

## LEAP Academy

C. E. Rose Elementary School	Higher Ground	Metropolitan Nashville Public Schools The Academies of Nashville	LEAP Academy (District Charter School(s))
<p><b>Mission:</b> LEAP 90 represents a shared mission of the perfect balance of competence and character with a <b>vision</b> for a bright future for all students. 90-90-90 focus of the school mission centers around the following:</p> <ul style="list-style-type: none"> <li>● 90% of students receive free/reduced lunch</li> <li>● 90% of students represent minorities</li> <li>● 90% of students will meet or exceed the state standards on AIMS/PARCC</li> </ul>	<p><b>Mission:</b> To reach, transform and elevate students’ academic success and positive identify to build leaders in the community</p>	<p><b>Mission:</b></p> <p>We will provide every student with the foundation of knowledge, skills, and character necessary to excel in higher education, work and life</p> <p>We embrace and value a diverse student population and community. Different perspectives and backgrounds form the cornerstone of our strong public education system.</p>	
<p><b>I. A Clear and Focused Vision:</b> LEAP acronym represents the educational philosophy of Academy Schools.</p> <ul style="list-style-type: none"> <li>● <u>Lead</u> – We are the leaders of our own lives, learning to be leaders in our community and world, today and in the future.</li> <li>● <u>Empower</u> – We are empowered by the living and achieving our academic goals, and by serving others</li> <li>● <u>Apply</u> – We apply principles that lead to excellence in character and strive for competence.</li> <li>● <u>Prepare</u> – Daily challenges prepare and build the</li> </ul>	<p><b>Vision:</b> To see a life-changing youth center that will build meaningful relationships with the youth of Tucson and transform them by inspiring leadership, good choices, develop them through their talents and build a positive identify partnered with parents, schools, organizations, government, churches, businesses, and community resources to fully maximize every child and youth’s potential in their future.</p>	<p><b>Vision:</b></p> <p>All students will belong to a personalized, smaller learning community engaged around interests where relationships are valued. Instruction will be project-based, applied and integrated. Meaningful business engagement will be evident and post-secondary institutions will be heavily engaged. Metro Nashville Public High Schools will be world class schools that graduate college and career-ready students in partnership with the community. MNPS will be a district that emerges as a trend-setter in innovative practices where ALL students have the highest level of education, as well as exposure to post-secondary education, career opportunities and real-life experiences.</p>	

<p>foundation which leads to personal habits of effectiveness.</p>			
<p><b>Purpose</b> (ultimate goal): To foster a love of learning by empowering students as leaders of their own learning.</p>	<p><b>Purpose:</b> To provide services that will invest in the mental, emotional, social, spiritual, and physical health of an individual to build a better tomorrow.</p>	<p><b>Purpose:</b> Metropolitan Nashville Public School will transform all schools into high-performing schools that demonstrate excellence through the academic, social and emotional success of every student. Every graduate will be prepared for college and career.</p> <p>The Academies enable students to learn through the lens of a career or academic theme in a highly personalized learning community. Through their academy, students are exposed to a multitude of careers and opportunities, industry skills, and potential employers by way of classroom speakers, site visits, job shadowing and internships.</p>	
<p><b>LEAP</b> represents the following for all stakeholders: <b>Lead:</b> We are the leaders of our own lives, learning to be leaders in our community and world today and into the future; <b>Empower:</b> we are empowered by living the 7 habits, by achieving our academic goals, and by serving others.</p>	<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Love/Support/Positive affirmation – every child needs to know they are worth loving and deserve a nurturing environment that allows them to develop a positive identify.</li> <li>• Good Character/Self-discipline – every child needs to understand the value of self-discipline and know how to act and control their emotions guided by a good character in order to achieve success in life.</li> <li>• Vision/Dream/Goal – every child needs to have a vision</li> </ul>	<p>The Academies of Nashville offer students:</p> <ul style="list-style-type: none"> <li>• relevant and rigorous curriculum;</li> <li>• 21st Century Skills such as critical thinking, information, communication, and technology literacy, and lifeskills (<a href="http://www.p21.org">www.p21.org</a>);</li> <li>• the opportunity to form closer relationships with teachers and advisors;</li> <li>• practical work experience through job shadowing and internships;</li> <li>• the possibility for career certifications;</li> <li>• the opportunity to learn in the context of a particular career or subject theme;</li> <li>• more engaging curriculum and instruction;</li> <li>• most importantly, preparation for</li> </ul>	

	<p>and a clear direction of where they want to head in life.</p> <ul style="list-style-type: none"> <li>• A Healthy Environment that gives them passion – every child needs to have an environment that will allow them to be physically, socially, emotionally, spiritually, and mentally healthy that will provide the opportunity to pursue their vision/dream, a place they can feel safe to be themselves and learn the boundaries they need as well. A place where they feel love and affirmed and be taught good character and learn self-discipline.</li> </ul>	<p>college AND career.</p> <p>The Academies of Nashville fall within five broad career groupings:</p> <ul style="list-style-type: none"> <li>• Arts, Media &amp; Communications</li> <li>• Business, Marketing &amp; Information Technology</li> <li>• Engineering, Manufacturing &amp; Industrial Technology</li> <li>• Health &amp; Public Services</li> <li>• Hospitality &amp; Tourism</li> </ul> <p>The Academies have already begun to yield positive results for our students -- they are more engaged in their studies, they have a richer understanding of course material thanks to the relevance and hands-on learning, and they feel more prepared for life after high school.</p>	
Profile of People	Profile of People		Profile of People
Processes the School Implements:	Processes the Extended Learning Implements:	<p><b>Business Engagement Component:</b></p> <p>Business and community involvement is critical to the success of the Academies of Nashville. Through donations of time, energy, and/or resources, local companies and organizations can have a significant and measurable impact on the lives of MNPS students. Specifically, we expect the Academy model to produce immediate improvements in the annual dropout rate and in student attendance. Longer term, the district will track progress toward the goal of 90% of students graduating on time and being college- and career-ready.</p>	Processes a LEAP Academy would Implement:

