

November 2020 - Montgomery Public Schools Public Charter Schools Application

New Charter Application #000586

I Dream Big Academy Charter

Submitted To:

Montgomery (AL) Public Schools
Office of Curriculum and Instruction
Montgomery Public Schools
307 S. Decatur St.
Montgomery, AL 36102-1991

Phone: 334-223-7894

Submitted By:

Angela Lang
45 Ridge Water Drive Pike Road, Alabama 36064

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GENERAL

A. School Information

Open Date: **August 17, 2022**
 Proposed Name: **I Dream Big Academy Charter**
 School Type: **Middle / High**
 Grade Levels: **[6, 7, 8, 9, 10, 11, 12]**
 School District: **Montgomery**
 Neighborhood / Community: **Chisholm Community (Zip Codes 36110, 36107,36109,36115)**
 Organization Type: **Non-profit Corporation**
 Sponsoring Entity: **Non-profit Organization**
 Address: **6701 Winton Blount Blvd,PO Box 241123 Montgomery, Alabama 36124**
 Phone: **(731) 293-3677**
 Fax:
 Web Site: **idreambigacademy.org (in progress)**
 Calendar Type: **Extended School Year - 180 instructional days**
 Educational Service Provider: **(Other)**

B. Primary Contact Person

Name: **Angela L Lang**
 Mailing Address: **45 Ridge Water Drive Pike Road, Alabama 36064**
 Mobile Phone: **(731) 293-3677**
 Alternate Phone:
 Email: **angela.lang@idreambigacademy.org**
 Current Employer: **Pike Road School System**

C. Attendance Projections

Grade Level	2022-23 Enrollment		2023-24 Enrollment		2024-25 Enrollment		2025-26 Enrollment		2026-27 Enrollment		At Capacity 2026-27	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
6	125	167	134	167	146	167	150	167	150	167	150	167
7	125	167	134	167	146	167	150	167	150	167	150	167
8	125	167	134	167	146	167	150	167	150	167	150	167
9			134	167	146	167	150	167	150	167	150	167
10					146	167	150	167	150	167	150	167
11							150	167	150	167	150	167
12									150	167	150	167
Total	375	501	536	668	730	835	900	1002	1050	1169	1050	1169

D. Board Members

Name	Title	Contact Information	Current Employer
Alford Ware, Keneshia	Board Secretary	P: 205-706-0023 M: 205-706-0023 E: kwalford@samford.edu	The Achievement Network
Carr, Lynell	Board Treasurer	P: (334) 467-0879 M: (334) 467-0879 E: lynell.carr@hotmail.com	Self-Employed with LC Great Escapes
Lang, Angela L.	Board Chairperson	P: (731) 293-3677 M: (731) 293-3677 E: angela.lang@idreambigacademy.org	Pike Road Schools
Oliver, Joi	Parent Representative	P: (334) 538-6075 M: E: Jaoliver1908@gmail.com	Defense Information Systems Agency, Maxwell AFB
Prince, Lucretia	Board Member	P: (205) 826-0638 M: (205) 826-0638 E: lucretiaprince8@gmail.com	Tuscaloosa County School System

E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Adams, Keelan	Consultant	P: (334) 546-9941 M: (334) 546-9941 E: kadams@flatlinechurch.org	Flatline Church
Lee, Charles	Consultant	P: (334) 239-7434 M: (334) 239-7434 E: info@thatsmychild.org	That's My Child
Lewis, Rita	Consultant	P: (334) 517-8334 M: (334) 517-8334 E: Ritalewis500@gmail.com	Gunter AFB
Robinson, Nakia	Consultant	P: (334) 657-1814 M: (334) 657-1814 E: nrobinson@trenholmstate.edu	Trenholm State Community College
Stokes, Charise	Consultant	P: (334) 657-1883 M: (334) 657-1883 E: cstokes@tidalits.com	Tidal IT Solutions, LLC and Tech MGM
Ward Harris, Kendra	Consultant	P: (334) 333-6544 M: (334) 333-6544 E: Kward795@gmail.com	Medical Care Associates Prattville

INTRODUCTION

1. Introduction



Dear Montgomery Board of Education and Dr. Anne Moore, Superintendent:

The members of the I Dream Big Academy Board of Directors are prepared to operate a public charter school in the State of Alabama as defined by the State and by Montgomery Public Schools. We submit this application as evidence of our preparations to operate a public charter school within the Montgomery Public School System.

We are seeking this approval in an effort to support the existing programs and ongoing achievements of the MPS system by:

- Decreasing the identified achievement gaps in both proficiency and growth between student subgroups,
- and demonstrating:
 - o A measurable increase in the satisfaction level of parents and guardians of at-risk students, and
 - o An efficient and responsible implementation of programming, strategic planning, and decision-making that results in financially sound operations and governance of the financial resources allocated to the charter school under Act No. 2015-3.

I Dream Big Academy Board of Directors acknowledges:

The passage of the Alabama School Choice and Student Opportunity Act, Act 2015-3, on March 19, 2015, public charter schools may be established in Alabama in accordance with the Act 2015-3.

Under this law, a charter school is a public school that operates according to the terms of a charter, or contract, that has been approved by a local board of education and the State Board of Education or the Alabama Charter Schools Commission.

The locally approved charter school will operate as its own entity with support by the authorizer, based on the authorizer's discretion of support.

The local board is required to ensure that a locally approved charter school is subject to all applicable federal, state, and local rules, regulations, court orders, and statutes as well as meets the performance objectives identified in the contract.

In addition, I Dream Big Academy acknowledges receipt and an understanding of the following:

- Alabama School Choice and Student Opportunity Act (Act 2015-3).
- Public Charter School Rules and Regulations.
- Principles & Standards for Quality Charter School Authorizing (2012 Edition).

Attachments

Section 1: Introduction

– No Attachments –

Notes

Vernet Nettles, 12/21/20 4:57 PM:

In the General section: Please check the enrollment data. This data indicates that you could have a maximum of 167 7th grader students. But your narrative only includes 6th and 8th. Additionally, this conflicts with other statements in the application.

Angela Williams-Lang, 1/7/21 4:00 PM:

Please disregard the previous Post Response and accept the following response. The General section has been updated to reflect the Enrollment Data. A cohort of 167 7th grade students will be accepted in the first operating year. The rationale is outlined in the Narrative section.

Angela Williams-Lang, 1/4/21 9:40 PM:

Thank You, the General section has been updated and corrected to not reflect an enrollment of 7th grade students during the first year, 2022-2023.

Vernet Nettles, 12/21/20 4:54 PM:

Throughout the application, you reference the targeted zip codes. Your data and research speaks to the targeted communities; however, the expanse of the zip codes selected will make it difficult to continue to focus on the targeted communities.

Angela Williams-Lang, 1/5/21 2:31 AM:

The target zip code information reflects our focus on the 36110 area, representing the Chisholm Community and Northern Montgomery. Based on available space after these applicants are enrolled, students from the 36107 and 36109 zip codes will be accepted. The 36107 represents the Capital Heights Community. Although some areas of the 36109 have a higher income than our targeted communities, IDB will enroll students from the 36109 area between Atlanta Highway and I-85. This southern part of the 36109 zip encompasses the attendance zone area for Flowers Elementary which has an economic disadvantage rate of 69.34%. IDB will be able to focus on the targeted communities because additional enrollment is based solely on available space.

Vernet Nettles, 12/21/20 4:29 PM:

In the introductory letter, you state "Locally approved charter schools operate under the control and management of the local board of education." Please clarify. A Start-Up Public Charter School is its own entity, supported by the authorizer, not managed.

Angela Williams-Lang, 1/4/21 9:43 PM:

Thank you, this statement was taken from the Alabama School Choice and Student Opportunity Act. The Introductory letter is updated to reflect the statement: "The locally approved charter school will operate as its own entity with support by the authorizer, based on the authorizer's

EVALUATION PROCESS & TIMELINES

1. Evaluation Process and Timeline

The members of the I Dream Big Academy Board of Directors look forward to the charter school application evaluation process.

Attachments

Section 1: Evaluation Process and Timeline

– No Attachments –

PUBLIC CHARTER SCHOOL APPLICATION INSTRUCTIONS

1. Application Overview

The members of the I Dream Big Academy Board of Directors have read and become familiar with the following documents:

- Alabama School Choice and Student Opportunity Act (Act 2015-3)
- Public Charter School Rules and Regulations
- Principles & Standards for Quality Charter School Authorizing (2012 Edition)
- Other Alabama State Department of Education Public Charter Schools resources and links found at www.alsde.edu
- Applicable federal laws.

Attachments

Section 1: Application Overview

– No Attachments –

EXECUTIVE SUMMARY

1. Executive Summary

Evaluation Rating: The summary has been provided

The Motivation for Applying to Open a Charter School:

The I Dream Big Academy Planning Team is motivated to start a charter school in Montgomery City as an effort to combat a systemic cycle of economic decline, low education attainment, and a continuous prison pipeline. Our motivation is to partner with the Montgomery School System and serve as a catalyst that will spark the growth of innovative ideas in education, leading to educational and economic development and growth. We want to serve as an Education model within Montgomery and the State of Alabama, a model of educational success that represents the city of Montgomery. Our model will support our targeted communities' economic and revitalization initiatives by ensuring that our graduates are financially literate, civic-minded, and career-ready. We will work in unison with grassroots initiatives to revitalize neighborhoods as part of our community service, grow small businesses through our entrepreneurial program, increase health awareness via our health academy, and increase STEM awareness and career opportunities. We believe we can stimulate growth and vibrancy by providing an Innovative and High Performing Education Option to our targeted communities. We will prepare our students to learn, grow, and be a part of the solutions to the problems within their communities and faced by their communities.

We are seeking this approval to support the existing programs and ongoing achievements of the MPS system by:

- Decreasing the identified achievement gaps in both proficiency and growth between student subgroups and
- Demonstrating:
 - A measurable increase in the satisfaction level of parents and guardians of at-risk students, and
 - An efficient and responsible implementation of programming, strategic planning, and decision-making results in financially sound operations and governance of the charter school's financial resources under Act No. 2015-3.

In the 36110 and 36107 zip codes, communities have some of the highest poverty levels and lowest educational attainment levels in Montgomery, with an average annual gross income of \$25K-\$30,000. Only 18% of the residents have some form of post-secondary education. At Least 70% of the children in these communities live in poverty. Communities of the 36109 zip code, from Atlanta Highway to I-85, identify 61.8% of the children in this area live in poverty. Each of these communities is rich in heritage. The majority of the families and students in these communities have not had a viable choice regarding education. Their zip codes have essentially defined their education and economic fate. Based on the latest proficiency data from the zone schools for our targeted communities, 80% of the children attending schools in these areas are not proficient in reading, and close to 90% are not proficient in math and science. (The 2019-2020 data was not available due to COVID impact). I Dream Big is applying to be a Charter serving this area to support educational efforts to provide our children with access to an education that places them at the forefront of STEM careers and Entrepreneurship. We know students living in these areas are creative, innovative, problem solvers, and tomorrow's leaders. We want to create environments that cultivate these attributes and allow them to dream about a future filled with endless opportunities and to have the confidence that they can achieve whatever they set a goal to do.

Academic Year	Acade Achiev
2019	28.33
2018	23.33
2017	22.24

Capital Heights Middle School

Academic Year	Acade Achiev
2019	34.72
2018	36.93
2017	32.05

Goodwyn Middle School

Academic Year	Academic Achievement
2019	29.7
2018	27.17
2017	12.98

Lee High School

Correctional experts have long understood that when prisons release incarcerated people into communities without job training, education, or money, these former prisoners experience high recidivism and re-incarceration rates. While these facts are disturbing, the role that poverty, education, and opportunity play in determining who becomes imprisoned is just as alarming. Graduating nearly 80% of our targeted kids, the majority of whom are already in a cycle of poverty, without job training, pathways to careers, nor proficiencies in reading, math, or science, almost streamline them directly into a prison and poverty pipeline. Additionally, our society has fueled a cycle of poverty and incarceration by sending large numbers of uneducated and unskilled people to prison. To begin addressing and ultimately ending mass incarceration, we must provide pathways to viable career options and change the mindset of our stakeholders, our communities, and our students to one that believes in their ability and dreams even when they are not easily seen. This begins with effective schools, and IDB Academy welcomes an opportunity to be part of this solution.

Applying as a Charter affords us the autonomy to be innovative, creative, and relentless to implement practices that best serve our community's needs and may be seen as out of the box from traditional schools. We will implement restorative justice practices to address the disciplinary issues that have plagued students. This will allow us to hold students accountable for their actions while also addressing their behaviors' root causes. We will not define our students by their mistakes but work with them and their families to address and problem-solve to work around and address the barriers that impact their learning. We will create a balanced schedule that will provide our students with more opportunities to receive instructional support and help keep them involved in structured activities instead of being left to the streets. Our teachers and administrators will have the autonomy and the confidence to be creative experts in their respective fields. We will provide access to a STEM-rich learning environment, college certifications, real-world learning, and preparation for high-demand careers to every student.

Students and Community to be Served:

I Dream Big Academy will serve secondary (grades 6-12) students in the attendance zones for

Goodwyn and Capitol Heights Middle School and Lee High School. Based on this area's community demographics and academic data, we anticipate at least 75%-85% of our students will be identified as "at-risk" students. I Dream Big identifies the term "at-risk" to describe students or groups of students who are considered to have a higher probability of failing academically or dropping out of school. The term can be applied to students who face circumstances that could jeopardize their ability to complete school, such as homelessness, incarceration, teenage pregnancy, serious health issues, domestic violence, transiency (as in the case of migrant-worker families), or other conditions, or it may refer to learning disabilities, low test scores, disciplinary problems, grade retentions, or other learning-related factors that could adversely affect the educational performance and attainment of some students. I Dream Big definition of "at-risk" is closely aligned to the MPS definition of "at-risk" (a student who has an economic or academic disadvantage that requires special services and assistance to succeed in educational programs. The term includes students who are members of economically disadvantaged families; students with special education needs; students who are limited in English proficiency; students at risk of dropping out of high school; and students who are not academically proficient).

IDB's targeted area is Northern Montgomery, where approximately 3000 school-age students live in the 36110 zip code, which encompasses the Chisholm, Flatwood, and Madison communities. This zip code has one of the highest levels of poverty and lowest educational attainment levels in Montgomery, with an average annual gross income of \$25,870 and only 17% of the residents holding a post-secondary degree. The community is 70% Black and 26% White, and approximately 68% of the children live in poverty. If enrollment space is available, IDB will accept enrollment from the 36107 zip code area. The 36107 zip code has a student population of about 1800 students. 40% of the residents are Black, and another 40% are White. There is a median income of approximately \$30,000. 60% of the households have an adult employed only on a part-time basis, and 20% of residents have some form of post-secondary education. IDB Academy will also enroll students living in the lower area of the 36109 zip code, which encompasses the communities that lie between Atlanta Highway and I-85. 61% of the students in this area are identified as low socio-economic status. This is based solely on available space after the enrollment of students in Northern Montgomery.

Overview of the Education Program:

I Dream Big Academy will offer a personalized approach to project-based learning and career awareness. Its learning environment integrates core and technical instruction, whereby students apply knowledge and skills through authentic community-based projects and work experiences. Confucius expressed this approach succinctly in these words: "I hear, and I forget. I see, and I remember. I do, and I understand." IDB Academy will cultivate understanding through real-world projects, assignments, and opportunities that align with the students' dreams, skill sets, and interests. Students live this out by simultaneously working toward completing a High School Diploma, a College Technical Certificate or Industry Credentials, Career Placement, and college credits. Students explore their passions while learning about and preparing for careers that align with their skills, interests, and preferences.

Career awareness, preparedness, and readiness are integrated throughout the learning process from start to finish through I Dream Big Academy's career-specific academies, **Health. Entrepreneurship. Automotive. Technology (HEAT)**. Students begin to experience the H.E.A.T in 6th grade and will select their career pathway toward the end of 8th grade. Learning spaces will be designed to reflect the workplace environment and reflect 21st-century classrooms that promote collaboration, presentations, creativity, problem-solving, and innovations.

I Dream Big Academy establishes small learning communities to ensure that each child is seen as a unique individual and has an opportunity to build trusting relationships with an adult. These communities include the students and their teachers, mentors, and administrators who encourage

students to believe in their dreams while developing content that matches their cognitive development. Every morning begins with mentoring. IDB uses a game analogy. Before our students take the field (begin the instructional day), we (coaches) start with a daily pledge to instill confidence and motivation; make sure they know the game plan and have all the essential equipment to be successful. We conduct temperature gauges each morning to privately provide students with opportunities to share how they are feeling or if there is a need. This allows us to be proactive with discipline, as well. If students feel overwhelmed or expressed other emotions that may hinder their success for that day, they start their day in the "Thinking" room and with counselors. We recognize Maslow's Hierarchy of Needs and understand that we must address the basic needs before the academics can begin to occur.

Using a blended approach supported by 1:1 technology and the Summit Learning System, learners will work in flexible learning environments that include a combination of project-based and hands-on learning, small group direct instruction, self-directed and collaborative learning, and digital instruction. Students will learn at a pace suitable to their needs and receive differentiated support. This Personalized Learning approach recognizes that students master the standards in different timeframes and through different paths. As a result, IDB Academy will focus on mastery of content and allow grades to reflect the Mastery of Learning. This personalized approach to learning also allows for opportunities to provide wrap-around support for students; this process will include additional instruction, additional time, or an invitation to move on to the next standard when ready.

Students will build connectedness and relationships through the looping design, allowing them to build confidence to challenge their ideas and innovative mindset. Looping makes it easier for positive outcomes to happen, but looping in itself doesn't cause them to happen. Middle school students will remain with the same academic teachers throughout middle school. These teachers will be adept at the vertical alignment of their academic standards and move with each community through each grade level. We will recruit certified teachers and provide extensive professional learning and team collaboration opportunities to ensure an adept understanding and connection of standards. Upon entering high school, students will select an academy and begin another looping cycle. Each academy will be assigned a full suite of academic teachers, CTE, SPED, and an ELL teacher. A Program Manager will serve as a work-based instructor, connecting students with internships within the community. This group of academy teachers will remain with their students throughout high school.

Many experts cite the importance of significant relationships in young people's lives. As Yales' James P. Comer states: "No significant learning occurs without a significant relationship." One of Yale's School Development Program's core beliefs, which has succeeded with inner-city and at-risk youth, is that children's most meaningful learning occurs through positive and supportive relationships with caring and nurturing adults. Texas educator Ruby Payne, noted for her work with students of poverty, stresses how important teachers and administrators are as role models and recommends that "schools establish schedules and instructional arrangements that allow students to stay with the same teachers for three or more years." Adds Ronald D. Stephens, director of the National School Safety Center: "Despite all the fancy hardware, the single most effective violence-prevention strategy is the physical presence of a caring adult."

In addition to expanding student/teacher relationships, a teacher who keeps their students for three years will extend relationships with their families. Some parents have had negative school experiences and are reluctant to participate in school activities and engage their children's teachers. Looping enables reluctant parents to participate in school activities because it allows the teacher multiple years to build family relationships, engaging families, and supporting them as they support their children and their education.

Looping over multiple years allows teachers to use instructional time differently. At the end of the

first year, a teacher can spend more time on academic instruction instead of putting closure on a class experience. The end of the school year isn't the end of a class or learning; instead, it is the beginning of the next learning cycle. Teachers looping with their students can begin the second year with a minimal review of classroom routines. Students who enroll in existing communities during our summer and winter admission periods will be assigned peer mentors to help them understand the IDB culture and routines, in addition to attending peer-led orientation sessions.

A national middle school association study of looping at a school in Gainesville, Fla., by Paul George and colleagues found approximately 70 percent of the teachers reported that teaching the same students for three years allowed them to use more positive approaches to classroom management. Also, 84 percent of the teachers reported more positive relationships with parents.

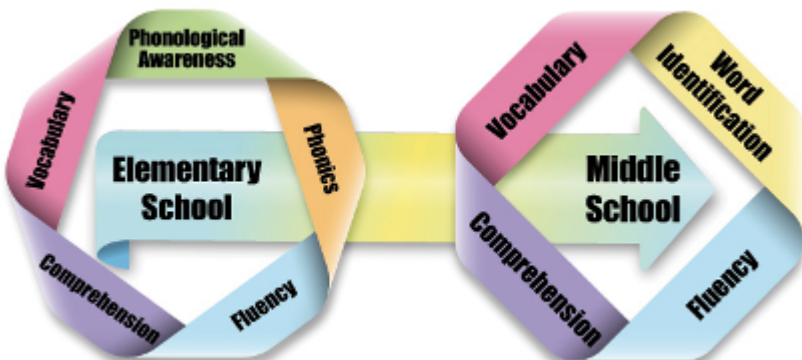
A Strong Literacy Program:

A strong foundation in literacy is vital for every child and young person and underpins their ability to engage in education, reach their potential, and fully participate in the community. I Dream Big Academy will implement a strong literacy program that will promote reading proficiency and growth. A strong literacy program begins with identifying the interference preventing students from obtaining the skills needed to become fluent readers and prescribing students with the correct prescription to ensure reading growth and proficiency.

Mastery of any skill requires effective instruction and lots of practice. Reading is no exception. Students need explicit instruction and practice in the essential reading skills to become more proficient readers.

Many teachers—especially those at the elementary level—are familiar with the five essential reading skills: phonological awareness, phonics, fluency, vocabulary, and comprehension. Although these building blocks of skilled reading apply to all ages or grade levels, most students will have mastered phonological awareness and phonics basics by the end of third grade. Once students reach middle school, the reading skills required for success shift slightly: Word identification replaces phonological awareness and phonics. However, unlike most middle schools, IDB Academy will require all teachers and administrators to understand the Science of Reading.

Middle school students are particularly heterogeneous. That is, they tend to exhibit different patterns of reading strengths and weaknesses. Half of those who struggle with reading will benefit from instructional support in word identification, and nearly all need help with grade-level comprehension. Our literacy program will identify the components that our students didn't master in elementary school and ensure that they are embedded. Our teachers engage in professional development workshops that focus on delivering instruction to the students. This is where our differentiated intervention groups will come in place.



Reading skills—word identification, fluency, comprehension, or vocabulary—can contribute to reading difficulties in middle school. When students cannot quickly and accurately recognize long and difficult words (word identification), it affects their reading rate (fluency). Not knowing the meanings of words as they are used in a given text (vocabulary), and a lack of fluency contribute to difficulties in reading comprehension. In other words, to be skilled readers, students must integrate *all* their word identification, fluency, vocabulary, and comprehension skills.

Middle school students commonly struggle to pronounce the longer, more difficult words prevalent in content-area textbooks. These words represent a marked shift from the short, decodable words that make up the bulk of early elementary reading material. A second-grader who could not read the word *cat* would be identified as struggling; a student in the eighth grade would be considered to have a word identification problem if he could not read the word *catastrophic*.



The literacy program will be guided by a data-driven assessment cycle, using I-Ready comprehensive assessment and instruction program. Analyzing data and responding with the appropriate actions for each student is indispensable for student growth.

All teachers and administrators will participate in professional development to analyze assessment results without getting overwhelmed by the data and understand reading pedagogy to deliver each student's needed actions.

Although students will have their normal school schedule with their core classes and electives, their reading literacy intervention class will be based on their diagnostic assessment. There will be a school-wide intervention time. During this designated time, the entire school will participate in literacy intervention. Implementing a school-wide intervention time is the only way to ensure that the instruction is differentiated based on the students' needs. It is impossible to close the gap and increase reading proficiency with a one size fit all mentality. If we are truly going to close the gap, our students' instruction must be purposeful and intentional.

The intervention classes will support curriculum implementation that will provide scaffolds that support sentence structure, cohesion, and text analysis that informs text-dependent questions that will help all students access complex texts. Intervention support will focus on essential reading skills and tailor a targeted analysis approach of data to ensure we are surfacing equity as an institution. Those skills are fluency, vocabulary, comprehension, and word identification. Historically, middle schools with our anticipated population perform below grade level in foundational skills (phonological awareness and phonics). Research supports assigned students in middle grades to a close-reading group (with complex texts). In a recent study, students in reading groups based on targeted skills had higher gains than the control group and higher perception of their reading progress. The study revealed that the close reading group had 64% of students increasing at least one grade level, compared to 12% in the control group (Fisher & Frey, 2014).

Math Program:

For Math Courses, in addition to developing cognitive skills through projects and content knowledge through power focus areas, students will complete math concept units to develop an understanding of complex mathematical ideas fully.

Since children who learn math skills without learning the underlying concepts can get very confused, their lack of understanding will limit their ability to apply math in a variety of problem-solving situations. Without understanding a concept, students are forced to rely on remembering and practicing a skill.

For example, if a 5th-grade student learned how to divide fractions using the "copy, dot, flip" method but wasn't taught the concept behind that process, then the 5th grader progresses to 6th grade and stops practicing dividing fractions because he is learning new skills. When that child stops practicing, he will then likely forget how to divide fractions. This will be a problem when dividing fractions comes up again in algebra and advanced math. The child who has both the skills and concepts will be equipped to understand math's next progression.

Knowing the difference between concepts and skills helps to identify the problems that arise in math. We know a fundamental barrier to math is making it meaningful, which is why IDB Academy selected The Summit Learning Curriculum.

Example Lesson: Should fast-food restaurants rewrite their menus in terms of exercise? According to the McDonald's menu, a Big Mac contains 540 calories. But what does that really mean? Would it be more helpful to describe this as "65 minutes of running"?

In this lesson, students write and evaluate expressions to determine how long it takes to burn off foods from McDonald's and debate the pros and cons of including this information on fast food menus.

To strengthen math skills, we believe it needs to be meaningful and allow an intentional delivery of math skills and math concepts.

To check for understanding, IDB Academy will utilize OGAP (Ongoing Assessment Project), a systematic, intentional formative assessment system grounded in the research on how students learn mathematics to provide on the spot math support and interventions. The OGAP system is seamlessly integrated into a set of tools, practices, support materials, and in-depth professional development. OGAP is not a curriculum but is used on an ongoing basis to enhance the existing math program. It consists of a robust and rich bank of assessment items. Teachers learn how to choose appropriate assessment items from a database of carefully constructed items, administer them in their classrooms as "exit slips" or quick assessments, and use OGAP learning trajectory frameworks to analyze the underlying student thinking that can guide future instruction to deepen student understanding. In other words, when students can't solve a math problem, teachers have a sense of where students are, where they need to go, and how to help them progress to the next level.

For example, the following fraction exit ticket reveals that the student has a clear understanding of adding fractions and sums, which was the lesson. However, they provided an incorrect answer to the problem. In this case, the teacher would not reteach adding fractions (although they missed the adding fractions problem). Using OGAP learning framework, the teacher recognizes that the breakdown stems from an inappropriate understanding of whole numbers and can readdress this problem by introducing a number line to help build an understanding of whole numbers and fraction equivalents. Thereby being intentional of identifying where exactly the math breakdown occurs and addressing the student's exact need.

The sum of $\frac{1}{12}$ and $\frac{7}{8}$ is closest to

- A. 20
- B. 8
- C. $\frac{1}{2}$
- D. 1

Explain your answer.

$$\frac{1}{12} + \frac{7}{8} = \frac{2}{24} + \frac{21}{24} = \frac{23}{24} \text{ is closest to } 20.$$

(the answer is 1)

Career Practices of MPS Career and Technical Center:

In addition to a Business Program and Information Technology Program offered on the campus of Lee High School, which is the zoned High School for our targeted community, MPS offers eleven Career and Technical programs at [Montgomery Preparatory Academy for Career Technologies](#) (MPACT), which serves students from all MPS High Schools in grades 10th through 12th. Students are scheduled by their zone school and receive their core academic courses at their zone school. MPACT has a selection process, with one of the admission requirements being that a student may not have more than one credit deficiency towards graduation. Oftentimes, this requirement may eliminate the opportunity for At-Risk students to participate. Enrollment is also contingent upon the master schedule of the zone school and the ability to schedule a student for a course at MPACT. This, too often, impacts at-risk students due to remediation and recovery courses they need at the home school. Participation at MPACT is also based on space availability, making it difficult to enroll all MPS students into its programs.

Three of the college and career readiness indicators are College Credit (Dual enrollment), Industry Credential, or an acceptable score on the ACT WorkKeys Exams. Students can earn these through MPACT and Montgomery's Career and Technical program. At present, the percentage of students who have met at least one of these indicators is 47.08% for Black students, 34.15% for Hispanic students, 22.81% for English Language Learners, 17.44% for Students with Disabilities, and 35.69% for Economically Disadvantaged students.

The I Dream Big Academy Difference:

Every student enrolled at I Dream Big will participate in a Career Academy and work toward a Pathway that leads to earned college credit, a college certification, an industry credential, and authentic work experience. IDB will offer two Academies, Entrepreneurship and Cloud Base Technology, that are not offered in the Montgomery System. Our learning environment is also different in that students' pathways are integrated throughout their learning journey through interdisciplinary units of core and technical learning and projects. Because our core and technical teachers are housed on the same campus, and within the same Academy, they can collaborate

and integrate projects while supporting students through a unified approach. This isn't easy in a traditional setting, which often sees Technical and Academic courses taught independently of each other.

I Dream Big Academy sees its role extending beyond standardized assessment and “just having school.” We are working to address inequities, inspire students to believe in their dreams, and prepare them to become the best versions of themselves. Our school HEAT Academies include the following:

- We provide a learner-centered, personalized approach to learning that supports and challenges each student.
- Students pursue their passions through projects and reflect on their learning.
- We recognize that identity development and personal growth occur in the context of community.
- We foster trust, caring, and mutual respect among students and adults through program design elements such as learning communities, small classes, home visits, mentoring, and student collaborative work.
- Student projects will integrate hands and minds and incorporate inquiry across multiple disciplines, leading to meaningful and authentic work.
- Students will engage in work that matters to them, their teachers, and their communities outside of school.
- Students will connect their studies to the world through fieldwork, community service, internships, and consultation with outside experts.
- Our facility will have collaborative workspaces with small-group learning and project areas, relevant technology, and common spaces where artwork, prototypes, and other artifacts of student thinking are created and displayed.
- Teachers will have the autonomy of collaborating to design curriculum and projects, lead professional development, and participate in hiring while seeking student experience and voice in each of these areas.
- Our staff will function as reflective practitioners with students as design partners, conducting an inquiry into equitable teaching and learning, school culture, project design, and authentic assessment.

I Dream Big will offer pathways in each of its H.E.A.T Academies.

Health Academy

Students in the Health Academy can choose from one or more Pathways and Certifications or Credentials in Medical Assistant, Phlebotomy, Patient Care Technician, and Certified Nurse Assistant. Students will work alongside medical staff to gain valuable work experience in the medical field. A wellness program will be a key component ensuring that students understand the importance of physical, mental, and social-emotional health. Our students will host an annual health fair and identify learning projects that address our community's health. This learning environment will simulate a health care environment. We will equip our students with the skills to promote preventive health practices in their homes and within their families. For example, an understanding of blood pressure, the ability to take and read blood pressure can have a powerful impact on family members who otherwise are hesitant to seek preventive care. Our students can be the voice to promote health. Preparing them with the educational understanding and certification in these fields not only helps to meet workforce demands but increases opportunities for health awareness in our communities.

Entrepreneurship Academy

Students in this academy participate in an authentic entrepreneurial experience that builds

confidence and encourages a passion for them to think through new answers to new problems and give new interpretations to old problems. They will learn how to start a business and then *actually do it*. They will not just read from a textbook but apply their skills and talents to the real world. This program offers an authentic entrepreneurship experience as students build their own businesses. We expect our students to make mistakes, take risks, and learn to pivot. We will leverage community support to have real entrepreneurs and industry experts serve as volunteer coaches and mentors to help guide student teams through the processes of developing hypotheses about a business concept, testing those hypotheses, adapting, and continually learning and improving. Students will also have an opportunity to gain welding, graphic design, culinary, and cosmetology certifications to help spur ideas of business ownership. Students will develop their own product or service startup and work to gain investment funds in a final shark-tank style pitch event. They will pitch their ideas to venture capitalists, including Alabama Start-Up and Amazon's Entrepreneurship Program.

Automotive Academy

The automotive academy will lead to Brake, Suspension, and Engine Repair certifications as well as manufacturing. Students will move directly into Production jobs with manufacturing companies or continue into the F.A.M.E. apprenticeship programs as a Maintenance Technician or Mechatronics. The Federation for Advanced Manufacturing Education (F.A.M.E), within the Manufacturing Institute, is the premier advanced manufacturing workforce education and development program. FAME helps students become highly skilled, globally competitive, well-rounded and sought-after talent that can meet the unique needs and challenges of today's modern manufacturing workforce. Every year, FAME graduates' transition into well-paying, diverse career pathways in critical disciplines across the manufacturing industry and across the country. Those enrolled in the FAME Program will start a work/study program to earn an associate degree and certification as an **Advanced Manufacturing Technician (AMT)**. Our FAME Students attend classes at either Trenholm State Community or Southern Union Community College two days a week (8 hours or more each day) and will work at least 24 hours a week (8 hours or more each day for three days) with a local, sponsoring employer – being paid a competitive wage.

Technology

Ready to Lead:

I Dream Big Academy presented their education plan to Amazon and applied to become an Amazon Educate Institution. In October 2020, I Dream Big Academy received approval to become an Amazon Educate School. Upon approval by the Montgomery School System, Amazon will add IDB Academy to its AWS Educate Institutes list. I Dream Big Academy will be one of two K-12 schools in Alabama with this recognition and the only school in the River Region to offer Amazon Cloud-Based curriculum and certifications for K-12 students. IDB Academy has received full access to AWS curriculum, content, and programs developed by Amazon to increase employment for cloud careers in this growing field. Our students will have work toward certifications in App Development, Artificial Voice Intelligence, Cyber Security, Robotics, Coding and Programming to name a few.

This relationship has an opportunity to shine a positive spotlight on the students and community we serve and the Montgomery School System by being the Trailblazers in Cloud Computing K-12 education. As the first, we have an opportunity to lead the way as a model school, bringing awareness and positive attention to our community, our school, and our school and system relationship with MPS.

Amazon Web Services (AWS), Amazon's cloud platform, is the world's most comprehensive and broadly adopted cloud platform, offering over 175 fully-featured services across the country and

globally. It is the cloud platform that the Fortnite Game was designed and operated on. It operates Alexa, Netflix, and most online Banking Services. AWS brought in a record \$10 billion of revenue, accounting for 13.5% of Amazon's total revenue during just the first quarter of 2020. As of February 2020, one independent analyst reports that AWS has over one-third of the market at 32.4%. Microsoft Azure follows behind at 17.6%, and Google Cloud at 6%. According to LinkedIn data, cloud computing is the number one hard skill companies need most. The average salary for someone with an AWS Certification averages \$100K and higher.

As cloud technologies continue to help organizations rapidly transform, employees with the necessary cloud skills are in high demand. To meet this growth, Amazon has begun working with academic institutions to embed cloud-specific learning objectives and hands-on work into their programs to reflect the demands of employers who are seeking cloud-skilled professionals.

In 6th grade, IDB Academy students will be exposed to cloud computing careers, learn the basic operating systems and begin working toward earning certificates and badges in Amazon Cloud. As they enter high school, they will continue access to the AWS curriculum in each of the three academies. IDB Academy entrepreneur students will have opportunities to pitch ideas to Amazon and receive launch funding, while technology and other students can complete cloud courses that lead to AWS Certifications.

As IDB Academy students earn AWS Certifications, students will upload them to their digital portfolio. This portfolio will be automatically connected to the Amazon Educate Job Board, which connects companies hiring for cloud skills to qualified student job seekers with AWS Certifications. This partnership has the opportunity to propel I Dream Big Academy and the Montgomery Public Schools into the forefront of K-12 cloud computing.

Relationship with MPS and MPACT

I Dream Big sees itself as a partnership with MPS. We believe that as circumstances present themselves, we welcome opportunities to collaborate in professional learning. We hope that our students will mentor younger students in MPS lower grades, lead STEM enrich conversations and demonstrate their skills and projects to increase interest in STEM-related fields. Our desire is for every student to be successful regardless of the school they attend.

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Attachments

Section 1: Executive Summary

1.1	Revised Enrollment Projection	Williams-Lang, Angela L., 1/8/21 9:31 PM	PDF / 98.544 KB
1.2	Revised Cover Letter to Montgomery Public School	Williams-Lang, Angela L., 1/8/21 9:29 PM	PDF / 173.324 KB
1.3	Enrollment Projection	Ridnouer, Katy, 11/28/20 6:16 PM	PDF / 93.139 KB
1.4	Cover Letter to Montgomery Public Schools	Ridnouer, Katy, 11/28/20 2:47 PM	PDF / 171.165 KB

Notes

Vernet Nettles, 12/22/20 5:04 PM:

In the Executive Summary, with regard to MPACT, please be aware that students who are not enrolled in MPS and who wish to participate in the program must apply and there is a applicable fee. Participation is also based on space availability.

Angela Williams-Lang, 1/7/21 12:38 AM:

Thank you for this information.

Vernet Nettles, 12/21/20 5:08 PM:

With regard to the Executive Summary - Career Practices of Current Schools in MPS section, what is the expected policy and practice of IDB? MPS is discussed, but the IDB policy is not presented.

Angela Williams-Lang, 1/7/21 12:46 AM:

Because Career Academies are embedded in our learning framework, every student enrolled at IDB must select a Career Academy and complete a selected pathway. Students will explore the career options in Middle School and participate in courses and learning activities reflective of each academy. Based on their Kuder Interest and Aptitude Surveys, conversations with their Mentors and families, students will select an Academy during their 8th-grade year. Our practice will be to provide access to a career pathway and support them through completion. This will be required of every student enrolled at our school. Additional information is found under the grading and graduation section.

Vernet Nettles, 12/21/20 5:07 PM:

Also in the Executive Summary, in the Career Practices of Current Schools in MPS section, the title mentions current school practices (related to career and technology education); however, the text is only about MPACT. Please provide additional information or clarity.

Angela Williams-Lang, 1/7/21 12:49 AM:

Thank you, the Title has been updated to reflect information about MPACT and identify two CTE programs options at Lee High School, the zoned High School for our communities.

Vernet Nettles, 12/21/20 5:04 PM:

In the Executive Summary, in the Career Practices of Current Schools in MPS section, what is the expected relationship desired with MPACT? What is the expectation of IDB?

Angela Williams-Lang, 1/7/21 12:58 AM:

I Dream Big Academy hopes to operate as a partnership with MPS. We believe that as circumstances present themselves, we welcome opportunities to collaborate with CTE programs and share opportunities for professional learning. We hope that our students will mentor younger students in MPS' lower grades, lead STEM enrich conversations and demonstrate their skills and projects to increase interest in STEM-related fields. Our desire is for every student to be successful regardless of the school they attend. We hope to serve as an educational model and help to highlight the full potential of learning and success in Montgomery.

Vernet Nettles, 12/21/20 5:03 PM:

what are the formative assessments implemented?

Angela Williams-Lang, 1/7/21 9:29 PM:

Information regarding Formative Assessments can be found in the Educational Plan section in addition to the Curriculum Section. We have inserted the information from the Education Plan section below:
Assessment Strategy: IDB Academy is a data-informed environment using real-time data and other variables to drive instruction and decision-making. The assessment plan will create a culture of accountability that gives the school and teachers the necessary data to make informed instructional decisions for teaching and learning. Purposeful summative and formative assessments will be leveraged as an instructional tool to increase the impact of teaching and learning to make instruction more equitable for students. Formative assessments will be used as a tool to check for understanding, provide feedback, and guide and adjust daily instruction. PLCs use common formative assessments to help all students achieve high levels of learning. The idea of formative assessments is not only to “check-in” with students, but it allows teachers to quickly identify struggling students. This allows teachers an opportunity to pull students in small groups to ensure that Tier II is prescribed to the

identified students. Checking for understanding occurs every day and in real-time. It is deeply embedded in our culture and occurs at every opportunity. When our teachers engage in student dialogue, they are checking for understanding. Listening and observing provides opportunities to also check for understanding. Assessments are designed to be high-quality and have a coherent vision and focus. They are not punitive but an instructional tool to promote feedback, reflection, understanding, and revision toward mastery. They generate meaningful data for leaders, teachers, students, and families to make informed decisions toward learning and career goals. Data will be gathered through intentional, timely, and meaningful formative assessment practices, such as benchmark assessments, focus area assessments, conferencing with students, observations, instructional checkpoints, rubrics, peer feedback, project presentations, in addition to the end of year summative assessments. In our data-informed culture, IDB Academy will work to understand the behaviors behind the data. Assessment of and for learning occurs with these instruments: the Cognitive Skills Rubric, the Concept Rubric, Focus Area assessments, and iReady assessments (See Attachment 3 and the following sections. Additional strategies will include: *Create something: This is similar to checking for transfer. Have students build/create a product that requires them to apply what they have learned. *Exit slip: Students respond to a question or questions related to that day's learning target. Ex. OGAP (explained in the previous section) *Create a video: Students create short videos or screen-casts where they explain their reasoning. You can then watch what they created and see what they can explain, what they omitted, and what they may not understand. *Socrative: "As easy as raising your hand..." Students can log-in to your virtual socrative classroom. Teachers can have preposted or 'on the spot questions' for students to respond to. *Back Channel: Using a program such as Today's Meet, students can state ideas, discuss thinking, and share questions as a topic is being taught. Teachers can quickly address questions, point out interesting thinking and students can build on their own understanding through the thinking of their peers. Especially great for the shy students as they have a voice through technology. *Text the answer: Students text their answer to a site such as Wifitti . It hides their actual identity so they can be honest and not feel embarrassed. *Clickers: Give each student a student response system (or clicker) or use a service like Socrative teacher, Poll Anywhere, or Google Docs, ask questions during class, and have students respond individually (or in groups) to the questions. *Flubaroo: Use the Flubaroo script to create self-marking quizzes that students can take for formative feedback on their understanding. Additional information regarding assessments is explained later in the application.

Vernet Nettles, 12/21/20 5:01 PM:

There is much discussion regarding "looping." Although teachers of the public charter school do not have to be "certified," what will be the expectation and practice for certification concerns across grade levels and content areas?

Angela Williams-Lang, 1/7/21 1:14 AM:

I Dream Big Academy will recruit and hire certified teachers. At all times, we will seek the best candidate for our learning environments. Because we have a high focus on industry careers, some courses and programs will require Industry experience. We recognize that Industry professionals may not have teaching certifications; however, we will work with them to obtain Emergency, Career Technical, and or Adjunct Certifications. Academic teachers who loop will hold certifications in their respective fields that will allow them to teach across multiple grades within the content in which they are certified. These grades will be identified on their teaching certificate.

Vernet Nettles, 12/21/20 4:59 PM:

In the Executive Summary, in the Math Program; IDB states that OGAP will be utilize. Please identify what OGAP stands for in particular, if this is associated with the rich bank of assessment items and professional development for the major strands of Grades 3-8.

Angela Williams-Lang, 1/7/21 1:20 AM:

The Ongoing Assessment Project (OGAP) is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather information on student thinking and then analyze that information using frameworks based on research on student thinking in mathematics. This analysis is then intended to guide instruction based on the information received during the exit tickets' formative assessments. OGAP is not a curriculum but is used on an ongoing

basis to enhance the existing math program. Teachers learn how to choose appropriate items from a data bank of carefully constructed items, administer them in their classrooms as “exit slips” or quick assessments, and use OGAP learning trajectory frameworks to analyze the underlying student thinking that can guide future instruction to deepen student understanding. OGAP has developed a rich bank of assessment items, detailed learning progression frameworks, and professional development materials for three major strands of grades 3-8 mathematics content: multiplicative reasoning, fractions, and proportions. These mathematics topics represent almost 80% of the State Standards (CCSS). OGAP is further explained in the Math Program section with an example.

Vernet Nettles, 12/21/20 4:59 PM:

In the Executive Summary, in the Students and Communities to be served, you state “MPS defines “at-risk”…. How does IDB define at-risk? It is important to identify the charter applicant’s thoughts and practices, not those of MPS.

