leadership of that organization, along with those who have been recruited to help govern the Academy, will insure the new school's success.

I am confident others will speak to the mission, commitment to rigor and focus on at-risk students that characterize the Academy's vision. These are all laudable goals which all of our public schools should embrace. On the other hand, I support the concept primarily for its potential to serve as a laboratory for innovative approaches to educating our youth that can be transferred to other public schools throughout the system. I have been assured that this will be a primary focus.

I urge you and the Board to give Emerald Academy's application your most serious consideration.

Sincerely,

A handwritten signature in black ink that reads "Jerry".

Jerry W. Askew, Ph.D.
Senior Vice President, Governmental Relations

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

March 21, 2014

Dear Dr. McIntyre:

As President of Wood Properties, Inc., I am writing to express strong support for the Emerald Academy application to open a charter school in the North city area of Knoxville. We are excited about the school's mission and vision for transforming the lives of students and believe that their educational model will have a tremendously positive impact in meeting students' needs and preparing them for high school, college, and a lifetime of success.

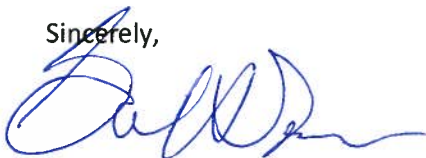
We are impressed by the school's commitment to academic rigor, a personalized education program, and a longer school day and school year. With its mission of creating a school that provides students with the academic foundation, skills, habits and character traits that they will need to succeed, we would be pleased to welcome Emerald Academy to Knoxville.

Emerald Youth Foundation has an outstanding record of success in providing at-risk youth with the support that they need to be successful in school and in life. We have been impressed with Emerald Youth Foundation's commitment to at-risk students and are confident that the new Emerald Charter Schools organization will build upon Emerald Youth's track record of success in urban Knoxville.

We believe that Emerald Academy will be a valuable asset to our community. We are committed to doing whatever we can to help make Emerald Academy a success for our neighborhoods, families, and children. I am on the board of directors of a charitable foundation which is heavily supporting this.

We urge you to strongly consider the Emerald Academy application and approve the school to open its doors in 2015.

Sincerely,



Jerry Daves
President
Wood Properties, Inc.

EMERALD AVENUE UNITED METHODIST CHURCH

1620 N. Central Street

Knoxville, Tennessee 37917

(865) 523-7150

Being Disciples. Making Disciples. Giving Hope.

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

March 18, 2014

Dear Dr. McIntyre:

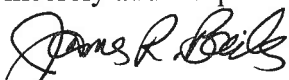
As Pastor of Emerald Avenue United Methodist Church, I am writing to express my strong support for Emerald Charter Schools' efforts to establish the Emerald Academy in the Oakwood/Lincoln Park neighborhood. We are Emerald Avenue know first hand what potential exists in our community. We believe additional public school choices would greatly benefit the families with whom we are in community. Emerald Academy would undoubtedly benefit some of the scholars in our neighborhood who are at-risk of not finishing high school or going to college.

The school's commitment to academic rigor, a personalized education program, and a longer school day and year are very impressive. We are also impressed with its mission of creating a school that provides students with the academic foundation, skills, habits and character traits they will need to be successful in life. We are looking forward to Emerald Academy serving the neighborhood.

Our Church helped birth and has worked alongside Emerald Youth Foundation since its formation in 1991. We vow to provide the same level of support to the newly created nonprofit Emerald Charter Schools. We are committed to providing life coaches and volunteers for the school. We will make certain that our Church and community know about Emerald Academy's needs and its progress.

I ask that you earnestly give your full attention to the merits of this application and grant your approval for the doors of Emerald Academy to open in 2015.

Sincerely and Respectfully,



Rev. Dr. James R. Bailes

Pastor

Emerald Avenue United Methodist Church

March 21, 2014

Dr. James P. McIntyre, Jr.
Superintendent
Knox County Schools
P.O. Box 2188
Knoxville, Tennessee 37901-2188

Dear Jim:

I am writing to support the Emerald Academy application to open a charter school in the Northern part of Knoxville. I believe the school will play an important role in enriching the lives of students and their educational achievement as they are prepared for high school, college or other post-high school studies, and citizenship and work.