**Higher Ground supports schools by:**

- Extending the hours that students can learn in a safe an stimulating environment

- Provides one on one personal attention
- Provides enhancement activities such as: sports, arts, music, dance and computer training
- Parents are assured that their child(ren) are in a safe environment after school hours
- Provides the community with an opportunity to engage with youth through volunteerism

Higher Ground provides the structure and adult interactions for the youth of Tucson which transforms them by inspiring positive leadership choices, develops their talents and builds positive identity partnered with parents, schools, organization, government, churches, businesses and community resources – which results in a process that helps every child maximize their potential now and in the future.

**LEAP Academy is committed to the following: (The information below comes from the book *Getting It Done: Leading Academic Success in Unexpected Schools* by Karin Chenoweth and Christina Theokas)**

- Principals committed to:
  - Setting Direction (building a shared vision, fostering the acceptance of group goals, creating high performance expectations, communicating the direction, and holding individuals accountable, pg. 46)
  - Developing People (establish systems to monitor how teachers and students are doing and provide the support they need to reach their goals of excellence, pg. 169)
  - Developing the Organization (create a climate and culture that permits and requires high-quality work; set up the routines and systems that ensure that what is agreed upon gets done, pg. 190)

The National of Secondary School Principals (NASSP, 2001) identifies 7 areas of professional development for principals to improve their practice (pg. 49):

1. Validate teaching and learning as the central activities of the school.
2. Engage with peers and teachers in career-long learning to improve student achievement.
3. Collaborate with colleagues to achieve organizational goals while still meeting the needs of individuals.
4. Use data in planning and decision making for continuous development.
5. Model effective teaching and learning processes.
6. Incorporate measures of accountability that direct attention to valued learning outcomes.
7. Find opportunities to work, discuss, and solve problems with peers.

- Faculty comprised of experienced and novice teachers willing to work beyond the school hours (teachers working collaboratively to build on each other's strengths to ensure the best learning environment for all children; to craft and re-shape learning environments that focus on the individual needs of children to learn, pg. 191)

To combat injustice in schools, justice-minded principals have to combat four patterns of injustice in our schools:

1. School structures that marginalize students (such as pull-out special education services)
2. A staff that lacks confidence or skills to reach every child
3. A disconnect between the school and the community; and
4. Low student achievement

Strategies to combat these school injustices:

- Eliminated pull-out/segregated programs
- Increased rigor and access to opportunities by, for example, creating heterogeneous classes

- Increased student learning time by, for example, increasing attendance rate or minimizing transition time
- Increased accountability systems measuring student achievement
- Addressed issues of race with the staff
- Provided ongoing support around equitable practices
- Hired new teachers with justice-oriented mind-sets
- Empowered staff through relationship building
- Created a warm environment for students
- Reached out to marginalized families in the community
- Incorporated social responsibility into academic content areas.

Core responsibilities and practices for principals: (pg. 63)

- Setting a vision
- Establishing the instructional program
- Managing the building
- Creating the culture and climate within the school
- Managing relationships outside the schools with the district and community

Twenty-one responsibilities and their correlations with student academic achievement (pg. 58)

Responsibility	The extent to which the principal:	Effect size
Affirmation	Recognizes and celebrates accomplishments and acknowledges failures	0.19
Change agent	Is willing to challenge and actively challenges the status quo	0.25
Communication	Establishes strong lines of communication with and among teachers and students	0.23
Contingent	Recognizes and rewards individual accomplishments	0.24
Culture	Fosters shared beliefs and a sense of community and cooperation	0.25
Discipline	Protects teachers from issues and influences that would detract from their teaching time or focus	0.27
Flexibility	Adapts his/her leadership behavior to the needs of the current situation and is	0.28

	comfortable with dissent	
Focus	Establishes clear goals and keeps those goals in the forefront of the school's attention	0.24
Ideals/beliefs	Communicates and operates from strong ideals and beliefs about schooling	0.22
Input	Involves teachers in the design and implementation of important decisions and policies	0.25
Intellectual stimulation	Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture	0.24
Involvement in curriculum, instruction, and assessment	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices	0.20
Knowledge of curriculum, instruction, and assessment	Is knowledgeable about current curriculum, instruction, and assessment practices	0.25
Monitoring/evaluating	Monitors the effectiveness of school practices and their impact on student learning	0.27
Optimizer	Inspires and leads new and challenging innovations	0.20
Order	Establishes a set of standard operating procedures and routines	0.25
Outreach	Is an advocate and spokesperson for the school to all stakeholders	0.27
Relationships	Demonstrates an awareness of the personal aspects of teachers and staff	0.18
Resources	Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	0.25
Situational awareness	Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	0.33
Visibility	Has quality contact and interactions with teachers and students	0.20

Source: Robert Marzano, Timothy Waters, and Brian McNulty, *School Leadership That Works: From Research to Results* (Alexandria, VA: Association for Supervision and Curriculum Development, 2005), 42-43