Angela Williams-Lang, 1/7/21 4:08 AM:

I Dream Big identifies the term “at-risk” to describe students or groups of students who are considered to have a higher probability of failing academically or dropping out of school. The term can be applied to students who face circumstances that could jeopardize their ability to complete school, such as homelessness, incarceration, teenage pregnancy, serious health issues, domestic violence, transiency (as in the case of migrant-worker families), or other conditions, or it may refer to learning disabilities, low test scores, disciplinary problems, grade retentions, or other learning-related factors that could adversely affect the educational performance and attainment of some students.

2. Mission and Vision

Evaluation Rating: The summary has been provided.

IDB Academy Mission:

The mission of I Dream Big Academy is to inspire learners to realize their gifts, relentlessly pursue their dreams, and become the best version of themselves by removing barriers, strengthening readiness, and stretching the limits of their potential.

IDB Academy Vision:

The vision of I Dream Big Academy is to develop passionate, goal-oriented, and consciously aware learners who are financially literate, civic-minded, holistically intelligent, and career and college ready to meet the demands of their community and the global society.

I Dream Big Academy is intentionally designed to serve and embrace every individual child in a richly diverse learning community that will empower all learners to thrive within our rapidly changing world. Through partnering with our local community, we will equip each student with the skills, knowledge, habits, and purpose that will lead to a purposeful life. The name “I Dream Big” will serve as an inspirational reminder to dream big daily and connect directly to the school’s mantra: Believe, Prepare, Achieve, the steps necessary for success. The administration and the board will vet decisions through the lens of “Believe, Prepare, Achieve” and the name of the school “I Dream Big.” Through daily conversations, intentional programming, and SEL practices, students will build mental freedom and self-efficacy to envision goals and push through obstacles. They’ll believe in themselves and refuse to allow anyone to come between their dreams and their goals. Our students will know that they have the freedom to not just Dream, but to dream beyond their yesterday and their today so that they can create their tomorrow.

Illustration of Success:

An IDB Academy graduate's success lies in their fundamental belief of self-efficacy that inspires them to cultivate their dreams, prepares them to realize their dreams, and motivates them to pursue their dreams relentlessly. While college and career readiness depends on more than knowledge and skills in English and Math, IDB Academy graduation requirements ensure all students will master academic and technical courses essential by employers and colleges alike. Students will complete a rigorous, robust, and well-rounded curriculum that exposes them to a wide range of academic and technical knowledge and skills to ensure all doors are left open for them when they leave high school. They will demonstrate requisite competencies such as critical thinking/problem solving and exercise sound reasoning to analyze issues, make decisions, and overcome problems that broadly prepare them for a successful transition into the workplace or college.

A Portrait of an I Dream Big Academy Graduate:

Each graduate will be College and Career Ready by simultaneously earning college credit toward a short-term technical certificate in either a technical or health-related field and a high school diploma.

Also, IDB Academy will prepare each graduate for adulthood through courses in which they will complete or develop the following:

- Register to vote.
- Open a Checking, Savings, or Investment Accounts.
- Be certified as a Ready to Work Employee.
- Log Over 60 hours of community service.
- Possess valuable and authentic work experience in a specific area.
- Earn industry certifications (a minimum of one)
- Possess a short-term college certificate.
- Earn college credits.
- Develop a business plan and portfolios.
- Complete work experience.
- Possess employability skills.
- Create a dream to succeed.

Aligned Purposes:

I Dream Big Academy will align with the purposes of the Alabama School Choice and Student Opportunity Act (Act 2015) by:

- Providing children with access to high-quality education through an open lottery
- Delivering a high impact curriculum to eliminate the achievement gap among subgroups
- Strengthening the academic performance of our students
- Providing a personalized approach to learning through the development of individualized learning plans for every student
- Creating a culture of shared decision making built on relationships, trust, and data
- Implement innovative ideas and practices that engage students at all levels

I Dream Big Academy will align with and support the existing programs and ongoing achievements of the MPS system by:

- Decreasing the identified achievement gaps in both proficiency and growth between student subgroups, and demonstrating
 - A measurable increase in the satisfaction level of parents and guardians of at-risk students, and
 - An efficient and responsible implementation of programming, strategic planning, and decision-making that results in financially sound operations and governance of the financial resources allocated to the charter school under Act No. 2015-3.

Attachments

Section 2: Mission and Vision

2.1 [I Dream Big Mission Statement](#)

Williams-Lang, Angela L., 11/30/20 8:19 PM

PDF / 43.108 KB

Notes

Vernet Nettles, 12/21/20 5:10 PM:

In the Executive Summary – Mission and Vision section, an “open lottery” is mentioned. The terms ‘open lottery” and “weighted lottery” appear, yet are not defined throughout the application. Please provide clarity. Please provide more clarity in the model and selection process that is expected to be used during the process.

Angela Williams-Lang, 1/7/21 4:57 AM:

Thank you for this feedback. IDB has updated the document to remove the terms "open" and "weighted" and provided a more concise description of the selection process. I Dream Big Process is based on an enrollment priority that allows the charter school to offer available space to certain students before conducting the lottery. IDB Priority Enrollment is for students in the Chisholm Community and Northern Montgomery, identified by the 36110 zip code. If the number of applicants received from this zip code is less than the available space, all students will be enrolled without starting a lottery. If the number of applicants received is greater than the available space, then a lottery consisting of just this zip code will be conducted. Students not selected will be placed on a waiting list. If space is available after all Priority One zoned students have been selected, IDB will accept students from Priority Zone Two, which consists of the 36107 zip code and the southern portion of the 36109 zip code. These students will be placed in a lottery (if the number of applicants exceeds the number of spaces) and randomly selected until all remaining seats are filled. Any students not selected due to space will be placed on a waiting list. Once students from the above priority areas are enrolled, IDB will verify any available space. If space is available, IDB will hold a random selection lottery of all remaining Montgomery City applicants. IDB will use the Application & Lottery Management System by SchoolMint to manage the application, lottery, and enrollment. The enrollment and selection process is further explained and discussed in the next section: Educational Need and Anticipated Student Population.

3. Educational Need and Anticipated Student Population

Evaluation Rating: The summary has been provided.

Anticipated Student Population:

IDB's projected student population will consist of students in grades 6-12 zoned for Montgomery

Public Schools. The demographic makeup will mirror that of the Montgomery Public School System, which for the 2019 school year was 78.81% Black or African American, 8% Hispanic, and 12% white. We anticipate that at least 70% of our students will qualify for Free or Reduced Priced Lunch based on our community’s economic data and the attendance zone schools with levels of economically disadvantaged students between 67-80%. Anticipated school demographics are estimated at 75% Black, 14% White, 9% Hispanic, and 2% other.

Anticipated Academic Needs:

Virtually all K-12 students in the United States are either missing or have delayed face-to-face instruction due to COVID-19. Thus, many educators share a common worry that when the pandemic subsides, kids will return to school, demonstrating even significant learning gaps. There are also concerns that the gap between high- and low-achieving students will become even more extensive. Early school closures, remote instruction, and summer out-of-school time have all decreased explicit face-to-face instruction with teachers. Meanwhile, teachers have scrambled to adapt content for an online platform and trying to forge the best face to face learning environment possible during these unprecedented times. Parents have juggled work responsibilities, changes in employment status, and the prospect of homelessness with caring for and ensuring that their children were fully engaged in remote instruction and live with a weekly uncertainty if their child will be in school or quarantined at home. Some students are faced with unprecedented isolation from their teachers and peers, while others may deal with anxiety about a deadly virus, and uncertainty about the future.

Some estimate that students returned to school this fall of 2020 with 30% fewer learning gains in reading from the prior year. Students may show even smaller learning gains from the previous year in mathematics, returning with fewer than 50% of the expected gains from the preceding year (Soland et al., 2020). Because MPS students were already facing low academic attainment, COVID has only exacerbated and amplified the inequalities and educational gaps of their subpopulation groups.

We anticipate academic needs among subgroups to eliminate the achievement gap and an educational need in all core areas, specifically reading and math, which shows average proficiency rates of 20% and 10%. Based on the 2018-2019 Report Card data, there is a 45% achievement gap between Black and White students and a 55% gap between Black students and Asian students. The academic divide widens further when comparing the achievement of White students with Hispanic students. It nearly doubles with students with disabilities and economically disadvantaged students. We have shared the details regarding the current educational environment in Table 1.1

Table 1.1 2019 Report Card Data for Montgomery Public Schools Gaps Among Subgroups

	Academic Achievement	Academic Growth	Graduation Rate	College and Career Readiness	Chronic Absenteeism
Asian	100	98.12	90.29	82.52	2.81
Black	45.36	83.18	81.82	47.08	13.16

White	89.92	98.47	76.9	75.28	8.68
Hispanic	41.23	84.66	64.63	34.15	7.64
ELL	44.65	86	45.61	22.81	6.06
w/ Disabilities	17.81	68.04	61.03	17.44	16.31
Econ. disadvantage	39.48	81.9	73.01	35.69	15.74

2018-2019 Report Card Data for Montgomery Public Schools

	Chronic Absenteeism	Graduation Rate	College and Career Readiness	Academic Achievement	Reading Proficiency	Math Proficiency	Science Proficiency
Non-Magnet High Schools							
Carver HS	18.18	84.53	45.68	34.8	20.2	19.19	17.88
Lee HS	25.81	89.81	33.33	29.7	18.24	10.14	12.84
Jeff Davis HS	23.93	73.21	35.23	33.02	14.29	12.88	15.25
Lanier HS	25.65	83.05	50	31.18	11.25	11.57	13.89
Park Crossing HS	14.89	85.75	51.61	46.89	30.12	23.29	24.5
Non-Magnet Middle Schools							
Bellingrath MS	8.16	Not Applicable	Not Applicable	25.47	12.38	5.5	7.26
Brewbaker MS	16.8	Not Applicable	Not Applicable	37.59	19.03	18.25	10.7
Capital Heights MS	12.88	Not Applicable	Not Applicable	28.33	14.35	11.87	7.54
McKee MS	6.39	Not Applicable	Not Applicable	38.94	18.63	19.97	10.73
Goodwyn MS	14.8	Not Applicable	Not Applicable	34.72	20.8	11.4	11.95
Southaven MS	16.51	Not Applicable	Not Applicable	28.18	14.84	6.99	15.34

Non-Academic Challenges:

"Give a man a fish, and you feed him for a day. Teach a man to fish, and you feed him for a lifetime." Alleviating poverty by facilitating self-sufficiency has a long history. However, as an education system, we have not adequately provided our students with the essential skills necessary for survival, success, and economic mobility. Of the 81.82% of Black graduates, more than half of them enter society unprepared for college or the workforce. This number drastically increases to nearly 65% for our Hispanic and Economically Disadvantaged students and 65% for our Economically disadvantaged. A high percentage of students graduate from the MPS system, neither college nor career ready, perpetuating a cycle of poverty and imprisonment. According to a Brookings Institution report, black boys born into poverty are 20 times more likely than their white counterparts to be in prison before reaching age 30 (Kopf, 2018).

Before COVID caused schools to close last spring, data indicated that the middle and high school chronic absenteeism rate for MPS was nearly twice that of the national average for middle schools and four times among high schools. Chronic absenteeism, 15 or more days of both excused and unexcused absences, affects student achievement and is an early warning sign that a student may become a high school dropout (MacNaughton et al., 2017). Moreover, chronic absenteeism impacts disadvantaged students, minority, or low economic status in a disproportionately negative way. The chance of these subgroups dropping out of high school increases by 20 percentage points for every five days of absences (Jordan, 2019). Chronic absenteeism is associated with adverse academic and social outcomes, including substance abuse, unemployment, low income, and reduced life expectancy (Allen et al., 2018). It is also a more significant predictor of academic success than standardized data (Balfanz & Byrnes, 2018). A review of chronic absenteeism data is in the above table.

In addition to addressing academic and attendance needs, we recognize the need to provide social-emotional support because social-emotional learning is inextricably linked to academic learning. The Habits of Success we refer to in personalized learning are the social and emotional skills that enable students to succeed in academic and non-academic pursuits. To succeed, students need habits of success, which are a set of skills, mindsets, dispositions, and behaviors that develop along a continuum grounded in the social nature of learning (Farrington, 2012; Stafford-Brizard, 2016; AIR, 2017). Examples of Habits of Success are growth mindset, self-efficacy, stress management, self-regulation, and resilience. (These are discussed further in the Education Plan). Understanding these impacts and how best to support students' social and emotional needs after the disruption of COVID-19 will be essential. Many students may face more tremendous food insecurities, loss of family income, loss of family members to the coronavirus, fear of catching the virus themselves, and the typical developmental changes that all teenagers experience.

Psychologist Marisa Malone's work determined that even the most well-adjusted students aged 13 and older find navigating social settings difficult. With physical and emotional challenges and increasingly challenging schoolwork, many students find solace in exploring their interests as a way of shaping their identity. Because 6th-8th grade students still have mental plasticity, they have the potential to more easily adopt and implement new ideas at a rapid rate if they receive individualized instruction and have confidence in themselves. A key to developing a student's mindset is to present middle school as an opportunity to explore interests and discover passions instead of a burden one simply has to survive. Individualizing instruction in math and reading can place these students on a trajectory for academic growth later in middle school, high school, and post-secondary endeavors.

Career exploration experiences improve academic performance and students' attitudes about their career possibilities; in turn, these improvements promote academic perseverance. They also increase the likelihood that these students will complete high school and pursue post-secondary education. By encouraging students to develop and work toward goals during middle and high school years, students can more easily envision how they fit successfully into their community and beyond. Creating a future story equips students to set realistic goals and carefully plan their high school courses. Students participating in career exploration programs as middle-schoolers are more likely to enroll in higher-level math courses in high school and have higher self-esteem. With over 50% of our high school students preparing to graduate without the requisite skills to be college or career ready, there is a sense of urgency to provide a school option that will equip them with the skills and mindset necessary to build the future that reflects their dreams, their skills, and the world's needs.

IDB Academy recognizes the importance and necessity of addressing nonacademic concerns, and we have designed our educational program to make the curriculum relevant to the students' lives and needs by implementing the following:

- Use students' strengths to promote high self-esteem.
- Communicate high expectations for students' performance.
- Encourage and facilitate school involvement and extracurricular activities.

The Rationale for Location and Student Body:

IDB Academy has selected Lagoon Park as its location because of its proximity to both Trenholm Community College campuses, facilitating accessibility to dual enrollment courses and technical training for IDB Academy high school students. The campus is less than 14 miles from the Air Base Campus that houses a medical program, and it is less than 7 miles from the Patterson Campus that offers welding, automotive, and technology courses. The proximity to Maxwell AFB supports future opportunities of drone, air, and cybersecurity collaborations of learning. The location is also conducive to additional learning and job shadowing opportunities with nearby industries, including Rheem Manufacturing and Alabama Power. The site has several acres of green space that supports the addition of facilities to support technical training, green space for outdoor classrooms, and community gardens. The property is centrally located among the communities and zip codes to be served by IDB.

The Rationale for the Number of Students:

A cohort size of 167 allocates teacher units that support a financially stable learning environment using a technology coordinator and collaborative support systems. A cohort of 167 students supports a financially stable education framework based on funding formulas and teacher unit allocations. Additionally, it allows us to enroll the maximum number of 501 to be a part of the Apple Educate Institution for our middle school program. Research shows that adolescents flourish in small learning communities because they create an environment that promotes an increase in student learning and enhances collegiality among teachers and personalized relationships between teachers and students (Joftus, 2002). Additional benefits include increased order and safety; higher school attendance and graduation rates; higher levels of extracurricular participation; greater parent participation and satisfaction; more positive teacher attitudes and satisfaction with their work; high-quality curricula that are well-aligned with national goals; and greater cost-effectiveness compared to larger schools (Cotton, 2001). As these Cohorts move into High School and identify a Career Academy, it supports our expectation of 8-15 students per pathway which allows the teacher to provide intense and personalized instruction and support as each group becomes familiar with their Academy and hone in on their specialized skills and work toward certifications. This average number for each Pathway (for example, approximately 8-15 students in Medical Assisting, 8-15 in CNA, 8-15 in Pbebotomy, and 8-15 in Patient Care), allows us to place students in Internships and Job Shadow opportunities without overwhelming our community partners and business.

The Rationale for the Grade Levels Served:

Adolescence is a critical window for brain development. Students need to be challenged by rigorous curricula that support deeper learning or face restricted brain development (Alliance for Excellence in Education). Middle school students typically experience traditional "common sense" educational approaches that conflict with research about brain development. Jay Giedd, director of child and adolescent psychiatry at the University of California, San Diego, and a leading expert in the teen brain, says parents and educators need to direct even more attention to middle school years.

The brain specializes during these years, he says. "The range of abilities the brain can learn is remarkable. It is a time of amazing opportunity for learning new skills and for our behavioral health interventions to have a maximal impact." Investment in early education is important; however,

failing to introduce this in middle school would be a mistake. Each year, more students are graduating without the essential skills to be successful in college and careers.

Children who are leaving elementary schools from our target communities are assigned to one of two middle schools where there is close to a 90% chance of being non-proficient in math and an even greater chance in science (see performance chart below). With the increasing demand and growth of technology and STEM-related fields, this closes the doors of economic opportunity before their 12th birthday. Recognizing a sense of urgency, starting with sixth grade, can allow us to introduce a STEM environment and rebuild cognitive skills to enable our students to move into high school prepared to pursue a career of their choice.

Middle School preparation allows students an opportunity to explore their interests, passions, and various career opportunities prior to selecting a Career Academy in High School. We are implementing a High School Model in order to prepare more students with the essential skills and certifications to move directly into the workforce or postsecondary upon graduating. Our State anticipates a workforce deficient over the next 5-10 years and high demand jobs are increasingly becoming available for a workforce not prepared to perform them. We also recognize that some jobs that our students will be facing in the future have been invented or seen before. Because there is a need to prepare students for the current workforce demands as well as jobs not yet invented, creating a high school that focuses on 21st century skills such as team work, collaboration, problem solving, innovations, creativity, communication we are preparin

Academic Year	Acader Achiev
2019	28.33
2018	23.33
2017	22.24

Capital Heights Middle School

Academic Year	Acader Achiev
2019	34.72
2018	36.93
2017	32.05

Goodwyn Middle School

Academic Year	Acader
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	Achievement
2019	29.7
2018	27.17
2017	12.98

Lee High School

Enrollment Priority:

Enrollment Priority One: IDB Academy will give enrollment priority to students who live in the Chisholm, Flatwood, and Madison Communities and the attendance zones for Goodwyn Middle School, Capitol Heights Middle School, and Lee High School. Enrollment Priority One is the 36110 zip code, which encompasses Northern Montgomery (Chisholm, Flatwood, and Madison Communities). This zip code has one of the highest levels of poverty and lowest educational attainment levels in Montgomery, an average annual income of \$25,870, and only 17% of the residents holding a post-secondary degree. Close to 70% of the children in these communities live in poverty.

Enrollment Priority Two (based on available space) consist of the 36107 zip code and the southern portion of the 36109 zip code. The 36107 zip code has a median income of approximately \$30,000, with 46% of the households having an adult who is employed on a part-time basis and 80% of residents holding a high school diploma or less. Students within the 36109 area from Atlanta Highway to Interstate 85, which encompasses attendance zones for Flowers Elementary and Goodwyn Middle, will be included as part of Enrollment Priority Two. At least 60% of the children living in these two zip codes live in poverty.

Selection Process:

First Selection Round: IDB Academy will select students from the Enrollment Priority One zip code of 36110. If the number of applicants received is less than the available slots, no lottery will be conducted and all students will be enrolled. If the number of applicants is greater than the available slots, a random lottery of 36110 students will be conducted and students will be selected until all spaces are filled. Once IDB has fulfilled the school's enrollment, all remaining applicants will be placed on a waiting list.

If available slots remain after the first selection round, IDB Academy will conduct a second round lottery consisting of students from the Priority Enrollment Two areas.

Second Selection Round: IDB Academy will follow the same process as the First selection

round: If the number of applicants received is less than the remaining available slots, no lottery will be conducted and all students will be enrolled. If the number of applicants is greater than the available slots, a random lottery of students will be conducted and students will be selected until all spaces are filled. Once IDB has fulfilled the school's enrollment, all remaining applicants will be placed on a waiting list.

If this lottery fulfills the school's remaining enrollment, a third and final lottery will be conducted for students who were not selected in order to determine a waiting list for ALL remaining applicants.

After Year One of operations, siblings of enrolled students will automatically receive an admission slot. Children of IDB employees and board members will automatically receive admission; not to exceed 10% of the overall enrollment.

Attachments

Section 3: Educational Need and Anticipated Student Population

– No Attachments –

Notes

Vernet Nettles, 12/21/20 5:13 PM:

In the Educational Need and Anticipated Student Population section, please provide the data that supports this statement which is embedded in your application, "Children who are leaving elementary schools from our target communities are assigned to one of two middle schools where there is close to a 90% chance of being non-proficient in math and an even greater chance in science (see performance chart below). Also, the performance chart was not provided.

Angela Williams-Lang, 1/7/21 10:14 PM:

The data to support this statement is based on the 2018-2019 AL Report Card Proficiency Data, located in the paragraph above the statement. We have also included the three-year proficiency data chart of Goodwyn Middle, Capital Heights Middle, and Lee High School. This chart has been uploaded into the section. Based on the proficiency data from the zone schools for our targeted communities, 80% of the children attending schools in these areas are not proficient in reading, and close to 90% are not proficient in math and science. (The 2019-2020 data was not available due to COVID impact).

4. Community Engagement

Evaluation Rating: The summary has been provided.

Established Relationships:

I Dream Big Academy will offer students collaborative experiences through community partnerships. This model reimagines school by placing students at the center of their learning and challenging them through authentic, hands-on, and project-based learning. This includes makerspace, career simulations, immersions, workshops, job shadows, internships, apprenticeships, and employment. These experiences provide students opportunities to learn by doing and doing to learn. We have begun reaching out to area businesses to build relationships to establish future opportunities for our students to participate in job shadow opportunities. This includes medical professionals and practices, industries, and companies.

I Dream Big Academy attended the Region 5 Workforce Council to understand the job market demands of the River Region area. Further discussions with Alabama Works helped to reveal a high demand job market for technology, automation, and technical skills. A closer look at regional education data and employment indicated that students in the River Region--especially students in the Montgomery area--were not meeting workforce demands. I Dream Big Academy reached out to Trenholm Community College to understand the resources available to students in this area and to discuss how to leverage those resources to identify workforce needs in the region. IDB Academy will receive a Memorandum of Agreement from Trenholm to support dual enrollment courses, and a representative from Trenholm will continue guiding a member of our governing board.

To better understand the community, I Dream Big Academy reached out to Mr. Charles Lee, CEO of That's My Child, a nonprofit organization in the Chisolm-North Montgomery Community. Speaking with Mr. Lee helped to highlight the community's needs. The conversation shined a light on the many outreach projects that his organization has established to help fill the educational gap of several of the students attending the community programs. His students are thriving and actively engaged in programs focusing on technology, workforce development, service-learning, health awareness, entrepreneurship, and meeting the social and emotional needs of the community. I Dream Big Academy's educational model mirrors each aspect of these components. Mr. Lee will join the governing board of I Dream Big Academy and continue to be an integral part of the planning year as IDB Academy scales many components of our program to increase the magnitude of the outreach.

I Dream Big Academy has spoken with community members at church events and local businesses. Due to COVID protocol, IDB Academy conducted several Zoom calls to continue to engage the community and understand opportunities to provide resources to this area. IDB Academy has spoken with Leaders and members of Flatline Church. A concern of decapitated homes in the community was shared with a desire for the community to begin revitalizing some of these properties. The concept of an IDB Academy technical program emerged that will include skills training in electrical, plumbing, heating and air and construction, that will prepare our students to support and assist in revitalization projects as part of the real-world learning experiences connected to their learning.

As discussions continued, IDB Academy became even more aware of the need to address and provide support for social-emotional needs. As a result, IDB Academy will include a parent and student center that will provide accessibility to a career center for students and parents and access to a laundry area, showers, and clothing/toiletry pantry.

IDB Academy has reached out to Teach for America and Teach for Alabama to begin building relationships and to become a partner institute to ensure that our students have access to industry experts in our respective technical programs.

IDB Academy planning team members have canvassed neighborhoods, knocking on doors and speaking with parents. There has been an overwhelming sense of parents just wanting a place where their children can learn and feel safe. IDB Academy participated in a drive-through community event with over 100 families and was able to speak to each family in a safe format and conduct an interest survey. Additionally, we have engaged with church leaders and shared information at church events. We have conducted slightly under 100 surveys to gauge the interests of the community. The surveys and communications revealed an overwhelming desire to provide a school choice for the community.

During community discussions, one parent shared that her child graduated two years ago and has not been able to find a job. This was highlighted among several parents. A desire for students to

be employable and secure jobs after leaving high school was shared as a major concern. Members from the Hispanic community expressed a desire for the school to teach their children the English language. Because IDB Academy is applying as a 6-12 school, parents consistently asked about a school and support offered to elementary-age students.

To build the IDB Academy Education program framework, we spoke with members of Montgomery Chambers of Commerce. We sought guidance from TechMGM as we developed components of our Technology Academy. We have begun a partnership with Apple Education to support the Coding program that will be offered. We have spent several weeks in discussion with members from Amazon’s Education Division and have secured a partnership with them to become an Amazon Education Institution. Upon approval of our charter application, IDB Academy will become the only K-12 school in Alabama that has gained this approval. Although we will not fully implement the Amazon Curriculum until 2022, IDB Academy will work with That’s My Child to begin offering a certification course in Alexa Voice Programming to its after school participants in January 2021.

During one of the community engagements, a member asked about our anticipated discipline practices. As we discussed the implementation of Restorative Practices, she shared her experience with leading Restorative Circles. A restorative circle is a technique that builds and restores relationships through equal opportunity sharing and listening. These circles proactively build the skills individuals need when conflicts arise because they give everyone the opportunity to speak and be heard. Restorative circles are especially beneficial for youth learning how to negotiate conflict. Further discussion revealed that the parent was an experienced trainer in these practices. Upon approval, she will work with and train the IDB Academy leadership in restorative practices and offer guidance to the schoolwide implementation plan.

A concern was also elevated for the need to encourage girls of color to pursue STEM fields. IDB engaged community member and parent Mrs. Tilton who was announced as a United State Women Ambassador as part of a program to train and equip women to take action for gender equality in their communities. The United States of Women’s class of Ambassadors included 22 women who represented twenty cities across the United States, Montgomery is one of the cities. Through this, Mrs. Tilton led a local organizing project on an issue that the community identifies as critical to achieving gender equality in Montgomery, AL, ranging from economic empowerment to women’s health, to access to education, to civic engagement. Her input and guidance will be an essential asset to our efforts to recruit young girls to pursue Technology and STEM-related fields.

I Dream Big Academy is developing a website and a social media presence that will allow parents and community members to continue to engage with the school between the approval date and the Fall 2022 opening.

Attachments

Section 4: Community Engagement

4.1	Community Engagement Letters and Evidence of Support	Ridnauer, Katy, 11/30/20 5:54 PM	PDF / 2.621 MB
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Notes

Vernet Nettles, 12/21/20 5:16 PM:

IDB states "After the first year of operation, IDB Academy will submit a Charter Application for K-5." MCBOE will not be able to approve another application until there is successful renewal of the first application acquired.

Angela Williams-Lang, 1/7/21 10:16 PM:

This statement has been removed from the application.

5. Education Plan/School Design

Evaluation Rating: The summary has been provided.

I DREAM BIG ACADEMY CHARTER

IS BRINGING THE

HEAT

PRENEURSHIP • AUTOMOBILE



Summary of the Educational Plan

I Dream Big Academy is a personalized, project-based learning model operating through three Career Academies (Technology, Health, Entrepreneurship). After participating in I Dream Big Academy's middle school program, students will select their academy before entering freshman

year. They will pursue their academy of choice while being exposed to fundamental principles from the other two academies. Peers from each respective academy will mentor and teach peers from the other academies. This allows for a holistic preparation by providing each student with the specific skills of their selected academy while providing a fundamental understanding of the other academies' principles, thereby equipping every student with an understanding of entrepreneurship and finances, health and wellness, and technology innovations. Several aspects of the learning model were adopted from the personalized learning model of Summit Learning and will utilize the Summit Learning Platform to support the students' personalized learning experiences.

I Dream Big Academy is implemented through the following Principles of Understanding:

THE Five Principles of Understanding:

- Aspiration
- Affirmation
- Accountability
- Achievement
- Activation.

Aspiration:

The goal of IDB is to inspire students to believe in their dream. A significant obstacle to a student's success is a lack of self-awareness; therefore, students must identify their interests and aptitudes then to build upon them. For this to begin taking shape, students must have the confidence to dream and must believe that they can transform those dreams into their reality. Student aspirations can result from a combination of setting educational goals, participating in career-related endeavors, and building a sense of self. The IDB model guides students to craft their education so that they can co-create their learning experience.

The motivation for academic achievement is critical to success; as studies have shown, there are significant relationships between academic achievement and motivation. Researchers recommend that education be presented in an appropriate context with desirable facilities concerning the learners' needs (Javadi, Adhami, Haghdoost, 2002). Students with low aspirations are often perceived to have low motivation or low capacity for school success (Usher & Kober, 2012). IDB argues that having low aspirations does not equate to an inability to learn or low achievement. We are redesigning the traditional school environment to create a culture that raises every student's intrinsic and extrinsic motivation and aspirational level.

If we believe that teachers influence student performance by the expectations they have for their students, we must also believe the corollary that students influence their performance by the expectations that they hold for themselves. We will redefine the learning environment through intentional interactions between learners and all stakeholders, including teachers, parents, and peer students. The IDB learning environment will raise students' aspirations, provide growth opportunities within the school environment, and increase learning. Strategies include the following:

- Adult mentoring.
- Awareness of opportunities in economic, educational, and personal growth.
- Goal setting.
- Risk-free, no judgment environment.
- Student passions and potential discovery tools.
- Career explorations and awareness.
- Pursuing their passions.
- Collective self-efficacy.

Affirmation:

All learners are uniquely designed and equipped with innate talents and abilities, and IDBommits to look for and foster these in each student. Stanford research shows a direct correlation between achievement, motivation, and affirmation, indicating that minority students who consistently receive affirmation are more motivated and demonstrate increased performance in problem-solving and academic achievement ([Cohen](#), 2012).

IDB will apply these principles while working with parents and stakeholders to help each learner strengthen their confidence while preparing them emotionally, physically, socially, and academically to be relentless in their pursuit of reaching their full potential. We will encourage a sense of purpose, clarity, and focus, enabling students to have a deep understanding of their potential.

Developing this understanding of the individual potential and a sense of purpose is essential. William Damon, of the Stanford Center on Adolescence, explains that purposeful students “exhibit high degrees of persistence, resourcefulness, resilience, and capacity for healthy risk-taking” (Damon, 2008) and continues that “positive purpose is connected to social and emotional learning (SEL) skills: You recognize your feelings and use them as a guide to your actions, and you find your special task—what it is that allows you to excel” (Damon, 2008).

Helping students discover their purpose can begin with simply asking a student, “*When you are looking back in 10 years from now, what would you like to say about your life?*” Initially, many will not be able to articulate a response, but IDB will continue to ask this question, so students begin asking themselves these questions through self-reflection. This process leads young people on the journey to figuring out what direction they want to take in life. IDB will implement instructional and coaching approaches that are essential to identifying purpose, such as 1) understanding of one’s strengths and skills; 2) understanding of one’s interests and passions; and 3) understanding of what the world needs (Seligman, 2013)

In addition, students will have opportunities to develop purpose by engaging in the following design choices to ensure that IDB Academy students clearly define their purpose:

- Goal-Setting.
- Mentoring.
- Kuder Interest and Aptitude Surveys.
- Career Discovery.
- Passion Projects.
- Career Academies.
- Immersions.
- Internships and Apprenticeships.
- Community Service.

IDB Academy will affirm each student’s purpose through the following practices:

- Daily “I Dream Big” Pledge.
- Positive Self-Esteem development.
- Intentional and Consistent Encouragement.
- Small Learning Communities.
- Looping Grades 6-8 and 9-12.
- Adult and Peer Mentoring.
- Affirmation Boards.
- Positive Praise and Recognition.

Accountability:

Our learners will be at the center of their education and empowered to take responsibility for their learning by acknowledging that they are responsible for their role as a student. Jenkins (1994) advocates that students' greatest problems in school are related to irresponsibility and lack of motivation, not inability. Accountability is not simply about following rules and procedures; instead, it involves staying committed to learning and growing even when things become difficult.

IDB Academy will provide thoughtful, personal guidance to equip each learner with the necessary tools to make informed and responsible choices about all aspects of their life and become engaged participants in the learning process by setting and achieving short-and long-term college and career goals. Setting goals will allow students to focus on desired outcomes and provide a clear direction that will lead to higher student motivation and academic achievement (Marzano, Pickering, & Pollock, 2001).

Encouraging students to make decisions about how they learn best, we will create opportunities for them to pursue their own interests and practice skills. This will provide a framework for students to engage with new material by making connections, thinking critically, and exploring possibilities. Additionally, our accountability systems will demand high expectations and performances of every student, staff, and stakeholder. The following strategies will be utilized to promote accountability and student ownership of their learning:

- Student Voice and Choice.
- Personalized Learning.
- Student Ownership of their Learning.
- Behavior Culpability.
- Restorative Practices.
- Peer-to-Peer Mentoring.
- Financial Literacy Workshops.
- Student Exhibitions to showcase their Learning.

Achievement:

IDB Academy expects that each learner will flourish in our learning environment and acquire knowledge, skills, and attitudes that result in improved work performance and gainful employment. Operating with a relentless focus on the academic core with clear and high standards of academic and technical achievement, our students will be College and Career Ready and Workforce Prepared. Academic, technical, and social-emotional support will be delivered through small learning communities in grades 6-8 and career academies in grades 9-12. These environments create a supportive and personalized learning space with close-knit relationships among students and teachers.

The looping structure allows students to remain with the same teachers within their communities and with their mentor through graduation, providing more academic and personal support for students within and outside of the classroom, which will result in higher rates of student engagement.

The competency-based curriculum will integrate academic and occupation-related course requirements to promote applied learning and satisfy college entrance requirements. Career academies will establish partnerships with area businesses to build career awareness beginning in Grade 6; job shadowing opportunities and work simulations in Grades 9-10; career labs in Grade 11; work-based learning opportunities in Grade 12; and apprenticeships at the post-secondary level. The Career academies will prepare students to go directly into an

established workforce, equip them to create their own workforce, and/or support them to further their post-secondary learning. Strategies and components to achieve this include:

- Academic Core and Technical Integration of Content.
- Strong Literacy and Math Programs.
- Multi-Tiered Systems of Support.
- Kuder Interest Inventories.
- Simulated WorkPlace.
- Authentic Work Experiences.
- Job Shadowing/Internships.
- Mock Interviews.
- Resume and Portfolio Building.

Activation:

IDB Academy will equip students to move directly into career opportunities, further their studies, and/or build their future. Regardless of their chosen career path, we will help raise their voices and build connections that will weave them into their communities. Activating their voice, ideas, and confidence will empower them to impact their communities, experience economic mobility, and succeed in the world that surrounds them.

Generational poverty has stunted the growth of many communities. While we are committed to closing the academic achievement gap, we are also committed to teaching our students about the cycle of generational poverty and providing the mindset, skills, and training they need to break the cycle for themselves, their families, etc., ultimately, their communities.

We will not only focus on academics, innovations, and economics; we will also affirm our students culturally and show them how they can impact their community.

- Civic responsibility workshops and voter registration.
- Service-learning projects.
- Revitalization Projects.
- Community outreach.
- P.E.O.P.L.E (Peers Encouraging Other Peers' Learning Environments).

The I Dream Big Academy Difference:

I Dream Big Academy sees its role extending beyond standardized assessment and “just having school.” We are working to address inequities, inspire students to believe in their dreams, and prepare them to become the best versions of themselves. Our school is an intentional reflection of the communities we serve, and our program includes this foundation:

- We provide a learner-centered, personalized approach to learning that supports and challenges each student.
- Students pursue their passions through projects and reflect on their learning.
- We recognize that identity development and personal growth occur in the context of community.
- We foster trust, caring, and mutual respect among students and adults through program design elements such as learning communities, small classes, home visits, mentoring, and student collaborative work.

- Student projects will integrate hands and minds and incorporate inquiry across multiple disciplines, leading to meaningful and authentic work.
- Students will engage in work that matters to them, to their teachers, and to their communities outside of school.
- Students will connect their studies to the world through fieldwork, community service, internships, and consultation with outside experts.
- Our facility will have collaborative workspaces with small-group learning and project areas, relevant technology, and common spaces where artwork, prototypes, and other artifacts of student thinking are created and displayed.
- Teachers will have the autonomy of collaborating to design curriculum and projects, lead professional development, and participate in hiring while seeking student experience and voice in each of these areas.
- Our staff will function as reflective practitioners with students as design partners, conducting an inquiry into equitable teaching and learning, school culture, project design, and authentic assessment.

We will achieve our goals through the implementation of these Research-Based Practices:

Use of Cognitive Skills		
Best Practices	Research	I Dream Big Academy Educational Practices
To be successful in both college and careers, students must master a set of cognitive skills.	CCSS (2010) NRC (2012) Conley (2012) NGSS (2013) Fadel et al. (2015)	<ul style="list-style-type: none"> • IDB Academy will evaluate each cognitive skill through a rubric outlining 36 cognitive skills necessary for college and career readiness. • These skills will be taught and evaluated through projects. • Students will set cognitive skill goals during mentoring.
In the 21st Century, proficiency in cognitive skills at the end of high school is more valuable than proficiency in the content of any given subject matter.	NRC (2012) OECD (2016) Perkins (2014) Fadel et al. (2015)	<ul style="list-style-type: none"> • The grading policy prioritizes the importance of cognitive skills over other student outcomes.

<p>Students develop cognitive skills over time; the skills must be accessed within each student's proximal development zone.</p>	<p>Bruner (1960) Wood, Bruner & Ross (1976) Vygotsky (1978)</p>	<ul style="list-style-type: none"> • Students encounter the same cognitive skills in all grade levels (6–12) and all subjects. • Student progress along a continuum from levels 0–8 on the Cognitive Skills Rubric, demonstrating competency in skills appropriate for their development and growth.
<p>Cognitive skills are learned best through strategies that require deeper learning. The most profound learning is inquiry-based, authentic, and hands-on.</p>	<p>Barron & Darling Hammond (2008) AIR (2014) Perkins (2014) Fadel et al. (2015)</p>	<ul style="list-style-type: none"> • Cognitive Skills are taught through projects. • For every discipline, teachers and students will develop projects that require multiple cognitive skills. • Projects are oriented around essential questions. • Projects are based on topics that are of high interest to students.
<p>Cognitive skills are interdisciplinary and are learned more deeply when students can practice them in multiple contexts across disciplines.</p>	<p>EPIC (2012) Perkins (2014) Fadel et al. (2015)</p>	<ul style="list-style-type: none"> • The same cognitive skills are assessed multiple times per year across different disciplines. • Many of the projects are interdisciplinary.
<p>Timely feedback is essential for the development of students' cognitive skills.</p>	<p>Hattie & Timperley (2007) Schwartz et al. (2016)</p>	<ul style="list-style-type: none"> • All projects are built with a series of checkpoints or opportunities for formative assessment feedback. • Students have multiple structured opportunities for feedback from teachers, peers, and self.

Use of Focus Areas of Content Knowledge

<p>Best Practices</p>	<p>Research</p>	<p>I Dream Big Academy Educational Practices</p>
<p>To be successful in college and careers, students must master</p>	<p>CCSS (2010) NGSS (2013)</p>	<ul style="list-style-type: none"> • Focus areas will outline key content knowledge for each subject. • Each subject's focus areas are aligned to AL College and Career

<p>rigorous content knowledge in each of the academic disciplines.</p>	<p>Conley (2012) Fadel et al. (2015)</p>	<p>Readiness Standards and Next Generation Science Standards and to the AP standards for students seeking college-level attainment.</p>
<p>Students acquire new content knowledge in reference to existing content knowledge.</p>	<p>Willingham (2009) Bransford, Brown, & Cocking (2000) Schwartz et al. (2016) AIR (2016) Deans for Impact (2015)</p>	<ul style="list-style-type: none"> • The focus areas are developed across the grade spans on a developmental continuum. • Students are introduced to similar content knowledge topics in different grades through projects, with increasing levels of complexity and depth. • Completion of all power focus areas in one course is required for advancement to the next course.
<p>Each subject area has a set of facts that, if committed to long-term memory, supports problem-solving by freeing working memory resources and illuminating contexts in which existing knowledge and skills can be applied. The set of facts varies by subject matter.</p>	<p>Glaser & Chi (1988)</p>	<ul style="list-style-type: none"> • Content progressions are spiraled through vertical alignment and build knowledge in increasing complexity. • The Focus areas are broken into “Power,” “Additional,” and “Challenge,” areas that focus students on the most critical content knowledge while holding no students back from exploring and deepening their interests.
<p>Students need to explore content knowledge at their own pace based on their interests.</p>	<p>Rose (2016)</p>	<ul style="list-style-type: none"> • Students progress through focus areas on their own during self-directed learning time. • Teachers serve as facilitators of self-directed learning and guide and support students, identifying students who need additional support or need access to more challenging areas. • Students who perform above level have access to further, more challenging focus areas that allow them to dive more deeply into the content of particular interest and relevance.
		<ul style="list-style-type: none"> • Over an academic year, students have multiple opportunities to perform

<p>Students should have multiple opportunities to demonstrate competence in content knowledge. Learning must be prioritized over pace.</p>	<p>AIR (2016) Rose (2016)</p>	<p>at their full potential on content assessments.</p> <ul style="list-style-type: none"> • The pace is tracked against the school year and students’ goals on the Summit Learning Platform. • Students are empowered to make decisions about when and how to learn.
<p>When students learn content at varying paces, they will be ready to assess at varying points in time.</p>	<p>AIR (2016) Rose (2016)</p>	<ul style="list-style-type: none"> • On-demand content assessments are available to students upon request by students and approval by teachers. • Students indicate when they are ready to take an assessment based on their learning progression.
<p>The Implementation of Habits of Success</p>		
<p>Best Practices</p>	<p>Research</p>	<p>I Dream Big Academy Educational Practices</p>
<p>Students need to develop skills, dispositions, mindsets, and behaviors that are malleable; are academically important; recognize the social nature of learning, and align with the milestones of adolescent development.</p>	<p>Farrington (2012) Mindset Scholars Network (2015) Stafford-Brizard (2016) AIR (2017)</p>	<ul style="list-style-type: none"> • IDB Academy uses the term “Habits of Success” to describe students’ dispositions and behaviors to succeed in college and careers. • A common language helps systematically develop students’ Habits of Success. • IDB has adopted Summit Learning’s Building Blocks of Learning framework to develop Habits of Success.
<p>Learning should be culturally responsive and recognize that children learn about the world around them within the context of their own culture.</p>	<p>Dee & Penner (2016) Ladson-Billings (1995)</p>	<ul style="list-style-type: none"> • Project-based and self-directed content and curricula are designed to be culturally relevant for students and are adaptable at the discretion of teachers and site leaders.
<p>Skills, dispositions, mindsets, and behaviors should be developed as</p>	<p>Farrington (2012) Stafford-Brizard</p>	<ul style="list-style-type: none"> • These habits are integrated into both curriculum and instructional practices for project-based learning and self-directed learning time.

part of a cohesive academic program.	(2016) Osher et al. (2017)	<ul style="list-style-type: none"> • The development of Habits of Success is embedded into projects of all subjects and grades. • All educators will participate in professional development related to these.
Students with a sense of belonging in school feel socially connected, supported, and respected. They trust their teachers and their peers, and they feel like they fit in at school.	Mindset Scholars Network (2015) Duckworth & Yeager (2015)	<ul style="list-style-type: none"> • Students engage in 1:1 mentoring with their mentors every week. • Mentors and mentees jointly review data on the Summit Learning Platform. • Mentors track data for each of their mentees and help identify struggling students and might need additional support. • Students spend 60 minutes each day in dedicated time with peers who share the same mentor. • Students remain with the same mentor throughout their years at IDB.
Self & Career Awareness		
Best Practices	Research	I Dream Big Academy Educational Practices
Individuals with a strong sense of purpose are more likely to persist toward their goals.	Duckworth (2016) Damon (2008) Yeager (2014)	<ul style="list-style-type: none"> • The Summit Learning Platform helps to seamlessly connect students' interests, values, goals, and areas of strength. • The platform supports personalized learning and provides easy-to-understand data that supports teachers as mentors.
Deliberate practice in the art of short-, medium-, and long-term goal-setting supports students' growth mindsets.	Dweck (2007)	<ul style="list-style-type: none"> • Students engage in a family meeting to develop a long-term plan together with their personal mentor. • Students have a 1:1 daily check-in with their mentors. • Students monitor their goals in real-time on the Summit Learning Platform.