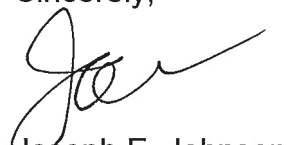
I am impressed by the school's commitment to academic rigor, a personalized education program, and a longer school day and school year. With its mission of creating a school that provides students with the academic foundation, skills, habits and character traits that they will need to succeed, the Emerald Academy should be a beneficial addition to community educational programs.

Emerald Youth Foundation has an outstanding record of success in providing at-risk youth with the support that they need to be successful in school and in life. I have been impressed with Emerald Youth Foundation's commitment to at-risk students and am confident that the new Emerald Charter Schools organization will build upon Emerald Youth's track record of success in urban Knoxville.

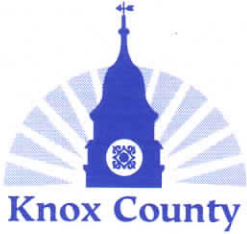
I believe that Emerald Academy will be a valuable asset to our community. The school has excellent leadership, a well-developed plan, and a commitment to a vital part of our community.

I urge you to consider the Emerald Academy application and approve the school to open its doors in 2015.

Sincerely,



Joseph E. Johnson



Knox County

Timothy E. Irwin
JUDGE

Catherine F. Quist
Clerk

Darrell Smith
*Director of
Court Services*

Heidi Garrett
*Director of
Court Services*

Paul Lewis
*Director of
Court Services*

KNOX COUNTY JUVENILE COURT

3323 Division Street
Knoxville, TN 37919
(865) 215-6400 FAX (865) 215-6546

Stanley C. Briggs
Referee
Michael F. Simpson
Referee
Irene B. Joseph
Referee
Kay H. Kaserman
Referee
J. Dirk Weddington
Referee
Robin Gresham
Referee

March 24, 2014

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

Dear Dr. McIntyre:

As Judge of Knox County Juvenile Court, I am writing to express strong support for the Emerald Academy application to open a charter school in the North city area of Knoxville. We are excited about the school's mission and vision for transforming the lives of students and believe that their educational model will have a tremendously positive impact in meeting students' needs and preparing them for high school, college, and a lifetime of success.

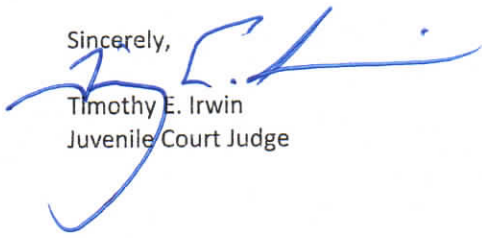
We are impressed by the school's commitment to academic rigor, a personalized education program, and a longer school day and school year. With its mission of creating a school that provides students with the academic foundation, skills, habits and character traits that they will need to succeed, we would be pleased to welcome Emerald Academy to Knoxville.

Emerald Youth Foundation has an outstanding record of success in providing at-risk youth with the support that they need to be successful in school and in life. We have been impressed with Emerald Youth Foundation's commitment to at-risk students and are confident that the new Emerald Charter Schools organization will build upon Emerald Youth's track record of success in urban Knoxville.

We believe that Emerald Academy will be a valuable asset to our community. We are committed to doing whatever we can to help make Emerald Academy a success for our neighborhoods, families, and children.

We urge you to strongly consider the Emerald Academy application and approve the school to open its doors in 2015.

Sincerely,


Timothy E. Irwin
Juvenile Court Judge



KNOXVILLE LEADERSHIP FOUNDATION

Weaving the fabric of a strong community

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

March 14, 2014

Dear Dr. McIntyre:

I am writing in support of the Emerald Academy proposed by Emerald Charter Schools to open in 2015-16. I have made Knoxville's inner-city neighborhood of Mechanicsville my home for the last 30 years. I started Knoxville Leadership Foundation 20 years ago to address the needs of people in our city. Our organization believes that through individuals and groups acting as change agents, the needs of the thousands of at-risk youth in our city will be addressed. I personally understand the challenge that urban families have in assisting their children with quality education. KLF has worked on numerous projects and programs to assist our urban youth, and from my perspective, this public charter school will be a change agent for students living in our city. An effective learning culture will certainly be established with personalized education programs, the extended school day and year, and the school's commitment to academic rigor. I believe that it will positively impact students, allowing them to achieve academically and be better prepared for high school and then college.

