**Novus SMART Academy 2024 Application Recommendation**

**Stipulations for Reconsideration of Initially Denied Application:**

**Part I: Academic Plan Design and Capacity**

1. Update the application to explain how your curricula is more “rigorous” (*1.1f* - pg. 18) than in other RCS schools and provide the research evidence indicating the effectiveness of your chosen strategies with the intended student population, specifically ABL, IBL, PBL (*1.1c -* pg. 13), and *Get Better Faster (1.3b –* p. 41). Provide evidence that the chosen ELA materials are aligned with TN content standards (*1.3b-p.31-33).*
2. Revise the “Two-Teacher Model” descriptor (*1.3b –* pg. 34) to clearly define the qualifications for the indicated “second teacher” (or “third teacher” indicated for inclusion classrooms). In addition, the staffing chart on pg. 115 does not accurately reflect a full provision for the two-teacher model in year 1 (typo?).
3. In section *1.4f,* clarify RTI2 plans to fully describe how, when, and where interventions will be provided for Tier II and III students (p. 60-61). How will IXL be utilized in the intervention setting?
4. Update outdated terminology (on-track/mastered) throughout the application.
5. Provide results from “Scholar connections,” “Family connections,” and “Community connections” surveys, along with any additional information you have demonstrating community support for the school (*1.9c –* pg. 152).
6. Include contingency plans for 8th grade math in the event some students do not qualify for Integrated Math (*1.4i –* pg. 74).
7. Update indicated TVAAS growth goals to reflect the TVAAS scoring system of 1-5, including descriptors (*1.4b –* Pg. 53 & 57).
8. Provide a more detailed plan for serving students that may need a more restrictive environment than the inclusion setting to serve their needs (*1.7d –* p. 122). Provide evidence of an established relationship, or intended relationship, with specific contracted service providers (i.e., school psychologist, SLP, school nurse, OT, PT, behavioral counselors, etc.)(*1.7d –* pg. 121).
9. Revise section *1.7e* to address deficiencies in plans to serve English Language Learners by adding specific plans for creating, monitoring, and maintaining Individual Learning Plans (ILPs). Specify regulation-required procedures for screening students and accurately determining eligibility. Add plans for the monitoring of students who have exited ESL services. Please describe the specific instructional models to be utilized for ELL students. For example, TDOE ESL rules include options of acceptable models including pull-out, sheltered instruction, and co-teaching. The application will also need to be updated per TDOE plans to move to the use of ELPA21 and away from WIDA screening and annual assessment tools. ELPA21 standards will now be used instead of the WIDA standards for instruction.

**Part II: Operations Plan and Capacity**

1. In section *2.9d (*p. 232) specifically describe the plan to station security at all entry points, including specific personnel employed to provide such. Add a provision for providing a School Resource Officer (SRO) to the application as an additional safety and security measure, as discussed in the capacity interview. Specifically reflect expenditures to upgrade the security system of the chosen facility in the proposed budget (Tab U/AA & V/BB), as necessary.
2. As was discussed at our meeting on 4/15, update the indicated timeline to engage architects and contractors to begin the renovations process earlier than the planned March 2025 start date (*2.3f –* pg. 197).

**Part III:**

1. Provide specifics on the source of the indicated $1 million line of credit.
2. Add the recently added board member to the School Design Team list (*pg. 6) and* provide a resume *(Tab M)* as evidence of increased financial oversight.
3. Provide indicators in the proposed budget for planned stipends, tutoring pay, and performance bonuses (*1.1d –* pg. 116, *Tab AA & BB*).