<p>Developing students' self-awareness is a crucial building block for learning and other long-term student outcomes.</p>	<p>Goleman (1995) Farrington (2012) Stafford-Brizard (2016)</p>	<ul style="list-style-type: none"> • In the middle school years, students practice identifying their interests, passions, strengths, and opportunities for growth. • The Summit Learning Platform allows students to opt for additional “challenge” content in areas of particular interest to a given student. • Students meet in diverse mentor groups to discuss short- and long-term goals. • The discussions allow for group reflection and peer feedback, further building a student’s self-awareness. • Students meet with mentors to discuss individual strengths, interests, and passions. • As part of the portfolio and oral defense, students are required to make a statement describing their self-knowledge, including their strengths and opportunities for growth.
<p>Students with a sense of belonging in school feel socially connected, supported, and respected. They trust their teachers and their peers. They are not worried about being treated as a stereotype and are confident that they are seen as a person of value.</p>	<p>Mindset Scholars Network (2015)</p>	<ul style="list-style-type: none"> • The development of a sense of purpose happens within the learning community. • Learning is inherently a social process. • Students develop community among their mentor/mentee group through collaborative learning, Immersions, looping, career academies, and as a result of strong relationships with caring adults.
<p>Deep, hands-on exploration of a diverse array of subject areas, professional fields, and work settings exposes students, develops</p>	<p>Mathematica (2013)</p>	<ul style="list-style-type: none"> • Students participate in immersions, technical training, and learning labs. • Students select a particular career academy and participate in internships and job shadow opportunities. • Students also engage in community-based service-learning projects and activities. • Middle school students participate in career discoveries and explore passion and career interests. • In addition to career awareness, high school students also participate in

self-awareness, and supports an emergent sense of purpose.

- college readiness expeditions.
- They visit colleges, learn about the application and financial aid processes, and gain a deeper understanding of the practical, logical, and financial implications of the college process.

In order to achieve their college and career goals, students need an understanding of the transition to the college and career landscape, including, but not limited to practical, financial, and logistical requirements and admission processes.

Conley (2012)
ConnectEd (2012)
Lash, Belfiore, & Calkins (2017)

- Even at a young age, all students are introduced to the college admission process by linking the requirements needed for admission into universities and college with day-to-day projects, assessment, and content.
- All students, even at a young age, are introduced to careers, work expectations, and employability skills.
- Students embark on college readiness Expeditions about admissions and financial aid processes.
- All students complete a financial literacy course and workshop and receive direct exposure to the banking system and process.

Assessment Strategy:

IDB Academy is a data-informed environment using real-time data and other variables to drive instruction and all decision making. The assessment plan will create a culture of accountability that gives the school and teachers the necessary data needed to make informed instructional decisions for teaching and learning.

Purposeful summative and formative assessments will be leveraged as an instructional tool to increase the impact of teaching and learning to make instruction more equitable for students. Formative assessments will be used as a tool to check for understanding, provide feedback as well as to guide and adjust daily instruction. PLCs use common formative assessments to help all students achieve high levels of learning. The idea of formative assessments is not only to “check-in” with students, but it allows teachers to quickly identify struggling students. This allows teachers an opportunity to pull students in small groups to ensure that Tier II is prescribed to the identified students.

Checking for understanding occurs every day and in real-time. It is deeply embedded in our culture and occurs at every opportunity. When our teachers engage in student dialogue, they are checking for understanding. Listening and observing provides opportunities to also check for understanding. Listed below are some of the formative assessment strategies that will be used to create a successful learning environment.

Assessments are designed to be high-quality and have a coherent vision and focus. They are not

punitive but an instructional tool to promote feedback, reflection, understanding, and revision toward mastery. They generate meaningful data for leaders, teachers, students, and families to make informed decisions toward learning and career goals. Data will be gathered through intentional, timely, and meaningful formative assessment practices, such as benchmark assessments, focus area assessments, conferencing with students, observations, instructional checkpoints, rubrics, peer feedback, project presentations, in addition to the end of year summative assessments.

In our data-informed culture, IDB Academy will work to understand the behaviors behind the data. Assessment of and for learning occurs with these instruments: the Cognitive Skills Rubric, the Concept Rubric, Focus Area assessments, and iReady assessments (See Attachment 3 and the following sections. A more detailed explanation of these Assessments is explained later in the application.

Additional strategies will include:

Create something: This is similar to checking for transfer. Have students build/create a product that requires them to apply what they have learned.

Exit slip: Students respond to a question or questions related to that day's learning target. Ex. OGAP (explained in the previous section)

Create a video: Students create short videos or screen-casts where they explain their reasoning. You can then watch what they created and see what they are able to explain, what they omitted, and what they may not understand.

Socrative: "As easy as raising your hand..." Students can log-in to your virtual Socratic classroom. Teachers can have preposted or 'on the spot questions' for students to respond to.

BackChannel: Using a program such as Today's Meet, students are able to state ideas, discuss thinking, and share questions as a topic is being taught. Teachers are able to quickly address questions, point out interesting thinking and students are able to build on their own understanding through the thinking of their peers. Especially great for the shy students as they have a voice through technology.

Text the answer: Students text their answer to a site such as Wifitti . It hides their actual identity so they can be honest and not feel embarrassed.

Clickers: Give each student a student response system (or clicker) or use a service like Socrative teacher, Poll Anywhere, or Google Docs and ask questions during class, and have students respond individually (or in groups) to the questions.

Flubaroo: Use the Flubaroo script to create self-marking quizzes that students can take for formative feedback on their understanding.

A more detailed explanation of Assessments is explained later in the application.

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Attachments

Section 5: Education Plan/School Design

– No Attachments –

6. Leadership and Governance

Evaluation Rating: The summary has been provided.

Please find Attachment 1 uploaded into this section.

Attachments

Section 6: Leadership and Governance

6.1	Attachment 1 Proposed Leadership and Governing Board Members	Ridnouer, Katy, 11/30/20 7:34 PM	PDF / 3.478 MB
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7. Enrollment Summary

Evaluation Rating: The summary has been provided.

Please find the Enrollment Summary uploaded into this section.

Complete the following table

Grade Level		
	Year 1: 2022-2023	Year 2: 2023-2024
6	167	167
7	167	167
8	167	167
9		167
10		
11		
12		
Total	501	668

Anticipated

The rationale for the number of students and grade levels

I Dream Big will have Cohorts of 167 students. The rationale for this design is based on the following:

The learning environments are designed around Communities. Each middle school grade level will consist of 167 students with 83-84 students per community family. When scheduling with this number of students, each teacher will be afforded an instructional period where they can teach a passionate subject of interest to themselves and their students. For example, the science teacher may have a passion to play chess and can offer an opportunity to interested kids to explore this.

This number allows for an approximate ration of 21:1, allowing teachers an opportunity to build meaningful relations with their mentor group and their entire community of students

This number provides us with the maximum number of Middle School students enrolled in a school to be eligible to participate as an Apple School.

As each cohort moves into High School and students begin to identify their Academy and Pathway Programs, these cohort numbers help to ensure an average of about 42 students entering each academy and ideally, about 8-15 students per Pathway. This will enable us to provide the necessary resources and career opportunities for each group of Pathway students. For example, it is more feasible to connect a group of 10 Cybersecurity students with industry experts and internship opportunities than it would be to try to place 25 at the same time. Also, these numbers are suitable for students to build working teams and peer relationships as they work through their respective pathways together.

A cohort of 167 allows for stability based on the number of teacher units funded allowing IDB to provide access to STEM and CTE electives to promote innovations and creativity.

Based on the state funding formula, IDB will be fully funded for each student in year one. However, as we move into year two, we will only be partially funded for the increased difference in students. Adding multiple grades will become financially difficult based on the state's funding formula, thus we will add one additional grade level each year in order to ensure our programs are sustainable.

The decision to include 6th, 7th, and 8th grade is based on the sense of urgency to expose students to career options and build a High School Program based on Career Academies as well as the financial feasibility of our program. The job market is ripe with career opportunities for our students; however, more and more are leaving high school without the interest or essential skills to meet workforce demands or pursue post-secondary education. We are starting with service to middle school because our community cannot wait any longer to prepare students to become productive and employable citizens. There is a sense of urgency. With each passing year, we are placing more kids in the pipeline to prison. It's imperative that we begin to create clearer paths to successful careers.

Building the High School Model: Because IDB is a career academy model, students need an

opportunity to explore career choices, identify their interests, and connect their skills and aptitudes with appropriate careers before identifying a career academy in the 8th grade and beginning their pathway in the 9th grade. Our middle school students will experience extensive career exploration opportunities and STEM-related fields. The goal is to prepare our students for the academic, mental, and social challenges and rewards of high school. Starting with Middle School allows us to help students identify areas of interest before entering into a career academy. Students also establish relationships before their freshman year, giving them a support system on day one of high school. Many of our students will come to us from low-income households, have skill gaps, and will need additional assistance. IDB Academy will immediately provide them with essential skills for obtaining a high-demand job or spark an interest in a STEM field that they did not know existed. They can begin identifying themselves as the next doctor, engineer, welder, designer, or builder when previously they might have been unaware that the opportunity even existed. In an ideal world, this preparation, support, and exposure would start in earlier grades; however, beginning with middle grades allows us to impact the next cohort of high school students immediately.

Cohort Sizes: In Year 1, I Dream Big Academy will open seats for 167 students in grades 6, 7, and grade 8. A cohort size of 167 allocates teacher units that support small class sizes, using a technology coordinator and collaborative support systems. The minimum enrollment numbers support a financially stable education framework based on funding formulas and teacher unit allocations. This cohort size also allows for a school-based middle school family with approximately 84 students. That family becomes a community when the two grade-level families are combined. We will have small class sizes during the instructional day and increase students' opportunities to build sustainable relationships with peers, teachers, and mentors. Additionally, it allows IDB Academy to enroll the maximum number of 500 students to participate in the Apple Educate Institution for our middle school program. The cohort size will support an average group of 12-16 students per program within each of the academies each year. These small numbers increase the opportunity to place students into job shadow, internships, and apprenticeships without over-saturating the community's resources.

The Rationale for Middle School: Currently, Montgomery Public School's chronic absenteeism rate increases at the middle and high school level and is nearly three times the national average. Chronic absenteeism impacts disadvantaged students, minorities, and students with low economic status disproportionately. The chance of these subgroups dropping out of high school increases by 20 percentage points for every five days of absences (Jordan, 2019). Chronic absenteeism is associated with adverse academic and social outcomes, including substance abuse, unemployment, low income, and reduced life expectancy (Allen et al., 2018). It is also a more significant predictor of academic success than standardized data (Balfanz & Byrnes, 2018). Creating an engaging learning environment, building relationships, and expecting the most out of our students are key elements to increasing attendance. 6th-8th grade students still have mental plasticity, so they have the potential to more easily adopt and implement new ideas at a rapid rate if they receive individualized instruction and have confidence in themselves. A key to developing a student's mindset is to present middle school as an opportunity to explore interests and discover passions instead of a burden one simply has to survive. Individualizing instruction in math and reading can place these students on a trajectory for academic growth later in middle school, high school, and post-secondary endeavors. Career exploration experiences improve academic performance and students' attitudes about their career possibilities; in turn, these improvements promote intellectual perseverance. They also increase the likelihood that these students will complete high school and pursue post-secondary education. By encouraging students to develop and work toward goals during middle and high school years, students can more easily envision how they fit successfully into their community and beyond.

Research shows that adolescents flourish in small learning communities because these

environments promote an increase in student learning and enhance collegiality among teachers and personalized relationships between teachers and students (Joftus, 2002). Additional benefits include the following: increased order and safety. higher school attendance and graduation rates. higher levels of extracurricular participation. greater parent participation and satisfaction. more positive teacher attitudes and satisfaction with their work. high-quality curricula that are well-aligned with national goals. greater cost-effectiveness compared to larger schools (Cotton, 2001). Children leaving elementary schools from our target communities attend one of two middle schools where there is close to a 90% chance of being non-proficient in math and an even greater chance in science (see performance chart in the Education Plan section). With the increasing demand and growth of STEM-related fields, this closes the doors of opportunity before their 12th birthday. Recognizing a sense of urgency, IDB Academy will open its doors to Middle School students, allowing us to introduce a STEM environment and rebuild cognitive skills to prepare students to pursue a career of their choice.

Attachments

Section 7: Enrollment Summary

7.1	Revised and Updated Enrollment Summary	Williams-Lang, Angela L., 1/7/21 11:28 PM	PDF / 165.292 KB
7.2	Enrollment Summary	Ridnouer, Katy, 11/30/20 7:40 PM	PDF / 74.203 KB

Notes

Vernet Nettles, 12/21/20 5:23 PM:

In the Enrollment Summary section, there is discussion about the Park Crossing High School enrollment. This statement does not reflect current Park Crossing enrollment practices and does not completely clarify what IDB intends to do. What will be the expectation and practice of IDB?

Angela Williams-Lang, 1/7/21 11:10 PM:

IDB will enroll students in grades 6, 7, and 8 during the first year of operation. Each subsequent year, a new cohort of 6th-grade students will be added, while the existing cohort of students will move up a grade each year. This allows us to add a grade level each year until we reach capacity with our senior group.

Vernet Nettles, 12/21/20 5:22 PM:

Please check the enrollment data. This data indicates that you could have a maximum of 167 7th grader students.

Angela Williams-Lang, 1/7/21 11:12 PM:

The enrollment data has been updated to reflect an enrollment of 167 6th graders, 167 7th graders, and 167 8th graders during the first year of operation.

EDUCATIONAL PROGRAM DESIGN AND CAPACITY

1. Education Program Overview

Evaluation Rating: Meets or Exceeds the Standard

Overview of the Education Program:

I Dream Big Academy will offer a personalized approach to project-based learning and career awareness. Its learning environment integrates core and technical instruction, whereby students apply knowledge and skills through authentic community-based projects and work experiences. Confucius expressed this approach succinctly in these words: “I hear, and I forget. I see, and I remember. I do, and I understand.” IDB Academy will cultivate understanding through real-world projects, assignments, and opportunities that align with the students’ dreams, skill sets, and interests. Students live this out by simultaneously working toward the completion of a High School Diploma, a College Technical Certificate or Industry Credentials, Career Placement, and college credits. Students explore their passions while learning about and preparing for careers that align with their skills, interests, and preferences.

Career awareness, preparedness, and readiness are integrated throughout the learning process from start to finish through I Dream Big Academy’s career-specific academies, Health-Entrepreneurship-Automotive, and Technology (H.E.A.T). Students are introduced to these academies in 6th grade so that they are ready to select their career pathway by the end of 8th grade. I Dream Big Academy establishes small learning communities to ensure that each child is seen as a unique individual. These communities include the students and their teachers, mentors, and administrators who encourage students to believe in their dreams and develop content that matches their cognitive development.

Using a blended approach supported by 1:1 technology and the Summit Learning System, learners will work in a flexible learning environment that includes a combination of project-based and hands-on learning, small group direct instruction, self-directed and collaborative learning, and digital instruction. Students will learn at a pace suitable to their needs and receive differentiated support. This Personalized Learning approach recognizes that students master the standards in different timeframes and through different paths. As a result, IDB Academy will focus on mastery of content instead of mastery of a specific course and create a process for students to receive the wrap-around support they need. The process will include additional instruction, additional time, or an invitation to move on to the next standard when ready.

Through the looping design, students will build connectedness and relationships, allowing them to build confidence to challenge their ideas and innovative mindset. Looping makes it easier for positive outcomes to happen, but looping in itself doesn’t cause them to happen. Middle school students will remain with the same academic teachers throughout middle school. These teachers will be adept at the vertical alignment of their academic standards and move with each community through each grade level. Upon entering high school, students will select an academy and begin another looping cycle. Each academy will be assigned a full suite of academic teachers, CTE, SPED, and an ELL teacher. A Program Manager will serve as a work-based instructor, connecting students with internships within the community. This group of academy teachers will remain with their students throughout high school.

Many experts cite the importance of significant relationships in young people's lives. As Yales' James P. Comer states: "No significant learning occurs without a significant relationship." One of the core beliefs of Yale's School Development Program, which has succeeded with inner-city and at-risk youth, is that children's most meaningful learning occurs through positive and supportive relationships with caring and nurturing adults. Texas educator Ruby Payne, noted for her work with students of poverty, stresses how important teachers and administrators are as role models and recommends that "schools establish schedules and instructional arrangements that allow students to stay with the same teachers for three or more years." Adds Ronald D. Stephens, director of the National School Safety Center: "Despite all the fancy hardware, the single most effective violence-prevention strategy is the physical presence of a caring adult."

In addition to expanding student/teacher relationships, a teacher who keeps his or her students for three years will extend relationships with the students' families. Some parents have had negative school experiences and are reluctant to participate in school activities and engage their children's teachers. Looping enables reluctant parents to participate in school activities because it allows the teacher multiple years to build family relationships, engaging families, and supporting them as they support their children and their education.

Looping over multiple years allows teachers to use instructional time differently. At the end of the first year, a teacher can spend more time on academic instruction instead of putting closure on a class experience. The end of the school year isn't the end of a class or learning; instead, it is the beginning of the next learning cycle. Teachers looping with their students can begin the second year with a minimal review of classroom routines. Students who enroll in existing communities during our summer and winter admission periods will be assigned peer mentors to help them understand the IDB culture and routines in addition to attending peer-led orientation sessions.

A national middle school association study of looping at a school in Gainesville, Fla., by Paul George and colleagues found approximately 70 percent of the teachers reported that teaching the same students for three years allowed them to use more positive approaches to classroom management. Also, 84 percent of the teachers reported more positive relationships with parents.

A Strong Literacy Program:

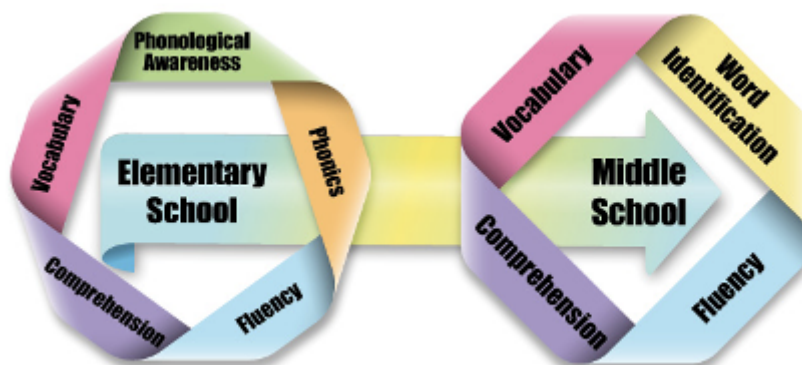
A strong foundation in literacy is vital for every child and young person and underpins their ability to engage in education, reach their potential, and fully participate in the community. I Dream Big Academy will implement a strong literacy program that will promote reading proficiency and growth. A strong literacy program begins with identifying the interferences that are preventing students from obtaining the skills that are needed to become fluent readers and prescribing students with the correct prescription that will ensure reading growth and proficiency.

Mastery of any skill requires effective instruction and lots of practice. Reading is no exception. Students need explicit instruction and practice in the essential reading skills to become more proficient readers.

Many teachers—especially those at the elementary level—are familiar with the five essential reading skills: phonological awareness, phonics, fluency, vocabulary, and comprehension. Although these building blocks of skilled reading apply to all ages or grade levels, most students will have mastered phonological awareness and the basics of phonics by the end of third grade. Once students reach middle school, however, the reading skills required for success shift slightly: Word identification replaces both phonological awareness and phonics. However, unlike most middle schools, IDB Academy will require all teachers and administrators to understand the Science of Reading.

Middle school students are particularly heterogeneous. That is, they tend to exhibit different

patterns of reading strengths and weaknesses. Half of those who struggle with reading will benefit from instructional support in word identification and nearly all need help with grade-level comprehension. Our literacy program will identify the components that our students didn't master in elementary school and ensure that the components are embedded and that our teachers engage in professional development workshops that focus on delivering instruction to the students. This is where our differentiated intervention groups will come in place.



Problems with any of the reading skills—word identification, fluency, comprehension, or vocabulary—can contribute to reading difficulties in middle school. When students cannot quickly and accurately recognize long and difficult words (word identification), it affects their reading rate (fluency). Not knowing the meanings of words as they are used in a given text (vocabulary) and a lack of fluency contribute to difficulties in reading comprehension. In other words, to be skilled readers, students must integrate *all* their word identification, fluency, vocabulary, and comprehension skills.

Middle school students commonly struggle to pronounce the longer, more difficult words prevalent in content-area textbooks. These words represent a marked shift from the short, decodable words that make up the bulk of early elementary reading material. Whereas a second grader who could not read the word *cat* would be identified as struggling, a student in the eighth grade would be considered to have a word identification problem if he could not read the word *catastrophic*.



The literacy program will be guided by a data-driven cycle of assessment, using I-Ready comprehensive assessment and instruction program. Analyzing data and responding with the appropriate actions for each student is indispensable for student growth.

All teachers and administrators will participate in professional development in how to analyze assessment results without getting overwhelmed by the data and to understand reading pedagogy to be ready to deliver the needed actions for each student.

Although students will have their normal school schedule with their core classes and electives, their reading literacy intervention class will be based on their diagnostic assessment. There will be a school-wide intervention time. During this designated time, the entire school will participate in literacy intervention. Implementing a school-wide intervention time is the only way to ensure that

the instruction is differentiated based on the need of the students. It is impossible to close the gap and increase reading proficiency with a one size fit all mentality. If we are truly going to close the gap, instruction for our students must be purposeful and intentional.

The intervention classes will support curriculum implementation that will provide scaffolds that support areas such as sentence structure, cohesion, and text analysis that informs text-dependent questions that will help all students access complex texts. Intervention support will not only focus on essential reading skills but tailor a targeted analysis approach of data to ensure we are surfacing equity as an institution. Those skills are fluency, vocabulary, comprehension, and word identification. Historically in middle schools with our anticipated population, are performing below grade level in foundational skills (phonological awareness and phonics). Research supports assigned students in middle grades to a close-reading group (with complex texts). In a recent study, students in reading groups based on targeted skills had higher gains than the control group and higher perception of their reading progress. The study revealed that the close reading group had 64% of students increasing at least one grade level, compared to 12% in the control group (Fisher & Frey, 2014).

Math Program:

For Math Courses, in addition to developing cognitive skills through projects and content knowledge through power focus areas, students will complete math concept units to fully develop an understanding of complex mathematical ideas.

Since children who learn math skills without learning the underlying concepts can get very confused, their lack of understanding will limit their ability to apply math in a variety of problem-solving situations. Without understanding a concept, students are forced to rely on remembering and practicing a skill.

For example, if a 5th-grade student learned how to divide fractions using the "copy, dot, flip" method but wasn't taught the concept behind that process. Then the 5th grader progresses to 6th grade and stops practicing dividing fractions because he is learning new skills. When that child stops practicing, he will then likely forget how to divide fractions. This will be a problem when dividing fractions comes up again in algebra and advanced math. The child who has both the skills and the concepts will be equipped to understand the next concept in math.

Knowing the difference between concepts and skills helps to identify the problems that arise in math. We know a fundamental barrier to math is making it meaningful, which is why IDB Academy selected The Summit Learning Curriculum.

Example Lesson: Should fast-food restaurants rewrite their menus in terms of exercise? According to the McDonald's menu, a Big Mac contains 540 calories. But what does that really mean? Would it be more helpful to describe this as "65 minutes of running"?

In this lesson, students write and evaluate expressions to determine how long it takes to burn off foods from McDonald's and debate the pros and cons of including this information on fast food menus.

To strengthen math skills, we believe it needs to be meaningful but also allow an intentional delivery of math skills and math concepts.

IDB Academy will utilize OGAP, a systematic, intentional, and iterative formative assessment system grounded in the research on how students learn mathematics to provide on the spot math support and interventions. The OGAP system is seamlessly integrated into a set of tools, practices, support materials, and in-depth professional development. OGAP is not a curriculum

but is used on an ongoing basis to enhance the existing math program. Teachers learn how to choose appropriate items from a database of carefully constructed items, administer them in their classrooms as “exit slips” or quick assessments, and use OGAP learning trajectory frameworks to analyze the underlying student thinking that can guide future instruction to deepen student understanding. In other words, when students can’t solve a math problem, teachers have a sense of where students are, where they need to go, and how to help them progress to the next level.

Basic Learning Environment:

I Dream Big Academy students will loop with the same core content teachers through their middle school years and then for their high school years. The Economics of Education Review investigated what happened when students and teachers spent two continuous years together. The researchers found that familiarity between pupils and instructors resulted in higher test scores for learners and that minority students, in particular, benefited from consecutive years with the same teacher.

Class Size, Structure, and Staffing:

The class size and structure at I Dream Big Academy will promote community, collaboration, and authentic learning experiences. There will be a rich combination of one-to-one instructional support, small group learning, student collaborations, and authentic hands-on learning experiences driven by skills, interests, and careers. On average, class size will be 20:1 for Middle School and 18:1 for High School. This is based on the unit allocations per state guidance.

Grade 4-6=20.43

Grades 7-8=19.70

Grades 9-12=17.95

Each middle grade learning community will include 167 students who will be supported by a team of core instructors, a special needs instructor, an ELL instructor, a Career and Technical teacher, and a paraprofessional.

At capacity, each career academy will consist of core instructors, a special needs instructor, a paraprofessional, a technical CTE teacher, a Trenholm dual enrollment instructor, and a work-based learning instructor.

Beginning in 10th grade, students will enroll in two technical training dual enrollment courses with Trenholm Community College each semester. This will provide the core technical skills as well as an application of knowledge and skill attainment through the technical lab experiences to further understand the use of career-specific equipment, processes, and procedures.

(Additional Information pertaining to the Education Overview and the researched-based evidence can be found in the previous section: **5.Education Plan/School Design**)

Attachments

Section 1: Education Program Overview

1.1 [Sample English 9 Project](#)

Ridnouer, Katy, 11/28/20 10:07 PM

PDF / 636.981 KB

Notes

Vernet Nettles, 12/21/20 5:25 PM:

Throughout your application, you mention an anticipated class size of 18:1. Please be mindful that teacher allocation funding is based on a particular formula and teachers above the state formula will have to be placed in your budgets. Please also refer to Federal and State Guidelines with regard to student/teacher ratio for special populations.

Angela Williams-Lang, 1/7/21 11:26 PM:

On average, class size may be 20:1 for Middle School and 18:1 for High School. This is based on the unit allocations per state guidance. Grade 4-6=20.43 Grades 7-8=19.70 Grades 9-12=17.95 Our participation with Trenholm State Community College Dual Enrollment Program will also reduce the class size further. Our students will participate in dual enrollment opportunities as part of their Career Academy Program. IDB will allocate teacher units, including SPED, based on the state teacher unit formula, which includes a determining formula for the number of SPED teachers to be identified from the allocated teacher units.

2. Curriculum and Instructional Design

Evaluation Rating: **Meets or Exceeds the Standard**

Basic Learning Environment:

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Beginning in 10th grade, students will enroll in two technical training dual enrollment courses with Trenholm Community College each semester. This will provide the core technical skills as well as

an application of knowledge and skill attainment through the technical lab experiences to further understand the use of career-specific equipment, processes, and procedures.

Overview of the Planned Curriculum:

IDB Academy will operate using the Summit Learning Curriculum, which offers a complete, customizable, standards-aligned curriculum for grades 4-12 in core subjects. The Summit Learning curriculum comes with hands-on projects, teaching and learning resources, as well as assessments, all of which are customizable by educators.

Each project in the Summit Curriculum is a standards-based approach aligned to the Next Generation Science Standards, the Alabama Academic Content Standards, Career and Technical Standards, and the International Society For Technology In Education (ISTE) Standards.

Because it is customizable, teachers can edit, modify, and redesign learning units and projects based on the above-mentioned standards. This will add depth to our educational program in each of the respective content areas. Using a standards-based approach ensures that students are acquiring the knowledge and skills deemed to be essential to success in school, college, and careers.

The I Dream Big Academy administration and teachers believe that curricula are tools used by teachers to ensure students receive the kinds of learning experiences that foster creativity, promote academic excellence, and inspire a growing passion for learning. Based on in-depth research in pedagogy learning, college and career-ready standards and approaches to teaching mathematics, science, technology, health, and entrepreneurship career academies, we will learn through standards-based projects that are innovative, unique and challenge each child to become creative, compassionate, and joyful learners who use courageous and innovative thinking to become trailblazers and leaders in their life, careers, and community.

The Summit Learning curriculum is currently used in the Roanoke City (5th year) and Pike Road City (4th year) Schools and Montgomery Catholic Preparatory School. Schools within the MPS System who are using aspects of the curriculum or exploring adopting some components are Park Crossing High School, Carr Middle, and Wilson, Wares Ferry, Blount, Garrett, Halcyon, and Dozier Elementary Schools.

Students of I Dream Big Academy, through project-based learning, will not only master a standards-aligned curriculum of content knowledge and technical skills, but also build the cognitive skills of problem-solving and critical thinking, creativity and innovation, communication and collaboration, scientific literacy, and cross-disciplinary knowledge, employability skills, and habits of success that are necessary for them to live, work, and thrive in the 21st Century. These aspects are explained further in the I Dream Big Academy Curriculum Framework which is Based on Five Domains of Learning:

- Habits of Success: Behaviors, mindsets, and dispositions.
- Sense of Purpose: Self-knowledge, values, relationships, and a credible path.
- Employability Skills: Transferable skills that are useful in nearly every job.
- Cognitive Skills: Interdisciplinary, higher-order thinking skills.
- Content Knowledge: Rigorous content across all academic and technical subjects.



Expected Learning Outcomes for Each Domain:

I Dream Big Academy graduates will demonstrate proficiency in the following five domains:

<p>1. Habits of Success: Behaviors, mindsets, and dispositions.</p>	<p>2. Sense of Purpose: Self-knowledge, values, relationships, and a credible path.</p>	<p>3. Cognitive Skills: Interdisciplinary higher-order thinking skills.</p>	<p>4. Content Knowledge: Rigorous content across all academic subjects.</p>	<p>5. Employability Skills: Transferable skills that are useful in nearly every job.</p>
<p>Upon graduation, students will know and understand their strengths and areas for growth in Habits of Success.</p>	<p>Upon graduation, students will have a long-term plan rooted in their values and interests and a credible next step toward their long-term plan.</p>	<p>Upon graduation, students will achieve level 6 or higher on every skill on the Cognitive Skills rubric.</p>	<p>Upon graduation, students will pass all power focus areas.</p>	<p>Upon graduation, students will possess soft skills that will make them successful candidates and desirable to an organization</p>

Domain 1 Habits of Success:

Habits of Success are the social and emotional skills that enable students to be successful in both academic and non-academic pursuits. Students develop and strengthen their Habits of Success within small learning communities, the relational context of their classroom, and through a set of key relationships, they develop with their mentor, teachers, peers, and other adults. IDB Academy will use the *Building Blocks for Learning* framework developed by Dr. Brooke Stafford-Brizard on behalf of Turnaround for Children (2016). The Building Blocks framework integrates decades of the most promising research on social-emotional learning in an aligned and comprehensive manner.

Habits of Success include the development of skills in five categories as outline below and shown in the graph:

1. Healthy Development: Attachment, Stress Management, and Self-Regulation.
2. School Readiness: Self-Awareness, Social Awareness/Relationship Skills, and Executive Functions.
3. Mindsets for Self and School: Growth Mindset, Self-Efficacy, Sense of Belonging, and Relevance of School.
4. Perseverance: Resilience, Agency, and Academic Tenacity.
5. Independence and Sustainability: Self-Direction, Curiosity, and Civic Identity.



The Habits of Success framework was designed with an understanding that foundational skills are prerequisites for higher-order skills; highlighting that skill development happens on a developmental pathway that integrates cognitive, social, and emotional skills.

Each Habit is aligned with the development of the child as a “learner” in an educational setting. Level 1 (base of the pyramid) represents Healthy Development and is evident through a child’s attachment, stress management, self-regulation. Level 2 begins with components of self-awareness, social awareness/relationship skills, and executive functions. These skills considered to be part of healthy development and school readiness are drawn from the fields of neuroscience and child development and include having strong bonds with adults, emotional security, and the skills to cope and manage stress (Stafford-Brizard, 2016).

Individualized, Weekly Mentoring: All students engage in 1:1 mentoring each week. This time is focused on setting goals, developing action plans, and reflecting on progress. Mentors carefully review the data on the Summit Learning Platform for each of their mentees and help identify students who are struggling and who might need additional support and/or interventions. Even though a mentor usually only teaches one subject area, s/he is responsible for overseeing a student’s comprehensive academic and social experience at school. Mentors monitor how students are doing in all subject areas and in all domains of social and emotional development. At IDB, all educators are mentors for students over the span of four -seven years, in addition to being core academic and technical teachers. Students spend 60–90 minutes per week in dedicated time with peers who share their mentor. The time, called Mentor Time, is spent on positive identity formation, academic belonging, attachment, and explicit instruction of Habits of Success.

Self-Directed Learning: Self-directed learning is as much about developing Habits of Success as it is about learning Content Knowledge. Within a self-directed learning environment, teachers carefully guide students as they develop habits of agency, self-awareness, academic tenacity, curiosity, and self-direction.

Project-Based Learning: Teachers integrate Habits of Success into the development of projects in all subjects and grade levels.

Professional Development for Teachers: Teachers participate in professional development around a set of instructional look-fors, and several of those look-fors are based on research-based practices for helping students build Habits of Success. For example, teachers participate in a course on helping students build a growth mindset by providing feedback that refers to effort rather than innate ability.

Home-School Connections: Home-school connections further advance Habits of Success. It is critical to celebrate a student's home culture, language, and perspective as an asset to our learning community. Students participate in family meetings to set goals for growth in Cognitive Skills, Content Knowledge, and Habits of Success, and so that educators can better understand how to tailor habits to support students' cultures and contexts. Families are invited to attend multiple celebrations of learning and activities throughout the year.

Belonging in a Community: To develop a student's sense of belonging, students at IDB Academy will participate in multiple community-building activities. School begins with a meet and greet for students as well as orientation for new students. Students participate in community-wide celebrations of learning to share projects and Expedition work. Through both projects and Expeditions, teachers create a myriad of opportunities for students to interact with local community organizations and business leaders.

Restorative Practices: IDB Academy engages in a restorative practices approach, one that focuses on fostering positive, healthy school climates and helping students learn and grow from their decisions.

Domain 2 Sense of Purpose:

IDB Academy's expectation is that each student will graduate high school with a Sense of Purpose, which we define as an understanding of their interests, values, and skills, and the articulation of a credible path after high school for translating those interests, values, and skills into fulfilled lives. Most immediately, students need the next step out of high school that is aligned with the long-term goals they hope to achieve, and that is supported by family members, teachers, and other important adults in a student's life.

Sense of Purpose has five critical components:

1. Self-Awareness (Interests, Skills, Knowledge, and Habits): Students need exposure to multiple interests, the ability to explore such interests, and opportunities to pursue those interests.
2. Values: Students need support understanding what they value and how to live those values in order to lead a fulfilled life, in which they make intentional trade-offs between different options based on values.
3. Relationships: We need students to effectively and proactively build relationships that are not merely transactional, but also that put them in contact with people who want them to be their best selves.
4. Credible Path Toward Long-Term Goals: Students need to be able to articulate their future goals and have a credible path toward meeting those goals.
5. Transition: Students need the next step out of high school that is aligned with their interests, skills, knowledge, habits, values, and long-term goals they hope to achieve. Family members, teachers, and other important adults in a student's life should support this next step.

Accomplishing Domain 2:

David Yeager and colleagues have studied what they call a “prosocial, self-transcendent purpose for learning.” Yeager found that students with such a purpose rated their schoolwork as more personally meaningful than adolescents with no career goal or only an extrinsic motivation for doing well in school. Students can develop purpose by engaging in the following educational designs:

- Goal-Setting.
- Mentor Community.
- Immersions.

Goal-Setting: Students practice setting short-, medium-, and long-term goals in nearly every aspect of Summit’s instructional approach. Students have access to an individualized goal-setting page that students revisit frequently. On the platform and in conversation with teachers and mentors, students connect their long-term aspirations, such as college acceptance, with the actions that they must take in the short-term. For example, in order to be accepted to a highly selective university, students need to demonstrate proficiency in specific Cognitive Skills. The platform enables students to track how their current levels of proficiency connect to their future aspirations. In this way, students are able to understand how what they are learning today will directly prepare them for the goals they aspire to for tomorrow.

Mentor Community: Each student is part of a heterogenous mentor group that meets for 60 minutes each day. Students build self-awareness through interactions with those who hold different values, life experiences, interests, and cultural norms than their own. The focus of this mentor group time is on group bonding, academic belonging, and the development of Habits of Success (Surowiecki, 2004).

The mentor-student-family relationship also builds a bridge between home and school and between a student’s past, present, and future. Each year begins with a family meeting in which the student leads a meeting with their mentor, parent/guardian(s), and any other relevant members of their personal advisory board (discuss further under graduation requirement) to reflect upon previously set long-term goals and to establish long-term and year-long goals.

Immersion: IDB Academy has included a focus on expeditionary learning to enable students to experience in-depth, authentic, project-based learning. During Immersion weeks, students will participate in various expeditions that are designed to allow them to be exposed to perspective-changing ideas and people, to explore interests, and to pursue passions. During immersions, a wide variety of topics, such as video and film production, engineering, computer programming, graphic design, visual arts, music, health, will be explored, in addition to community service projects. Teachers will also use Immersions to visit college campuses, an especially important opportunity for first-generation college students, and cultural sites.

Career exploration is a major focus of Immersion Weeks. Students visit businesses and participate in internships with local businesses, non-profits, hospitals, and other community organizations. Some students may collaborate with teachers to develop community service trips based on a particular social justice issue or interest.

Domain 3: Employability Skills

According to STEMNET (Science, Technology, Engineering, and Mathematics Network), "employability" is defined as "transferable skills needed by an individual to make them 'employable.'" Today, education and experience may only be enough to qualify for a job; to be successful in most roles in the field of emerging technologies, students will need employability

(soft)skills that can transfer to any career. Findings by the Stanford Research Institute International and the Carnegie Mellon Foundation found that 75% of long-term job success depends upon soft skills mastery and only 25% on technical skills.



Employability Skills

- **Responsible.** Students accept responsibility and see themselves as primarily responsible for their outcomes and experiences.
- **Self-Motivated.** Students find purpose in what they do by discovering personally meaningful goals and dreams.
- **Self-Management.** Students plan and take action in pursuit of their goals and dreams.
- **Interdependent.** Students build mutually supportive relationships that help them achieve their goals and dreams while helping others.
- **Communication.** Students recognize that being a good listener is one of the best ways to be a good communicator and that their body language and tone of voice color their message.
- **Punctuality.** Students recognize that the second most important skill required by employers is punctuality. It reflects a person's respect for people and time.
- **Initiative.** Students can see something that needs to be done and deciding to do it out of their own free will without someone else telling you to do it.
- **Leadership** Students will motivate others to complete a series of tasks and organize them to reach a shared goal.
- **Dependability** Students honor their commitments by being reliable. If they say they are going to do something, they do it.
- **Teamwork** Students build trust by holding themselves their team members accountable. They work well with others during conversations, projects, meetings, and other collaborations.
- **Patience** Students understand that endurance is necessary to learn difficult skills.
- **Adaptability** Students are able to adapt to changing environments.
- **Life-Long Learners.** Students look for learning opportunities in all of their experiences, including embracing failures as learning opportunities.
- **High EQ's (Emotional Intelligence).** Students accept their emotions and manage them in support of their goals and dreams.
- **Self-Efficacy.** Students see themselves as capable, lovable, and unconditionally worthy human beings.
- **Resilience** Students are able to bounce back from stress and adversity.

Soft skills can be achieved by giving students authentic choices about how they're going to learn and be assessed. Students can build their interpersonal skills through a learning environment of humility and respect. Students can cultivate a sense of responsibility through meaningful and unique contributions by assigning group exercises that give people the opportunity to speak, listen, write, organize, and lead. Students' reactions to new obstacles and situations will be challenged with emphasis that the same solution doesn't necessarily work every time, even in the same situation. Recognizing the differences between online and in-person social etiquette will also build soft skills.

Domain 4 Cognitive Skills:

Cognitive Skills are interdisciplinary competencies that require higher-order thinking. David Conley of the Education Policy Improvement Center (EPIC) calls these skills “cognitive strategies” and defines them as “ways of thinking necessary for college work. Evidence from cognitive science further supports an emphasis on the development of higher-order thinking skills. Cognitive skill development, like other skills, has a “readiness pathway” beneath it that can be built, no matter what a student’s starting point (Oshe, 2017). A focus on cognitively rich curricula for all students combats what Martin Haberman (1991) calls “a pedagogy of poverty.” He argues that this rigorous thinking and authentic performance within supportive, feedback-rich environments must be accessible to students of low socioeconomic status if we are to combat systemic inequities in education.

The Cognitive Skills Rubric specifies grade-level and interdisciplinary expectations for each Cognitive Skill. Students progress through the year and through the grade levels along a continuum, demonstrating competency in a Cognitive Skill as appropriate for their level of development, with the goal of becoming college- and career-ready. Each Cognitive Skill is assessed multiple times during the year in different subjects so that students, teachers, and families can track growth. Each Skill has a score between 0 and 8 based on the Cognitive Skills Rubric, and students must score at least a 6 to demonstrate college and career readiness. The Cognitive Skills are shown below and are introduced and assessed in every subject and every grade.



In the Cognitive Skills rubric (see attachment 3C), 36 cognitive skills fall into the following seven domains:

1. Textual Analysis
2. Using Sources
3. Inquiry
4. Analysis & Synthesis
5. Composing/Writing
6. Speaking & Listening

7. Products & Presentations

Competency-Based Progression:

For each Cognitive Skill, students must score a 6 on a 0–8 point scale to demonstrate college and career readiness. Students progress along a continuum demonstrating competency in a skill that is appropriate for their level of development and growth.

Accomplishing Domain 4:

Project-Based Learning:

Students refine and improve their Cognitive Skills through project-based learning (PBL). Adopting the [Buck Institute for Education](#)'s definition of project-based learning as “a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge” (2017), we follow their design principles to design projects. Students work on projects where they apply the content they have learned to real-world situations to develop these essential and transferable lifelong skills. Multiple Cognitive Skills are embedded in each project. Most projects will culminate in a performance-based assessment such as an essay, lab report, or presentation.

To ensure that project-based learning meets the highest levels of rigor and quality, all of the projects are evaluated based on the Project Quality Rubric(see attachment 3D), which is based on SCALE's (Stanford Center for Assessment, Learning, and Equity) task quality rubric and is aligned to the Buck Institute's Project Design Rubric.