Emerald Youth Foundation and Knoxville Leadership Foundation have been colleagues for many years. We have collaborated on projects and have had numerous conversations about how to improve the conditions of those living in our city. In its 20 years of existence, Emerald Youth has gained the respect of families, churches, and organizations such as ours. They are committed to excellence, and I am sure that their dedication, passion for kids in the city, and high standards will be passed on to Emerald Charter Schools.

We need students in our city prepared to be change agents themselves. Please accept the application to open Emerald Academy in Knoxville and give these students a good foundation to enjoy a lifetime of success and to contribute to our community.

Sincerely,

Chris Martin
President



KNOXVILLE FELLOWS

*4 Market Square
Suite 303 C
Knoxville, TN. 37902*

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

25 March 2014

Dear Dr. McIntyre:

As Director of the Knoxville Fellows, I am writing to express strong support for the Emerald Academy application to open a charter school in the North city area of Knoxville. We are excited about the school's mission and vision for transforming the lives of students and believe that their educational model will have a tremendously positive impact in meeting students' needs and preparing them for high school, college, and a lifetime of success.

We are impressed by the school's commitment to academic rigor, a personalized education program, and a longer school day and school year. With its mission of creating a school that provides students with the academic foundation, skills, habits and character traits that they will need to succeed, we would be pleased to welcome Emerald Academy to Knoxville.

Emerald Youth Foundation has an outstanding record of success in providing at-risk youth with the support that they need to be successful in school and in life. We have been impressed with Emerald Youth Foundation's commitment to at-risk students and are confident that the new Emerald Charter Schools organization will build upon Emerald Youth's track record of success in urban Knoxville.

We believe that Emerald Academy will be a valuable asset to our community. We are committed to doing whatever we can to help make Emerald Academy a success for our neighborhoods, families, and children. The Knoxville Fellows' mission is to raise up the next generation of Christian leaders for our community, in so doing we spend a lot of time working with inner city youth through Emerald Youth and also know firsthand their expertise in working to build a better future for many of our inner city families.

We urge you to strongly consider the Emerald Academy application and approve the school to open its doors in 2015.

Sincerely,



Rick Kuhlman, Director

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

3-22-2014

Dear Dr. McIntyre:

As Executive Director of The Restoration House, I am writing to express our strong support for the Emerald Academy application to open a charter school in Knoxville. As an organization that works exclusively with low-income single mothers and their children in our community, we see the tremendous need for a school such as Emerald Charter. We are extremely excited about the school's mission and vision for transforming the lives of students and believe that their educational model will have a tremendous impact in meeting students' needs and preparing them for high school, college, and a lifetime of success.

We are impressed by the school's commitment to best practices including academic rigor, a personalized education program, and a longer school day and school year. With its mission of creating a school that provides students with the academic foundation, skills, habits and character traits that they will need to succeed; we would be pleased to welcome Emerald Academy to Knoxville.

We are well aware of Emerald Youth Foundation's outstanding record of success in providing at-risk youth with the support that they need to be successful in school and in life. We continue to be impressed with Emerald Youth Foundation's commitment to at-risk students and are confident that the new Emerald Charter Schools organization will build upon Emerald Youth's track record of success in urban Knoxville.

We believe that Emerald Academy will be a valuable asset to our community. The Restoration House is committed to doing whatever we can to help make Emerald Academy a success for our neighborhoods, families, and children. We are looking forward to encouraging the single mothers and the children of The Restoration House to take advantage of this incredible opportunity in our community as they work to break the cycle of poverty that exists for so many of them.

We urge you to strongly consider the Emerald Academy application and approve the school to open its doors in 2015.

Sincerely,



Daniel Watson
Executive Director
The Restoration House



Tommy Schmid, VP
Commercial Lender
865-251-1251
Internal Ext: 1251

March 21, 2014

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

Dear Dr. McIntyre,

I am writing to express strong support for the Emerald Academy application to open a charter school in the north city area of Knoxville. While my knowledge of the educational field is limited, I am impressed by Emerald Academy's mission and vision for serving inner city children and becoming a change agent in their lives. The school's educational model, I believe, will have a positive impact in meeting their current needs and preparing them for high school, college and a lifetime of success.

I have long been a fan of the work of Emerald Youth Foundation and was excited to see them move forward on this charter school effort. In reviewing the Emerald Academy plan, I am impressed by the commitment to their four guiding principles as the foundation for the school's educational program and culture.