Domain 5 Content Knowledge:

In order to put Cognitive Skills to work, our students must develop a broad knowledge base. A foundational component of Summit Learning is that students demonstrate competency on standards-aligned Content across all core subject areas. Content Knowledge includes a set of vocabulary, ideas, events, concepts, properties, and details related to a given academic discipline.

One of the foundational tenets of our school's curricular model is a strong and balanced focus on knowledge of the academic core, specifically reading and math, and technical skills. To deliver rigorous content knowledge, the following supplemental curriculums will be integrated into our learning units and projects to ensure mastery of standards:

ELA Guidebooks: IDB Academy will use ELA Guidebooks to support literacy across grades (6 to 12). I Dream Big Academy will provide a balanced literacy approach that provides access to inspiring literature that ensures fluency, comprehension, and written expression through the Alabama State Standards, and a 21st Century focus on cognitive thinking and cross-context vocabulary for success in high school, college, and beyond. IDB Academy believes that students must be fully prepared for the rigors of reading in high school, and in turn, the classes begin to more closely model the heavy reading, writing, and discussion elements found in rigorous secondary literacy programs. Explicit vocabulary instruction will continue, but it is incorporated into the research-based instructional strategy of a reader's circle. A framework for supporting students in understanding complex text. The framework will include but is not limited to the author's craft, elements and structure, literary effects, and meaning of a text.

READER'S CIRCLES | INFORMATIONAL TEXTS

During Sustained Silent Reading, students annotate text and identify new vocabulary words. Vocabulary lists built upon the common words seen on the ACT and SAT tests are utilized in weekly assignments, including crafting context-based sentences to ensure appropriate usage in written assignments. Middle school students will continue to analyze complex texts from a variety of genres and apply comprehension strategies to texts that involve sophisticated literary devices and stylistic elements.

Middle-grade students will also engage in Socratic seminars in which they guide their own high-level analytical discussion of texts and write a thorough literary analysis of their texts. Middle school students will apply writing skills in a wide variety of contexts, with a significant emphasis on writing for research purposes. Students will have more opportunities to access technology to research topics, apply research to writing informative essays, and present on topics through oral and written presentations. Please see Attachment 3 for more information regarding the planned curriculum.

Guidebooks are based on sets or collections of texts. Each text collection has a shared topic or concept, such as the American Revolution, special effects in film, or “the hero’s journey.”

The units utilize a backward design model so that the lessons build toward three unit assessments:

1. **Culminating Writing Task:** Students synthesize the topics, themes, and ideas of the unit into a written essay.
2. **Cold-Read Task:** Students read a new text or two related to the unit topic and answer multiple-choice questions as well as write an essay.
3. **Extension Task:** Students extend what they have learned in the unit to make connections between their learning and their lives through a narrative or personal essay or between their learning and the world through research about a related topic.

The guidebooks contain up to five units for whole-class instruction in grades 6-12. Each unit contains approximately 40 classroom-ready daily lessons. The lessons include student-facing slides, teaching notes with questions and student look-fors, handouts, example student writing, and tasks that integrate knowledge and skills for reading, writing, speaking and listening, and language grounded in complex texts.

These activities align with I Dream Big Academy’s goals for students in Humanities, including students being equipped to read and understand complex, grade-level texts and express their understanding of those texts through writing and speaking as is the expectation for all Alabama students. Students in Alabama are considered to be ready for college or a career if they can read,

understand, and express their understanding of complex, grade-level texts. Students will meet goals when they are able to pick up any text, understand what the text means, and be able to speak or write about the ideas they learned or were challenged by from the text and why.

Eureka Math: In order for students to thrive, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A well-prepared student will develop proficiency and expertise in a number of mathematical practices. IDB's vision for the K-12 mathematics program is grounded in a belief that teaching and learning of mathematics should stimulate curiosity, inquiry, joy, and a deep understanding of the mathematics outlined in the State Standards. We are building a program in which we will see the mathematical practices come to life through the shifts in understanding called for by the standards.

There is a direct correlation between knowledge of advanced mathematics and professions that command a high salary. For many students, access to careers in science and mathematics is improbable due to a lack of understanding of the conceptual knowledge necessary to engage in higher-level mathematics. Aligned to State Ready Standards, IDB Academy has selected the research-proven curricula, Eureka Math, for exploratory math, fluency, and practice with a cognitively guided instruction approach. The Eureka Math Curriculum is a focused, coherent math curriculum that provides ample instructional guidance for teachers. IDB's math instruction includes daily application through a variety of formats. These include Concept Map rotations in which students develop number sense and computation through small group instruction, adaptive computer-based programming, independent work, STEM activities, and problem-of-the-day exercises. In these, students will grapple with conceptual understanding using discovery and manipulatives. Math units and projects are designed to provide opportunities to apply math skills to authentic real-world experiences and increase an understanding of math concepts.

References:

Geary, D. C., Hoard, M. K., Nugent, L., & Bailey, D. H. (2012). "Mathematical cognition deficits in children with learning disabilities and persistent low achievement: A five-year prospective study." *Journal of Educational Psychology*, 104, 206–223.

<http://www.greatsource.com/GreatSource/pdf/EveryDayCountsResearch206.pdf>

Department of Defense Dependents Humanities: IDB Academy has selected The Humanities Curriculum which was developed by the Department of Defense Dependents (DoDD) Schools in cooperation with the Education Department of the John F. Kennedy Center for the Performing Arts. The Curriculum is the basis for planning and organizing instruction; in addition, Alabama content standards and primary resources, such as the text, *Arts and Ideas* (Holt, Rinehart, and Winston), and more than 60 video titles from The Center for the Humanities, will be incorporated within the program.

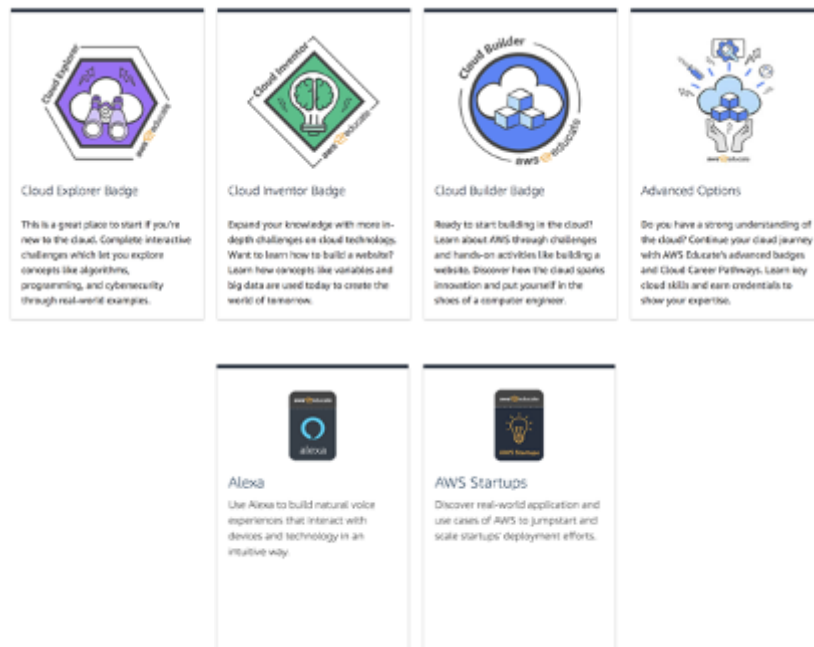
In the Humanities curriculum, the emphasis is placed on critical thinking, creativity, and the rights and responsibilities of the individual in society. Students explore aspects of human nature, human roles and behavior, and human ideals. The Humanities Curriculum focuses on three major objectives:

1. To understand human nature,
2. To understand human roles and behavior, and
3. To understand human ideals.

The program is characterized by interdisciplinary focus, arts emphasis, cultural diversity and -host nation study, and a personal values perspective.

Technical Skills: IDB Academy will provide multiple pathways for technical learning alongside the academic core. Students will be introduced to technical skills through career exploration and discoveries as well as through STEM electives. Students will have opportunities to explore and pursue a variety of pathways. Some pathways are identified below.

Amazon Web Services (AWS) Educate: AWS Educate is Amazon's global initiative to provide students comprehensive resources for building skills in the cloud. Its curriculum provides access to content, training, pathways, and AWS services. AWS Educate provides access to content designed to introduce cloud computing skills that drive innovation in fields such as artificial intelligence, voice, and facial recognition, gaming, medical advancements, and more. Students can enroll in Cloud Career Pathways to learn essential skills in cloud computing. Each Pathway is aligned to in-demand job roles such as Machine Learning Scientist and Application Developer.



Project Lead the Way (PLTW): Through explorations of coding and robotics, flight and space, and DNA and crime scene analysis, students in grades 6-8 participate in the PLTW curriculum that engages students in hands-on, collaborative problem solving focused on real-world challenges.



Apple Education with Swift (Grades 6-9): The Apple curricula take students all the way from writing their first lines of Swift code to building their first apps. Develop in Swift is geared toward high school and higher education students, and teaches both Swift, a powerful and intuitive open-source programming language designed by Apple, and Xcode on Mac to new and

experienced coders. Everyone Can Code introduces coding to students in grades 4 through 8, and uses puzzles and games to help teach the building blocks of Swift through the Swift Playgrounds app. The curriculum includes four components:

1. Develop in Swift Explorations.
2. Develop in Swift AP CS Principles,
3. Develop in Swift Fundamentals.
4. Develop in Swift Data Collections

AWS Academy and Trenholm Dual Enrollment Technical Courses (Grades 10-12): IDB Academy students will receive college credit through AWS Academy as part of the Dual Enrollment Agreement with Trenholm Community College. Amazon will provide access to a ready-to-teach cloud computing curriculum that prepares students to pursue industry-recognized certifications and in-demand cloud jobs. Trenholm will use an industry-supported curriculum approved by the Community College System to deliver content for the remaining Dual Enrollment Technical programs.

Listed below are the Technical Pathways that will be offered at IDB Academy and they are supported by Trenholm adopted curriculum and Amazon developed curriculum:

- Cloud Computing.
- Program Coding.
- Network System Support.
- Automotive Manufacturing.
- Automotive Mechatronics.
- Medical Assisting Technology.
- Graphic Design.
- Culinary.
- Entrepreneurship.
- Welding.

Curriculum Evaluation: We believe that a high-quality curriculum increases the capacity of teachers, administrators; IDB Academy will partner with EdReports, an independent nonprofit designed to improve K-12 education by drawing upon expert educators to review instructional materials and the adoption of the curriculum. EdReports.org is funded by Broadcom Corporation, the Bill & Melinda Gates Foundation, Carnegie Corporation of New York, the Charles and Lynn Schusterman Foundation, the Helmsley Charitable Trust, the William and Flora Hewlett Foundation, the Overdeck Family Foundation, the Samueli Foundation, the Charles and Helen Schwab Foundation, the Stuart Foundation, and the Walton Family Foundation. EdReports empowers districts with free reviews of K-12 instructional materials, along with evidence-rich reports, that will provide comprehensive information about IDB's program alignment to the standards and other indicators of quality.

IDB Academy and Ed Reports will use Bradley's Effectiveness Model for Curriculum Development Indicators to evaluate the effectiveness of its curricular program in conjunction with an analysis of performance data and student outcomes. For indicators that receive a "No" response, plans will be developed in conjunction with EdReports to identify the causes and create action steps to move the indicator to "yes". The ultimate goal of any curriculum is to be a resource that contributes to a students' learning. All curriculum and resources will be evaluated based on student performances and outcomes.

EXHIBIT 12.1 Bradley's Effectiveness Model for Curriculum Development Indicators		
Indicator	Description	Yes or No
Vertical curriculum continuity	The course of study reflects a K-12 format that enables teachers to have quick and constant access to what is being taught in the grade levels below and above them. Also, upward spiraling prevents undue or useless curricular repetition.	
Horizontal curriculum continuity	The course of study developed provides content and objectives that are common to all classrooms of the same grade level. Also, daily lesson plans reflect a commonality for the same grade level.	
Instruction based on curriculum	Lesson plans are derived from the course of study, and curriculum materials used are correlated with the content, objectives, and authentic tasks developed.	
Curriculum priority	Philosophical and financial commitments are evident. Clerical assistance is provided and reasonable stipends are paid to teachers for work during the summer months. In addition, curriculum topics appear on school board agendas, administrative meeting agendas, and building-staff meeting agendas.	

Indicator	Description	Yes or No
Broad involvement	Buildings in the district have teacher representatives on the curricular committees; elementary, middle level or junior high, and high school principals (or designees) are represented; and school board members are apprised of and approve the course of study.	
Long-range planning	Each program in the district is included in the 5-year sequence and review cycle. Also, a philosophy of education and theory of curriculum permeate the entire school district.	
Decision-making clarity	Controversies that occur during the development of a program center on the nature of the decision, and not on who makes the decision.	
Positive human relations	Also, the initial thoughts about the curriculum come from teachers, principals, and the curriculum leader. All participating members are willing to risk disagreeing with anyone else; however, communication lines are not allowed to break down.	
Theory-into-practice approach	The district philosophy, vision, mission, exit (graduation) outcomes, program philosophy, rationale statement, program goals, program objectives, learning outcomes, and authentic tasks are consistent and recognizable.	
Planned change	Tangible evidence shows that the internal and external publics accept the developed program course of study for the school district. The process of developing a course of study for each program or discipline in a school district is no longer one of determining how to do it, but one of determining how to do it better.	
If any of the 10 indicators are identified with a <i>No</i> (negative), consideration should be given to make it a <i>Yes</i> (positive) indicator.		

Primary Instructional Strategies:

The students of Montgomery City represent a community of rich history and culture. As more and more students from diverse backgrounds populate 21st Century classrooms, teachers must educate students with an awareness of the students' various cultures, languages, and abilities (Gollnick and Chin, 2012). A culturally responsive instructional environment minimizes the students' alienation as they attempt to thrive within the "world" of school. Culturally responsive pedagogy facilitates and supports the achievement of all students by identifying the strengths students bring to school, nurturing those strengths, and utilizing them to promote student achievement. Through each instructional strategy and method, we will be culturally responsive to our learners.

There are two parts to teaching. First is theories, and second is practices that are assigned for students to conduct projects. Instructional strategies should focus on student learning and should be implemented in lessons gradually particularly when discussing with the experts. Lastly, instructing students to be able to create innovation in learning creatively can be taught at every level. The difficulties of the ideas could be varied, depending on the contexts and the instructional designs by teachers at IDB. Although developing creativity and innovation in education is challenging, it is important and necessary to facilitate learners to obtain these abilities which also prepare them to succeed in their future complex work environments.

Project-Based Learning is a key strategy to promote active participation in the learning

environment by requiring students to demonstrate their learning publicly through exhibitions, projects, presentations, and portfolios. This introduces an authentic element of accountability for quality work. Project-Based Learning provides IDB Academy an ability to address and implement aspects of each of the five learning components:

1. Content Knowledge (Core and Technical),
2. Cognitive Skills,
3. Employability Skills,
4. Sense of Purpose
5. Habits of Success.

(See Curriculum Section for a full explanation.)

(See Sample English 9 project attached.)

Learners increase their academic knowledge and cognitive skills by investigating and responding to authentic, engaging, and complex questions and challenges. This strategy will redesign academic content and instructional practices to promote active and hands-on learning that is aligned with postsecondary and career-readiness standards.

Students will work individually, in pairs, or in groups to grow their cognitive skills and revise their work. Teachers provide feedback and scaffolds students' lessons in real-time. They also teach mini-lessons to small groups of students based on their needs. When working on projects, students will develop these cognitive skills by solving complex problems with access to customized supports of intervention. They will know which skills they are working toward and how content knowledge manifests in the Final Product. Students will set goals related to content and cognitive skill performance and monitor their progress towards these goals. They will deepen their learning of content knowledge as they apply it to real-world problems and develop habits of success and employability skills as they collaborate with peers and respond to feedback. Projects will allow students to apply the acquired technical skills to authentic projects.

Students connect what they are learning to their lives beyond the classroom, thereby sparking curiosity and enthusiasm for learning. For this reason, our curriculum centers largely around projects related to the real world. Whether they're working on projects individually or together with peers, students learn and refine skills, such as working with a team, interpreting data, or presenting a persuasive argument.

At the end of every project, students share what they've learned. They will do this through essays, presentations, lively structured debates, or other creative ways that best express their specific project.

While students are directing the project work together, teachers oversee their progress and give feedback. When they see the opportunity for deeper learning or assistance, teachers use class time to work with students individually or in small groups to provide specific support. With projects, students learn the subject matter and how to direct their efforts to the end goal for the project.

Projects will mirror the work of people in the field or workplace. Through projects, students will develop higher-level thinking and life skills, including critical thinking, communication, and problem-solving. Students may collaborate in groups or participate in whole-class discussions; they may also work independently to write essays, develop lab reports, or create presentations. As students work on Projects, they continually work toward completing final products that demonstrate mastery of cognitive skills.

Project Elements:

- **Essential Question:** Key questions answered or explored within the project.
- **Enduring Understanding:** Key insights from the project, which generally apply to multiple topics and situations.
- **Description:** Background on the project and a general overview of what the student will be learning throughout the project.
- **Cognitive Skills:** Deeper learning, critical thinking, communication, and problem-solving skills students will need to apply throughout the project.
- **Final Products:** Real-world, authentic work products that allow students to demonstrate their understanding of specific cognitive skills.
- **Checkpoints:** Learning experiences within a project that focus on one-two cognitive skills students will need to master as they work towards the Final Product of the project they are working on. Checkpoints provide students an opportunity to receive teacher feedback on their development of the targeted cognitive skills before being assessed on the final product.
- **Focus Areas:** Multimedia resources curated specifically to build course-specific content knowledge required for a student to fully engage in the class's current project. Focus areas also consist of content assessments that assess a student's understanding of the required content knowledge.

Technology Integration:

The coordinated use of MacBooks, iPads, and cloud computing will serve as tools for problem-solving, deeper learning, and understanding. Technology will facilitate our access to the curriculum but is not the curriculum itself. It is the vehicle that drives an authentic and meaningful relationship between the teacher, the student, and the curriculum by allowing the following:

- Teachers and mentors can meet students where they are in the learning continuum by assessing their strengths and weaknesses.
- Students can own their learning by having access to their learning expectations and setting visible goals toward their learning outcomes.
- Students can engage with projects that connect the classroom to the real world and connect our students to a global society.

When students work in teams, apply what they're learning and conduct projects that mimic and solve real-world problems, they develop strong collaboration, communication, and critical thinking skills. These possibilities are enhanced with technology integration.

Additional Instructional Approaches:

According to John Hattie (Silvia, 2013), almost any instructional approach works if delivered well and is represented by a positive effect number of .01 or higher; however, some approaches have proven to have a greater effect size than others. Hattie states that every strategy has an effect on students whether it's the -.32 negative effect of retention, the minuscule .29 effect of homework, or a high impact .74 effect of feedback. An effect size of 0.5 is equivalent to a one-grade increase while an effect size of 1.0 is equivalent to a two-grade leap. IDB Academy will employ strategies that yield the greatest achievement gains and are most appropriate for the individual student and learning target during any given period.

The following strategies have the highest effect on student achievement and will be staples of our learning environment:

- Collective Teacher Efficacy (CTE) is the collective belief of faculty and staff in their ability to positively affect students. Bandura found that the positive effects of CTE on student academic performance more than outweigh the negative effects of low socioeconomic status (Burcham, 2009). School leaders build collective efficacy by communicating a strong belief in the capacity of the staff to improve the quality of teaching and learning and by attaining appropriately challenging goals throughout the goal-setting process.
- Self-Reported Grades is the practice by which students assess the quality of their own work or their level of mastery for a given objective or learning target.
- Cognitive Task Analysis (CTA) is a type of analysis aimed at understanding tasks that require a lot of cognitive activity from the student, such as decision-making, problem-solving, memory, attention, and judgment. Some of the steps of cognitive task analysis are the mapping of the task, identifying the critical decision points, clustering, linking, and prioritizing them, and characterizing the strategies used (Klein, G. A. (1993).
- Response to Intervention Multi-Tiered Systems of Support: This instructional model has three tiers that will focus on academic and behavioral strategies in the general education setting. General education teachers will teach in a way that meets the varied needs of their students, utilizing ongoing assessments to identify students in need of additional instructional and behavioral support as early as possible. A problem-solving process will be used to assist the classroom teacher in designing and selecting strategies for improving student academic and/or behavioral performance. Additional tier-based support will be provided on the needs of each student and will guide the decision-making process for when students will be referred to Special Education for outside testing and/or intervention.
- Piagetian Instructional Practices teaches students metacognitive strategies that will make them aware of their learning and understanding of how they think. This constructivist theory relies on children building knowledge through questioning, discussion, and prompting.
- Jigsaw Method is a research-based cooperative learning technique organizing student groups to allow them to collaborate and rely on one another to achieve a common goal. Since no one student in the group is doing the same task, each student experiences a higher sense of ownership and accountability to the members of their group.
- Conceptual Change Programs is the idea of helping students connect new learnings to their prior knowledge, allowing students to make sense of new material within the context of their current knowledge before expanding upon the information.
- Self-Efficacy is a student's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments, reflecting a student's confidence in his or her ability to exert control over motivation, behavior, and social environment.

References:

Hattie, J. (2015). The applicability of Visible Learning to higher education. *Scholarship of Teaching and Learning in Psychology*, 1(1), 79–91.

<https://doi.org/10.1037/stl0000021>

<https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/>

Klein, G. (1998). *Sources of power: How people make decisions*. Cambridge, MA: MIT Press. Gary Klein is a leading figure in cognitive task analysis.

Providing Differentiated Instruction:

The IDB Academy classroom relies on Personalized Project-Based Learning that is embedded with instructional practices and strategies to provide each child with individualized, authentic, and engaging learning experiences that are preparing them to be innovative thinkers who approach 21st Century problem solving with courage, creativity, and imagination.

Through Personalized Learning, students will develop individualized learning plans based on their strengths, needs, skills, and interests that will drive them through each learning unit and toward academic achievement and personal growth. Personalized learning is an approach to teaching and learning that utilizes solid one-to-one mentoring, flexible classrooms, and cutting-edge technology to create an environment where each student can succeed. This approach customizes instruction so that each student works toward achieving the same set of college- and career-ready standards while receiving the individual support they need along the way.

Self Directed Learning (SDL):

All Projects are housed in the Summit Learning Platform. Each Project Unit is fully built to include all learning assignments, tasks, and learning resources allowing students to progress through the focus area playlists at their own pace during blocks of time, called Personalized Learning Time, set aside for self-directed learning. These times occur during Mentoring and are embedded within the class block. Students exercise choice in determining which resources to review, when to take assessments, and under which environmental conditions they learn best.

Teachers serve as facilitators of self-directed learning. They identify students who need additional support in self-directed learning and in the content itself. Students have access to additional, more challenging focus areas that allow them to dive more deeply into the content of particular interest and relevance to them. They also have access to peers, high-leverage learning strategies, mentors, and subject-area teachers for support. Students are empowered to make decisions about when and how to learn. Teachers will tailor academic content and learning to strengthen the connection to the educational needs and interests of individual students. Students will set learning goals, monitor their own progress, and reflect on their learning. Small group instruction and student-directed learning (SDL) will allow students to work at a suitable pace and receive the appropriate support, including enrichment, remediation, or an introduction to new content.

The image below depicts SDL Time showing a teacher leading a small group session, individual students working on separate items based on their needs and goals for the day, and peer to peer mentoring supporting a differentiated learning environment throughout the day.



Mentors, usually a teacher or school leader, have daily one-on-one meetings with every student they oversee. These help to ensure not only that the student is doing well at home and at school, but they also allow the mentor to work with a student to find the way he or she learns best.

The flexibility of every classroom allows students to activate their own understanding. This means,

after a lecture or whole-class discussion, different students within a single class could be completing different projects about the topic, each tailored to their learning style. This will be facilitated through the use of technology.



Personalized learning is at the core of our learning process because it not only supports teaching a rigorous curriculum, it also helps teachers guide students in discovering how they learn best, an essential skill for moving from the structured world of middle and high school to the multifaceted world of college and career.

Differentiated Instruction, Student Ownership, and Accountability:

The use of the Summit Learning System will allow every student to have a personalized learning experience by catering to each individual student's goals, aspirations, and dreams. On the platform, students will set individual goals, create roadmaps to achieve them, learn content at a pace suitable to their needs, and dive into meaningful Projects that connect to the real world. Students, parents, and teachers will see their daily performances in real-time allowing teachers to use the data to personalize instruction and provide additional support while helping parents support their child's academic success, as well as their college readiness by providing them with unparalleled access to their child's educational experience.

The Teachers' View:

Within the platform, teachers have complete access to see how their students are performing on a daily, unit, and yearly basis and can use that data to personalize instruction and provide additional support through mentoring, small groups, and 1:1 coaching. Projects, content, and assessments, all of which will be customized are visible to teachers. Teachers can adapt or create new content and Projects to meet their students' individual needs.

The Parents' View:

Parents have a direct window into what their child is working on a daily basis. They are able to see in real-time:

- The current projects their child is working on and whether they are completing projects on time
- Their student's cognitive skill performance and whether they are on track to meet their individual goals.
- Their student's performance on content assessments and whether they are on track to meet their individual goals and master the content.
- When parents view their child's dashboard, they will see everything that their student sees at

school, from their current assignments, upcoming assignments and assessments, grades, late assignments, a year-long view of their child's progress, and everything that their child is expected to master in order to complete the course.

- Parents will also receive an automated text message to keep them informed about their child's academic coursework and progress.

Chris currently has a B in Science, a C in History, a B+ in English and a A- in Math. .See Progress tab for more grades info: summitlearning.org/parents/login. Grades are not final until end of year. Text STOP to end msgs.

Joyce has a Math project and an English project due within a week. Ask (StudentFN): Did you receive teacher / peer feedback? What did they say? Text STOP to end msgs.

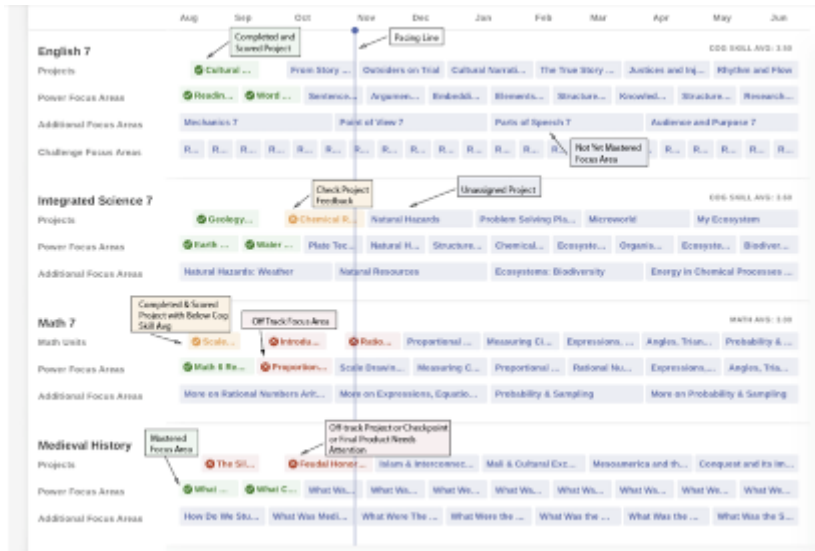
The Students' View:

Students can view everything they recently accomplished, the goals they've set, a summary of their grades, and access to their progress. They are able to see at once, every unit, project, and standard required for the course. This supports differentiated learning because each student is able to learn according to their own personalized learning plans. They begin to own their learning by knowing and seeing what is expected of them and seeing their progress toward the end goal. Students can also add personal notes and/or receive notes from their teachers and mentors that are only visible to them.

Students can view their grades in each of their classes based on their current pace. Keep in mind that these grades are not final until the school year ends. Grades may change whenever students complete projects, pass content assessments, or finish any off-pace or overdue work.

Below is an example of what students and parents are able to access and view on a daily basis placing learning and accountability in the hands of the teachers, parents, and students.

The image shows parents and students every standard and project that will be covered in each course, when it will be introduced, and the suggested time of completion. The progression line shows if the student is behind or has worked ahead. The color-coded symbols indicate if the assignment has not been started (still blue), if started and mastered (green), started and close to mastery (orange); started but did not master (red). A click on each box will reveal, completed, late or missed assignments; the number of attempted assessments and score of each, and teacher feedback of all checkpoint assignments. The top right corner of each course reveals the current cognitive skill average and a click will reveal the current grade in the course.



Attachments

Section 2: Curriculum and Instructional Design

2.1	Attachment 3 School Curriculum	Ridnour, Katy, 11/28/20 11:55 AM	PDF / 16.926 MB
2.2	Attachment 2 Sample Course Scope and Sequence	Ridnour, Katy, 11/28/20 11:16 AM	PDF / 3.598 MB

3. Student Performance Standards

Evaluation Rating: **Partially Meets the Standard**

Student Performance Standards:

Every project will be designed and implemented using a standards-based approach. Student performance standards will be consistent with applicable state and authorizer standards as identified below:

Alabama College and Career Ready Standards:

Education policymakers and educators in Alabama are committed to improving the state’s public education system to ensure that students gain the knowledge and skills they need to graduate from high school ready for real life. The state has implemented higher academic standards, the College and Career Ready Standards (CCRS), which lay a foundation to ensure that classroom instruction across Alabama provides students with real-world skills and knowledge in reading, math, and writing.

During the development of the standards, workgroups developed the specific standards for the end of high school that would indicate college and career readiness (defined as the ability to succeed in entry-level postsecondary classes). The purpose of Alabama’s College and Career Ready Standards (CCRS) is to move away from rote memorization and “teaching to a test” and to move to academic rigor, critical thinking, and real-life instruction in math and language arts. The CCRS is a set of high-quality academic standards that outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career,

and life. Our curriculum is in compliance with State Standards, which reinforce our aim to build and strengthen students' higher-order thinking skills and create learning experiences that encourage depth of learning versus information memorization. The standards may be accessed at <https://alex.state.al.us/ccrs/content/alabama-college-career-ready-standards-ccrs>

Next Generation Science Standards (NGSS):

The Next Generation Science Standards (NGSS) are K-12 science standards created through a collaborative, state-led process. A joint effort between the National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve has created the foundation for all students to have a high-quality, K-12 science education. These standards, similar to the State Standards for English language arts and mathematics, identify students' knowledge and capabilities to become a functional citizen, which includes being scientifically literate and an effective member of the United States workforce. These standards are available at <http://www.nextgenscience.org/next-generation-science-standards>. A detailed scope and sequence of the Next Generation Science Standards can be found in Attachment 3.

Additional Academic Standards:

IDB Academy will adopt the Summit Learning Cognitive Skills Rubric. The Summit Cognitive Skills Rubric was developed in partnership with the Stanford Center for Assessment, Learning & Equity (SCALE) and is aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and C3 Social Studies Framework.

Communication of Promotion and Graduation Criteria

Upon enrolling as an I Dream Big Academy student, students, and their families will review the grading and promotion policy and graduation requirements during New Student Orientation and again with the child's mentor teacher. These policies and standards will also be described in the board approved Parent and Student Handbook. Each mentor teacher will create a schedule of their meetings to be held with every student and specifically any student who is at risk of not graduating or mastering a course. For at-risk students, the mentor teacher will invite parents, counselors, community partners, and administrators to their meetings to formulate the best plan of success for each student.

Although parents and students have access to student progress and grades on a daily basis through the Summit Portal, report cards will be distributed at the midway mark and at the end of the learning cycle for each year. Students will lead two scheduled parent-teacher-student (PTS) conferences to discuss their learning goals, their successes, and targeted progress areas. Additional conferences and communications will occur as needed. Additional reports or contact will be made when it appears students are making unsatisfactory progress or have been absent from school for an excessive number of days. It is our goal that the looping structure and the consistent mentor through graduation will build a relationship that provides support and encourages consistent communication between the student, parent, and mentor.

The use of the Summit Learning System will allow parents and students to monitor student progress on a daily basis with real-time data. They will both have access to the complete course which includes every Learning Unit: the project, the standards, the assessments (these are blank until the time of assessing), reading materials, lessons, and group activities. Learning Units are listed over the course of the school year and a visible progression bar moves each school day from the first day of school to the last day of school, showing students and parents how the student is progressing through the course. Grades are visible and are also color-coded for a quick determination of how the student is performing in any given course.

The integration of the Powerschool Student Information System (ALSDE) with student's Four Year Plans will allow students and parents to see a color code progression of completed courses that lead to graduation. Students will have a home screen of their 24 courses required for graduation. As students master each course, the home screen turns green.

At regular intervals, parents/guardians will be informed about their child's academic progress. This will occur through mentor meetings, conferences, and weekly text messages through which teachers will report student performance and send assignment reminders. Each week, the mentor teacher and student will review and discuss the student's progression in each course. Teachers will communicate with parents when student progress is problematic. The goal of IDB Academy is to closely monitor each student's progress and provide on-the-spot support and interventions to prevent students from falling too far behind.

Promotion Considerations

A variety of factors will be considered and carefully evaluated before individual retention decisions are made. Factors such as academic progress, social maturity, age, and emotional, psychological, and physical needs will be considered prior to a final decision regarding retention. The principal and student support team will assign students to the grade level which provides the student with the best opportunity to progress and develop educationally. IDB Academy recognizes the authority of the principal to make the final promotion and retention decisions.

Middle School (Grades 6-8) Promotion:

In order for a middle school student to be promoted to high school, three courses must be completed in each of the following subjects: humanities, math, and science.

High School (Grades 9 -12) Promotion:

Each academic year, students in grades 9-12 must meet the minimum culmination of units to be eligible for a change in classification:

- Grade 9 to 10: A minimum of 6 units cumulative must be earned.
- Grade 10 to 11: A minimum of 13 units cumulative must be earned.
- Grade 11 to 12: A minimum of 20 units cumulative must be earned.
- Graduation Requirement: A minimum of 24 units and successful completion of any other state or local requirements must be earned.

Failure is Not an Option

IDB Academy will operate a Failure is Not an Option Policy through an understanding that promoting/retention practices are not punitive. The goal is to eliminate retention practices because mastery of a course is prioritized over completing a course within a certain time frame. We recognize that students learn at different speeds and will master a course at different intervals of the year. Integrating looping and a balanced Calendar allows each student to continue with a course until he or she has mastered the content without an arbitrary cut off period determining when the learning ends. 70% is the threshold of mastery, and students will continue within the course until they reach mastery. Alternatives to retention will include remediation, tiered support, and individualized instruction during the school day and interventions, such as extended learning opportunities, during Immersion Weeks.

A course grade is calculated at the end of a learning cycle. Students who have not completed all course requirements or who have earned a grade lower than 70% will earn an Incomplete and continue working toward mastery of this course during the next learning cycle. Because of the

looping structure, the student will remain with the same teacher and avoid any gaps in instruction that will allow them to continue working toward mastery. Upon mastery of the course, the student will move into the next course.

IDB Academy will adhere to the graduating exit standards adopted by the Alabama State Department of Education.

Attachments

Section 3: Student Performance Standards

3.1	Attachment 5 Exit Standards for Graduating Students	Ridnouer, Katy, 11/30/20 7:43 PM	PDF / 176.598 KB
3.2	Attachment 4 Proposed Learning Standards Part 7	Ridnouer, Katy, 11/30/20 2:28 AM	PDF / 9.557 MB
3.3	Attachment 4 Proposed Learning Standards Part 6	Ridnouer, Katy, 11/30/20 2:27 AM	PDF / 14.759 MB
3.4	Attachment 4 Proposed Learning Standards Part 5	Ridnouer, Katy, 11/30/20 2:26 AM	PDF / 11.489 MB
3.5	Attachment 4 Proposed Learning Standards Part 4	Ridnouer, Katy, 11/30/20 2:26 AM	PDF / 14.681 MB
3.6	Attachment 4 Proposed Learning Standards Part 3	Ridnouer, Katy, 11/30/20 2:25 AM	PDF / 14.133 MB
3.7	Attachment 4 Proposed Learning Standards Part 2	Ridnouer, Katy, 11/30/20 2:24 AM	PDF / 14.251 MB
3.8	Attachment 4 Proposed Learning Standards Part 1	Ridnouer, Katy, 11/30/20 2:23 AM	PDF / 2.008 MB

Notes

Vernet Nettles, 12/21/20 5:27 PM:

Also in the Student Performance Sections, IDB states: "Students who have not completed all course requirements or who have earned a grade lower than 70% will earn an Incomplete and continue working toward mastery of this course during the next learning cycle." o Please clarify and define a learning cycle. o If IDB is going to adhere to State Standards, the grading scale should include a D which is a passing grade, which would be in conflict with the 70%

Angela Williams-Lang, 1/8/21 3:15 PM:

A Learning Cycle is the IDB terminology for an Academic Year. Students who earn an Incomplete in a Course will continue with that course the next year until they reach Mastery. Upon Mastery, they will proceed to the next sequential course. According to IDB understanding, there is not a state standard for a grading scale rather this is left to the decision of the local school board, in which case, the IDB Board. SDE expectations are that our adopted grading policy is uploaded and is available during transcript audits. The Mastery of Learning strategy aligns with the practice of "The Power of I" in which students continue to work toward Mastery. In cases where a student enrolls into IDB, we will accept the

transcript and the grading system of the transferring LEA. In cases where our students unenroll and request a transfer to be sent to another system, we will identify the appropriate numerical grade for scores below 70, allowing systems to convert that score according to their policy.

Vernet Nettles, 12/21/20 5:27 PM:

• In the Student Performance Section, IDB states that they will adhere to the graduating exit standards adopted by the Montgomery School System. Please correct that statement. IDB must adhere to ALSDE standards. MPS is an authorizer that adheres as well to SDE standards. MCBOE is the authorizer and standards should be congruent to ALSDE Standards.

Angela Williams-Lang, 1/8/21 3:19 PM:

Thank You, this statement has been edited to reflect the understanding that Graduation exit standards will adhere to the expectations and adopted standards congruent with ALSDE standards.

4. High School Graduation Requirements

Evaluation Rating: **Partially Meets the Standard**

High School Graduation Requirements:

I Dream Big Academy graduation requirements align with the Alabama State Department of Education's high school diploma requirements as outlined in the Alabama Administrative Code with the addition of the specific requirements identified in the chart below. Beginning in 6th grade and repeated at each subsequent grade level, all students will be advised of the requirements for graduation and requirements for special recognition that will be given by local, state, or national groups that require additional credits or specific courses.

In order for students to be eligible for graduation, IDB Academy requires the following:

- Alabama Requirements:
 - Students satisfy the total number of credits required at IDB Academy which aligns with the number of credits required by ALSDE: 24.0 credits.
 - Passing Score of Civics Test in the United States Government Course.

(a-1) Alabama High School Diploma.	Credits
English Language Arts.....	4
Four credits to include the equivalent of:	
English 9.....	1
English 10.....	1
English 11.....	1
English 12.....	1
Mathematics.....	4
Two credits to include the equivalent of:	
Algebra I.....	1
Geometry.....	1
Two additional mathematics credits.....	2
Science.....	4
Two credits to include the equivalent of:	
Biology.....	1
A physical science.....	1
Two additional science credits.....	2
Social Studies*.....	4
Four credits to include the equivalent of:	
Grade 9 - Social Studies.....	1
Grade 10 - Social Studies.....	1
Grade 11 - Social Studies.....	1
Grade 12 - Social Studies.....	1
Physical Education.....	1
Health Education.....	0.5
Arts Education.....	0.5
Computer Applications**.....	0.5
Electives.....	5.5
Local boards shall offer foreign languages, arts education, physical education, wellness education, career/technical preparation, and driver education as electives.	
TOTAL.....	24

*All four required credits in Social Studies shall comply with the current *Alabama Course of Study*.
 **May be waived if competencies outlined in the computer applications course are demonstrated to qualified staff in the local school system. The designated one-half credit shall then be added to the elective credits, making a total of six elective credits.

In addition, students must adhere to IDB Academy Requirements:

- Complete three sequential CTE courses.
- Complete 40 hours of Service Learning.
- Complete the My Big Plan Senior Exhibition.

My Big Plan Senior Exhibition consists of four components:

1. **A Senior Project:** This will be created through and a demonstration of the knowledge and skills acquired within the Career Academy. This could be a 5-course meal presented by a culinary student; a gaming app designed by a technology student; or a health protocol and phlebotomy demonstration by a health student.
2. **A Portfolio:** This includes a learning record of the student’s process and progresses through all of the steps of the senior project. A portfolio is a retrospective body of evidence that a student curates and thoroughly analyzes in writing, as well as an articulation of the student’s long-term plan. The portfolio focuses on how a student has developed into the person he or she is today and expresses his or her overall academic, social, and emotional growth. Evidence in the portfolio comes from the Summit Learning Platform, peer testimonials, mentor testimonials, school artifacts, and outside-of-school artifacts. Students work with their mentors to select their best evidence. The portfolio is assessed on the Cognitive Skills Rubric and must meet a checklist of specifications to be considered complete. The portfolio is accompanied by an oral presentation, which takes place in the second half of a student’s senior year.

3. An Oral Presentation and Defense: Students will present the senior project and portfolio to a review panel. Students will receive support throughout this process to ensure a successful presentation and defense. The oral defense is an opportunity for a student to highlight key components of his or her portfolio before a personal advisory board. The oral defense includes the following components:
 1. A brief narrative of the student's journey over the course of his or her time at IDB, including a discussion of his or her strengths, areas for growth, interests, and passions.
 2. A discussion of a student's transition that carefully aligns with his or her self knowledge and values. The transition should include a credible path toward achieving a long-term goal. The student's transition must be explained and defended relative to past preparations and future goals.
 3. A message of gratitude to members of the advisory board who have impacted the student's life. Students ask the advisory board to play active roles in helping them support the articulated transition. Members of the advisory board are encouraged to make a public commitment to the student.
4. An Action Plan: This identifies a student's next steps toward reaching his or her goals. Toward the end of senior year, students will assemble a personal advisory board composed of family members, teachers, mentors, and other key adults in the student's life. The student chooses his or her advisory board composed of individuals who have been, and continue to be, important to their lives. The advisory board reviews and provides feedback on the portfolio, and serves as the key audience for the oral presentation. When evaluating the student's oral presentation, the advisory board asks the following questions:
 1. Does the portfolio highlight the student's academic experiences, achievements, and professional development?
 2. Is the portfolio aligned with the student's vision and goals?
 3. Does this presentation demonstrate self-perception?
 4. Does the student's self-perception align with the advisory board member's perceptions of the student?
 5. Does the student's long-term plan make sense? Is the plan viable? Is it ambitious enough?
 6. Do the student's next steps adequately get the student where he or she wants to go? Is it realistic?
 7. Is the case the student makes one that is believable and supportable by the advisory board members?

The advisory board will evaluate the quality of the work and determine if the presentation has been presented with valid evidence and action steps. This is not presented as a punitive assignment but an opportunity to demonstrate their growth and receive support and advice to strengthen their college and career plans and action steps. When a student passes the oral presentation, the advisory board celebrates the student's accomplishments and makes a public commitment to support the student's long-term plan. (A rubric will be developed with guidance from students and our community and industry partners.)

Since the goal of school policies and practices is to ensure student mastery of the curriculum and the development of their potential, IDB Academy views grades as a reflection of the student's mastery in meeting the state and local course requirements. Grades shall be weighted only for Advanced Placement (AP), college courses, and designated honors courses. A report card will be sent to the parents of each student at the end of each grading period.

Notes Regarding Grades:

- Grades will reflect how well the student has *mastered the content* of the course. Students will earn credit hours upon mastering the content for each course as indicated by an overall

grade of 70 or above. IDB Academy will require that students earn a C or higher in all courses to receive credit.

- 1.0 credit will be awarded at the completion of the full course.
- .5 credits will be awarded at the completion of a half-credit course.
- Aligned to the emphasis on growth mindset, no grades are finalized until the end of the academic year. This allows students to demonstrate growth over a longer period of time without being held accountable at arbitrary points during the school year, such as a quarter or semester.
- Grade Point Averages will be calculated on a 4.0 scale:

Grading Policy:

The grading policy prioritizes the development of cognitive skills that students need for success in college and career. Because these are lifelong skills, cognitive skills cut across subjects, courses, and grade levels. A student's score on the Cognitive Skills Rubric comprises 70% of their grade. The focus on cognitive skills is developed and assessed through Projects.

In order to put cognitive skills to work, students must develop a broad content knowledge base of college and career-ready standards. A foundational component of IDB Academy learning is that students demonstrate competency of standards-aligned content across all core subject areas. Content knowledge is assessed through teacher-developed assessments. The 10-question content assessments, referred to as focus area assessments, are graded in the Summit Platform, and results are immediately accessible by teachers, students, and parents. Students must score at least an 8 out of 10 on the Focus Assessment to show mastery. Mastery of content knowledge comprises 30% of a student's grade.

Grades demonstrate both the competencies students have and the growth they have made. The grading policy is designed to reflect a growth mindset and celebrate student improvement. Grades reflect mastery developed over the entire school year, with a focus on cognitive skills developed through Projects and mastery of content Knowledge through power standards focus areas. This allows students to improve and demonstrate growth over a longer period of time. Throughout the year, students set weekly goals toward meeting expectations to pass courses and reflect on their progress with their mentor. Students will have an Incomplete grade in a subject until they submit overdue projects, revise their project work, and/or are on pace to complete their power focus Areas by the end of the year.

Grade Composition for all Non-Math Courses:

- 70% Cognitive Skills (from projects).
- 30% Content Knowledge (power focus areas) Honors Attainment is determined by the completion of challenge focus areas. These are additional focus areas assessing standards at a more challenged and in-depth level as indicative of an honor's course.

Grade Composition for Math Courses:

For Math Courses, in addition to developing cognitive skills through projects and content knowledge through power focus areas, students complete math concept units to fully develop an understanding of complex mathematical ideas.

Since children who learn math skills without learning the underlying concepts can get very confused. Their lack of understanding will limit their ability to apply math in a variety of problem-solving situations. Without understanding a concept, students are forced to rely on remembering and practicing a skill.

For example, if a 5th-grade student learned how to divide fractions using the "copy, dot, flip" method but wasn't taught the concept behind that process. Then the 5th grader progresses to 6th grade and stops practicing dividing fractions because he is learning new skills. When that child stops practicing, he will then likely forget how to divide fractions. This will be a problem when dividing fractions comes up again in algebra and advanced math. The child who has both the skills and the concepts will be equipped to understand the next concept in math.

Knowing the difference between concepts and skills helps to identify the problems that arise in math. IDB Academy will assess for mastery of Concepts and Skills.

- 30% Cognitive Skills (from projects).
- 30% Content Knowledge (power focus areas).
- 40% Math Concepts (concept units).

Honors Attainment is determined by the completion of challenge focus areas. These are additional focus areas assessing standards at a more challenged and in-depth level as indicative of an honor's course.

Letter Grades:

Students can receive the following letter grades in a course:

- A+ to C-
- "N/A": There is no Project graded yet for that course.
- "I" (Incomplete): Mastery level at or above 70% has not yet been achieved.

Letter Grade	Percent Grade	4.0 Scale	Honor Course	Dual Enrollment/AP Course
A+	97-100	4.0	4.5	5.0
A	93-96	4.0	4.5	5.0
A-	90-92	4.0	4.5	5.0
B+	87-89	3.7	4.2	4.7
B	83-86	3.3	3.8	4.3
B-	80-82	3.0	3.5	4.0
C+	77-79	2.7	3.2	3.7

C	73-76	2.3	2.8	3.3
C-	70-72	2.0	2.5	3.0
I	69>	Incomplete		

Notes:

- Honor Course will add an additional .5 point to the scale score.
- Dual Enrollment and AP courses will add an additional 1.0 point to the scale score.

Information on Transcripts:

- A list of all credit-earning courses.
- Current year’s courses organized by date.
- The grade and credit obtained for each course.
- The graduation date and year.
- Overall GPA by term and upon completion.
- Total credits earned.
- Service-learning description and goals met.
- My Big Plan Symposium.
- SAT, ACT, PSAT, WorkKeys scores.
- Career and Technical Endorsements.
- College and Career Ready Indicators.

Graduation Requirements Ensure Students’ College or Career Readiness:

While college and career readiness depends on more than knowledge and skills in English and Math, IDB Academy graduation requirements ensure all students will master academic and technical courses that are considered essential by employers and colleges alike. Students will complete a rigorous, robust, and well-rounded curriculum that exposes them to a wide range of academic and technical knowledge and skills to ensure all doors are left open for them when they leave high school. They will demonstrate requisite competencies such as critical thinking/problem solving and exercise sound reasoning to analyze issues, make decisions, and overcome problems, that broadly prepare them for a successful transition into the workplace or college.

A Portrait of an I Dream Big Academy Graduate:

Each graduate will be College and Career Ready by simultaneously earning college credit toward a short-term technical certificate in either a technical or health-related field and a high school diploma.

In addition, each graduate will be prepared for adulthood through courses in which they will complete or develop the following:

- Register to vote.

- Open a Checking, Savings, and/or Investment Accounts.
- Be certified as a Ready to Work Employee.
- Log Over 60 hours of community service.
- Possess valuable and authentic work experience in a specific area.
- Earn industry certifications (a minimum of one)
- Possess a short-term college certificate.
- Earn college credits.
- Develop a business plan and portfolios.
- Complete work experience.
- Possess employability skills.
- Create a dream to succeed.

Industry certifications, short term certificates, and the attainment of work experience and employability skills will position our students to move directly into careers and/or colleges.

Examples:

The Amazon Web Services Educate Job Board allows students age 18 and up to search for and apply to thousands of cloud jobs and internship opportunities from Amazon and other companies around the world. It gives students the opportunity to take the skills they've learned in AWS Educate's Cloud Career Pathways directly into the workforce. As students complete AWS Certification, they will begin to build a digital portfolio of credentials. This portfolio is automatically linked to the Amazon Job Board, allowing potential employers to review our students' portfolios based on the credentials they are seeking for their organization.

Students in the Manufacturing Program will meet all requirements to apply to the FAME (Federation for Advanced Manufacturing Education) Program which is an apprenticeship program to earn an associate degree and certification as an Advanced Manufacturing Technician (AMT). FAME Students will attend classes at a local community college two days a week (8 hours or more each day) and will work at least 24 hours a week (8 hours or more each day for three days) for a local, sponsoring employer while being paid a competitive wage. Students who complete four Manufacturing Courses and earn an MSSC Certification are qualified to be hired directly into Hyundai Production. All students in the IDB Academy Automotive Program will earn this Certification and can immediately pursue one of two options upon graduation: go directly into the workforce or continue post-secondary education while completing an apprenticeship.

Apprenticeship Program;

IDB Academy will collaborate with Apprenticeship Alabama, Workforce Development, AIDT, and Alabama Works to create business and industry partnerships to support our Apprenticeship Program designed to provide each student with an opportunity to gain valuable work experiences. The components of the program are outlined in the chart below:



Systems and Structures for At-Risk Students:

IDB Academy will implement a systemic approach and process for ongoing and continuous improvement across all grade levels, career academies, and among all stakeholders, through a shared and widely communicated vision and focus, tightly focused goals and objectives, selection of targeted research-based strategies and interventions, ongoing monitoring and feedback, and data-based decision making. The alignment of school policies, procedures, practices, and organizational structures and continuous monitoring of effectiveness will ensure that every child will receive personalized instruction and support that will significantly reduce the opportunity for failure and/or dropping out.

A recent study by Civic Enterprises for the Bill and Melinda Gates Foundation examined the views of diverse youth, ages 16–25, who had failed to complete high school. It identified four major reasons for students leaving school:

- They were bored.
- They were failing and could not catch up.
- They did not feel safe, cared for, or a part of the school.
- They did not see the value of school.

The IDB Academy learning environment is intentional in its design to prevent students from dropping out of school:

Active Learning Environments:

Active and project-based learning engage and involve students in meaningful ways as partners in their own learning. These strategies include student voice and choice; effective feedback, peer assessment, and goal setting; cooperative learning; thinking critically, creatively, and reflectively; and two-way communication. These engaging learning environments through real-world learning allow students to see the connection between school and work.

Safe Learning Environments:

IDB Academy will provide a safe, nurturing, inclusive, and inviting learning environment that helps students realize their potential as individuals and as engaged members of society. A safe and orderly learning environment provides both physical and emotional security as well as daily experiences that enhance positive social attitudes and effective interpersonal skills. A safe, nurturing environment is responsive to all students, teachers, cultures, and subgroups; honors and

supports diversity and social justice; treats students equitably; and recognizes the need for feedback, innovation, and second chances. It develops and creates environments where students can speak freely, ask questions, and communicate what they know and do not know.

Family Engagement:

Research consistently finds that family engagement has a direct, positive effect on a student's achievement and is one of the most accurate predictors of a student's success in school (Topor et al., 2010). This two-way collaboration between parents and the school will meet parents at their level of comfort with the school and grow a relationship of trust through effective, ongoing, and multi-dimensional communications, opportunities to become actively involved as well as being responsive to family supports, needs, and interventions.

Reference:

Topor, D. R., Keane, S. P., Shelton, T. L., & Calkins, S. D. (2010). Parent involvement and student academic performance: A multiple mediational analysis. *Journal of prevention & intervention in the community*, 38(3), 183-197.

Personalized Learning:

IDB Academy will provide students with individualized and differentiated opportunities for learning, assistance, and support. This combines the students' learning pace and tailored learning with flexibility in the project to fit the interests, preferences, and prior experiences of each learner. Intermission weeks provide additional opportunities for students by offering constructive and engaging activities and/or needed academic support.

Mentoring and Looping:

Adolescents experience a multitude of complex changes during the middle school years. Looping is an educational practice that provides a stable learning environment that supports their developmental changes and responds to students' individual needs. They develop long-term relationships where both parties are deeply invested in overall student achievement and growth. Additionally, looping provides one-to-one caring, supportive, and trusting relationships between a teacher mentor and student through daily mentoring, offering a significant support structure for all students and especially to high-risk students. The looping process begins with 6th grade, and students will remain with their mentor through graduation and will remain with their core instructors throughout Middle School. This not only supports student relationships and connectedness but supports the continuous learning cycle of IDB. Beginning in 9th grade, high school students will remain with the instructors of the Career Academy throughout high school.

Service-Learning:

This is an opportunity to connect meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility. It can be a powerful vehicle for effective school reform at all grade levels. Opportunities for school-sponsored service-learning projects will occur through clubs, project learning, and Immersion Week. During this time, students will provide support to nonprofits and area businesses. IDB Academy will partner with MPS schools to serve as mentors to other students in an effort to expose them to early career opportunities and showcase their learning.

Career Academies

These provide quality programs, related career pathways, and guidance programs that provide high-interest options for discovery and learning workplace skills as well as awareness and focus to increase not only the likelihood that students will be prepared for their careers, but also that school will be relevant to what is next. These opportunities often inspire interest in arenas that would be otherwise inaccessible.

Reference:

The Silent Epidemic: Perspectives of High School Dropouts is available at www.gatesfoundation.org/nr/downloads/ed/TheSilentEpidemic3-06FINAL.pdf

Attachments

Section 4: High School Graduation Requirements

– No Attachments –

Notes

Vernet Nettles, 12/21/20 5:36 PM:

Regarding the Grading Policy, documents related to the SDE grading policy should be referenced and adhered to.

Angela Williams-Lang, 1/8/21 3:29 PM:

According to IDB understanding, the local LEA determines its grading policy. For transcript purposes, “Incompletes will not be recorded on transcripts. Instead, the numerical grade will be published. For IDB purposes and in alignment with our practice of Mastery of Learning, a student will not earn credit for a course in which a score of less than 70 has been received. All students will work toward Mastery of Learning. If there is different verbiage in an SDE grading policy, we welcome any opportunity to collaborate and review this.

Vernet Nettles, 12/21/20 5:35 PM:

What are IDB’s established grading periods? What are the established benchmark periods to ensure student progress by the end of the year?

Angela Williams-Lang, 1/8/21 3:56 PM:

Credit for a course is awarded at the end of each learning cycle (academic year); Grading periods are as follows: August 8, 2022-October 7, 2022 October 17, 2022-December 21, 2022 January 9, 2023-April 14, 2023 April 24, 2023-June 30, 2023. These grading periods are also identified on the school calendar. In year 1, IDB will administer 3 benchmark exams: Beginning of School during the first week, Midway (December), and end of the year (June). All subsequent years will administer two benchmarks. These will be scheduled for December and June.

Vernet Nettles, 12/21/20 5:33 PM:

Please clarify the Grading Policy as the content described is not congruent with the SDE policy and established grading scal

Angela Williams-Lang, 1/8/21 3:39 PM:

According to IDB’s understanding, the local LEA determines its grading policy. For transcript purposes, “Incompletes will not be recorded on transcripts. Instead, the numerical grade will be published. For IDB purposes and in alignment with our Mastery of Learning practice, a student will not earn credit for a course in which a score of less than 70 has been received. All students will work toward Mastery of Learning. If there is different verbiage in an SDE grading policy, we welcome any opportunity to collaborate and review this.

Vernet Nettles, 12/21/20 5:32 PM:

IDB notes 24 credits. How does this correspond to the state's 4 x 4 curriculum for graduation requirements? Please provide clarity.

Angela Williams-Lang, 1/8/21 3:45 PM:

Effective for students who begin the ninth grade in the, to earn an Alabama High School Diploma, students shall pass the required assessment and earn the required credits for the Alabama High School Diploma or the Alabama High School Diploma with Advanced Academic Endorsement. A local board of education may establish requirements for receipt of diplomas and endorsements, but any diploma or endorsement shall include the requirements for the Alabama High School Diploma. Students will adhere to AL requirements by requiring 4 credits in Math, 4 credits in English, 4 credits in Science, and 4 credits in Social Studies. A copy of these requirements has been copied into the section.

5. School Calendar and Schedule

Evaluation Rating: **Meets or Exceeds the Standard**

School Calendar:

The traditional school calendar aligns to America's former pervasive agricultural industry, which demanded children work on the family farm over the summer. In recent years, it has begun to replace the need for farmers with a need to support summer tourism. I Dream Big Academy does not believe that the traditional calendar will meet the needs of our community and educational environment. Therefore, I Dream Big Academy will submit a waiver to ALSDE to operate under a Balanced School Calendar that will include 180 instructional days and a minimum of 1080 instructional hours that are evenly distributed and balanced across 12 months with periods of immersion weeks distributed throughout the calendar year. The request will also include an extended school day request from 8:30 am-4:30 pm.

Balanced School Calendar:

The Balanced School Calendar will reduce the academic regression brought about by the traditional 12-week summer vacation. Historically, students from lower socioeconomic families lose between two to two and one-half months of math computation skills and often lose significant spelling and reading comprehension skills (Ballinger; Cruz, 2009; Kelly, 2000). Research studies show that students attending year-round schools scored higher on yearly state exams than did traditional students. In addition, teacher motivation and satisfaction were higher, and teacher turnover rates were much lower in comparison to those teachers employed at schools with a traditional calendar (Lyttle, 2011).

Benefits:

When schools close for the summer, achievement gaps increase and students experience a decline in academic skills and social-emotional health. Teachers typically spend about 40 days each year focused on recovering the learning loss during the summer. With a Balanced School Calendar, IDB Academy can work to not only prevent academic regression but use the instructional year to build upon student achievement instead of remediating academic regression.

The learning cycle will begin in August, aligning closely to the MPS start date. IDB's school year will end in the last week of July. Unlike traditional models, teachers do not pack up their classrooms and say goodbye to their students.

Because of the looping cycle, learning continues in the same space with the same learners from

the previous cycle, thereby reducing learning loss and time spent reteaching processes and procedures.

The balanced calendar provides a more structured environment, one of consistency and positivity, for students with unsupportive or unstable homes. The safety and dependability that school offers don't stop with the onset of summer and holiday breaks.

It might be difficult for low-income students to access academic help such as tutoring or enrichment programs in a traditional school calendar, especially during a long summer break. Such at-risk students will have better access to such programs in a balanced calendar and in a familiar environment with established relationships instead of a traditional summer program with unfamiliar teachers and peers.

Cleaning and maintenance occurs throughout the year and during scheduled intermission weeks, providing students a safe, enriching learning environment throughout the year

Immersion Weeks:

A Balanced School Calendar allows IDB Academy to implement immersion weeks when students will have the option to stay at home during their break; however, they will be encouraged and invited to attend school for any of the following activities:

- Enrichment opportunities, such as Science, Sports, and Arts Camps.
- Pursuing passions: teacher-led activities based on their own passions such as sewing, fishing, hiking, cooking, music, and astronomy.
- Project completions.
- Internship and job shadowing opportunities.
- Work-based opportunities.
- Interventions to prevent students from falling behind.
- Remediation to help close the achievement gap and to support at-risk students.
- Continuation of learning for those students who need more time to reach mastery or who want to accelerate their learning.
- Community outreach and service-learning projects.
- Social activities.
- Cultural and exposure field trips.
- Student-led workshops, demonstrations of learning, and training.
- Student peer visits to partner schools to share learning experiences.

Addressing Possible Concerns:

Parents who rely on older siblings to help care for younger siblings may find that the Balanced Calendar does not work for their family needs. To address this, IDB Academy will work to mirror its calendar as close to the MPS calendar during the traditional 9 months. Therefore, IDB Academy students will be out of school simultaneously with the MPS calendar during these months.

We recognize that teachers and families may prefer long summer breaks for vacations; therefore, Immersion Weeks were extended during the summer periods.

I Dream Big Academy believes that the benefits and opportunities afforded to our students from a Balanced Calendar outweighs the possible concerns.

Structure of the Day:

IDB Academy will operate an extended day schedule. The American Academy of Pediatrics (2014), the Centers for Disease Control and Prevention (2015), and the American Medical Association (2016) recommends that middle and high schools start no earlier than 8:30 a.m. These evidence-based recommendations are the reasons IDB Academy has developed the school schedule in accordance with this start time.

IDB Academy Instructional Hours: 8:30am-4:30pm.

For Middles School:

- Humanities: Academic Instructional Time: 90-minute block for 180 minutes a week.
- Science: Academic Instructional Time: 90-minute block for 180 minutes a week.
- Math: Academic Instructional Time: 90-minute block for 360 minutes a week.
- Reading: Academic Instructional Time: 90-minute Block for 180 minutes a week.
- Self Directed Learning of the above content areas: 45 minutes a day for 225 minutes a week.
- STEM-Based Career Exploration Courses: 90-minute block for 360 minutes a week.

For High School:

- Humanities: Academic Instructional Time: 90-minute block for 360 minutes a week.
- Science: Academic Instructional Time: 90-minute block for 180 minutes a week.
- Math: Academic Instructional Time: 90-min block for 360 minutes a week.
- Self Directed Learning of content areas: 45 minutes a day for 225 minutes a week.

Technical Courses (i.e., math and science equivalent courses): 90-minute block for 360 minutes a week.

Mastery of Learning

One credit may be granted in Grades 9-12 for required or elective courses consisting of a minimum of 140 instructional hours or **in which students demonstrate mastery of Alabama course of study content standards in one credit courses without specified instructional time**. This does not impact Section 16-1-1 and AAC r. 290-3-1-.02(2)(a)(length of school day) or Section 16-13-231 (number of days in a school year).

Attachments

Section 5: School Calendar and Schedule

5.1	Attachment 6 Updated School Calendar	Williams-Lang, Angela L., 1/8/21 12:41 AM	PDF / 233.564 KB
5.2	Attachment 7 Sample Daily and Weekly Schedule	Ridnouer, Katy, 11/28/20 1:36 PM	PDF / 869.856 KB
5.3	Attachment 6 Proposed Calendar	Ridnouer, Katy, 11/28/20 1:22 PM	PDF / 188.974 KB

Notes

Vernet Nettles, 12/22/20 3:35 PM:

Please revisit this daily schedule. * Is IDB counting school days or seat hours to calculate 180 days? * Please note that Immersion time and Intercession time cannot be applied to the required school time.

Angela Williams-Lang, 1/8/21 1:25 AM:

IDB counts school days, indicated by the 180 blue color-coded days of the Instructional Calendar. Immersion days are not included in the 180-day count. Because we focus on Mastery of Learning of courses and standards, and in accordance with state guidelines, we do not need to count seat hours for a course. This is notated at the end of the Alabama Courses of Study documents.

Vernet Nettles, 12/21/20 5:50 PM:

Please note that the school year runs from August to July. Your calendar goes from August to August.

Angela Williams-Lang, 1/8/21 1:27 AM:

We have updated the calendar to reflect only the months from August 2022 to July 2023. The original calendar contained the month of August 2023 only as a point of reference; it has been removed.

Vernet Nettles, 12/21/20 5:38 PM:

In the School calendar and Schedule section, please clarify and ensure that IDB meets 180 days by the end of May. Also, how does this modified calendar fit within other SDE requirements, benchmarks, deadlines, and assessment schedule?

Angela Williams-Lang, 1/8/21 1:41 AM:

From IDB's understanding, the academic year does not have to end before the end of May, nor is this an SDE requirement as indicative of other Alabama School Systems whose instructional calendar ends in June. The determination of the school calendar is a local decision. Our calendar fits within the SDE testing schedule in which they provide a window in which assessments and benchmarks must be performed. Based on the provided window of proposed dates, IDB will be in session and will schedule assessments accordingly. Our calendar is aligned with the SDE assessment schedules. Although the IDB calendar extends into June, our balance approach provides extensive opportunities to provide effective instructional support and ensure that learning is mastered during Tier I instruction throughout the year. As we focus on the mastery of standards and a deeper depth of knowledge, our students will retain key skills and concepts and build upon them each year. Thus the continuation of learning that occurs after the scheduled summative assessments will not hinder our students' growth or the ability to demonstrate learning on these assessments.

6. School Culture

Evaluation Rating: **Meets or Exceeds the Standard**

Culture of Success:

A culture of success begins with a clear definition of the culture. The culture at I Dream Big Academy will stem from the motto: One Team with One Dream. Through Team collaboration, we will accomplish One Mission, to educate the whole child by scaffolding students through social and emotional competencies.

We endeavor to cultivate a culture where teachers encourage paradigm shifts in character, moving students away from negative choices to positive ones. The IDB Academy culture will encourage "high academic optimism," which, according to Hoy, Tarter, and Woolfok Hoys, promotes a belief in teachers that "they can make a difference, students can learn, and academic performance can be achieved" (2006).

In order to create a positive school culture, IDB Academy will implement school norms as a part of our day-to-day operations. We will develop classroom norms that are posted and regularly referred to, and we will assign classroom tasks so that each student is involved in supporting the community. This process will create a school culture that honors the voice of our students which brings them a sense of ownership.

Motivation, success, and feeling valued are drivers for success. In the school setting, it is critically important that we celebrate and recognize the outstanding things that our school community accomplishes, both inside and out of our building. IDB Academy seeks to find ways to acknowledge the success and progress of our students and staff. One way we will acknowledge students is through daily shout-outs for our students where teachers highlight the great things that students are doing academically and behaviorally. IDB Academy will also implement a teacher shout-out board where teachers will give each other shout outs for the great work that they are doing.

Also, IDB Academy students will have an opportunity to set weekly goals and plans for themselves. Students will have an opportunity to discuss these plans with their mentor teachers. At the end of each week, students will have an opportunity to revisit their plans to see if they were able to accomplish their weekly goals. Students who reach their weekly goals will be recognized. Teachers will have an opportunity to highlight our Spotlight Student of the Month by displaying these students' names and pictures outside of the classrooms, on the school website, and on the school's digital sign.

IDB Academy will create frequent opportunities for parents to be able to see our students in action at IDB. Each academy will host events twice a month where parents are able to come to witness some of the amazing things that are happening at IDB Academy.

IDB Academy will create high academic optimism and high aspiration from all stakeholder through the following characteristics:

1. An Inspiring Vision: expressed by a charismatic leader, our clear and motivating purpose will focus all students on meeting challenging academic goals and our well-defined, limited, and stimulating mission.
2. Leadership: the people and processes that define the school's reality, encourages all stakeholders to fully embrace the school culture as a means of achieving the mission.
3. Innovation and Risk-Taking: the principal, faculty, and staff will encourage innovation, experimentation, and thoughtful risk-taking.
4. High Expectations: all school members hold a pervasive focus on student and teacher learning along with a continual conversation about the quality of everyone's work.
5. Trust and Confidence: all members of IDB Academy will depend on close, supportive relationships that build a strong sense of community.
6. Tailored Knowledge Base: administrators and faculty use timely and accurate quantitative and qualitative information to continuously improve their processes, performances, and outcomes, including the areas of curriculum, modes of instruction, assessment, and learning opportunities with the purpose of clearly linking to the vision and mission and tailoring instruction to the students' needs and interests.
7. Involvement in Decision-Making: all stakeholders will receive relevant and timely information, be invited to discuss its meaning in terms of school values and goals, and have an opportunity to share in making decisions that affect the school.
8. Honest, Open Communication: the school will provide many opportunities and avenues for sharing information, including discussion of fundamental values, the expectation that everyone will take responsibility, regular opportunities to gather as a school community, and celebrations of individual and group successes.
9. Tangible support: the faculty, staff, and students receive encouragement, resources, and

opportunities to effectively meet their responsibilities so that all members have their needs met and can contribute their whole selves to the success of the school.

10. Appreciation and recognition: IDB Academy will show its gratitude and esteem for those members who are making meaningful contributions to the organization or to its members. Our customs, traditions, and general ways of doing things will illustrate the extent of this characteristic in action.
11. Collaboration: all stakeholders are invited to contribute to the school in a way that promotes a shared responsibility for success.

Creating and Implementing Culture:

IDB Academy will create and implement cultural norms of high optimism and aspirations to increase student performance. Beginning on the first day of school, IDB Academy will promote and sustain a positive culture because we believe it is an essential component to becoming a high performing charter school.

Every day, faculty and staff members will be visible in the halls every morning to greet students as they enter the building. Students will be greeted with a smile as well as a firm handshake. Giving students a daily handshake is an example of a soft skill they will learn that will help them be successful in the future.

As parents drop off students, they will see the smiling faces of the I Dream Big Academy team. Research shows when teachers start class by welcoming students at the door, academic engagement increases by 20 percent, and disruptive behavior decreases by 9 percent.

IDB Academy will host a Back to School Bash, a community event where we will involve all community stakeholders, students, and parents to share the school's vision and embrace the mission. There will be opportunities for the parents to meet the IDB Academy faculty and staff to initiate relationship building. . The Bash will include food, games, and music to create a welcoming environment for students and their parents.

Oftentimes, when parents and students are first on a school campus, the event is held in an intimidating forum. The Bash is designed to be a welcoming event that will make parents comfortable and allow them to get a feel for the campus. They will also have a chance to observe innovation, so when they leave they are motivated and inspired.

During the Bash, local barbershops will offer free haircuts to our students, and community partners and churches will distribute free school supplies and backpacks for students.

As we work to build relationships and get students involved, students will not just be given keys to success, they will be given the road map on how to utilize the keys. Having keys and not knowing what to do with them, doesn't ensure success. Therefore, we must give our students the keys and ensure that a plan of action is in place as well.

The role of authenticity and meaning in the teaching and learning process will be hinged upon IDB Academy's framework of providing an environment and activities tailored in a strong knowledge base to unleash student's passion for learning. This will be evidenced through a learning culture that allows students to demonstrate conceptual mastery with tools of their choice.

IDB Academy will incorporate identified "learning days" to embrace new thinking and promote a culture of trust and respect. Learning days will include transition meetings, growth mindset projects, orientations, parent-student data chats, etc.

Our school will foster open and honest communication through the use of emails, newsletters, and

phone calls. This level of engagement will result in more transparency, exposure, and amplification of the vision. During the summer, specific days are allotted for required orientation days to provide students transitioning into our schools to come and meet their teachers and learn what they can expect from us and what we expect from them. Parents and students will be given different dates and times that will coincide with their work schedules.

This orientation ensures that we all start off understanding the expectations and most importantly, we all start off collaborating together. During the orientation, parents and students will be given a copy of the IDB Academy manual. During that time we will review each component of the program and give the parents and students an opportunity to ask any questions. We will also discuss the curriculum, academies, as well as the day to day expectations.

If a student enters the school during the middle of the school year, the student and parents will be required to complete the same orientation process that was required for parents and students prior to the start of the academic year. Once the orientation process is complete, the student will be assigned to his or her mentor teacher who will work with the student along with other staff members in order to make it a seamless transition.

Culture of Learning:

The culture of learning at IDB Academy will provide the opportunity for true collaboration among students, administrators, teachers, and parents. The learning environment will be designed to prepare all students to reach their full potential and allow them to be active participants in their learning. Students with special needs, English Learners, and those who are below grade level academically will benefit from the school culture through the following characteristics:

- Innovation and risk-taking: The principal, faculty, and staff will encourage innovation, experimentation, and thoughtful risk-taking.
- High expectations: All school members hold a pervasive focus on student and teacher learning along with a continual conversation about the quality of everyone's work.
- Trust and confidence: All members of IDB Academy will depend on close, supportive relationships that build a strong sense of community.
- Tailored knowledge base: administrators and faculty use timely and accurate quantitative and qualitative information to continuously improve their processes, performances, and outcomes, including the areas of curriculum, modes of instruction, assessment, and learning opportunities with the purpose of clearly linking to the vision and mission and tailoring instruction to the students' needs and interests.
- Honest, open communication: The school will provide many opportunities and avenues for sharing information, including discussion of fundamental values, the expectation that everyone will take responsibility, regular opportunities to gather as a school community, and celebrations of individual and group successes.
- Tangible support: The faculty, staff, and students receive encouragement, resources, and opportunities to effectively meet their responsibilities so that all members have their needs met and can contribute their whole selves to the success of the school.

Attachments

Section 6: School Culture

– No Attachments –

7. Supplemental Programming

Evaluation Rating: **Partially Meets the Standard**

Summer School:

Because IDB Academy will offer year-round programming expanding 11 months, summer school will not be offered.

Extra- and Co-Curricular Activities:

I Dream Big Academy will host Immersion Weeks to extend the student learning team beyond the regular school schedule. These are weekly or bi-weekly periods that will occur every 4-5 weeks between the learning cycle. Students attend school for 4-5 weeks followed by a one-two week off period.

An Immersion Week calendar of events and activities will be created and posted 3 months in advance of each event. It will be communicated through multiple means, including social media accounts, school and teacher websites, robocalls to families, postings throughout the school, and letters sent home. Additionally, teachers and community partners will discuss and promote these events and encourage students to participate.

Mentor teachers will encourage participation and will help students identify activities that will match their interests and skillsets.

During Immersion Weeks, students will have the option to stay at home during their break; however, they will be encouraged and invited to attend school for any of the following activities:

- Enrichment Opportunities: Participate in extension activities in science, math, tech, sports, or arts. We will invite community and business partners to hold camp sessions periodically throughout the year.
- Pursuing Passions: Each teacher, staff, and administrator will facilitate a Passion Project based on their own passions, such as dancing, sewing, fishing, hiking, cooking, music, or astronomy.
- Project Completions: Student groups or individuals may use this time to refine or complete a project.
- Job Shadowing Opportunities: Mentors will work with students to identify community businesses to host students for job shadowing.
- Internship and Work-Based Opportunities: Mentors can assist students in identifying and pursuing work-based opportunities. Senior schedules will support opportunities for work-based learning and internships. Immersion weeks give mentor and Program Managers an opportunity to check in with the students and employers to ensure successful work outcomes.
- Interventions and Remediation: Students can work with mentors, interventionists, or teachers to ensure that they do not fall behind.
- Continuation of Learning: This provides additional time for those students who have yet to meet mastery or want to accelerate their learning.
- Community Outreach and Service Learning Projects: Students will work with non-profit organizations, such as Habitat for Humanity and the Humane Society, to participate in community service projects that range from helping elderly families with yard work, walking dogs, or helping at animal shelters.
- Social Activities and Social Clubs: IDB Academy will encourage club participation and offer a variety of clubs based on student interest and programs. Some of the offerings include the

following: Speech and Debate, National Honors Society, Student Government, Key Club, Dance Groups, Photography Club Mathletes, Yearbook Club, Robotics Club, and Future Business Leaders of America.

- Cultural and Exposure Field Trips: Some field trips may occur over the course of one to five days and can include a range of site visitations. The purpose is to expose students to cultures, landscapes, activities, and communities beyond the Montgomery County limits.
- Student-Led Workshops, Demonstrations of Learning and Training: As our students acquire skills, they will share these skills in the community. This includes helping non-profit organizations build websites and assisting non-profit organizations deliver wellness checks. Students will facilitate workshops to share skills with community members as well as demonstrate their learning. These career exposure activities will expose career opportunities to younger students.
- Partner School Visits: During these weeks, IDB Academy mentors will partner with MPS schools to allow our students to serve as Big Brothers, volunteer in the schools, and demonstrate their projects of learning in an effort to encourage students to participate in and explore STEM activities in MPS and their community.
- Revitalize: Students will partner with Habitat for Humanity, the Humane Society, and other organizations to support revitalization and service projects in the community.
- Athletics: A high school athletic program will be implemented pending a cost analysis and approval from the AHSAA.

Funding and Operations:

IDB Academy employees will support and lead immersion activities. Teachers may receive a stipend for participating in immersion weeks and will identify their available weeks and activities in advance. To ensure continuous support, IDB Academy will aggressively seek grants and coordinate with community partners and businesses to support and help facilitate learning opportunities during these weeks.

A limited number of activities may require fees, this primarily includes programs involving extended field trips and some activities delivered by specialty services. However, I Dream Big Academy will work extensively to secure funds through grants, and donations to cover the costs of these events. The goal is to eliminate or drastically reduce any cost to families in order to ensure accessibility to all of our students.

To ensure that funding is available, IDB Academy has identified grant opportunities that they will aggressively pursue to support immersion learning. IDB Academy has also begun identifying potential donors and sponsors to cover the financial cost of many events. In the event that grants and fundraisers are not secured for any given year, IDB Academy's operating budget will include funding reserves for Immersion Week stipends and Club stipend. As a last resort, IDB Academy will review and defer the addition of any non-allocated leadership positions in order to support this initiative.

IDB Academy will work with ALSDE and submit a request to allow transportation during immersion weeks to be covered as funded routes to transport students to school.

Additionally, IDB Academy will work with and submit a request to ALSDE CNP to support a nutrition program that extends beyond the 180 Instructional Days.

Based on community feedback during the preparation period of the application, there was an overwhelming interest to provide an athletic program. Upon approval, IDB Academy will collaborate with the Alabama High School Athletic Association to review future opportunities of a high school athletic program based on interest and funding.

Addressing Mental, Emotional, and Social Development and Health:

IDB Academy acknowledges that students' social, emotional, and mental welfare are all important for academic success. The systems and structures in place at IDB Academy will facilitate healthy practices needed to address students' mental, emotional, and social development. These include the following:

- Restorative justice as a behavioral model.
- Small learning communities.
- Positive self-esteem development.
- Adult and peer mentoring.
- Intentional and consistent encouragement.
- Affirmation boards.
- Social-emotional and mental health services from a qualified provider.
- Culturally responsive instruction.
- Looping in grades 6-8 and 9-12.
- Personalized learning.

As an effective, sustainable, and equitable alternative to punitive disciplinary methods, Restorative Justice supports SEL. Students and staff members talk through conflicts, strengthening communication, self-efficacy, and problem-solving skills. By listening to others, students learn to be more respectful, consider different perspectives, practice impulse control, and reflect on how their actions affect the people around them. It gives youth a better opportunity to overcome conflict and avoid the risks associated with suspension and expulsion. The restorative justice practice aligns directly and is interdependent with the Habits of Success.

In their small learning communities, students will be taught specific communication strategies, such as making eye contact and shaking hands. They will approach and greet school visitors accordingly and guide them through their learning environments. These tasks further support the development of SEL.

Teachers and administrators will be culturally responsive. We recognize that children process content more effectively when their cultures and languages have places in the curriculum. Using media and curriculum resources that positively depict a range of cultures and are relevant to the subject can empower students to share thoughts. Integrating diverse work and study practices into the learning environment and understanding student learning needs and styles support the development of SEL. This can start by highlighting how the topic may relate or apply to students. This further focuses on relating content to students. A popular method is allowing students to choose between activities and assessments that let them showcase their values, strengths, and experiences. For example, personalized learning provides clear learning goals and evaluation criteria, while encouraging students to submit their own project ideas. This personalized approach fosters confidence by making the assessment process less intimidating by offering different ways to demonstrate skills and understanding.

Research has demonstrated that integrating SEL instruction into the academic day is critical for positive and continuous growth in both academic learning and in SEL. This is achieved through a set of sixteen skills typically framed in terms of broader core competencies. These skills include building relationships, setting goals, developing self-awareness, and making responsible decisions (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). IDB Academy has incorporated these 16 skills in its Habits of Success.

We will use Summit Learning's Building Blocks for Learning framework developed by Dr. Brooke Stafford-Brizard on behalf of Turnaround for Children (2016), which integrates decades of the most promising research on social-emotional learning in an aligned and comprehensive manner.

IDB Academy has embedded these building blocks into our Habits of Success in five categories:

1. Healthy Development: Attachment, Stress Management, and Self-Regulation.
2. School Readiness: Self-Awareness, Social Awareness/Relationship Skills, and Executive Functions.
3. Mindsets for Self and School: Growth Mindset, Self-Efficacy, Sense of Belonging, Relevance of School.
4. Perseverance: Resilience, Agency, Academic Tenacity.
5. Independence and Sustainability: Self-Direction, Curiosity, Sense of Purpose.

We believe that students develop Habits of Success within the relational context of a classroom and community. The framework places learning “within the social context of a classroom through a set of key relationships a student develops with teachers, peers, and other adults’ (Stafford-Brizard, 2016). The Habits of Success framework was designed to provide the foundational skills that are prerequisites for higher-order skills and provide a pathway for students to integrate cognitive, social, and emotional skills.

Research Base Behind Habits of Success:

The 16 skills were chosen based on three criteria:

1. They align with the development of the child as a “learner” in an educational setting.
2. They are measurable skills, behaviors, or mindsets that students can develop over time.
3. There is a strong research base demonstrating the impact of the skill, behavior, or mindset on college and career success.

Each Habit of Success draws on its own deep literature and evidence. For example, the skills considered to be part of healthy development and school readiness are drawn from the fields of neuroscience and child development and include having strong bonds with adults, emotional security, and the skills to cope and manage stress (Stafford-Brizard, 2016). Similarly, the student-held mindsets are derived from the work of Camille Farrington and teammates at the University of Chicago Consortium on Chicago Schools Research. Farrington et al. have demonstrated the relationship between highly-developed habits of success (what Farrington calls “non-cognitive factors”) and high levels of student achievement.

These systems create a more supportive learning environment, encourage close-knit relationships among students and teachers, and provide more academic and personal support for students within and outside of the classroom.

Reference:

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students’ social and emotional learning: A metaanalysis of schoolbased universal interventions. *Child development*, 82(1), 405–432.

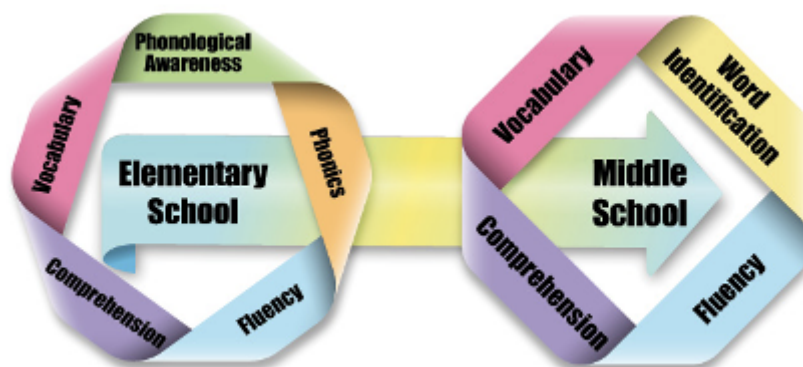
Literacy Program

Literacy means Liberation! One of the integral pieces of our educational plan is ensuring that we build a strong foundation in literacy. Having this foundation is vital for every child and young person, and underpins their ability to engage in education, reach their potential and fully participate in the community. I Dream Big Academy will implement a strong literacy program that will promote reading proficiency and growth. A strong literacy program begins with identifying the

interferences that are preventing students from obtaining the skills that are needed to become fluent readers and prescribing students with the correct prescription that will ensure reading growth and proficiency.

Mastery of any skill requires effective instruction and lots of practice. Reading is no exception. Students need explicit instruction and practice in the essential reading skills to become more proficient readers.

Many teachers, especially those at the elementary level, are familiar with the five essential reading skills: phonological awareness, phonics, fluency, vocabulary, and comprehension. Although these building blocks of skilled reading apply to all ages or grade levels, most students will have mastered phonological awareness and the basics of phonics by the end of third grade. Once students reach middle school, however, the reading skills required for success shift slightly: Word identification replaces both phonological awareness and phonics. However, unlike most middle schools, IDB Academy will be staffed to understand the science of reading.



Middle school students are particularly heterogeneous. That is, they tend to exhibit different patterns of reading strengths and weaknesses. Half of those who struggle with reading will benefit from instructional support in word identification and nearly all need help with grade-level comprehension. Our literacy program will identify the components that our students didn't master in elementary school and ensure that the components are embedded and that our teachers participate in professional development workshops focused on how to deliver the instruction to the students.

This is where our differentiated intervention groups will come in place. Problems with any of the reading skills—word identification, fluency, comprehension, or vocabulary—can contribute to reading difficulties in middle school. When students cannot quickly and accurately recognize long and difficult words (word identification), it affects their reading rate (fluency). Not knowing the meanings of words as they are used in a given text (vocabulary) and a lack of fluency contribute to difficulties in reading comprehension. In other words, to be skilled readers, students must integrate *all* their word identification, fluency, vocabulary, and comprehension skills.

Middle school students commonly struggle to pronounce the longer, more difficult words prevalent in content-area textbooks. These words represent a marked shift from the short, decodable words that make up the bulk of early elementary reading. Whereas a second grader who could not read the word *cat* would be identified as struggling, a student in the eighth grade would be considered to have a word identification problem if he could not read the word *catastrophic*.



The literacy program will be guided by a data-driven cycle of assessment, using I-Ready comprehensive assessment and instruction program. In combination with I-Ready, I Dream Big Academy will implement the use of the Horizon phonics curriculum. Horizons uses a spiral learning method to students master concepts through the process of introduction, review, and reinforcement. The Reading Horizon Curriculum reaches all three RTI Tiers, helps students with dyslexia improve their reading skills, addresses the needs of students with IEP's, as well as supports and adapts instruction for English Language Learners. IDB Academy's instructional team will receive professional development training from Reading Horizons.

Attachments

Section 7: Supplemental Programming

– No Attachments –

Notes

Vernet Nettles, 12/21/20 5:58 PM:

In the Literacy Program section, Is IDB familiar with the Alabama Literacy Act and the programmatic (personnel and academic) expectations required?

Angela Williams-Lang, 1/8/21 2:10 AM:

I Dream Big Academy is familiar with the Alabama Literacy Act. The Literacy Act, passed on June 10, 2019, includes strategies, incentives, and interventions specific to the science of reading for grades K-3 to improve the reading skills of all students in early literacy so that every student is reading at or above grade level by the end of the third grade. We hope that students entering Middle School will be proficient readers. We believe MPS is working effortlessly to meet the Literacy Act's expectations, which will result in students entering I Dream Big Academy as proficient readers. Meanwhile, it is also our expectations to address literacy at the secondary level. Although the Literacy Act does not speak specifically to secondary education, IDB has incorporated a Literacy Program to address our anticipated literacy needs. Data from our targeted communities indicate a high possibility that some of our students will not be proficient readers entering Middle School. Additionally, IDB will provide Tier II and Tier III instruction to ensure that students who are not proficient in reading will receive differentiated, small group instruction to assist in the areas where there are deficiencies. IDB will monitor all legislature and updates regarding the Literacy Act.