Emerald Youth Foundation has an outstanding record of success in providing at-risk youth with the support that they need to be successful in school and life. The passion Steve Digg's and his staff have for the children they serve is seen daily in their work. I am confident this foundation and success by Emerald Youth will flow to and be reflected in this new endeavor to provide additional educational opportunities for these at-risk youth. I believe Emerald Academy will become a valuable asset to our entire community and look forward to supporting the organization's efforts to make it a reality.

I would ask you to strongly consider the Emerald Academy application and approve the school to open its doors in 2015.

Sincerely,

A handwritten signature in blue ink that reads 'Tommy Schmid'.

Thomas N. Schmid
Vice President

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

March 24, 2014

Dear Dr. McIntyre:

I am Steve Sexton, Director of the Pastoral Care Department at The University of Tennessee Medical Center. We have met briefly, as we serve together on the Metropolitan Drug Commission Board.

I am writing to express my support for the Emerald Academy application to open a charter school in Knoxville. I am enthusiastic about the school's mission and vision for transforming the lives of students and believe that their educational model will have a very positive impact in preparing them for high school, college, and a lifetime of success.

I am impressed by Emerald Academy's commitment to academic rigor, a personalized education program, and a longer school day and school year. With its mission of creating a school that provides students with the academic foundation, skills, habits and character traits that they will need to succeed, I would be pleased to welcome Emerald Academy to Knoxville.

I know firsthand of Emerald Youth Foundation's impressive record of success in providing at-risk youth with the support that they need to be successful in school and in life. I know many young people who are living productive lives as a result of their interaction with the ministry of the Emerald Youth Foundation.

Emerald Academy will be a valuable asset to our community and I am asking that you support this request to help make Emerald Academy a success for our neighborhoods, families, and children.

Thank you for considering the Emerald Academy application and I hope you will approve the school to open its doors in 2015.

Sincerely,



Rev. Steve Sexton
Director, Pastoral Care Department
The University of Tennessee Medical Center



Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

March 21, 2014

Dear Dr. McIntyre:

As Executive Director of Wesley House, I am writing to express support for the Emerald Academy application to open a charter school in the North city area of Knoxville. We are excited about the school's mission and vision for transforming the lives of students and believe that their educational model will have a tremendously positive impact in meeting students' needs and preparing them for high school, college, and a lifetime of success.

We are impressed by the school's commitment to academic rigor, a personalized education program, and a longer school day and school year. With its mission of creating a school that provides students with the academic foundation, skills, habits and character traits that they will need to succeed, we would be pleased to welcome Emerald Academy to Knoxville.

Emerald Youth Foundation has an outstanding record of success in providing at-risk youth with the support that they need to be successful in school and in life. We have been impressed with Emerald Youth Foundation's commitment to at-risk students and are confident that the new Emerald Charter Schools organization will build upon Emerald Youth's track record of success in urban Knoxville.

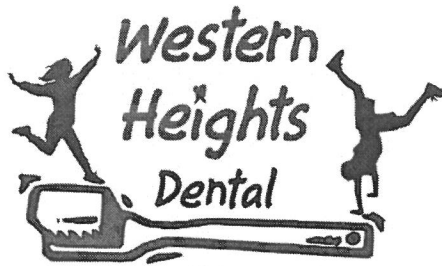
We believe that Emerald Academy will be a valuable asset to our community. We are committed to doing whatever we can to help make Emerald Academy a success for our neighborhoods, families, and children. We are committed to working with them, as we are the Knox County elementary schools, to provide exceptional after school experiences that will focus on the educational needs of the children as identified by their teachers.

We urge you to strongly consider the Emerald Academy application and approve the school to open its doors in 2015.

Sincerely,

Tim Adams
Executive Director
Wesley House Community Center

1719 Reynolds St. Knoxville, TN 37921 www.wesleyhouse.com



801 West Oldham Avenue, Knoxville, TN 37921, Tel: 865-522-1244, Fax: 865-525-7041
Richard Myers, DDS/Josh Steedley, DMD/Andy Sharp, DDS/ L.D. Word, DDS

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

March 18, 2014

Dear Dr. McIntyre:

As Director of Western Heights Dental's *Children's Oral Health Prevention Plan* (COHPP), I am writing to express strong support for the Emerald Academy application to open a charter school in the North city area of Knoxville. We are excited about the school's mission and vision for transforming the lives of students and believe that their educational model will have a tremendously positive impact in meeting students' needs and preparing them for high school, college, and a lifetime of success.