Vernet Nettles, 12/21/20 5:57 PM:

In the Funding and Operations section, IDB states the following, "As a last resort, IDB Academy will review and eliminate the addition of some personnel positions in order to support this initiative." Please clarify. Also, please review the personnel requirements based on state allocations.

Angela Williams-Lang, 1/8/21 2:39 AM:

I Dream Big has identified all personnel based on state allocation requirements. In the above statement referencing the elimination of personnel positions, IDB will defer hiring members of the Leadership, such as the Dept. of Operations, until it is fiscally responsible and feasible. Likewise, the Executive Director will continue serving as Principal. We will not eliminate state allocated positions nor remove positions

directly connected to student support but expect leadership members to “wear” multiple hats and work across multiple departments when fiscally necessary.

Vernet Nettles, 12/21/20 5:54 PM:

Please clarify the Athletics information. MCBOE does not approve Athletics the AHSAA does. Please remove MPS from this statement.

Angela Williams-Lang, 1/8/21 2:47 AM:

This statement has been updated to remove the reference to MCBOE.

Vernet Nettles, 12/21/20 5:52 PM:

With regard to the Supplemental Programming o What is the established learning cycle? o What is the difference between Immersion and Intercession? o Is Intercession defined?

Angela Williams-Lang, 1/8/21 3:05 AM:

The learning cycle begins on August 8, 2022, and ends on June 30, 2023. Immersion and Intercession are synonymous to represent the off weeks between the instructional weeks of schools. The use of the term Intercession has been removed from the section to remain consistent with the preferred terminology, “Immersion.”

8. Special Populations and At-Risk Students

Evaluation Rating: **Partially Meets the Standard**

Serving Students with Special Needs:

I Dream Big Academy will provide students with disabilities with a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). IDB Academy will comply with all federal and state regulatory laws regarding serving special populations and special education students, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA), and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). IDB Academy is committed to identifying and meeting the learning needs of all students, including students with Individualized Education Programs (IEPs) or Section 504 plans; English Learners (ELs); students identified as intellectually gifted, and students at risk of academic failure or dropping out. Students will not be denied admission due to special needs or disabilities.

The culture of learning at IDB Academy will provide the opportunity for true collaboration among students, administrators, teachers, community, and parents. It will provide a safe environment where students are able to embrace failures as learning opportunities, take ownership of their learning, and become active participants in their learning. Through Personalized Learning, students will, with support and guidance from mentors, teachers, and parents, develop individualized learning plans based on their strengths, needs, skills, and interests that will drive them through each learning unit and toward academic achievement and personal growth. Personalized learning is an approach to teaching and learning that utilizes solid one-to-one mentoring, flexible classrooms, and cutting-edge technology to create an environment where each student can succeed.

This approach customizes instruction so that each student works toward achieving the same set of college- and career-ready standards while receiving the individual support they need along the way. The scope and sequence will be the same for each student, but the pace at which they move through the scope and sequence will be individualized and tailored to the student's needs and based upon information in their IEP, 504 Plan, or EL Plan. Teachers will personalize and tailor academic content and learning to strengthen the connection to the educational needs and interests of individual students. Students will set learning goals, monitor their own progress, and

reflect on their learning. Small group instruction and student-directed learning (SDL) will allow students to work at a pace suitable for them and receive the appropriate support whether it involves enrichment, remediation, or an introduction of new content. This type of positive, individualized learning environment where students are engaged emotionally, cognitively, and behaviorally in their education is crucial in meeting the needs of the most at-risk learners, as well as those who have special needs and are English Learners.

It is the goal of IDB Academy to create a culture where all students feel free to participate in the learning process, knowing that their thoughts are respected, their opinions matter and that every adult is there to support them as they navigate through the learning process.

Our mission at IDB Academy is to empower all students through a rigorous academic curriculum with an intense focus on hands-on instruction across all content areas as well as intentional leadership academies that will build student leaders and prepare them with the skills they need in order to become productive citizens. In order to achieve this mission, our program is designed to implement and incorporate effective methods and strategies that will meet the needs of all of our students.

One of several strategies that will be used is looping. I Dream Big Academy students will loop with the same teachers through their middle school years and then for their high school years. Research has found that familiarity between pupils and instructors resulted in higher test scores for learners and that minority students, in particular, benefited from consecutive years with the same teacher. Other methods and strategies that will be implemented through the I Dream Academic model are explicit instruction, differentiated instruction, targeted support, and intervention that is built into the academic day.

To provide additional support to our special population and At-Risk Students, we will focus on small group instruction, individualized instruction, and push-in/pull-out services. Smaller class sizes (18-1), structure, and staffing (Special Education Teacher, EL Teacher, and Paraprofessional) will also help to meet the diverse needs of students.

MPS Performance Data by SubGroup based on 2018-2019 Data					
	Academic achievement	Academic Growth	Graduation Rate	College and Career Readiness	Chronic Absenteeism
Asian	100%	98.12	90.29%	82.52%	2.81%
Black or African American	45.36%	83.18	81.82%	47.08%	13.16%
White	89.92%	98.47	76.97%	75.28%	8.68%

Hispanic/ Latino	41.23	84.66	64.63%	34.15%	7.64%
Students with Limited English Proficiency	44.65	86	45.61%	22.81%	6.06%
Students with Disabilities	17.81	68.04	61.03%	17.44%	16.31%
Economically Disadvantaged	39.48	81.9	73.01%	35.69%	15.74%

Identifying and Meeting Learning Needs:

IDB Academy will implement a Response to Intervention (Rtl) framework and a Problem Solving Team (PST) to provide the appropriate levels of assistance and continued monitoring for students who are performing below grade level. The goal of Rtl is to address academic and/or behavior deficits as soon as the interference of learning is noticed, instead of waiting for students to fail. Students who are not experiencing success in the classroom will have access to three levels of support, each increasing in the level of intensity and frequency as needed.

The PST will be multidisciplinary (core teachers, special education teachers, guidance counselors, etc.) with the principal (or designee) as the facilitator. The role of the PST is to provide assistance to the general education teacher in designing and selecting individual strategies for improving academic and/or behavioral performance. The PST will meet a minimum of twice a month.

Only after a student has progressed through Tier 1-3 of Rtl will they be tested for special education services. The Alabama Administrative Code requires exceptions to be made for articulation, voice, fluency, and traumatic brain injury (TBI) referrals. All other reasons for lack of success will be investigated, including but not limited to, attendance, lack of specific interventions, frequency of interventions, hearing and/or vision difficulties, etc.

Another component of Rtl addresses the area of Dyslexia, a learning challenge that is neurological in origin and characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the delivery of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge (Alabama Administrative Code).

If a student scores below the benchmark on the universal reading screening, a dyslexia specific screening assessment will be administered. Parents may also request a dyslexia specific screening if they have concerns. IDB Academy staff cannot diagnose dyslexia but can screen for dyslexia using instruments included in the *Alabama Dyslexia Resource Guide*. Dyslexia specific accommodations and/or interventions will be implemented for any student identified as exhibiting

characteristics of dyslexia on the dyslexia-specific screening assessment or has a diagnosis of dyslexia. These accommodations/interventions will be developed, monitored, and communicated to parents by the PST as part of the Rtl Process discussed above. Teachers will be trained to administer the dyslexia-specific screening assessment, as well as implement a variety of dyslexia specific interventions. All of the dyslexia specific interventions and resources used will be evidenced-based and/or Orton-Gillingham based.

Reference:

<https://www.alsde.edu/sec/ari/Dyslexia/DRG%2010-16-2020.pdf>

Identifying and Meeting Learning Needs of Students with Disabilities:

IDB Academy staff members are dedicated and committed to supporting instructional outcomes for all students. The Individuals with Disabilities Education Act (IDEA) allows for research-/evidence-based programs and strategies (Rtl) to be used before identifying students in a category of special education.

IDB's Special Education Department will work collaboratively with the PST Team to identify teaching strategies, best practices, and interventions to meet the needs of all students. Only after a student has progressed through Tier 1-3 of Rtl will they be tested for special education services. Exceptions will be made for articulation, voice, fluency, and traumatic brain injury (TBI) referrals.

In an effort to avoid over-identification or misidentification, all other reasons for lack of success will be investigated, including but not limited to, attendance, behavior, dyslexia, lack of specific interventions, frequency of interventions, hearing and/or vision difficulties, etc. In accordance with federal and state requirements, IDB Academy will arrange for evaluations for students suspected to be in need of special education services in one or more of the identified thirteen disability categories (Child Find).

Disability Categories, Ages Three Through Twenty-One. Disability categories listed in IDEA under which 3- through 21-year-olds may be eligible for services:

- Autism.
- Deaf-Blindness.
- Emotional Disability.
- Hearing Impairment/Deaf and Hard-of-Hearing.
- Intellectual Disability.
- Multiple Disabilities.
- Orthopedic Impairment.
- Other Health Impairment.
- Specific Learning Disability
- Speech or Language Impairment.

- Traumatic Brain Injury.
- Visual Impairment.

The identification, location, and evaluation of students suspected of having a disability include students in grades 6-12 attending private schools, students who are highly mobile, students who have been suspended or expelled from school, home-schooled students, and students who have not graduated from high school with a regular high school diploma regardless of the severity of the disability. Special education services will be provided to students who meet the federal and state eligibility requirements as having a disability and need specially designed instruction.

I Dream Big Academy will utilize a rigorous support system that will be implemented throughout the school. All students currently receiving Special Education services will have an Individualized Education Plan (IEP) and all students receiving 504 services will have a 504 Plan. These plans will be developed and monitored by teachers with proper certifications including Special Education certification. Multifaceted committees will determine appropriate qualification, placement, review, and dismissal of special education students according to the Alabama Administrative Code, while 504 committees will determine appropriate qualification, placement, review, and dismissal of 504 students according to state guidelines for Section 504. These committee meetings will allow time for students, teachers, administrators, and parents to set mutually agreed-upon goals for individual student learning. The school will also contract/employ a qualified evaluator, as needed, who will work alongside teachers to determine if identified students qualify for services.

Reference:

<https://www.alsde.edu/sec/ses/Policy/AAC%20290-8-9%2011-4-2013.pdf>

Hiring and Evaluation:

IDB Academy will actively seek qualified and fully licensed personnel to provide instruction and related services for students with disabilities. IDB Academy is committed to having well-trained personnel to implement all phases of educational programming. Hiring decisions for special education staff will be based on the projected enrollment of students with disabilities, as well as the individual needs of enrolled students. Based on the special education population of the two Middle Schools in the priority zones of recruitment, IDB Academy anticipates an estimated population of 9%.

IDB Academy will recruit certified special education teachers through recruitment fairs on campuses of colleges and universities. Maintaining an affable relationship with local colleges and universities will provide an avenue of communication that ensures notification of possible candidates for special education teaching positions. IDB Academy will maintain a list of licensed, related service providers within the River Region and across the state of Alabama to contract for services when needed.

Providing F.A.P.E.:

Special education teachers will serve as learning facilitators and provide support for students based on their Individualized Education Plan (IEP). Assessment will be integrated into all aspects of the teaching and learning process. They will assess students on specific state standards based on specific IEP goals and objectives. A wide variety of instruction and assessment methods will ensure that all types of learners can experience success in the classroom. Universal Design for Learning (UDL) framework ([The UDL Guidelines: UDL](#)) will assist teachers with developing lesson plans and assessments based on three main principles:

1. Representation: UDL recommends offering information in more than one format. For example, textbooks are primarily visual. But providing text, audio, video and hands-on learning gives all kids a chance to access the material in whichever way is best suited to their learning strengths.
2. Action and expression: UDL suggests giving kids more than one way to interact with the material and to show what they've learned. For example, students might get to choose between taking a pencil-and-paper test, giving an oral presentation, or doing a group project.
3. Engagement: UDL encourages teachers to look for multiple ways to motivate students. Letting kids make choices and giving them assignments that feel relevant to their lives are some examples of how teachers can sustain students' interest. Other common strategies include making skill-building feel like a game and creating opportunities for students to get up and move around the classroom.

Special education teachers will provide both push-in and pull-out services to students on their caseload. Schedules are designed to maximize in-class support using a co-teaching model for Math and ELA classes. This approach will allow ongoing collaboration and support by both the general education teacher and the special education teacher. Additional support/services for each student will be determined by information in their Individual Education Plan (IEP).

IDB Academy will use a number of Evidence-Based Strategies (EBS) to support students with mild, moderate, and severe disabilities. These include, but are not limited to the following:

EBS for Mild Disabilities:

- Graphic Organizers
- Manipulatives
- Assistive Technology
- Positive Behavior Interventions and Supports (PBIS)
- Peer Tutoring
- Computer-Assisted Instruction
- Word Boxes
- Word Problem Mnemonics
- Repeated Reading

EBS for Moderate Disabilities:

- Graphic Organizers
- Manipulatives
- Assistive Technology
- One-to-One Tutoring
- Visual Schedules
- Applied Behavior Analysis (ABA) Therapy
- Collaborative Strategic Reading

EBS for Severe Disabilities:

- Social Stories
- Task Analytic Instruction
- Augmentative Communication
- Visual Supports
- Functional Communication Training
- Manipulatives
- Systematic Instruction

- Discrete Trial Training
- Applied Behavior Analysis (ABA) Therapy

A comprehensive IEP will be developed for students with special needs to ensure they are receiving a free and appropriate education in the least restrictive environment to the maximum extent possible. The plan will include an overall summary of the student's strengths and weaknesses, the most recent data from all evaluations, input from parents and teachers, the student's current level of academic performance, annual goals of the program, short-term objectives, assessments used to measure progress towards goals, identification of special education and related services, accommodations that are needed, and the timeframe in which it will take to meet each goal that has been determined.

Promotion for Students with Disabilities:

IDB Academy is focused on preparing students for their future. Career interest inventories as well as student and parent surveys will be administered to students in grades 6-8. Students and mentors will use this information to develop student projects, create passion projects, schedule elective courses, and evaluate future course offerings based on student interests. Areas of targeted interests will become the focus of transition planning for each ninth-grader. During the spring IEP meeting for each rising ninth-grade student, the parent, student, other agency representatives (if appropriate and permitted), and relevant IEP Team members will determine the highest most appropriate exit/diploma option and develop the most appropriate postsecondary goals.

A transition class will be offered for high school students with disabilities. The purpose of the class is to improve the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment) continuing and adult education, adult services, independent living, or community participation. Transition services will include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. Training for the development of transition programming will be provided annually to all secondary teachers in middle and high schools.

Although the formal process of transition is required to be addressed no later than the first IEP to be in effect when the student turns 16, or if the student is entering ninth grade, IDB believes that teachers, students, and parents of students with disabilities should begin thinking about transition (planning for adulthood) as early as possible. Special education teachers will use resources from Alabama's Transition Engagement Series to help students develop self-determination and self-advocacy skills needed for successful adulthood. Starting in middle school, the special education staff at IDB will begin to help students practice self-advocacy skills. Self-advocacy skills include the ability to make decisions, communicate one's needs, and ask for help if necessary. Students with disabilities will begin to play an integral role in the development of their IEP as early as middle school by completing a student input/interest form and leading a portion of their IEP meeting that relates to their strengths, preferences, interests, and needs. The culture and curriculum at IDB will help foster transition skills through hands-on activities, real-world experiences, field trips, and activities conducted within the community.

The special education department will collaborate with the Director of Curriculum to develop programming for students with disabilities. IDB Academy will seek to partner with the Alabama Department of Rehabilitation Services to secure a job coach. The job coach ultimately assists students with disabilities with job readiness training, job coaching, and in obtaining competitive employment. The special education department will collaborate with the Director of Curriculum to develop programming for students with disabilities as it relates to transition. IDB Academy will

partner with the Alabama Department of Rehabilitation Services to secure a job coach from Vocational Rehabilitation. The job coach ultimately assists students with disabilities with pre-employment transition services such as job exploration counseling, work-based learning experiences, counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs, workplace readiness training, and instruction on self-advocacy.

Self-Monitoring of Disproportionality:

The disproportionate representation of minority students receiving special education continues to be of concern for school systems in the state of Alabama. The special education leadership staff at IDB Academy ensures its commitment to proactively analyze our data to determine the extent to which students of different racial or ethnic groups are disproportionately represented in the areas of identification, least restrictive environment, and disciplinary actions, including suspension/expulsion of students with disabilities. This includes running a monthly report to review data for referrals, placements, suspension, and expulsions. Additional proactive measures include ensuring that all students have access to effective and rigorous instruction in the general education classroom as well as are appropriately identified and receive appropriate services. IDB Academy will self-monitor disproportionality by using the tools, resources, and technical assistance provided by the Alabama State Department of Education (ALSDE) and guidance from the Office of Special Education Programs (OSEP).

In the case where significant disproportionality is ever determined by the Alabama State Department of Education/Special Education Services, IDB Academy will use a portion (up to 15%) of its Part B (Special Education) funds to develop and provide Coordinated Early Intervening Services (CEIS) for students who are currently not identified as needing special education services. These services may include but are not limited to professional development for teachers and other staff members, as well as educational and behavioral evaluation, services, and support. IDB Academy will also review and revise (if appropriate) policies, practices, and procedures to ensure compliance with IDEA requirements and publicly report on the revisions of policies, procedures, and practices.

Self-Monitoring Methods:

The special education leadership staff at IDB Academy will complete and submit the ALSDEs annual required Comprehensive Monitoring Self-Assessment (Assurance) Manuals (Part 1 and Part 2) at the beginning of each school year. These documents of assurances attest to local compliance with all state and federal requirements. In addition, the special education staff will use Compliance Verification forms, the Alabama Administrative Code, Mastering the Maze, and any other guidance provided by the ALSDE to ensure compliance with all special education rules and regulations pertaining to special education evaluations and services. Flow charts and one-pagers with tips on special education processes and procedures will be developed and shared with all IDB Academy teachers and administrators. The special education leadership staff will provide annual training and quarterly follow-ups with IDB Academy teachers and administrators to ensure that all special education processes and procedures are being implemented to fidelity.

Identifying and Meeting the Needs of Gifted Learners:

Intellectually gifted children and youth are those who perform at or have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be

found in all populations, across all economic strata, and in all areas of human endeavor. Gifted students may be found within any race, ethnicity, gender, economic class, or nationality. In addition, some students with disabilities may be gifted.

The special education leadership staff of IDB Academy will provide training for all staff on the procedures for referring and identifying students for gifted services, work towards racial equity in the gifted program, conduct Child Find Activities, work towards a true continuum of services for high-end learners in grades 6-12, and maintain program evaluation procedures that direct program improvement. IDB Academy will also seek to employ high-quality teachers across the board, but especially those who hold a gifted certification to ensure that IDB Academy offers continual identification and servicing of gifted students.

To better prepare teachers to educate gifted students, teachers will participate in ongoing professional development and professional learning communities to ensure differentiated, place-based, and project-based learning is integrated with the core academic areas. Gifted learners' affective and cognitive needs will also be addressed during the development of each learner's Individualized Learning Plan (ILP), daily mentoring, career academies, and dual enrollment opportunities.

IDB's special education leadership staff will monitor and review all data and information regarding Child Find, referral, eligibility, implementation of services, and program evaluations related to the Gifted Program. Additionally, IDB Academy will review yearly Child Count data and the Gifted Referral Tracking Log to ensure referrals and evaluations are completed in a timely manner, as well as ensuring equity and comparability in the identification of students in need of gifted services and racial equity in the gifted program.

IDB's leadership staff will establish and implement a plan for monitoring general education classrooms that are charged with meeting the needs of gifted learners to ensure a true continuum of services is provided. This includes but is not limited to the following:

- a. monitor the implementation of differentiation in grade levels that utilize indirect services for gifted learners.
- b. review of lesson plans, materials, course offerings, teaching strategies, and ILPs.
- c. collect evidence of the items listed on the Gifted Service Indicators Form in the LEA Gifted Profile Needs Assessment.
- d. evaluate the level of differentiation being provided for high-end learners.
- e. recommendations for professional development will be made in response to the evaluation.
- f. A summary report and artifacts will be compiled and ready for review during gifted monitoring.

Meeting the Needs of English Learner Students:

During the enrollment process, a Home Language Survey (HLS) is completed for every student. The purpose of the survey is to determine a student's primary language or significant influences of a language other than English which would entitle the students to enter the EL Program. The survey identifies a language other than English that has been first learned or acquired by the student. If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, a further assessment will be conducted to determine the student's English Language Proficiency Level. Parents will be notified (in a language they can understand) if their child qualifies for ELL services. However, the presence of a language other than English does not automatically signify that the student is not a competent and proficient English speaker. Completed Home Language Surveys are filed in each student's cumulative folder.

When considering the need for special education services, the IEP Team must rule out environmental, language, cultural, and/or economic concerns that would have an impact on the student's learning and therefore exclude him/her from being identified as a student with a disability. This is particularly important when considering an evaluation for any student identified as an English Learner.

The IEP Team will carefully review all available data prior to making a decision about the use of any assessment instrument(s) used for a special education evaluation. Grades, work samples, learning history, observations, assessment data, and other pertinent information will be reviewed carefully. If the IEP Team decides testing is appropriate, assessments will be administered in the child's native language that does not discriminate and/or show false positives. The IEP Team will also consider the use of interpreters and alternate form tests, such as Spanish versions when appropriate. Every effort will be made to ensure that all evaluations are completed within 90 days of receiving parental consent for a special education evaluation.

Specific Instructional Programs, Practices, and Strategies:

The RTI model refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special educational services in providing high-quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. RTI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement. RTI is an approach to the early identification and support of students with learning needs.

Students receiving special education services are still required to receive general education support. I Dream Big Academy will use the Tiered Modeled to ensure that students are supported and are still exposed to grade-level content regardless of their level of proficiency. In the RTI framework, the instruction delivered to students varies on several dimensions that are related to the nature and severity of a student's difficulties.

Tier 1: All students in Tier I receive instruction within an evidence-based, scientifically researched core program. These students receive high-quality, scientifically based instruction, differentiated to meet their needs, and are assessed through daily quick checks, formative assessments, and benchmark assessments. These assessments are in place to quickly identify students that are struggling and may need additional support.

Tier II: Tier II consists of students who fall below the benchmark levels and are at some risk for academic failure but who are still above levels considered to indicate a high risk of failure. The needs of these students are identified through the assessment process, and instructional programs are delivered that focus on their specific area of need. Students will be pulled into small groups to reteach the unmastered skill using different strategies. Often responding to data requires teachers to teach a skill or concept again for students who have not yet mastered it. But teaching it again the same way is not likely to produce a different result. The acronym below suggests multiple ways that teachers can reteach and extend lessons:

T: Teach concept or skill in a different way, modeling thinking aloud/mental imagery/physical demonstration/computer simulation

E: Engage learners in a different way, using cooperative groups/learning centers/movement activities/ summarizers/graphic organizers

A: Align reteaching to the essence of the error or confusion

C: Challenge students with a more rigorous problem or task

H: Help students with assistance outside the classroom and more opportunities for practice.

Tier III: At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems. Tier III consists of children who are considered to be at high risk of failure and, if not responsive, are considered to be candidates for identification as having special education needs. Tier II students spend 30 minutes per day, five days a week. Weekly progress monitoring will be in place in order to determine the effectiveness of the intervention plan. When data shows that students are progressing, interventions are maintained until students meet the identified goals. Collaboration and support among professionals increases in Tier III to reflect the level of services needed. Any student may receive support in any tier given their academic and behavior needs. Students are not placed permanently in a tier of instruction as they will move tiers based on the mastery of the skill that is being taught. A student with a disability or with any other identified special considerations may be served at any tier during the process based on individual needs.

Methods for Language Proficiency Assessment for Placement in the EL Program:

Students who are identified by the Home Language Survey as having a primary language other than English or having a primary language spoken in the home other than English will be administered the WIDA-ACCESS Placement Test (W-APT). Language minority students that are identified prior to the start of school will be assessed for English Language Proficiency within thirty (30) days of enrollment. Language minority students who register after the beginning of the school year will be assessed within ten (10) days of enrollment.

Since the W-APT assesses the student's ability to comprehend, speak, read, and write English used both in everyday social interactions as well within the classroom, the following guidelines will be adhered to in determining eligibility for placement in the English Language instruction educational program:

1. Any student in grades 1-12 scoring an overall composite score of 3.9 or below on the W-APT will be identified as Limited English Proficient (LEP) and will require placement in the English Language instruction educational program.
2. Any student scoring an overall composite score of 4.0 or above on the W-APT may be identified as Limited English Proficient (LEP) and may require placement. Further assessment of the student's English Language proficiency is needed to determine placement.

The W-APT should be considered as only one piece of evidence in the decision-making process regarding placement. Teacher judgment, other assessments, and extenuating circumstances, such as the student's age and amount and quality of the previous schooling, should be factored into the decision.

Once screening has been completed, the LEP Committee will meet to discuss instructional strategies and accommodations. Parents will be invited to this meeting. If the parent is not present at the meeting of the LEP Committee, the EL teacher will communicate with the student's parents in a language that they can understand using TransAct.

EL Exiting Procedures:

A student in grades 1-12 shall be classified as English proficient when he/she receives an overall score of 4.8 or above on a scale of 1-6 on the ACCESS for ELLs 2.0 annual assessment.

When the student achieves the exit criteria level, the EL teacher will petition the LEP Committee

for the student to exit the program. The EL teacher will notify the parent of the LEP student exiting the program. The student will be closely monitored by the EL teacher and the regular classroom teacher.

Monitoring Progress:

When a student exits the EL program, the EL teacher will monitor the student's progress for a period of four consecutive school years. The monitoring will take place on the same schedule as report cards are issued. This progress report will include a summary of any accommodation being used, progress in completing assignments, and any other information the teachers consider relevant. If a student who has exited the program is struggling, he/she will be reassessed using the W-APT screener to determine re-entry into the program.

Students who do not score 4.8 or above on the ACCESS for ELLs 2.0 test will continue to be served by the EL program. There is no time limit for participation in the EL program. Need is the determining factor, and a student may participate as long as the LEP committee determines the eligibility of the student.

Means for Providing Qualified Staff for EL Students:

I Dream Big Academy will seek qualified educators who have a passion for all students and believe that all students are capable of success. The following steps will be taken to ensure that only qualified and mission-aligned teachers and staff will be hired to work with EL students:

Characteristics of our Teacher Candidate:

An EL Teacher is expected to:

- Establish a genuine relationship with students and families.
- Have an understanding of a student's cultural background.
- Have training in second language education techniques and approaches.
- Understand the individual needs of students.
- Encourage English conversations and engagement in activities outside of the classroom.
- Have a willingness to connect with the school and larger communities.

We will recruit candidates who have the necessary skills and training as well as those who are willing to complete additional coursework. Through creative and comprehensive efforts, we will pursue multiple avenues to recruit and advertise for available positions, including the internet, radio, television, and social media; word of mouth; recruiting events on college campuses, and referrals solicited from community-based organizations with a focus on immigration for potential candidates who already have skills with the language and cultures of ELLs.

Teacher candidates who have previously worked for the local school district might not yet have the appropriate training. As a result, we will partner with area colleges and organizations that specialize in EL-focused professional development to recruit teachers with the necessary skills and perspectives to meet the needs of our EL students.

Our Strategies:

1. Recruit teachers who are familiar with the language and culture of ELs.
2. Train general education teachers to work with ELs.
3. Recruit paraprofessionals into training programs to become certified teachers of ELs.
4. Recruit educators globally:
 - a. participate in foreign teacher exchange programs

- b. Recruit foreign-born and culturally diverse candidates into teacher preparation programs.

Attachments

Section 8: Special Populations and At-Risk Students

– No Attachments –

Notes

Vernet Nettles, 12/21/20 6:05 PM:

In the section for Promotion for Students with Disabilities, IDB mentions a transition class for high school students with disabilities; however, the middle school transition class is not mentioned. Will it be implemented?

Angela Williams-Lang, 1/8/21 3:10 AM:

Although the formal process of transition is required to be addressed no later than the first IEP to be in effect when the student turns 16, or if the student is entering ninth grade, IDB believes that teachers, students, and parents of students with disabilities should begin thinking about transition (planning for adulthood) as early as possible. Special education teachers will use Alabama's Transition Engagement Series resources to help students develop self-determination and self-advocacy skills needed for successful adulthood. Starting in middle school, the special education staff at IDB will help students practice self-advocacy skills. Self-advocacy skills include making decisions, communicating one's needs, and asking for help if necessary. Students with disabilities will begin to play an integral role in developing their IEP as early as middle school by completing a student input/interest form and leading a portion of their IEP meeting that relates to their strengths, preferences, interests, and needs. The IDB culture and curriculum will help foster transition skills through hands-on activities, real-world experiences, field trips, and activities conducted within the community.

Vernet Nettles, 12/21/20 6:04 PM:

In the Promotion for Students with Disabilities portion, you state that IDB Academy will partner with MCBOE and the Alabama Department of Rehabilitation Services to secure a job coach. Please clarify the anticipated partnership. MPS may need to be deleted from the narrative.

Angela Williams-Lang, 1/8/21 3:15 AM:

This statement has been updated to remove the reference to MCBOE and reads as follows: "IDB Academy will seek to partner with the Alabama Department of Rehabilitation Services to secure a job coach. The job coach ultimately assists students with disabilities with job readiness training, job coaching, and in obtaining competitive employment."

Vernet Nettles, 12/21/20 6:03 PM:

Please be consistent with verbiage related to hiring decisions regarding special populations. Please also be mindful of federal and state staffing regulations.

Angela Williams-Lang, 1/8/21 3:21 AM:

Hiring decisions for special populations' staff will be based on the projected enrollment of students with disabilities and the individual needs of enrolled students, and the federal and state requirements for FTE units. IDB will use the allocation adjustment for special education to reflect a 5% enrollment weighted at 2.50 according to SDE funding guidelines.

9. Student Recruitment and Enrollment

Evaluation Rating: **Partially Meets the Standard**

Student Recruitment and Marketing:

I Dream Big Academy shall not discriminate against any student based on race, ethnicity, national origin, gender, sexual orientation, disability, religion, or on any other basis that would be unlawful for a public school. The School shall be open to any child who is eligible under the laws of the State of Alabama for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and SB45: The Alabama School Choice and Student Opportunity Act governing admission to a charter school.

Because we believe deeply in the right for families to choose the best option for their children, the IDB Academy recruitment plan ensures fair and equitable recruitment and enrollment process for all families within Montgomery County regardless.

I Dream Big Academy believes there is no more powerful recruitment tool than an honest description of the type of environment our school will provide to students and families, and our promise that all students will be provided with the strong academic skills and an excellent foundation necessary to excel in life, career, and/or post-secondary training and education. Therefore, we will implement the following recruitment strategies to attract students:

- **Marketing:** Our school website will contain details about our school's mission, our projected programming, our location, how to enroll, and our upcoming calendar of events. We will also develop high-quality marketing materials through social and print media campaigns. All translation services will be provided. Postcards will be mailed to targeted zip codes with families who have school-aged children; we will buy radio, bus, and billboard ads in addition to running Facebook ads and social media campaigns
- **Family Outreach:** Proactively reach out to families of lower socio-economic classes, academically low-achieving students, students with disabilities, and youth at risk of academic failure by neighborhood canvassing to distribute informational materials and answer questions. Host family nights (in-person if feasible and remotely) to showcase IDB's educational program offerings.
- **Community Outreach:** Conduct informational meetings as well as visit churches, recreation centers, community development agencies, and community events to establish relationships, assess community needs, distribute informational materials, and answer questions.
- **Strategic Community Partnership:** Build a network of support and partnerships with local business and community organizations. IDB Academy intends to use the local newspaper, electronic invitations for town hall meetings, meetings with local businesses and stakeholders, social media i.e. Facebook, Twitter, and word of mouth are other ways for recruiting and informing the community of our school.

Admission Plan:

In accordance with the Alabama School Choice and Student Opportunity Act, I Dream Big Academy will enroll students who reside in Montgomery City, AL. Families will complete an online application for admission in order to be entered into the lottery for admission. I Dream will conduct the admissions process through School Mint, a school choice and student enrollment software. Online applications can be completed with any digital device including tablets and cell phones. Devices and or paper applications will also be available at our registration office for parents who

need to complete the application in person or who may require assistance. Arrangements will be made to ensure that any family who wishes to complete an application will have access to and support to complete one. Once families apply, they will receive an email confirmation that their application has successfully been submitted. They will be able to log in to their account at any time to check on the status of their application.

If there are fewer applicants than open seats, all applicants will be accepted upon the end of the enrollment period. If applications exceed space available at the end of the enrollment period, I Dream Big Academy will conduct a lottery at that time to determine which students will be enrolled in the school. The lottery is blind to student disabilities, behavior, grades, or socio-economic status. Only those students with completed enrollment applications received by the lottery deadline will be eligible to participate in the lottery. After the space allotted in each grade is filled in the order determined by the lottery, the remaining applications will be placed in rank order on a waiting list. Any applications received after the application deadline and after the lottery will be added to the end of the waiting list in the order they were received. As students withdraw from IDB, that space will be given to the next person on the waiting list at that grade level.

I Dream Big Academy will email and/or mail letters to inform parents/guardians of their student's acceptance or of their number on the waiting list. IDB Academy will also place phone calls to the parent/guardian of each accepted student, notifying them of their acceptance. Parents/guardians of accepted students will be asked to return a letter stating that they accept or deny their placement. Acceptance letters must be physically returned or postmarked no more than thirty calendar days after the lottery. Students who fail to respond by this deadline will forfeit their spot at I Dream Big Academy.

Enrollment Priority:

Enrollment Priority One: IDB Academy will give enrollment priority to students who live in the Chisholm, Flatwood, and Madison Communities and the attendance zones for Goodwyn Middle School, Capitol Heights Middle School, and Lee High School. Enrollment Priority One is the 36110 zip code, which encompasses Northern Montgomery (Chisholm, Flatwood, and Madison Communities). This zip code has one of the highest levels of poverty and lowest educational attainment levels in Montgomery, an average annual income of \$25,870, and only 17% of the residents holding a post-secondary degree. Close to 70% of the children in these communities live in poverty.

Enrollment Priority Two (based on available space) consist of the 36107 zip code and the southern portion of the 36109 zip code. The 36107 zip code has a median income of approximately \$30,000, with 46% of the households having an adult who is employed on a part-time basis and 80% of residents holding a high school diploma or less. Students within the 36109 area from Atlanta Highway to Interstate 85, which encompasses attendance zones for Flowers Elementary and Goodwyn Middle, will be included as part of Enrollment Priority Two. At least 60% of the children living in these two zip codes live in poverty.

Selection Process:

First Selection Round: IDB Academy will select students from the Enrollment Priority One zip code of 36110. If the number of applicants received is less than the available slots, no lottery will be conducted and all students will be enrolled. If the number of applicants is greater than the available slots, a random lottery of 36110 students will be conducted and students will be selected until all spaces are filled. Once IDB has fulfilled the school's enrollment, all remaining applicants will be placed on a waiting list.

If available slots remain after the first selection round, IDB Academy will conduct a second round

lottery consisting of students from the Priority Enrollment Two areas.

Second Selection Round: IDB Academy will follow the same process as the First selection round: If the number of applicants received is less than the remaining available slots, no lottery will be conducted and all students will be enrolled. If the number of applicants is greater than the available slots, a random lottery of students will be conducted and students will be selected until all spaces are filled. Once IDB has fulfilled the school's enrollment, all remaining applicants will be placed on a waiting list.

If this lottery fulfills the school's remaining enrollment, a third and final lottery will be conducted for students who were not selected in order to determine a waiting list for ALL remaining applicants.

After Year One of operations, siblings of enrolled students will automatically receive an admission slot. The children of I Dream Big Academy governing board members, faculty, and employees will have an enrollment preference that will not exceed 10% of the total enrollment.

Enrollment Priorities after year 1:

Priority 1: Returning IDB Academy students.

Priority 2: The siblings of a currently enrolled student.

Priority 3: Students zoned for the Priority Zip Codes identified above.

Priority 4: The children of I Dream Big Academy governing board members, faculty, and staff employees with a limit of no more than 10% of the total enrollment.

Priority 5: Students zoned for Montgomery Public Schools.

Attachments

Section 9: Student Recruitment and Enrollment

9.1	Attachment 8 School's Enrollment Plan	Ridnour, Katy, 11/28/20 1:32 PM	PDF / 382.326 KB
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Notes

Vernet Nettles, 12/21/20 6:23 PM:

Concern: What is your targeted zip code/community? If this application is targeted for the Chisholm community, is there a need for the additional zip codes? Also, all of the zip codes mentioned are not "at-risk" communities. Therefore, who is your target?

Angela Williams-Lang, 1/8/21 4:10 AM:

IDB's targeted zip code is 36110, which represents the Chisholm Community and Northern Montgomery. Based solely on available space after students from the 36110 zip code have been enrolled, IDB will accept additional students outside of the Northern Montgomery area. This second enrollment will

prioritize communities that share the attendance zone with Northern Montgomery and reflect a similar "at-risk" status. This area includes the 36107 zip code and the southern portion of the 36109 zip code. Each of these areas shares a similar socio-economic status.

Vernet Nettles, 12/21/20 6:23 PM:

In the Enrollment Priority and throughout the application, there is anticipated enrollment percentage for Priority 1 and Priority 4; however, there is no anticipated enrollment percentage for Priorities 2 & 3.

Angela Williams-Lang, 1/8/21 4:19 AM:

IDB will accept applications and enrollment of the children of I Dream Big Academy governing board members, faculty, and staff employees with a limit of no more than 10% of the total enrollment. The application has been updated to ensure that this is the only area that indicates an enrollment percentage.

Vernet Nettles, 12/21/20 6:06 PM:

In the Student Recruitment Section, IDB states indicates that IDB will enroll students who reside in Montgomery County. This statement and other enrollment discussion should reference the targeted zip code.

Angela Williams-Lang, 1/8/21 4:22 AM:

IDB will enroll students from the 36110 targeted community. This is our priority area. Once these students are enrolled, and space remains available, IDB will accept applications from students outside of the 36110 zip code who reside in the city of Montgomery.

10. Student Discipline

Evaluation Rating: **Partially Meets the Standard**

Practices to Promote Good Choices:

IDB Academy will implement the Restorative Discipline Behavior Plan. Restorative practice builds community and promotes healthy relationships among educators and students to teach the social-emotional and conflict-resolution skills necessary to reduce conflict. Restorative justice empowers students to resolve conflicts on their own and in small groups. We believe that establishing an effective school culture is much more than a discipline policy. If we only deal with the symptoms of the issue, then the issues will reoccur. However, if we deal with the root, we can stop the behavior from occurring again. I Dream Big Academy seeks to implement strategies that will prevent and deter inappropriate behavior and student misconduct.

Our goal is to prepare our students to become responsible, respectful, and resourceful members of their communities.

Proven practices and schoolwide systems will be implemented to reinforce and establish a thriving and positive school culture. Each class will consist of clear and common expectations using the same verbiage throughout the school.

Traditional modes of discipline focus on punishing bad behavior or offenders. Conversely, restorative discipline flips that script, focusing on repairing the harm done to people and an appropriate consequence to the behavior. For something to be truly restorative, it has to involve all three primary stakeholders:

- The Victim(s): The person, or persons, who have had harm done to them.
- The Offender(s): The person, or persons, who committed the harm.
- Communities of Care: The people surrounding both the victim and the offender. These could be family members, support groups, friends, etc.

Since actions don't exist in a vacuum, and interactions between two people can have larger

effects on victims, offenders, and their communities, all stakeholders must be represented in the process. Each person gets a chance to have their voice heard and develop a repair plan that fits the community's unique needs. Additionally, by working together, the focus is on building or restoring relationships and repairing harm done.

Just as students are taught academics, we, too, must teach students how to model appropriate behavior. Students aren't penalized for not knowing content; however, we penalize them for not knowing how to behave. Instead of just assigning disciplinary consequences when students don't meet behavior expectations, the IDB Academy Behavior Plan allows us to deal with behavior with the same approach that we take with academics. Students who make academic mistakes are given time to review, relearn, and reassess until the content has been mastered. We also differentiate the instruction based on the students' needs because, as educators, we understand that one size doesn't fit all.

Oftentimes, when students fail to meet behavior expectations, schools respond by assuming willful disobedience, removing students from the class, and assigning disciplinary consequences. The I Dream Big Academy Behavior Model allows teachers to teach behavior expectations in the same way that academics are taught. When we see that students are exhibiting problematic behavior, the teacher will stop and revisit the expectations. It is important that we are not just telling the students IDB's expectations, but that we are modeling the behavior as well. We are also allowing students to model and verbally express their expectations. Mastery is learned through modeling and repetition.

Our model aligns with positive behavior practices, a proactive approach that schools use to improve school safety and promote positive behavior. The focus is prevention, not punishment. The approach calls on schools to teach students positive behavior strategies, just as they teach an academic subject. It recognizes that students can only meet behavioral expectations if they know what the expectations are. I Dream Big Academy will implement the three tiers of support for students and staff.

- Tier 1 is a schoolwide, universal system for everyone in a school. Students learn basic behavioral expectations, like how to be respectful and kind. School staff members regularly recognize and praise students for displaying the desired behavior.
- Tier 2 provides an extra layer of support for students who continue to struggle with a particular behavior. The academy gives those students evidence-based interventions and instruction. For example, if a student is struggling with social interactions. A Tier 2 strategy might be providing Social Thinking Support to help students better understand how to react to certain situations. I Dream Big Academy will utilize Suite 360 to supplement the behavior plan.
- Tier 3 is the most intensive level. This level is for students who need individualized supports and services because of ongoing behavioral concerns.

Although it is our goal to redirect negative behavior, we are aware that we must ensure that our students are aware that there are consequences for their behavior. I Dream Big Academy will instill discipline, but punishment isn't the focus. Instead, the focus is on teaching expectations, preventing problems, and using logical consequences. If we only deal with the symptom, the issue will continue to surface. However, if we deal with the root cause, we can stop the behavior. The plan causes the team to look for appropriate consequences that are effective in changing the student's behavior, not just for the moment, but in the future. Changing the overall behavior ensures that we are giving our students the skills they need to be successful beyond I Dream Big Academy.

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Code of Conduct

Violations will be categorized in Level I, II, III, and IV violations. Each classification is followed by a disciplinary procedure to be implemented by the building administrator or his/her designee.

Level I Violations

1.01 Excessive distraction of other students.

1.03 Tardiness.

1.05 Nonconformity to dress code.

1.06 Inappropriate public display of affection.

1.07 Unauthorized absence from class or school.

1.08 Repeated refusal to complete class assignments and failure to bring required instructional materials to class.

1.09 Vehicular violations.

1.10 Out of assigned area.

1.11 Horseplay/shoving/running/minor disruption.

1.12 Failure to serve school-based discipline assignments such as detention.

1.13 Any other offense which the Principal may reasonably deem to fall within this category.

Level II Violations

2.01 Defiance of employee's authority.

2.02 Gambling.

2.03 Use of profane, obscene, or racially offensive language.

2.04 Disruption on a school bus

2.05 Possession of pornographic material

2.06 Any misuse or abuse of any computer or computer program NOTE: Proper use of a cellular and/or telecommunications device is determined by the school.

2.07 Leaving school premises without permission

2.08 Trespassing

2.09 Academic dishonesty

2.10 Intentionally providing false information

2.11 Illegal organizations: fraternities, sororities, gangs, and secret societies.

2.12 Any misuse or abuse of any computer or computer program.

2.13 Any other offense which the Principal may reasonably deem to fall within this category.

Level III Violations

3.01 Possession, control, or use of tobacco products or paraphernalia (lighters, matches, vapor pens, e-cigarettes, rolling papers, cigarettes, smokeless tobacco, and any similar devices or objects)

3.02 The use of any tobacco products while under school jurisdiction.

3.03 Battery upon students.

3.04 Fighting.

3.05 Vandalism.

3.06 Stealing, larceny, or petty theft NOTE: The theft of property less than \$500 in value, and which is taken from the person of another, constitutes theft of property.