We have partnered with Emerald Youth Foundation for two years and have witnessed first-hand the impact that the organization has on students' lives. We have been impressed with Emerald Youth Foundation's commitment to at-risk students and are confident that the new Emerald Charter Schools organization will build upon Emerald Youth's track record of success in urban Knoxville.

We are committed to extending our partnership to Emerald Academy and are dedicated to doing whatever we can to help make Emerald Academy a success for our neighborhoods, families, and children. As a partner in Community health, Western Heights Dental's *Children's Oral Health Prevention Plan* will commit to being the Community Dental Liaison for Emerald Academy students assuring that their oral health needs are met. We will continue providing oral health educational programs for those students who are at a greater risk of having dental diseased teeth due to health disparities in underserved communities. We will also take a more proactive role in establishing and maintaining relationships with the parents, legal guardians, teachers, and the school staff on the delivery of interactive workshops/trainings aimed at raising awareness on the importance of good overall health, which affects overall health and wellness. Topics will include, but will not be limited to: the correlation between oral health and learning, what to do if you have a student who has a dental emergency, signs of children who are in pain while in school, when and how to make the referral, request, and follow-up on recommended treatment of children who need dental care.

We urge you to strongly consider the Emerald Academy application and approve the school to open its doors in 2015.

Sincerely,

A handwritten signature in cursive script that reads "Sherra Robinson".

Sherra Robinson
Outreach Director
Western Heights Dental's Community Outreach Program

eliminating racism
empowering women

ywca

March 24, 2014

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

RE: Emerald Youth Foundation Charter School application

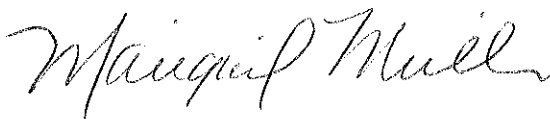
Dear Dr. McIntyre:

As CEO of the YWCA Knoxville, I am writing to express support for the Emerald Academy application to open a charter school in the North city area of Knoxville. We share a vision and commitment for transforming the lives of students.

We are proud to call Emerald Youth Foundation a partner. We have witnessed first-hand the impact that the organization has on students' lives. We have been impressed with Emerald Youth Foundation's dedication to at-risk students and are confident that the new Emerald Charter Schools organization will build upon Emerald Youth's track record of success in urban Knoxville. We are happy to extend our partnership to Emerald Academy.

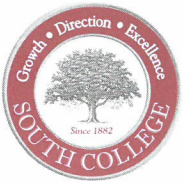
We urge you to strongly consider the Emerald Academy application.

Sincerely,



Marigail Mullin
CEO

Our Common Vision: Peace, Justice, Freedom, Dignity for All People.



SOUTH COLLEGE

Dr. James P. McIntyre
Superintendent, Knox County Schools
P.O. Box 2188
Knoxville, TN 37901

March 17, 2014

Dear Dr. McIntyre:

The purpose of this letter is to support Emerald Academy's application to open a charter school in North Knoxville. I believe a charter school will be advantageous to the students in this area of town by providing resources that will enhance their opportunities for academic success.

Emerald Youth Foundation's involvement in establishing the charter school is a definite asset due to their long history of serving Knoxville's inner city population. I am aware of their commitment to teaching and learning, and I recognize the impact the organization has on students' lives. I have been impressed with Emerald Youth Foundation's commitment to at-risk students and am confident that the new Emerald Charter Schools organization will build upon Emerald Youth's track record of success in urban Knoxville.

Furthermore, I support the school's mission and vision for transforming the lives of students. I also agree with their plan to start the school with two grades and then gradually add grades each year until there are students enrolled in grades K-8.

Because Emerald Academy will be a welcome addition to our community, I ask you to strongly consider their application and approve the school to open in 2015.

Sincerely,

Stephen A. South
President

Attachment 15: Enrollment Policy

- Provide as an attachment the school Enrollment Policy, which should include the following:
 - Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms.
 - Any proposed articulation plans or agreements, pursuant to T.C.A. § 49-13-113.
 - A timeline and plan for student recruitment/engagement and enrollment.
 - An explanation of the purpose of any pre-admission activities for students or parents; and
 - Policies and procedures for student waitlists, withdrawals, re-enrollment and transfers.