3.07 Possession of stolen property with the knowledge that it is stolen.

3.08 Threats; extortion.

3.09 Threats, harassment, or intimidation of a student.

3.10 Possession of fireworks or firecrackers.

3.11 Offensive touching of another person.

3.12 Sexual harassment, including but not limited to, written or verbal propositions to promote sexual acts.

3.13 Use of obscene manifestations (verbal, written, physical) toward another person.

3.14 Directing obscene or profane language an adult

3.15 Violation of Alabama's criminal statutes.

3.16 Physical contact with other students.

3.17 Unjustified activation of a fire alarm system.

3.18 Hazing at school or at school-sanctioned events.

3.19 Technology infraction - refer to the Guidelines for Technology Infractions.

3.20 Any other offense which the Principal may reasonably deem to fall within this category.

Level IV Violations

4.01 Possession of drugs, drug paraphernalia, and alcohol, or substances represented to be illegal.

4.02 Imitation controlled substances.

4.03 Arson.

4.04 Threat, harassment, intimidation of or battery upon Board employee.

4.05 Robbery.

4.06 stealing, larceny, or grand theft.

4.07 Burglary of school property.

4.08 Criminal mischief.

4.09 Possession of a firearm.

4.10 discharging of any pistol, rifle, shotgun, air gun, pellet gun, BB gun, or any other device on school property.

4.11 Possession of weapons/explosives.

4.12 Terroristic threats.

4.13 Bomb threats.

4.14 Sexual acts.

4.15 Aggravated battery.

4.16 Inciting or participating in a major student disorder.

4.17 Igniting fireworks and/or firecrackers.

4.18 Display or distribution of obscene, pornographic, and/or sexual material.

4.19 Any other offense which the Principal may reasonably deem to fall within this category.

Level I Violations

Level I offenses are low-level rule violations and minor acts of misconduct that disrupt the orderly operation of the classroom, a school function, extracurricular/co-curricular program, or district transportation. Level I offenses are typically handled by a staff member who observes the student committing the offense and are seen as learning opportunities that require a conversation, reminder, or minor disciplinary consequence to correct.

Suggested Level I interventions are:

- Restorative Practices: Teacher/student conversation and/or private conference, affective statements and questions
- Student redirection (preferential seating, proximity, cue card, etc.)/Re-teaching expectations
- De-escalation strategy
- Mediation
- Suite 360
- Parent contact/conference
- Classroom level loss of privileges/work credit

Suggested Level I Consequences are:

- Teacher Conference
- Parent Conference
- Temporary removal from class
- Teacher level detention
- After School work detail
- Loss of Privilege/Social Probation (club days, dance, social events, etc.)

If the Level I behavior(s) persists, the staff member may seek support from the school administrator or school support staff regarding an intervention that would best change the student's behavior. Suspension is not an available disciplinary response for Level I offenses.

LEVEL II Violations

Level II includes repeated acts of misconduct from Level I and acts directed against people or property that do not seriously endanger the health or safety of others. Level II offenses typically call for additional interventions beyond those required in Level I. These interventions must include parental contact and may include the engagement of more high-level restorative practices as well as additional school and community support. If appropriate, Level II offenses may be referred to IDB administration for low-level disciplinary consequences. These responses are to be implemented in a graduated fashion and shall include restorative practices.

Suggested Level II interventions are:

- All level I interventions.
- Affective Statements and Questions.
- 1:1 counseling (teacher/support staff/parent).
- Suite 360
- Reflective Circle.
- Parent/Team conference (including appropriate support staff).
- SRBI Behavioral Process.
- Community/Restorative Circle.
- School/Community Service.
- Referral to outside services as appropriate; Referral to Juvenile Review Board; Referral to Behavioral Health Supports.
- Administrative level detention(s) (after school and extended).

Suggested Level II Consequences are:

- Parent Conferences
- Temporary removal from class
- In-school suspension
- Behavioral Plan
- Detention
- Referral to Counselor
- Student Conference with Administrator
- Loss of Privilege/Social Probation (club days, dance, social events, etc.)
- School/Community service

For level II interventions, IDB staff will provide the student with the opportunity to share his/her perspective about his/her misconduct as well as contact the parent/guardian regarding the student's action. Out of Suspension is not an appropriate disciplinary response for Level II violations.

LEVEL III Violations

Level III violations are major acts of misconduct that include repeated, serious disruptions of school order and/or threats to the health, safety, and property of others. Level III offenses require administrative intervention and support. In addition to all interventions applied in Levels I-II, administrators must utilize the due process protocols. When a Level III offense occurs, IDB staff will refer the student to an administrator as quickly as possible with a detailed description of the misconduct. These responses aim to correct behavior by addressing its severity and acknowledging potential implications for future harm while still keeping the student in school. In addition to appropriate levels of support and intervention, Level III offenses may require administrative discipline up to Out of School Suspension.

Suggested Level III interventions are:

- All Level I-II interventions.
- Restorative Conference with administration and those harmed.
- Suite 360
- Referral to outside services as appropriate.
- Restitution.
- Behavior Contract.
- Referral to appropriate counseling/support groups such as Positive Choices and Conflict Resolution.
- Mediation.

Suggested Level III Consequences are:

- In-School Suspension
- Loss of Privilege/Social Probation (club days, dance, social events, etc.)
- School Detention
- Temporary removal from class
- Parent Conference
- Out of School Suspension (not to exceed 4 days)
- Referral to an outside agency
- Support Team Conference

For level III interventions, IDB administrators will provide the student with the opportunity to share their perspectives about their misconduct as well as contact the parent/guardian regarding the student's action. In-School Suspension and Out of School Suspension are an appropriate disciplinary response for Level III violations.

LEVEL IV Violations

Level IV violations are a significant act of misconduct and potentially illegal act of misconduct that disrupts school order, and/or jeopardizes the health, safety, and property of others. Level IV offenses require administrative intervention and support. In addition to all interventions applied in Levels I-III, administrators must utilize the due process protocols. When a Level IV offense occurs, IDB staff will refer the student to an administrator as quickly as possible with a detailed description of the misconduct. In addition to appropriate levels of support and intervention, Level IV offenses may require administrative discipline up to Out of School Suspension for no more than 10 days for the first Level IV offense, as well as a referral to be unenrolled from I Dream Big.

Suggested Level IV Interventions are:

- All Level I-III interventions
- Suite 360
- Restorative Conference/Mediation
- Referral to outside services as appropriate
- Meet upon return from suspension to plan for transition back to community/reflect on the experience

Suggested Level IV Consequences are:

- A Level II-III Consequence
- Five days or more Out of School Suspension
- Referral to an outside agency, including the criminal justice system
- Superintendent Hearing
- Referral to Unenroll from I Dream Big Academy

For Level IV interventions, IDB administrators should provide the student with the opportunity to share their perspectives about their misconduct as well as contact the parent/guardian regarding the student's action and discuss the appropriate plan of action and due process. Out of School Suspension of five days or more, referral for non-enrollment, and notification of law enforcement are appropriate disciplinary responses for Level IV violations. However, referral for non-enrollment and notification of law enforcement will be a last resort and an indicator of multiple offenses at Level III-IV or imminent danger to the life of another person.

Disciplinary Actions and Proceedings for Students with Disabilities:

I Dream Big Academy will ensure that the necessary adjustments will be made in alignment with all mandates of State and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, which makes reference to the discipline of students with disabilities.

When addressing a major infraction involving a 504 student or special education student, the school will hold a manifestation meeting to determine the following:

1. Is the student's misconduct a manifestation of his or her disability?
2. Was the student appropriately placed and receiving appropriate services at the time of the behavior?
3. Were behavior intervention strategies in place and consistent with the student's IEP or 504 Plan?

If it is determined by the team that the student's conduct was not a direct manifestation of his or her disability, that the student was placed appropriately, and was receiving appropriate services at the time of the behavior, at that time the student may receive the same consequence aligned to the incident in the school's discipline handbook.

Due Process Procedures:

The procedures for due process will align with local and state regulations.

1. Due Process

Each student will be afforded due process when procedures outlined in the Code of Conduct are implemented. The Principal(s) will familiarize their staff with the applicable procedures and provide each staff member with a copy of this plan. This Code of Conduct has been created with the following concepts in mind:

- School rules should be stated clearly and related to the school's educational purposes.
- School rules should be fair and specific enough for students to understand what they can and cannot do.
- Students, parents, and guardians should be informed of the rules affecting behavior and discipline.
- Students will know the evidence to support the violation.
- Students will be allowed to give an explanation.
- Any student who has been identified as having an impairment under the provisions of the Individuals with Disabilities Education Act; Americans with Disabilities Act; and/or Section 504 of the Rehabilitation Act of 1973 is subject to the provisions of the Code of Student Conduct and may be suspended or expelled. However, all procedural safeguards set forth in the above mentioned applicable laws will be followed. If addressing a major infraction involving a 504 student or special education student, a review committee will meet for a manifestation hearing.

Informing Students and Parents:

Prior to the opening of IDB Academy, parents will have an opportunity to be a part of the Parents In Action Team (PIA Team). The school will receive suggestions and concerns from parents, and they will be reviewed for policies and programs throughout the school. One of those areas will be the school's discipline policy.

I Dream Big Academy values the feedback of our parents and community stakeholders. We understand that this is a partnership. To support this partnership with clarity, IDB Academy will

provide all families with a copy of the IDB Academy Handbook at the beginning of every school year. The handbook will be discussed during orientation and will be referred to by teachers, staff, and administrators during day-to-day operations and during disciplinary proceedings.

Parents and students will be required to sign a form acknowledging their intention to adhere to the rules and expectations of IDBA. The handbook and all updates will be made available on the school's website.

Attachments

Section 10: Student Discipline

10.1	Attachment 9 Proposed Discipline Plan (revised)	Williams-Lang, Angela L., 1/8/21 4:17 PM	PDF / 267.273 KB
10.2	Attachment 10 Plan to Inform Students and Parents of School Discipline Policy	Ridnouer, Katy, 11/28/20 1:38 PM	PDF / 32.328 KB
10.3	Attachment 9 Proposed Discipline Policy	Ridnouer, Katy, 11/28/20 1:35 PM	PDF / 76.997 KB

Notes

Vernet Nettles, 12/21/20 7:04 PM:

The Discipline Policy and Plan needs more clarity and detail regarding all possible scenarios. Students cannot be transitioned to their ‘zoned school.” You are a system unto yourself; you cannot send students back to MPS. You can only unenroll.

Angela Williams-Lang, 1/8/21 5:44 AM:

I Dream Big Academy has removed the statement from the application that references transitioning students to MPS. We recognize that we will operate as our own system and will not send students back to MPS. Our goal is to ensure the success of each of our students and work with them through restorative and proactive practices to ensure their success. Suspension and removal of students will be the very last resort of discipline as outlined in our disciplined handbook. We will work with each student and family to address the root causes of their behavior. The Discipline Policy and Plan are outlined in the IDB Academy School-Wide Restorative Discipline Plan which was uploaded as an attachment. It contains a detailed list of scenarios along with appropriate consequences and restorative practices. The components include examples of Violations, Suggested Intervention as well as Consequences. Restorative practice is a proven approach to discipline in schools that favors relationships over retribution and has been shown to improve behavior and enhance teaching and learning outcomes. Although we will practice restorative practices, our students will adhere to the appropriate consequences as outlined in our code of conduct and discipline plan. The Code of Conduct contains a list of infractions that is clearly intended not to be all-inclusive since no list can be. It is also intended that the administration have the power to administer discipline for any other offense which is in violation of what is deemed acceptable expectations of conduct for students at I Dream Big Academy.

Vernet Nettles, 12/21/20 6:26 PM:

In the Due Process procedures – where is the alternative setting? Where are the consequences? How does this fit with Restorative Justice? What alternative disciplinary procedures will be employed?

Angela Williams-Lang, 1/8/21 6:16 AM:

The reference to an alternative setting refers to an alternate room within the school and not an Alternative Site. I Dream Big Academy will utilize The Responsible Thinking Room as an alternative placement room. This is where students are taught how to think for themselves, deal with their problems through effective plan-making, and develop self-discipline. The Restorative Discipline coach is there to help the student think and talk through the situation and provide the next steps of action. The school counselor is also a part of this process, and the students' parents or guardians. Through the sessions, we may realize that outside counseling or therapy is needed for the student. If this is the case, the counselor will assist the parent in having the necessary contacts for further counseling. At first, students may perceive this room as punitive, like a detention room. Over time, students view this room as a place to process their feelings and experiences, decide upon the next steps, and resolve to make a change. During this time, students and their parents will have the opportunity to work in Suite 360 on lessons based on his or her infraction. IDB will proactively address discipline. Every class will start the day with Restorative circles, which are restorative discipline strategies you can use in classrooms to develop relationships, build communities, and respond to conflicts and problems that arise. With restorative circles, you give everyone an equal opportunity to speak and be listened to. This will allow teachers to see if any issues could prevent student learning for the day. As teachers engage with their students, they may determine that a student may need to spend time with a counselor or another adult before starting the instructional day. In addition, student praises and affirmations will be used as an intentional deterrent to behaviors. Small learning communities, looping, and daily mentoring are all designed to build trusting relationships with students, which will be our first step to prevent discipline.

Vernet Nettles, 12/21/20 6:25 PM:

An accumulation of 10 days out of school due to suspension is considered a major offense, but is that not double jeopardy?

Angela Williams-Lang, 1/8/21 6:21 AM:

This was miscommunicated in our submission; the information has been revised and updated. While out of school suspension is a last resort, there may be times where incidents warrant such actions. The use of suspension will not cause students to receive an additional consequence at that time or in the future based on attendance stemming from a suspension.

Vernet Nettles, 12/21/20 6:25 PM:

In the Student Discipline section, is a “check out” a disciplinary offense? How does Restorative Justice correspond to the offenses listed?

Angela Williams-Lang, 1/8/21 6:42 AM:

Check-Out is not a disciplinary offense and has been removed from a Level 1 Violation. IDB recognizes the importance of attendance and understands the impact that tardiness has on an instructional day. Our goal and practice to address tardiness and attendance are to conduct a root cause analysis to understand why the student is tardy and provide the appropriate support to them and their family to ensure success. We will address tardiness and attendance individually to ensure that appropriate responses are made for each family. Identifying the barrier allows IDB an opportunity to address it without being punitive to our students. For example, we understand that some students may be tardy or absent from school due to a lack of hot water in their home, a lack of personal hygiene products, or a lack of clean clothing. Our approach is to provide a care center as part of the counselor wing, including laundry services, a toiletry pantry, a clothing closet, and access to a warm shower. Part of the Restorative Justice component is that our students can earn "Dream" Bucks and use these to make purchases from our mini pantry. These purchases can include a hairbrush, toothpaste, deodorant, or feminine products. Each student is awarded an initial amount of "Dream" Bucks at the beginning of each semester and can earn additional bucks through positive behaviors.

11. Parent and Community Involvement

Evaluation Rating: **Partially Meets the Standard****Role of Parents and Community Members:**

I Dream Big Academy will offer students collaborative experiences through community partnerships. This model reimagines school by placing students at the center of their learning and challenging them through authentic, hands-on, and project-based learning. This includes makerspace, career simulations, immersions, workshops, job shadows, internships, apprenticeships, and employment. These experiences provide students opportunities to learn by doing and doing to learn. We have begun reaching out to area businesses to build relationships and begin establishing future opportunities for our students to participate in job shadow opportunities. This engagement has included medical professionals and local medical practices, industries, and local businesses.

I Dream Big Academy attended the Region 5 Workforce Council to understand the job market demands of the River Region area. Further discussions with Alabama Works helped to reveal a high demand job market for technology, automation, and technical skills. A closer look at regional education data and employment indicated that students in the River Region, specifically, students in the Montgomery area were not meeting workforce demands.

To further understand the Charter School Process, I Dream Big reached out to New Schools for Alabama to share our Charter Concept. Through this process, we have received Technical Assistance and support from New Schools for Alabama including the location of a facility and developing our application. Upon approval, we will partner with them for Back-Office support.

I Dream Big Academy reached out to Trenholm Community College to understand the resources available to students in this area and to discuss how to leverage those resources to identify workforce needs in the region. IDB Academy will receive a Memorandum of Agreement from Trenholm to support dual enrollment courses and seek ways to increase workforce development. A representative from Trenholm will continue providing guidance as a member of our governing board.

To gain a better understanding of the community, I Dream Big reached out to Mr. Charles Lee, CEO of That's My Child, a nonprofit organization in the Chisolm-North Montgomery Community. Speaking with Mr. Lee helped to highlight not only the needs of the community but shined light on the many outreach projects that his organization has established to help fill the educational gap of several of the students attending the community programs. His students are thriving and actively engaged in programs focusing on technology, workforce development, service-learning, health awareness, entrepreneurship, and meeting the social and emotional needs of the community. I Dream Big Academy's educational model mirrors each aspect of these components. Mr. Lee will join the governing board of I Dream Big Academy and continue to be an integral part of the planning year as IDB Academy scales many components of his program to increase the magnitude of the outreach.

I Dream Big Academy has spoken with current educators who work within the targeted communities, and community members at church events and local businesses. Due to COVID protocol, several zoom calls were conducted to continue to engage the community and understand opportunities to provide resources to this area. IDB Academy has spoken with Leaders and members of Flatline Church. A concern of decapitated homes in the community was shared with a desire for the community to begin revitalizing some of these properties. The concept of an IDB Academy technical program emerged that will include skills training in electrical, plumbing, heating and air and construction, that will prepare our students to support and assist in revitalization projects as part of the real-world learning experiences connected to their learning.

I Dream Big Academy was able to speak with current school employees of the targeted communities during the community events and zoom calls. They shared their experiences as educators which overwhelmingly focused on a desire to motivate and encourage kids to be successful. They were excited about the possibility of their students having an opportunity to attend another school. One educator said the Charter application gave her hope to know that a plan to help the students she is serving is being submitted.

As discussions continued, the need to address and provide support for the social-emotional needs of the community were uplifted. As a result, IDB Academy will include a parent and student center that will provide accessibility to a career and care center that will include business resources for parents (assistance with resumes, access to computers, printing, etc.) but also a laundry area for students, access to warm showers and access to professional attire.

IDB Academy has reached out to Teach for America and Teach for Alabama in an effort to begin building relationships and become a partner institute to ensure that our students have access to industry experts in our respective technical programs.

IDB Academy planning team members have canvassed neighborhoods, knocking on doors and speaking with parents. There has been an overwhelming sense of parents just wanting a place where their children can learn and feel safe. These sentiments were shared at community events where IDB Academy spoke with over 100 families regarding education opportunities. We have conducted slightly under 100 surveys to gauge the interests of the community. The surveys and communications revealed an overwhelming desire to provide a school choice for the community. Because IDB Academy is applying as a 6-12 school, a consistent question was in regards to Elementary age students and the support offered to them. After the first year of operation, IDB Academy will submit a Charter Application for K-5.

To build the framework for the IDB Academy Education program, we spoke with members of Montgomery Chambers of Commerce and sought guidance from TechMGM as we developed components of our Technology Academy. We have begun a partnership with Apple Education to support the Coding program that will be offered. We have spent several weeks in discussion with members from Amazon's Education Division and have secured a partnership with them to become an Amazon Education Institution. Upon approval of our Charter Application, IDB Academy will become the only K-12 school in Alabama that has gained this approval. Although we will not fully implement the Amazon Curriculum until 2022, IDB Academy will work with That's My Child to begin offering a certification course in Alexa Voice Programming to its after school participants in January 2021.

During one of the community engagements, a parent asked about our anticipated discipline practices. As we discussed the implementation of Restorative Practices, she shared her experience with leading Restorative Circles. A restorative circle is a technique that builds and restores relationships through equal opportunity sharing and listening. These talking circles proactively build the skills individuals need when conflicts arise because they give every individual the opportunity to speak and be heard. Restorative circles are especially beneficial for youth learning how to negotiate conflict. Further discussion revealed that Mrs Nikesha Tilton was an experienced trainer in these practices. Upon approval, Mrs. Tilton, currently employed as the Curriculum Leader with Maxwell AirBase, will work with and train the IDB Leadership Team in restorative practices as well as offer guidance to the school-wide implementation plan.

Assessing and Building Parent and Community Support:

I Dream Big Academy has developed a website that will allow parents and community members to continue to engage with the school between the approval date and the Fall 2022 opening. An interactive tool will be added to the website to allow parents and community members to ask

questions. Monthly updates will be shared on the website and social media. 9-week quarter meetings will be held in person (if feasibly) or via zoom to share updates and receive feedback and input from parents and the community. Once approved, IDB Academy will immediately reach out to the community to recruit members for a student and a parent advisory board and collaborate with this group throughout the planning process. Our Board members are actively involved in the communities; we will leverage these relationships to increase communication and collaboration opportunities.

IDB Academy will provide and encourage volunteer opportunities in various locations and at various times. Parents will be included in curriculum-related activities and decisions and we will work with community leaders to develop parent leaders and representatives.

Some strategies will be to develop online advice videos that will also encourage parents and teachers to share ideas via web videos that can be posted on the school's website and social media page. In addition to:

- Creating a dedicated blog and online calendar for family engagement.
- Using social media to connect to parents.
- Conducting positive home visits and parent/teacher conferences.
- Organizing Family nights.

We will also adhere to our mission statement and work to eliminate barriers to family Involvement by

- Recognizing the disconnection.
- Training teachers to work with parents.
- Reducing distrust and cultural barriers.
- Addressing language barriers.
- Evaluating parents' needs.
- Accommodating families' work schedule.
- Using technology to link parents to the classroom.
- Making school visits easier, inviting, and nurturing.

Engaging Parents:

IDB Academy recognizes that parents are integral to the student learning experience. It is our belief that our students need to see parents as engaged and active co-learners who are an integral part of their learning journey. IDB Academy will have a PIA (Parents in Action) Team, and we will introduce parents to this idea during our orientation seminar. We will share our vision for our partnership with parents and will create teams based on the needs of the school. Once teams are created, parents will have an opportunity to choose what team they would like to be a part of. Giving parents a voice allows them to flourish in areas that they feel equipped and not forced to do something that is out of their comfort zone, giving them a chance to thrive as a member of the school community.

I Dream Big Academy will regularly host IDB Academy's Parent University, which will be created to increase parent involvement and expose parents to new opportunities. The university will equip parents with the awareness and knowledge of important topics related to school. Lastly, the university will facilitate networking opportunities with other parents, faculty, and community members. Classes included those focused on how to read student data, how to assist their child at home, and how to assist with emotional support. Motivational speakers will also come in to motivate our parents.

IDB's long-term goal is to provide our parents with opportunities to earn certifications in additional

areas that will empower them to continue to grow and provide for their families. Therefore, parents will be allowed to enroll in the same academies that their children are enrolled in.

To remove barriers to participation, IDB Academy will offer student supervision and dinner to participating families. Parent University is not mandatory; however, we are confident that parents will see this as an opportunity to empower them as well as provide them with new skills and skillsets.

Our seminar orientations, however, are mandatory as they establish a strong foundation as we start a new year. Throughout the school year, parents will be given several additional opportunities to come to the school. This includes our Back to School Bash, Orientation, Parent University, weekly achievement celebrations, student of the month, student showcases, Parent Make and Take Night, Poetry Night, Public Speaking, School Talent Show, Zumba Night, Game/Movie Night, and Wax Museum Exhibition.

Parents will be continuously informed of upcoming events through the school newsletter, website, social media handles, and the school's call-out system.

Community Resources:

I Dream Big Academy believes that business and community-based partnerships will be key to the school's success as they offer job shadowing, internship, and service project opportunities to our students. A common barrier to success is a lack of awareness and relationships, so by building career awareness, skill readiness, and introductions within the community, students will have an opportunity to become aware of where their skill set is wanted and needed and form the relationships necessary to secure employment. Our counselors, work-based coordinators, and parent liaisons will work relentlessly in pursuit of community resources and partnerships to connect them to our students.

Current List of Developed Partnerships:

Amazon: I Dream Big Academy has partnered with Amazon to provide the K-12 curriculum of the AWS Cloud Program. This will provide IDB Academy unlimited access to Amazon's full curriculum suite and learning modules of cloud-based curriculum, a 50% reduction of all Certification exams. In addition, Amazon will pay for all teacher and administrator training and provide 24-hour technical support to students and teachers. Access to all curriculum content and training is at no cost to I Dream Big Academy. IDB Academy will be able to offer this curriculum and certifications to its students and interested parents. The use of Amazon's Job Board will allow our students, upon turning 18, to be recruited by Amazon affiliated businesses based on the certifications identified in their online portfolio. Amazon will also support students in the Entrepreneurial Academy by allowing them to pitch their Senior ideas directly to Amazon.

Trenholm State Community College: Current IDB Academy students will participate in Trenholm Dual Enrollment Program to earn technical training and certifications at no cost. We will partner with WorkForce Development to help secure internship and apprenticeship placements for students.

IDB Academy will work to connect its parents to the resources available through Trenholm Community College Adult Education classes. These are available at no charge to persons who did not complete high school or who are functioning below a high-school level. Individuals interested in adult education must be at least 17 years of age and not enrolled in high school. The program services lower level learners and higher-level learners preparing to take the General Education Development (GED) exam for high school equivalency. Trenholm's program is designed to offer opportunities for students to enhance basic skills in language, math, science, social studies,

reading, writing, and computer literacy. The program also provides services to non-English speaking adults by affording them the opportunity to attend English as a Second Language (ESL) classes. Other adult education services include a self-study program, GED Prep Online, and the WorkKeys® Assessment, a system that measures “real-world” skills critical to job success.

IDB Academy will work with governing board member, Nurse Practitioner Kendra Harris, to partner with Health Care providers, including The Wellness Coalition in Montgomery, AL, local dentist offices and family practices to provide preventive screenings and wellness checks as well as connect the underinsured with medical services and teaching health and wellness to our students and families. A component also includes career awareness opportunities for our students as well as authentic learning through work simulations, job shadowing, and clinicals.

I Dream Big Academy has met with Max Credit Union and other financial institutions to discuss opportunities to bring financial literacy into the classroom through authentic learning experiences. A component of this discussion includes the incorporation of banking services in the career center.

IDB Academy will work with governing board member Keelan Adams and Flatline Church at Chisholm-Outreach Program- to connect our families with Flatline Church at Chisholm Outreach which is a non-profit organization providing services to the Chisholm Community. Their mission is to save the lost, strengthen the weak, and help the poor. As a community partner, we will ensure that our families are aware of the resources that are available through this organization.

IDB Academy has met with Alabama Works, WorkForce Development, and Alabama Department of Career and Technical Education to discuss career pathways, career opportunities, and work training for high school students that will better prepare them for careers upon graduating high school.

A private donor, who has asked to remain anonymous, has committed \$10,000 a year to support the following programs:

- I Dream Big Academy Counselor Department: Our Counselor Department will create, lead, facilitate, and assess partnerships to remove barriers. This department will collaborate with stakeholders which will give our counselors an opportunity to serve as advocates for students in order to create systemic change. We will remove administrative tasks from our counselors to allow them greater opportunities to focus on the social-emotional needs of learners.
- I Dream Big Academy Parent Center: The mission of our parent center is to support parents and caregivers in their child’s academic growth. It is to engage parents as life-time partners. Prior to the opening of the center, a survey will be given to parents to share what materials and resources they will like to see available in the center. The parent center will be opened in the evening to accommodate the parents who cannot come during the day.
- I Dream Big Academy Career Center: IDB Academy will provide a dedicated space for a Career Center. The center will provide resources for parents and students who need to access printers or computers. We will partner with WorkForce Development to assist our students and parents with resumes, job interview skills, and preparations.
- I Dream Big Academy Care Center: I Dream Academy seeks to add components to its everyday operations that will eliminate barriers and interferences that continue to play a huge role in student attendance and student achievement. Adding these components will help address some of the obvious needs within the community in which we serve.

Other programs and services offered at and funded by I Dream Big Academy include the following:

- Clothing Closet: The IDB Academy clothing closet provides students with everyday clothes,

socks, shoes, undergarments, and coats. The IDB Academy Closet will also have a different section that will be utilized for students who have interviews or have an internship placement. Students will be able to get professional attire that will prepare them for their interview.

- **Laundry Services:** IDB Academy will install laundry facilities to help students in need. In doing so, we feel that this will also help to improve student attendance. Many at-risk students from low-income homes often do not have regular access to clean clothes, drawing unwanted attention, and ridicule from classmates. We are hoping that this service will increase pride and attendance.
- **Shower Availability:** Students will have the availability to shower at school in the event that they do not have access to hot water. Our mission is to remove any interference that will hinder student success.
- **Toiletries:** IDB Academy Toiletry closet will have hygiene products available for students to use as needed. Some of the items that will be available will be toothbrushes, toothpaste, soap, deodorant, shampoo, conditioner, and women's hygiene items.

Attachments

Section 11: Parent and Community Involvement

11.1	Attachment 11 Evidence of Support	Ridnour, Katy, 11/30/20 2:45 AM	PDF / 2.621 MB
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Notes

Vernet Nettles, 12/21/20 7:05 PM:

In the Community Support, what is the timeline for website implementation?

Angela Williams-Lang, 1/8/21 4:27 AM:

IDB has purchased a website; the website is scheduled to launch the second week of February 2021.

12. Educational Program Capacity

Evaluation Rating: **Partially Meets the Standard**

Key Individuals:

In addition to key members of the leadership team (identifications and descriptions are discussed in the next section), the following people will share in the responsibility for the school's educational success.

President Anita Archie, Trenholm Community College: (will serve on the Advisory Committee)

President Archie has more than 24 years of public service spanning municipal government, state government, and higher education. She has served as the Deputy Director and Executive Counsel for the Alabama Department of Economic and Community Affairs (ADECA) before being appointed as President of Trenholm Community College. President Archie began her career in the State House with the Legislative Reference Service and later joined the Alabama Development Office. She served as Executive Director of both the Montgomery Riverfront Development Foundation and the Montgomery Public Housing Authority.

In 2007, Archie joined the Alabama Community College System and served as the Director of Government Relations where she successfully advocated for Alabama's community colleges. Later, she served as Senior Vice President, Intergovernmental Affairs, Advocacy and Communications, and Legal Counsel for the Business Council of Alabama. From 2013 to 2017, Archie served as Chief of Staff to the Mayor of Montgomery before joining ADECA. She and her Trenholm team will play a substantial and ongoing role in school development, including Dean of Academic Affairs, Dr. Nakia Robinson, who will serve as a governing board member.

Nakia Robinson:

Dr. Nakia Robinson serves as the Dean of Academic Affairs with Trenholm State Community College. (She will serve as a Board Member representing the Higher Education component)

Charisse Stokes: (will serve as a Board Member representing Technology and Entrepreneurship component)

Mrs. Stokes serves as the President of Tidal IT Solutions, a Montgomery, AL-based, information technology solutions, small business company. She earned a Bachelor of Science degree from Clemson University in Ceramic Engineering and a Master of Business Administration (Finance) from Auburn University Montgomery. After starting her career in the United States Air Force as an acquisition officer, she continued providing acquisition and program management support to the government as an industry executive. Over the past twenty years, she has held numerous program management positions responsible for managing the cost, schedule, and performance of large-scale IT projects supporting the warfighter. Charisse is a recognized community leader and currently serves as the Executive Director for TechMGM, A Montgomery Area Chamber of Commerce initiative.

In addition, she is the former Director of the Education Foundation for the Montgomery Armed Forces Communication and Electronics Association (AFCEA) Chapter providing STEM initiatives, grants, internships, and scholarships and the Director of EduWerx, a nonprofit organization exposing minorities and young women to STEM in the local River Region community. She also serves as the Midsouth Regional Vice President and is on the AFCEA International Board of Directors, the Trenholm State Community College and Faulkner University Computer Science Advisory Boards, and the College of Business Advisory Board at Auburn University of Montgomery. She was awarded the AFCEA International Distinguished Service to Education Award, the Women in AFCEA Appreciation Award, and the Alabama Power Company, Power Leader Award for her efforts in education, technology, and innovation in the community. Most recently she was appointed by Alabama Governor Kay Ivey to the Alabama Commission on Innovation.

Rita Lewis: (will serve as a Board Member representing Technology, Entrepreneurship, and the IDB Hispanic Community)

Mrs. Lewis is a business owner and an Information Technology (IT) specialist with over 20 years of experience in the IT industry in both government and corporate sectors. Her experience ranges from being a Project Leader, Unix Administrator, Database Administrator, and Software Developer. Her current IT role is working on one of the Travel Systems at Gunter Air Force Base.

She is also the owner of the only winery in Montgomery County Alabama. She and her husband, Daniel Lewis (business owner of Tech To You - mobile auto technician) run the Lake Point Vineyard and Winery business located in Mathews Alabama. Mrs. Lewis creates different wines, maintains all business records, and continuously develops the website for Lake Point Vineyard and Winery. Rita has lots of energy and enjoys staying productive.

Aside from the full-time IT job and the weekend Winery business, she enjoys spending time with her husband, growing her own food, working the land with over 200 fruit trees, and taking care of her 'ladies' (her chickens and ducks). She is originally from Lubbock Texas and of Mexican descent. She speaks fluent Spanish, as well as some Greek and Italian. Rita holds a Master of Science in Information Technology Systems from Regis University. She is also a veteran, having served in the US Navy for 4 years. She has volunteered in her community and has served on the Board of Directors for Health Services Incorporated in Montgomery Alabama.

Charles Lee: (will serve as a Board Member representing Parent and Entrepreneurship component)

The founder of That's My Child has been identified as a Montgomery Community Hero. Mr. Lee operates a community outreach program in the heart of Chisolm with a focus on building young leaders, developing the arts, and improving education. Some of the operating programs of That's My Child mirror the vision of I Dream Big, including:

- A teen marketplace, where kids can hone their business ideas and compete to land a spot in a "Shark Tank"-style pitch competition.
- Learn soft skills, including tying ties, practicing formal handshakes, and participating in mock interviews.

Mr. Lee will play a vital role as a governing board member in program development.

Kendra Ward Harris: (will serve as a Board Member representing the Health component)

A Nurse Practitioner, Ms. Harris has already begun to contribute to the design of IDB Academy's Health Academy and health partnerships to provide opportunities for wellness checks and preventative screenings for students and IDB families. She has also served in our nation's military and served as a post-secondary teacher.

Keelan Adams: (will serve as a Board Member representing Parent and Entrepreneurship component)

As the historian for the Flatwood Community and co-owner of Montgomery Deep History Tour, Mr. Adams brings to the board a deep understanding of Montgomery's history. He is also the co-pastor of Flatline Church of Chisholm and oversees an extensive community outreach program. As a member of a military family, Pastor Adams has witnessed firsthand the impact of the school systems on military families' choice to move to the area as well as the community needs of the families he serves through his church's outreach efforts.

Key Leadership Team Members:

Lynell Carr: (will serve as Director of Special Education and Federal Programs)

With 20 years of educational experience, Mrs. Carr is a knowledgeable and experienced Assistant Superintendent, Special Education Coordinator, and Federal Programs Coordinator. She has ten years of experience directing personnel and providing leadership and guidance in special education, 504, homebound, Title I (at-risk), health, special transportation, and after-school. She is well-versed in special education and federal programs policies and procedures, budgeting, and program development.

She has prepared and overseen budgets, and she has created plans and conducted an inventory for PK-12 special education, gifted, and federal programs. She led the district-level Alabama State Department's Consolidated Monitoring Process and provided continuous leadership and training

to all district-level staff to ensure compliance with special education, gifted, and federal program laws and regulations.

She maintained communication and partnered with parents, related service providers, general education teachers, counselors, administrators, school nurses, and community agencies to ensure compliance with the provision of services and student success. She also secured a grant for the district's first 21st CCLC to provide academic enrichment activities that foster academic and social development for at-risk students.

As an effective collaboration partner, she assisted in securing the district's First Class Pre-K grant, conducted advisory council sessions with district and community stakeholders, and established a partnership with a local college to provide Adaptive PE for the districts' students through the college's Sports Science program.

She has also established a partnership with a local equestrian business to provide equine therapy for students with special needs, served as Secretary of the Executive Board for the Alabama Council of Administrators in Special Education (ALA-CASE), and is a member of the National Council of Administrators in Special Education (CASE), Council for Exceptional Children, and Council for Leaders in Alabama Schools (CLAS).

Angela Lang: (Will serve as Executive Director and Principal)

This career educator has served as an elementary, middle, and high school principal. As the first principal of a new school system, she is well versed in accountability reports, continuous improvement initiatives, and the day-to-day operations of a successful school.

She served as the SouthWest Regional Instructional and Evaluation Coach for Memphis-Shelby County and West Tennessee and led ongoing communication with employees to advance the organization's strategic objectives. She has led superintendent training in West Tennessee in administration evaluation and principal evaluation training as well.

Serving on the AdvancED Accreditation Team across the state of Alabama, she has participated in system-wide accreditation teams and led the inaugural accreditation process of a new school and system. In addition, she has led statewide training in performance management and coaching conversations between supervisors and employees. She has led the implementation of 1:1 technology, served as a Parent Liaison of a Title I high school. She has led and organized parent engagement events, met regularly with PTA representatives, and participated in community advisory meetings and advisory boards.

She has served as the Director of Accreditation, Accountability, Assessment, Transportation Director, and Director of Career and Technical Education.

The Chief School Finance Officer:

With more than 15 years of finance experience, the CSFO has extensive experience in Alabama K-12 finances and is a bonded CSFO. He has experience with leading and operating a start-up school system, which includes maintaining records of all expenditures and providing regular updates to the local superintendent and the school board. He maintained a school payroll accounting system in accordance with applicable laws and regulations. He also maintained system budgets, oversaw school financial management, and maintained an adequate system of internal controls including property and inventory accounting.

For technology services, he served as a network administrator for accounting software and maintained the financial operations of the child nutrition program and other special programs in

accordance with state and federal requirements. He maintained a system of contracting and purchasing procedures and posted the required annual school system budget and monthly financial reports on the school system website. Finally, he guided the facility acquisition process through purchase, renovations, and expansion and oversaw all aspects of the operations department.

Dr. Lucretia Prince: (Will serve as Community Liaison and Grant Writer)

During her 17 years as an educator, Dr. Prince has served as an elementary, middle, and high school administrator and as a clinical master teacher and an adjunct profession for the University of Alabama. She led the Parent, Family, and Community Engagement Framework and implemented the first district-level Parent University. She is the author of two children's books and is the CEO and Founder of a summer academy that serves students residing in multiple school districts.

Starting with 15 students, the academy now serves over 275 students each summer. With certified teachers leading instruction, the academy seeks to prevent summer slide. Students receive differentiated instruction based on a pre-assessment that is given on the first day of the program.

Dr. Keneisha Ware Alford: (Will serves as Director of Instruction)

With 20 years of experience in public schools with the State of Alabama, Dr. Alford has supported education in a variety of roles. She serves as the Director of School Support/System Advising for the Achievement Network and is a leader of K-12 Professional Learning. She has served as a Reading Initiative Specialist, A School Improvement Grant Coordinator, a Curriculum Specialist, and an Interim Principal. She works with districts across varying states to implement strategic moves in curriculum and instruction to help schools meet goals. She is known as a leading expert in leadership coaching, equitable instructional practices, literacy, and school culture. She has published research in school practices of positive culture in nationally recognized schools of character.

She was the GEAR UP Literacy and Writing Center Coordinator for the University of Alabama at Birmingham and the GEAR UP Literacy and Leadership Program Coordinator, Extended Assessment Chair, and Research Coordinator and Assistant for Samford University. She has served as a site supervisor for summer learning, and EDTPA scorer for Pearson Education, a grant reader for the Georgia Department of Education, and a grant writer for Alabama's PreK First Class Programs.

She was the Regional Literacy Consultant for Houghton Mifflin Harcourt and the Founder/ Director of Education for Ascension Education Group. She was a K-12 Instructional and Data Coach for Bailey Education Group and has served as a leadership fellow for RELAY and UNBondED.

Ties to the Community:

Mrs. Angela L. Lang:

Mrs. Lang is a native of Tuscaloosa, Alabama, and attended Tuskegee University. Her family returned to Alabama in 2014 and resides in Montgomery County. Her oldest son is a graduate of Lee High School; the second is a graduate of Park Crossing High School, and the younger two attended Georgia Washington Middle and Halcyon Elementary. As a parent of MPS Public School children, she saw missed opportunities to strengthen parent relationships, inconsistent instructional time, and an inconsistent presence of the classroom teacher. Although there were many areas that were in need of improvement, she also witnessed the hard work ethic and dedication of many teachers and administrators who educated her children with limited resources

and poor working conditions. Unlike many families, Mrs. Lang was able to supplement her children's education to ensure their academic success. All parents are not equipped to do this, so Mrs. Lang felt compelled to create a charter school that would assist all families, especially disadvantaged families to ensure that all children have access to a high-quality education.

Mrs Lynell Carr:

Mrs. Carr is a native of Mobile, Alabama, attended Auburn University of Montgomery, and has been a resident of Montgomery for 23 years. For ten years, Mrs. Carr served in the youth department at a local church where she provided after school tutoring and taught vacation bible school to several children from the Chisolm and Madison Park communities. As a young child, she has very fond memories of visiting the Madison Park community with her grandmother, who worked for Montgomery Community Action until her retirement. Mrs. Carr's oldest daughter is a graduate of Brewbaker Technology Magnet High School, and her youngest daughter attended Halcyon Elementary School.

Pastor Dewayne Rembert: (Will serve as Community Advisor and School Chaplain)

I Dream Big Academy has partnered with Pastor Rembert and his church, Flatline Church of Chisholm. This church has an extensive community outreach program and has shared the mission and vision of IDB Academy with the community and have given IDB Academy the opportunity to gain a full understanding of the community's needs and desires for its student population. The church sits in the heart of the Chisolm community and works to meet the community's needs. They recognize the need for their community parents to go to work and understand that missed workdays easily equate to missed meals. As a result, they currently provide a remote learning environment to students whose families have opted for virtual learning during this COVID-19 season. They provide internet access and a safe haven while their parents are at work. (Please see the attached letter of support.)

Pastor Rembert also serves as the President of the Montgomery Baptist Association and works extensively with other organizations throughout the Montgomery area to support community needs and student success.

Charles Lee:

Community resident Mr. Lee is the Founder of That's My Child Founder, a community program for community kids. His outreach efforts serve both students and their families by providing access to the practical needs of a hot shower and educational support through tutoring. He also helps students learn soft skills, leadership skills, and he connects them to work experience that leads to employment. (Please see the attached letter of support.)

Pastor Keelan Adams:

Pastor Adams is the co-founder of Montgomery Deep History Tours, walking tours that explore history, religion, economics, and race in Montgomery. He is also the historian for the Flatwood Community. As a member of a military family, he has extensive ties to IDB Academy's targeted communities and is actively involved in outreach efforts.

Trenholm State Community College (TSCC):

As a community partner, TCC's leaders recognize the opportunities that technical education can afford the students of our identified communities. Through their partnership, IDB Academy will strengthen access and opportunities to dual enrollment, technical certifications, and workforce development. (Please see the attached letter of support.)

Amazon:

After the founders of I Dream Big Academy shared the school's mission, educational plan, student outcomes, and targeted community, Amazon approved IDB Academy to offer Amazon curriculum at no cost to its students and families. Amazon will also provide a direct link to their Job Board to assist students in obtaining jobs upon high school graduation. (Please see the attached letter of support). This partnership is unique in that it will be the only one of its kind in Alabama. I Dream Big is the only K-12 Institution approved to offer Amazon Cloud Curriculum to its students.