Enrollment Policy

In accordance with Tennessee state law, application to and enrollment in Emerald Academy will be open to students residing within the jurisdiction of Knox County Schools. Emerald Academy embraces diversity and has been established with the belief that all scholars have the ability to succeed, regardless of ethnicity, socio-economic status, disability, or academic skill. Emerald Academy does not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, home language, housing status, or need for special education services.

Application Period

Emerald Academy will accept applications from September 1, 2014, or 30 days after approval of the charter, whichever is later, through March 30, 2015.

Enrollment Deadlines

All applications must be received by 5:00pm EDT on March 30, 2015.

Receipt and Processing of Application Forms

Applications can be submitted by mail or in person. All applications that are received will be date-stamped and numbered. We will mail an acknowledgement for all applications submitted by mail and provide a receipt for all applications submitted in person.

Lottery and Enrollment

If there are more applications than seats available in a grade level, Emerald Academy will conduct a public lottery for that grade. In accordance with Tennessee State Law and the rules of the State Board of Education, the lottery will be held on April 3, 2015 and will be certified by either an independent accountant or law firm.

The following applicants will receive preference in the lottery:

- Children of a teacher, charter sponsoring organization, or member of the board of directors so long as the number of applicants does not exceed 10 percent of the total enrollment or 25 scholars, whichever is less.
- Siblings of scholars who are already enrolled.

Once all seats have been allocated, remaining applicants will be placed on a wait list through the lottery.

In the event that the number of applications does not exceed the seats available for any grade level by the end of the application period, scholars will be enrolled on a first-come, first-served basis until all seats are filled.

Notification

Emerald Academy will mail the results of the lottery to parents on April 6, 2015 indicating either that the scholar is accepted or the scholar's position on the wait list. Parents of scholars who have been accepted for enrollment will have two weeks to confirm their intent to enroll in writing. If this confirmation is not received by April 20, 2015, the family will forfeit their child's seat.

Wait Lists

Should the number of applicants exceed the seats available in any grade level, scholars will be placed on a wait list according to the lottery process described above. Should seats become available, scholars will be accepted from the wait list in the order assigned by the lottery.

All applications that are received after the application period will be placed at the end of the wait list on a first-come, first-served basis.

Should there be seats available after the wait list is exhausted, scholars will be enrolled on a first-come, first-served basis.

Withdrawals and Transfers

If a scholar transfers out of or withdraws from Emerald Academy, his or her seat will be given to the next applicant on the wait list.

Re-Enrollment

A scholar who transfers out of Emerald Academy and wishes to re-enroll will follow the same process as all other applicants.

Pre-Admission Activities for Scholars or Parents

Emerald Academy does not have any pre-admission requirement for scholars or parents. However, we will hold optional open houses for parents and scholars throughout the application process.

Timeline for Scholar Recruitment/Engagement and Enrollment

See the [*Marketing, Recruitment and Enrollment*](#) section of the proposal for a timeline of scholar recruitment and engagement activities.

ATTACHMENT 16: EMPLOYEE HANDBOOK

This attachment contains the table of contents of the Emerald Charter Schools Employee Handbook, which will contain all of the school's personnel policies. We are currently in the process of drafting the policies and procedures which will be contained in this handbook. We would be happy to provide these drafts upon request.

Emerald Charter Schools Employee Handbook

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1. INTRODUCTION AND WELCOME

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- a. EMPLOYEE PROFESSIONAL CONDUCT
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- c. NO-HARASSMENT POLICY
- d. SEXUAL HARASSMENT
- e. OTHER HARASSMENT
- f. COMPLAINT PROCEDURE AND INVESTIGATION
- g. INVESTIGATION AND RESPONSE
- h. CONFIDENTIALITY
- i. SUMMARY OF RESPONSIBILITIES
- j. RECRUITMENT
- k. EMPLOYMENT CATEGORIES
- l. GENERAL DEFINITIONS
- m. INTRODUCTORY PERIOD
- n. PHASING OUT/ELIMINATION OF POSITIONS – REDUCTION-IN-FORCE
- o. SEPARATION (RESIGNATION/TERMINATION)
- p. TERMINATION
- q. RETURN OF SCHOOL PROPERTY
- r. UNAUTHORIZED ABSENCE
- s. VERIFICATION OF ABSENCE
- t. PERSONNEL RECORDS AND FILES
- u. COPYRIGHTS
- v. NEPOTISM
- w. OUTSIDE EMPLOYMENT
- x. EMPLOYMENT-AT-WILL
- y. PRIMARY GOALS AND RESPONSIBILITIES OF FACULTY AND STAFF
- z. HOURS

3. IMMIGRATION LAW COMPLIANCE

4. TIME AND ATTENDANCE (PAYROLL SERVICE)

- a. WORK DAYS AND WORK WEEK
- b. PAY PERIODS
- c. PAID DEDUCTIONS AND GARNISHMENTS
- d. OVERTIME
- e. VISITORS IN THE WORKPLACE

5. BENEFITS: PAID LEAVE

- a. SCHOOL CALENDAR AND HOLIDAY LEAVE
- b. WEATHER DAYS AND OTHER CLOSINGS

- c. PERSONAL LEAVE ACCRUAL
- d. PERSONAL LEAVE USE
- e. BEREAVEMENT
- f. SICK LEAVE
- g. MILITARY LEAVE
- h. EDUCATION/CONTINUING EDUCATION
- i. TUITION PAYMENT/EDUCATIONAL ASSISTANCE
- j. LEAVE WITH OR WITHOUT PAY
- k. FAMILY AND MEDICAL LEAVE
- l. BENEFITS CONTINUATION WHILE ON FMLA LEAVE
- m. RETURN FROM FMLA LEAVE
- n. LIMITATIONS ON REINSTATEMENT
- o. FAILURE TO RETURN TO WORK FOLLOWING FMLA LEAVE
- p. ADDITIONAL INFORMATION
- q. REQUESTS FOR FMLA LEAVE
- r. REQUIRED DOCUMENTATION
- s. JURY DUTY AND WITNESS SUBPOENAS

6. BACKGROUND CHECKS

7. VACATION DAYS (PAYROLL SERVICE)

- a. VACATION LEAVE (ADMINISTRATIVE/INSTRUCTIONAL STAFF)
- b. INSTRUCTIONAL STAFF
- c. NON-INSTRUCTIONAL STAFF
- d. PART-TIME INSTRUCTIONAL STAFF
- e. PART-TIME NON-INSTRUCTIONAL STAFF
- f. ADMINISTRATIVE VACATION LEAVE

8. BENEFITS: INSURANCE/HEALTH

- a. MEDICAL
- b. DENTAL
- c. LIFE
- d. VISION
- e. WORKERS' COMPENSATION
- f. DISABILITY INSURANCE
- g. DECLINATION OF INSURANCE BENEFITS
- h. RESERVATION OF RIGHTS

9. BENEFITS: OTHER

- a. RETIREMENT
- b. UNEMPLOYMENT COMPENSATION
- c. COBRA

10. EVALUATION AND PROBLEM SOLVING PROCEDURES

- a. EVALUATIONS
- b. PROBLEM/CONFLICT RESOLUTION

11. HR POLICY

- a. CONFIDENTIALITY
- b. PERSONNEL INQUIRIES
- c. BAN ON ACCEPTANCE OF GIFTS
- d. CONFIDENTIAL AND PRIVILEGED INFORMATION
- e. PERSONAL APPEARANCE/DRESS CODE
- f. SOLICITATION
- g. VIOLENCE IN THE WORKPLACE
- h. CODE OF ETHICS AND STANDARDS OF CONDUCT
- i. DRUG AND ALCOHOL-FREE WORKPLACE – DRUG SCREENING
- j. USE OF FACILITIES AND EQUIPMENT
- k. USE OF THE PHONE, COPIERS AND MAIL SYSTEMS

12. SMOKING

13. AMERICANS WITH DISABILITIES ACT (ADA)

14. OCCUPATIONAL HEALTH AND SAFETY ACT (OSHA)

15. SERVICE DIRECTORY

16. EMPLOYEE ASSISTANCE PROGRAM

17. ETHICS/CONFLICTS OF INTEREST

18. MANDATED REPORTER

19. CERTIFICATION OF RECEIPT OF PERSONNEL MANUAL BY EMPLOYEES