Local Businesses and Community Events:

I Dream Big Academy canvassed businesses and participated in community events to acquire community feedback as the school was being developed. IDB Academy conducted a survey and based on the results, the school will enjoy overwhelming support from the community. (Survey results are attached)

IDB Academy Partners:

Amazon:

This technology partner will provide IDB Academy unlimited access to its full curriculum suite and learning modules of cloud-based curriculum, a 50% reduction of all Certification exams. In addition, Amazon will pay for all teacher and administrator training and provide 24-hour technical support to students and teachers. Access to all curriculum content and training is at no cost to I Dream Big Academy.

BCCG:

IDB's construction partner has a proven track record of designing and constructing centers of learning that factor in all important elements of construction and create buildings that provide a safe, healthy, and enriching environment for students and faculty. Their experience includes new Greenfield construction, repurposing of existing buildings, renovation, and additions to existing buildings. The BCCG team's experience, gained from the design and construction of over 220 charter schools in 30 states, provides high-quality, affordable solutions for building needs. The BCCG cooperation will lead all aspects of the building purchase, design, renovations, and expansions. (<https://www.bccgp.com/what-we-do/services>)

Charisse Stokes:

She is the President of Tidal IT Solutions, a small, Montgomery, AL-based, information technology solutions company as well as the Executive Director of Tech MGM. She has served as a consultant through the planning stages due to her extensive experience in the Technology Sector and community commitments to expand technology and STEM opportunities across the Montgomery area.

Performance Charter School Development (Performance):

Is a national, full-service real estate firm specializing in helping new and existing charter schools meet their facility needs. They are able to provide the school's ideal facilities with help from their experienced development team and by providing 100% of the capital needed to acquire and renovate our new school building. Upon Charter approval, second review of feasibility, completion of due diligence period, and acceptance of a renovation design, IDB Academy Leadership, CSFO, and Performance Development will develop a lease-purchase or rent agreement of the site facility. (<https://performancecharterschooldevelopment.com/services/>)

Trenholm Community College:

This community partner has guided IDB's technical planning component to ensure a course pathway is available for students to obtain a short term certificate and earn college credit while in high school.

Principal Candidate:

Mrs. Angela L. Lang will serve as Executive Director and Principal.

She is currently employed with Pike Road School System as the Director of Career and Technical Education and Transportation. She served as one of the system's first administrators, leading them through Accreditation and building the high school learning framework. Entering her 18th year in Education, she holds experience and licenses as a Secondary teacher in Georgia, Tennessee, and Louisiana School Systems; Elementary and High School Principal and Pre-K Director, Evaluation Coach for Tennessee State Department of Education and Personalized Learning Specialist for Guilford County Schools in Greensboro NC. She has led the implementation of several new initiatives across several states. Please see Lang's attached resume.

Responsibilities and Qualifications of the School's Leadership/Management Team:

Director of Special Education and Federal Programs:

Lynell Carr earned her bachelor's and master's degree in Special Education from Auburn University Montgomery. Mrs. Carr worked in various capacities during her twenty years in education with Tallassee City Schools and Pike Road City Schools. She was a special education teacher, an assistant federal programs coordinator, a federal programs coordinator, the director of special education, and an assistant superintendent. While in education, Mrs. Carr served on a number of boards for Auburn University Montgomery, the Alabama State Department of Education, and the Alabama Council of Administrators in Special Education.

Director of Teaching and Learning:

Dr. Keneisha Ware Alford earned her Doctorate in Education at Samford University and is the Director of School Support with the Achievement Network, a non-profit organization dedicated to advancing equity through the lens of instruction and data analysis with public and independent charter schools. Entering her twenty-first year in education, Keneisha is dedicated to building the highest performing operating models that identify strategic moves in curriculum and instruction to help schools meet goals. She is known as a leading expert in leadership coaching, equitable instructional practices, literacy, and school culture. Her research anchors on school practices of positive culture in nationally recognized schools of character. Previously, Dr. Alford has worked in school districts of varying demographics as an instructional leader.

Community Engagement and Grant Writer:

Dr. Lucretia Prince

During her 17 years as an educator, Dr. Prince has served as an elementary, middle, and high school administrator and as a clinical master teacher and an adjunct profession for the University of Alabama. She led the Parent, Family, and Community Engagement Framework and implemented the first district-level Parent University. She is the author of two children's books and is the CEO and Founder of a summer academy that serves students residing in multiple school districts. Starting with 15 students, the academy now serves over 275 students each summer.

With certified teachers leading instruction, the academy seeks to prevent summer slide. Students receive differentiated instruction based on a pre-assessment that is given on the first day of the program.

Attachments

Section 12: Educational Program Capacity

12.1	Attachment 13 Principal Job Description	Williams-Lang, Angela L., 1/8/21 4:36 AM	PDF / 83.783 KB
12.2	Attachment 14 School's Leadership/Management Team	Ridnouer, Katy, 11/28/20 1:59 PM	PDF / 303.285 KB
12.3	Attachment 12 Identified Principal/Head of School	Ridnouer, Katy, 11/28/20 1:52 PM	PDF / 221.658 KB

Notes

Vernet Nettles, 12/22/20 3:53 PM:

Attachment 13 is missing

Angela Williams-Lang, 1/8/21 4:39 AM:

Attachment 13 (Principal Job Description) has been added as an attachment. It was not previously submitted as our understanding was that it was required only if the Principal has not been identified. IDB has identified its principal and attached the Principal's Resume; however, the job description has also been uploaded.

Vernet Nettles, 12/21/20 7:08 PM:

In Educational Program Capacity, it is not clear what roles the Key Individuals will hold.

Angela Williams-Lang, 1/8/21 5:12 AM:

This information has been updated to include the roles next to Key Individuals.

OPERATIONS PLAN AND CAPACITY

1. Legal Status and Governing Documents

Evaluation Rating: Meets or Exceeds the Standard

Legal Status:

I Dream Big Academy has submitted all required documents to receive 501(c)3 non-profit status and federal tax-exempt status and has submitted proof of that submission in Attachment 15.

Attachments

Section 1: Legal Status and Governing Documents

1.1	Attachment 16 Adopted Governing Documents	Ridnouer, Katy, 11/28/20 2:09 PM	PDF / 313.373 KB
1.2	Application 15 501c3 Application	Ridnouer, Katy, 11/28/20 2:02 PM	PDF / 190.197 KB

2. Organization Chart

Evaluation Rating: Partially Meets the Standard

Please find Attachment 17 uploaded into this section.

Attachments

Section 2: Organization Chart

2.1	Attachment 17 Updated Organizational Chart	Williams-Lang, Angela L., 1/8/21 4:25 PM	PDF / 51.452 KB
2.2	Attachment 17 Organizational Chart	Ridnouer, Katy, 11/28/20 2:13 PM	PDF / 123.141 KB

Notes

Vernet Nettles, 12/21/20 7:10 PM:

Please clarify the Organizational Chart, specifically the Principal and Program Manager Roles. Who reports to whom?

Angela Williams-Lang, 1/8/21 6:55 AM:

The organization chart is a flipped pyramid depicting our belief in Servant Leadership and providing the most support to those who work most directly with students. Our Board of Directors serves as the

foundational support of our school and supports the Executive Director. The Executive Director provides support to the Leadership Team consisting of the Directors and Principals. The Principal provides support to the Assistant Principal (also serving as the Academy Deans). The Assistant Principal provides support to the teachers. Teachers consist of the core teachers, special education teachers, career and technical teachers, and the program manager who serves as a cooperative teacher. The group of teachers provides support to our students. As a result, all resources and support pour into our students. The depiction of the Organizational Chart is a visible reminder that we work for our students. Another perspective, which addresses the question of who reports to whom is below: Teachers (including the teaching role of the Program Manager) reports to the Assistant Principal (Academy Dean); the AP reports to the Principal. The Principal, along with the Director's report to the Executive Director. The Executive Director reports to the Board. The CSFO reports to both the Executive Director and the Board.

3. Governing Board

Evaluation Rating: Meets or Exceeds the Standard

Bylaws:

The Board of Directors for I Dream Big Academy is composed of dedicated educators who are dedicated to the mission and vision of I Dream Big Academy and have the experience and expertise to govern a successful public charter school.

Governance Structure:

The board will consist of a minimum of five (5) members and a maximum of fifteen (15) members. Executive positions include a chairperson, a vice-chairperson, a secretary, and a treasurer. Each remaining position will be at-large, voting positions.

Board members will be responsible for the governance of the school while the administration will be responsible for the day-to-day operations of the school. The board's primary responsibilities are to effectively communicate and measure the school's success in reaching key objectives. These include the following:

1. Ensuring the success and effectiveness of the school's academic program.
2. Make certain that the school is in compliance with all statutory and regulatory requirements, and at the same time, is working within the bounds of its charter and taking regular strides in meeting the school's mission.
3. Continually make sure that the school is financially healthy, is appropriately staffed, and is regularly meeting or exceeding goals set by the board.

The board has recruited a school leader who has the qualities necessary to bring our mission to fruition. Mrs. Angela Lang is an educator with approximately twenty years of experience who is a visionary, high energy, results-driven professional educator with experience in curriculum, instruction, and transformational change.

A strong relationship between the Board of Directors and the school leader is key to the success of the school and to the regular monitoring and supervision of the school leader to keep the board both informed and empowered to make decisions on a regular basis. The board will collect data from the school leader on a consistent basis in the following areas:

- Academic Achievement,
- School Climate and Culture, and

- Human Capital.

The board will strive to build a board of a minimum of five (5) members and will always be composed of a minimum of five (5) members and a maximum of fifteen (15) members. Each board member will serve on a board committee that will include other board members and could include members of the staff or members of the community. This will serve as a vetting process for community members who demonstrate an interest in serving on the Board of Directors.

Currently, the board has ten (5) board members. The board will ensure that our board reflects the county's demographic and that the board has the requisite skill sets to ensure proper oversight of a public charter school.

The skills of the current board members include the following: More than 70 years of combined education experience. The expertise areas of the current board lie in curriculum design and instruction, school improvement, technology integration, personalized learning, project-based learning, special needs and federal programs, accountability and accreditation, community engagement, fundraising and career and technical education, business, health, technology, community organization, and community outreach. The board will engage these skills regularly when we develop and consistently implement processes and procedures to govern the school. This includes developing goals in addition to the goals included in this application for which the school's administrative team will develop and present evidence that the school is steadily working toward achieving each stated goal.

The school leader and each committee will be responsible for collecting, analyzing, and developing action steps for specific data, and they will report their findings to the board based on the board's strategic calendar.

After receiving feedback and guidance from the Board of Directors, the Executive Director will create a plan that responds to the successes and challenges indicated in the data. In addition to this regular data analysis throughout the school year, the board will gather for an annual retreat in which they will participate in board training, data analysis, program evaluations, and goal setting to ensure that adequate progress is continually being made.

The evidence provided will serve as the basis for the Executive Director's annual evaluation. This includes Academic Achievement, School Climate and Culture, and Human Capital. In addition, the board will measure the Executive Director's success in making progress toward the board's defined goals, managing the school's budget, developing and navigating the organization, progressing

towards a successful charter renewal, and remaining in good standing with the authorizer and community. Effectively, the board will determine the impact that the Executive Director's leadership has had on the success of the school. This evaluation will occur formally every school year by the Governance Committee and will be shared with the full board prior to discussing the findings with the Executive Director.

The board will be composed of members who represent the demographics of our community and by people who are leaders in both for-profit and non-profit arenas. This will be our continual goal as founding members cycle off the board and new members cycle onto the board. Furthermore, we will seek input from parents, staff members, and community members when conducting fundraising efforts or engaging in strategic planning.

While we prepare for school opening, the board will complete all tasks both required and necessary to ensure that the doors to I Dream Big Academy open in August 2022. The board has already identified a highly qualified school leader; we will host community events and connect with

community members through mailers, social media posts, and speaking events; recruiting founding families; and ensuring that we have a safe, secure, and compliant school building that supports our innovative programming.

We will build upon the partnerships we currently have in place, which include Trenholm Community College, Central Alabama Works, Amazon Educate, and the Department of Career and Technical Education.

The ideal partner is one whose work is in alignment with the mission and vision of I Dream Big Academy. The partnerships will not only serve as sources for monetary and in-kind donations but will also serve as a marketing source during the planning year period and a volunteer source once we are operational. The board will delineate processes and procedures for our standing committees and take all necessary steps to provide financial oversight, which is the fiduciary responsibility of the board to the school.

The board recognizes that these operational tasks will shift to the administrative team once the school opens; at that point, the board of directors will transition to a governing board at a pace that enables true viability of the school and its programs in service to students, their families, and the larger community.

The Board of Directors is legally responsible for all transactions of the charter school. This encompasses all aspects of the school, including:

- All student outcomes.
- School policies and procedures.
- developing, approving, and implementing an annual Executive Director evaluation.
- Approval of all contracts, including those for hiring and firing of staff and for agreements with third parties.
- Setting the school's goals; evaluating, monitoring, and making necessary changes to the school's plan.
- Developing, implementing, and modifying a governance model that recruits and retains effective board members.
- Oversees and manages the school's finances to ensure a smooth trajectory toward growth for the school.

Members of the board have fiduciary duties to the organization that include duties of care, loyalty, and obedience. The duty of care includes exercising prudent judgment in all decisions related to the school and its stakeholders. The duty of loyalty requires board members to act in good faith and in the best interest of the school at all times, and the duty of obedience dictates that board members must adhere to all policies, laws, and regulations while governing the charter school.

Care, loyalty, and obedience are lived out through our committed actions in managing finances, attending board members, communicating with the public about the school, setting policy, and participating in board retreats and board training.

The board will collect the data for academic achievement that demonstrates whether or not students are making progress toward attaining the highest levels of academic achievement and that the programming and services reflect the mission of the school. This would be seen in ELA and Math progress monitoring results and action and annual proficiency; retention rates; and alumni achievements.

For school climate and culture, we will collect data that demonstrates whether or not our organization has established a powerful climate and culture in which students can thrive. This would be seen in daily attendance, on-time arrivals, parent satisfaction surveys, suspensions, and

evidence of the school's values.

Teachers and staff are key to our success, so it is vital for the board to monitor their impact on the school. We will measure success in human capital through analyzing the recruitment, development and retention of exceptional staff. Teacher retention, satisfaction, and turnover rates will serve as evidence for measuring the success of human capital.

The table below depicts the current board members as well as the Governing Board which takes effect in 2021.

Current and Identified Board Members	Qualifications	Gender	Race
Keelan Adams	<ul style="list-style-type: none"> • Parent. • Co-Pastor of Flatline Church of Chisholm. • Historian for the Flatwood Community. 	Male	African-American
Lynell Carr	<ul style="list-style-type: none"> • 20 years of experience in education. • Served as a special education teacher, an assistant federal programs coordinator, a federal programs coordinator, the director of special education, and an assistant superintendent. • Served as a board member for Auburn University Montgomery, the Alabama State Department of Education, and the Alabama Council of Administrators in Special Education. 	Female	African-American
Angela Lang	<ul style="list-style-type: none"> • 17 years of Education Experience. • Served as Middle and High School Teacher, K-12 Principal, and District and State administrator. 	Female	African-American

Charles Lee	<ul style="list-style-type: none"> • Founder of That's My Child. 	Male	African-American
Rita Lewis	<ul style="list-style-type: none"> • Computer Analyst Specialist. • Business Owner. 	Female	Hispanic
Dr. Lucretia Prince	<ul style="list-style-type: none"> • 17 years of experience in education. • Served as an Elementary Teacher, K-5 Administrator, High School Administrator, and District Summer Learning Coordinator. • Adjunct Professor - University of Alabama 	Female	African-American
Dr. Nakia Robinson	<ul style="list-style-type: none"> • Associate Dean of Academics. • Trenholm Community College. 	Female	African-American
Charise Stokes	<ul style="list-style-type: none"> • President of Tidal IT Solutions. • Montgomery Chamber of Commerce. • Executive Director of Technology, MGM. 	Female	African-American
Kendra Ward Harris	<ul style="list-style-type: none"> • Family Nurse Practitioner. • Medical Care Associates Prattville. • Tuskegee University, School of Nursing, Adjunct Professor. 	Female	African-American
Dr. Keneisha Ware Alford	<ul style="list-style-type: none"> • 21 years of experience in education. 	Female	African-American

Joi Oliver	<ul style="list-style-type: none"> Information Technology Specialist, Gunter AFB 	Female	African-American
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Transition to Formal Governing Board:

The planning board will transition to the formal governing board in June 2021. The planning board members will step down from the planning board, and become employees of the charter school, including the following members:

- Angela Lang will serve as the Executive Director/Principal.
- Dr. Keneshia Alford Ware will serve as Director of Teaching and Learning.
- Lynell Carr will serve as Director of SPED and Federal Programs.
- Lucretia Prince will serve as Community Engagement Officer overseeing fundraising, community outreach, and grant procurement.
- Joi Oliver will step down from the Board, effective June 2021

Governing board members have participated in the charter application development process. Upon charter approval, they will continue their involvement through the planning phase and transition to the governing board.

Governing Board Selection:

The founding board members of I Dream Big Academy, Inc. were recruited and selected by the founders, Angela Lang and Lucretia Prince, based on their strong commitment to education and their professional experience. At the organization’s inception, the organization consulted educational institutions in the areas of restorative practices and whole-school reform. The founding members decided to take the organization’s initial mission a step further and work towards a school. In doing so, those members recruited and selected the current board members based on their dedication to serving the community’s youth, their skill sets, and their passion for the school’s mission.

The board has conducted several meetings to introduce the school, gauge interest, and interview board candidates to ensure that the board is composed of a diverse group of individuals who are willing and able to work together to open and support a public charter school. After those meetings, the founder reached out to those who were found to meet the criteria of services, skills, and passion and invited them to consider joining the I Dream Big Academy board. To ensure that the school has the necessary expertise, specific individuals were recruited on the basis of their skills.

I Dream Big Academy held its first meeting in January of 2020, and since that time, the board has worked diligently to raise awareness about the school within the community, to secure a facility, and to get feedback from the community about the programming they desire for their students.

The board recruitment will continue, and we will develop a succession plan in which each member is tasked with replacing not only him- or herself but also recruiting one or two additional board members. Individuals selected to serve the board will be invited to serve on one of I Dream Big Academy’s committees as a trial period for both the board and the individual him- or herself.

When a board seat becomes available, these committee members, if they are willing and

interested, would be invited to join the board.

I Dream Big Academy will comply with the regulation that 20% of the board be made up of parents by inviting parents whose students have accepted a seat in the school by May of 2022 to apply to become a member of the Board of Directors. In the meantime, the Board will conduct a needs analysis to determine which skill(s) the Board needs to govern a highly effective start-up charter school and will invite applicants with corresponding and necessary skills to interview for a Board position. The Board will conduct interviews until a sufficient number of skilled parents are found or until the Board has satisfied the requirement that 20% of the Board be parents of IDB Academy students.

In the event that a board position becomes available, new members may be elected onto the board within three months of the vacancy, depending on the needs of the current board. Otherwise, they will be elected to the board at the board's annual meeting. The Nominating Committee would determine whether the needs of the school were such that electing new members during the school year was helpful and necessary.

Monthly, the board will hold regular meetings during which time the board will follow a strategic calendar to ensure that the board is providing the appropriate oversight to all aspects of operating a public charter school. Committees will meet at designated times between the regular monthly board meetings to conduct thorough analysis, discussion, and decisions to be recommended to the full board during the regular meetings to ensure that all aspects of the charter school continue to develop toward reaching the school's stated mission.

Please see the Advisory Bodies section for a full list of committees.

Board Training:

Board members will receive training related to the Alabama State Ethics Law, the Alabama Open Meetings Act, Public Records Law, and other applicable state laws referenced in Act 2015-3.

The training/update process will be implemented on an annual basis, and each training will be documented and included in the meeting minutes for the relevant Board of Directors' meetings during which time the training took place.

Evidence for adherence to the Open Meetings Act and Public Records law will include but will not be limited to the following:

- The definition of a quorum.
- The conditions under which the board may enter into a closed session.
- Minimum-day notification of changes in meeting days and/or times.
- Documenting of meeting minutes.
- Documenting attendance and participation in training.
- Procedures for requesting and accessing public records.

Existing Relationships:

At this time, there is one identified conflict of interest. I Dream Big Academy founders, Angela Lang and Lucretia Prince, are both educators and sisters. Currently, Angela Lang is the Board Chair, and she will become the school's Executive Director when the school is operational. Dr. Lucretia Prince, is currently on the planning board and will also step down from the board during the transition to the governing board. Dr. Prince will be employed as Community Engagement and report to the CSFO. In the absence of the CSFO, she will report to the Board.

It is possible that other conflicts of interest could occur, and if so, the organization's conflict of interest policy (see Attachment 15) provides guidance on how to proceed. At a minimum, board members are expected to notify the board of potential conflicts and the board will then investigate based on the conflict of interest policy and take appropriate action if any. In some cases, it is possible one or more board members may abstain from a given vote even if a conflict of interest is deemed not to exist.

[Alabama Code Title 36. Public Officers and Employees § 36-25-1](#) defines a Director Conflict of Interest, and the I Dream Big Academy board shall comply with voting and disclosure provisions of that statute. Our bylaws and policies will detail the procedure for identifying and addressing conflicts. The proposed bylaws can be found in the appendices of this application.

Board Action Steps:

Involved Parties: This board policy is relevant to Board Directors and offices and all other employees who are in a position to influence the decisions and/or actions of the school or the board or those people who can make commitments on behalf of the school. Specifically, this includes individuals who make purchasing decisions, administrative personnel, and anyone who has information that would be considered proprietary information about the school.

The expectation to Disclose: All board members are expected and obligated to fully disclose any relationships that exist for the governing board, charter school employees, or potential contract awardees. Contracts will be vetted openly in an open session of the board.

The board has developed the following procedures that are in compliance with the statute and will apply to board members and school employees alike:

1. Disclosure will be made as soon as the individual is aware of a potential conflict of interest.
2. When an individual discloses a possible conflict of interest, the Board will determine whether a conflict actually exists and whether it is material.
3. Where a material conflict exists, the Board will determine whether the recommended transaction or other conflicting involvement may be authorized as just, fair, and reasonable to the school.

As appropriate, the decisions of the Board will be guided by independent counsel, and the integrity and best interests of the school and the advancement of its purposes will guide every decision.

When a conflict of interest exists, the board will follow these procedures:

1. Any Board member having a possible conflict of interest on any matter will not vote or join the discussion so that his or her ideas influence the board's decision-making on the matter. The board member will be recused from the final discussion and voting after answering all Board questions related to the conflict and fully informing the Board of all pertinent details.
2. In the event that a conflict has influenced the decision of the board, the Board Chair will appoint a neutral third party or designate a committee to investigate alternatives to the proposed transaction. Once due diligence has taken place, the Board will determine whether the school shall proceed with the vote on the contract.

The minutes of the board will reflect all conflicts of interest disclosures, abstentions from voting, and the existence of a quorum.

Increasing the Capacity of the Governing Board:

In addition to the required 20% membership filled by parents within the schools served, it is

anticipated that the board will grow to a total of 7-9 members. Recruitment of new board members will include skilled community leaders, business and education experts, and members of the higher education community. Our enrollment outreach and existing community involvement will provide us great access to parents and community members who may be interested in serving on the board. Potential board members will be vetted by a nominating committee as with any other board member and will be screened for their commitment to public education and their belief in the mission and values of I Dream Big Academy.

Orienting new board members to the roles and responsibilities of board members is critical to the success of the organization. When new board members are elected to the board, they will be assigned a mentor who is currently serving the board or who has rotated off the board within the previous two years. The mentor will serve as a resource for answering simple logistical questions and for understanding more complex issues, such as fiduciary duties and the separation of governance and operational duties.

The board will share directions with new board members on how to access the policy manual, the charter application, the board's bylaws, a board calendar, access to Open Meeting Law, board roles and responsibilities, and the conflict of interest form. with which all new board members will be required to familiarize themselves.

The board will conduct governance training each year during our annual retreat, and board members are required to attend. Board members will be encouraged to avail themselves of additional board training made available during sessions led by the National Association of Charter School Authorizers that could involve pertinent topics, such as strategic planning, charter-related legal considerations, and nonprofit best practices.

These practices will not only prepare new and current board members, it will provide clarity about their roles, resulting in higher engagement and focus on their work for the school.

We plan to have an attorney on retainer who is familiar with public charter school law and will be able to consult the board on legal matters relevant to operating a public charter school, including Open Meeting law, public records requests, Special Education programming, and other legal matters that could arise from time to time. Training topics will include the following list of topics along with other topics that are relevant to matters that arise during the course of regular public charter school operation:

1. Finance Training: Focused on teaching participants how to create, present, monitor, and implement a sound financial plan that includes an approved budget. Participants will understand viability as it relates to the organization's finances; they will understand financial planning as it relates to getting a return on investment, and they will understand enrollment projection as it relates to revenue growth. These are all key indicators of charter school success and failure, and board members will be trained on how to recognize both the red flags and the signs of success.
2. Roles and Responsibilities Training: Annually, the board will participate in training that clarifies the fiduciary duties of all board members and the difference between governance and operations to ensure that the board develops goals and supports programming that meets the needs of everyone involved, including students, staff, and stakeholders.
3. Legal Compliance Training: In this training, the board will review, clarify, and assess for implementation of the school's mission statement, bylaws, policies, and federal, statutory, and regulatory requirements.

We will develop a succession plan in which each member is tasked with replacing not only him- or herself but also recruiting one or two additional board members. Individuals selected to serve the board will be invited to serve on one of I Dream Big Academy's committees as a trial period for

both the board and the individual him- or herself. When a board seat becomes available, these committee members, if they are willing and interested, would be invited to join the board.

In the event that a board position becomes available, new members may be elected onto the board within three months of the vacancy, depending on the needs of the current board. Otherwise, they will be elected to the board at the board’s annual meeting. The Nominating Committee would determine whether the needs of the school were such that electing new members during the school year was helpful and necessary.

Attachments

Section 3: Governing Board

3.1 Attachment 18 Governing Board's Bylaws	Ridnauer, Katy, 11/28/20 2:16 PM	PDF / 207.216 KB
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Notes

Vernet Nettles, 12/21/20 7:10 PM:

In the Operations Plan / Governing Board – please clarify the number of Board members. The numbers are not consistent in the multiple places in which the information appears. Please review the section and provide clarity and consistency of information

Angela Williams-Lang, 1/8/21 4:40 PM:

Thank you, there are 5 current board members which comprised the original Planning Team. This group will step down from the board, and a Governing Board will be formed. These members have been identified. The Governing Board currently has 6 identified members who will assume positions in June 2021.

4. Advisory Bodies

Evaluation Rating: **Meets or Exceeds the Standard**

Advisory Groups:

The board will form advisory groups to advise the board in four important areas of the board’s oversight duties: governance, academics, finances, and development. The board recognizes that it has the sole authority to make decisions and take action in these four areas; however, the board understands the importance of collaboration and partnering with stakeholders.

I Dream Big Academy plans to engage in outreach activities and to activate the members’ relationships in the community to identify key stakeholders to serve on this advisory committee. At least one-third of the members will be parents and another third will be community leaders who reside within the feeder pattern of I Dream Big Academy. As an advisory body, positions are voluntary and unpaid. Meetings will occur a minimum of 4 and a maximum of 6 times per year.

The board will regularly seek and consider input from these advisory boards:

1. Parent-Teacher Organization: This organization exists to support the teachers and staff in their mission. They will be their own entity and report directly to the Executive Director.

2. Community Advisory Committee: This committee will consist of three to five members consisting of community and board members. They will report directly to the board.
3. The Nominating Committee: This committee will consist of members of the board who are tasked with recruiting and nominating new members to the board. They report directly to the board.
4. Academic Committee: This committee will consist of board members, the Executive Director, community members, and teacher leaders, and its task is to ensure that the curriculum and teaching strategies to ensure that the school is able to reach its mission, serve its students and ensure academic achievement for all students as measured by the ACAP Summative Assessment, PreACT, and ACT. They will regularly analyze test data, conduct site observations, and collect input from members of the school community. They report directly to the board.
5. The Finance Committee: This committee will consist of board and community members. The members of this committee should possess a strong financial background. In their role as committee members, they will regularly create the annual budget; review it against actuals, and make recommendations and adjustments to the budgets to ensure financial viability. This committee will also be responsible for making recommendations to the board regarding major financial decisions. They will report directly to the board.
6. The Personnel Committee: This committee will consist of board members and, in collaboration with the Executive Director, will address personnel matters as they arise. The Executive Director will recommend the hiring of and the salaries for staff and teachers. The final hiring and firing decisions rest with the board. This committee will also work in collaboration with the Finance Committee regarding employee compensation and benefits.
7. The fundraising Committee: This committee will be led by Dr. Lucretia Prince and serve as the catalyst for securing donations and financial pledges to further the mission of I Dream Big Academy.

Attachments

Section 4: Advisory Bodies

– No Attachments –

Notes

Vernet Nettles, 12/21/20 7:11 PM:

Throughout the application IDB uses the term, “decapitated homes.” Please explain.

Angela Williams-Lang, 1/8/21 7:03 AM:

The term has been removed in some of the references. The use stemmed from a community conversation in which members of the community referenced abandoned homes along Lower Wetumpka and other visible parts of the community. They felt that these abandoned homes, which required repair, created an image of their community that supported a stereotype not reflective of the community or the people who lived in the community. They felt it also was a visible reminder of people leaving the community. As part of the conversation, we discussed the impact of a successful school and how it could help spur revitalization and growth in their area. The replacement of these abandoned homes, which I referenced as decapitated, would serve as a litmus test of community growth. As the community grows, so would newer structures replacing these buildings.

5. Staff Structure

Evaluation Rating: **Partially Meets the Standard**

Staffing Structure:

- The Executive Director reports to the School Board.
- The CSFO reports to both the Executive Director and the School Board.
- The Executive Director of the school oversees the leadership team which includes the Directors, CSFO, and Principal.
- The Director of Teaching and Learning oversees Instructional Support: Technology, Media Specialist, Assessment, Accountability, Guidance Counselor.
- The Director of Special Education oversees Special Education, Speech, English Learners, Gifted and Talented, Psychologist, Nurses, McKinney-Vento, and Federal Programs.
- The Director of Operations oversees Operational Support: Transportation, Facilities, Child Nutrition, Network and Security Systems, and Contracted Services.
- The CSFO oversees Human Resources, Payroll, Bookkeeping and Community Engagement/Fundraising
- The Principal supervises the Assistant Principals (also referred to as Academic Deans)
- The Academic Deans oversee the Program Manager (this is a teaching unit and role), and Teachers. There is some overlap given specialties of some teachers such as special education and career and technical.

Attachments

Section 5: Staff Structure

5.1	Attachment 19 Revised Staffing Chart	Williams-Lang, Angela L., 1/8/21 6:41 PM	PDF / 916.213 KB
5.2	Attachment 19 Staffing Chart	Ridnouer, Katy, 11/28/20 2:18 PM	PDF / 51.33 KB

6. Staffing Plans, Hiring, Management, and Evaluation

Evaluation Rating: **Partially Meets the Standard**

Relationship between the School and Its Employees:

The Board has identified the Executive Director. The relationship between the board and Head of School will be one of trust and accountability. The Executive Director will hire and evaluate the employees. The Executive Director will share data and recommendations for hiring, renewals, terminations, and raises to the Board for discussion and approval. It is anticipated that the board chair or a designee will be in communication with the Executive Director to stay abreast of any needed information as it relates to employees. All employees will direct their communications to the Executive Director, and the board will communicate with the employees through the Head of School.

All employees will be at will and no employment contracts are anticipated. Staff will receive offer letters indicating their planned roles for the year but are subject to change.

Proposed Salaries:

The proposed salary schedule for I Dream Big Academy employees is included below. IDB Academy will pay at or above the state minimums ([ALSDE State Minimum Salary Schedule](#)) required in Alabama and may from time to time offer bonuses, stipends, and other forms of compensation when appropriate and funding resources allow. Members of the administration, staff, and teachers will be paid salaries that reflect their experience, evidenced impact on students' academic progress, and other educational and/or career experience. I Dream Big Academy expects to offer salaries that are commensurate to local compensation for similar positions.

The school will offer a standard benefits package either through the LEA or one offered by the school itself to all full-time employees and other part-time employees on a pro-rata basis or as allowed or required by law. The school's benefit plans will include healthcare, pension/retirement, sick leave, and paid time off. Based on enrollment and revenues, the school's salary schedule and bonus plan will be updated each year to help retain high performing teachers and staff members. The Board's responsibility is to provide governance and leadership that attracts high-quality staff and to provide the support and resources the Executive Director needs to build instructional capacity to improve student learning and to hire employees whose skills, experience, and mindset align with the mission.

In order to achieve I Dream Big Academy's mission, it is essential that the school attract and retain highly skilled and dedicated administrators, teachers, and staff. In order to ensure the quality of all employees, I Dream Big Academy will evaluate each employee annually, which will assist the school in setting goals for the school, recruiting new hires, and organizing the next year's professional development calendar.

In order to secure the quality of employees required, I Dream Big Academy has included \$2,000 and \$4,000 in potential stipends in each year of the budget. The school's average salaries can be found in the table below.

Administration	Average Salary
Executive Director	\$110,000
CSFO	\$84,000
Director Positions (Instruction, Operations, and SPED)	\$84,000
Principal	\$100,000
Assistant Principal/Dean	\$76,000
Librarian	\$45,000

Career Tech Director	\$80,000
Career Tech Director Counselor	\$45,000
Teachers and Staff	Average Salary
Core Teachers 6-12	\$45,000
Elective Teachers 6-12	\$45,000
Special Education Teachers	\$45,000
English Language Learner Teacher	\$45,000
Program Manager/WBL	\$45,000
Instructional Coach	\$45,000
Translator	\$32,000
Career Coach	\$45,000
Parent Liaison	\$32,000
Social Worker	\$45,000
Psychometrist	\$45,000
Counselor	\$45,000
Restorative Teacher	\$45,000

Interventionist	\$45,000
Technology Coordinator	\$61,367
School Nurse	\$80,201
Secretary	\$28,000
Bookkeeper	\$32,000
Custodian	\$14,000
Registrar	\$32,000

Recruitment and Hiring:

Highly skilled and dedicated administrators, teachers, and staff are required for a school dedicated to transforming students’ lives. Therefore, IDB’s recruitment and hiring strategy focuses on securing the best educators whether they reside in Montgomery County or elsewhere. The school will hire employees who have evidenced commitment to the objectives in our mission, reflect the rich diversity of Montgomery, and are committed to serving all students. The IDB Academy Board of Directors approves all hires upon the recommendation of the Executive Director.

The Executive Director will be responsible for the recruitment and interview process. To ensure that I Dream Big Academy hires and retains an administrative, teaching, and support staff who reflect the community, the school will implement practices that promote diversity and inclusivity, these include attending teacher recruitment fairs at historically black colleges and universities and conducting blind hiring so that members of the hiring committee involving their unconscious bias when considering candidates.

This includes:

1. Removing personal details that can reveal a candidate’s age, race, and economic level, including graduation year, names of schools attended, and home address.
2. Using a personality assessment as a means of determining if the candidate and the school are aligned in both values and work ethic.
3. Conducting initial interviews via a messaging service instead of in person or via a video conference line.

I Dream Big Academy believes it’s important for all students to see themselves reflected in the teachers and staff at their school. To ensure this happens, the IDB Academy Board of Directors

will study the implications of and possibilities for adding a diversity component to the hiring plan. This could involve giving candidates who are minorities or are from under-represented populations a hiring preference if all other qualities are considered equal.

The steps that interested applicants will follow are as follows:

1. Complete IDB's application and submit it along with a resume and college transcripts.
2. Selected candidates will be invited to a phone interview that will focus on the school's mission, vision, and targeted population.
3. Selected candidates will then participate in an in-person interview, which will include a panel interview and a review of a sample lesson provided by the candidate.
4. The panel will recommend candidates for an interview with the Executive Director who will make the final decisions regarding recommending individuals to the Board of Directors for hire.
5. All recommended individuals will then be screened via a background and reference check in compliance with Alabama Act 2015-3, Section 9(d)(1) requiring background checks for all educators.

This process will begin once IDB Academy receives charter approval.

Due to IDB's project-based environment with STEM programming, which requires subject matter expertise, the school will expand recruitment efforts outside of Montgomery and will consider recruiting teachers from Teach for American or the workforce. The school will adopt flexible hiring practices that will include cooperative agreements with local businesses that employ professionals with subject matter expertise. The school will also partner with local universities and become a site for teacher interns and a source of data for research projects for doctoral candidates.

Assurance:

I Dream Big Academy shall comply with all applicable federal laws, rules, and regulations regarding the qualifications of teachers and other instructional staff. I Dream Big Academy acknowledges that once approved, teachers shall be exempt from state teacher certification requirements. In addition, IDB Academy will implement the approaches to earning Alabama Educator and/or Leadership Certification that mirror the approaches undergone by educators in the public local education agencies in Alabama.

Procedure for Hiring and Dismissal:

The Executive Director of I Dream Big Academy retains the discretion at all times to recommend termination of employment and/or to decide what type of response, if any, is warranted in the event that a grievance is filed against an employee. All IDB Academy employees are at-will employees, and employment can be terminated at any time. There is no guarantee of implementing any disciplinary action prior to termination. While IDB Academy is not required to use any of the following steps of discipline or to apply them in a particular order, the school retains the discretion at all times to determine the nature and severity of discipline and/or termination. In the event that it becomes necessary to discipline an employee, in its discretion given a particular circumstance, I Dream Big Academy will determine the appropriate action, including the following:

1. Verbal Warning.
2. Written Warning.
3. Suspension, With or Without pay.
4. Final Warning and/or Probation.
5. Termination.

The I Dream Big Academy board retains the discretion to determine if the circumstances of a particular case warrant the Executive Director's recommendation for termination for the first offense, or whether one of the other four forms of discipline listed above is warranted. Further, if an employee's conduct, performance, work habits, or attitude becomes unsatisfactory or unacceptable in the judgment of the Executive Director, including based on violations of any school policies, rules, guidelines, regulations, or rules of conduct, whether contained herein or in other documents, they will be subject to disciplinary action up to and including termination.

Grievances shall follow this process:

1. The employee meets with the Executive Director to discuss the grievance in an attempt to reach a resolution and/or to enact any necessary disciplinary actions.
2. If a satisfactory resolution is not reached, then the employee will submit a formal grievance in writing to the Board Chair or designee.
3. The chair or designee will convene an ad hoc board subcommittee to investigate the grievance, whose investigation includes interviews with all involved parties as appropriate.

The subcommittee will recommend a resolution within 30 days of receipt of the written grievance.

Acknowledgment:

I Dream Big Academy acknowledges and understands the ALSDE Educator Certification requirements inclusive of criminal history background checks. We will conduct extensive checks of employment references, educational verification, and Criminal Offender Record Information (CORI) on all applicants prior to extending an offer of employment. Background checks will also be performed through the I Dream Big Academy office or via an independent third-party service prior to employment.

Support, Development, and Evaluation of the Leaders:

As we grow in the area of Leadership, we will provide opportunities for our administrators to grow as reflective practitioners through the ALSDE adopted Evaluation Tool.

The leadership tool is administered through AIMS and will consist of the following three components:

- Self Assessment: All leaders will engage in a self-assessment aligned to the Teaching Effectiveness Indicators, participate in a reflective conversation with an administrator concerning the self-assessment; create a Professional Learning Plan identifying areas of focus for the school year; and collect evidence of participation in activities that support identified learning goals.
- Professional Learning Plan: This collaboratively developed plan must be completed to include professional learning goals tied to the Teaching Effectiveness Indicators needing improvement, with a focus on leadership improvement.
- Evidence: Evidence based on the Professional Learning Plan will be a record of active work towards improvement for each selected Teaching Effectiveness Indicator with the expectation of improved leadership growth as evidence.

I Dream Big Academy will use the state adopted Evaluation Tool to evaluate each of the school's instructional leaders, including the Principal, and the Directors.

Given the fact that any organization's success rises and falls based on the effectiveness of the leader, the I Dream Big Academy Board of Directors will not only set challenging annual goals with clear objectives, they will also provide clear reporting expectations and opportunities to collaborate

with fellow charter and district school leaders throughout the county and the state.

I Dream Big Academy will adopt the State of Alabama Instructional Leadership Evaluation Tool to facilitate leadership development and Accountability for all administrators with relevant adaptations made that reflect their specific roles.

After receiving feedback and guidance from the Board of Directors, the Executive Director will create a plan that responds to the successes and challenges indicated in the data. In addition to regular data analysis throughout the school year, the board will gather for an annual retreat in which they will participate in board training, data analysis, program evaluations, and goal setting to ensure that adequate progress is continually being made.

The evidence provided will serve as the basis for the Executive Director's annual evaluation. This includes Academic Achievement, School Climate and Culture, and Human Capital. In addition, the board will measure the Executive Director's success in making progress toward the board's defined goals, managing the school's budget, developing and navigating the organization, progressing towards a successful charter renewal, and remaining in good standing with the authorizer and community. Effectively, the board will determine the impact that the Executive Director's leadership has had on the success of the school. This evaluation will occur formally every school year by the Governance Committee and will be shared with the full board prior to discussing the findings with the Executive Director.

Educator Support, Development, and Evaluation:

Educators will be supported, developed, and evaluated using the adopted SDE Evaluation Tool. This will allow teachers to

1. Assess where they are as an individual,
2. Create a professional learning plan that is tailored to their needs,
3. Reflect on their practice through observations, instructional design, and professional showcase, and
4. determine their direct impact on learner engagement and growth.

This approach will unite our school-wide efforts and produce the best learning experience possible for our students and teachers.

Components of Professional Commitments:

1. A self-assessment.
 1. This assessment is designed for teachers to rank themselves according to where they "glow" and where they need to "grow."
 2. It is equally important that we strive to uphold the mission, vision, and beliefs of IDB. A section of the self-assessment has been designated for this purpose.
2. A collaborative dialogue with the administration.
 1. This dialogue allows the teacher to discuss where they are and what area(s) they would like to focus on this year.
3. A Professional Learning Plan (PLP).
 1. This plan will be a collaboration of the personal/professional goal(s) and any school-wide goals established by the building administration.

I Dream Big Academy endeavors to create an organization that will allow us to recruit, hire, and retain teachers who are skilled to deliver our instructional strategies and inspired to bring our

mission to life. Beginning staff and teachers will be assigned a mentor who will work closely to develop initiatives, plan engaging lessons, and develop their classroom management strategies. The mentor teachers will also observe and provide feedback to assigned developing teachers at a minimum of four times each school year. This mentoring program will provide teachers the support that they need, resulting in higher teacher retention and satisfaction ratings.

I Dream Big Academy will use the State of Alabama Educator Evaluation Tool to evaluate a teacher's ability to implement the curriculum with fidelity. By providing regular evaluations, I Dream Big Academy endeavors to create solution-oriented teachers who will proactively seek mission-aligned solutions when problems arise. These are attributes of teacher leadership that we will promote and use as indicators of who would make good candidates for leadership roles as they become available.

I Dream Big Academy's leadership and staff will work closely with ALSDE to ensure that our teachers meet the teacher licensure renewal criteria. When hired, teachers will be required to provide their teacher's license from ALSDE. Each teacher is responsible for keeping their licensure and certifications up to date so that they meet the requirements for teaching at their level as defined by ALSDE and the State policies. Emergency, Provisional, Career, and Technical and Adjunct Certifications may be issued for any non-certified staff.

Retaining Quality Educators:

Teachers and staff are key to the school's success, so it is vital for the board to monitor their impact on the school. We will measure success in human capital through analyzing the recruitment, development, and retention of exceptional staff. Teacher retention, satisfaction, and turnover rates will serve as evidence for measuring the success of human capital.

I Dream Big Academy endeavors to create an organization that will allow us to recruit, hire, and retain teachers who are skilled to deliver our instructional strategies and inspired to bring our mission to life. Beginning staff and teachers will be assigned a mentor who will work closely to develop initiatives, plan engaging lessons, and develop their classroom management strategies. The mentor teachers will also observe and provide feedback to assigned developing teachers at a minimum of four times each school year. This mentoring program will provide teachers the support that they need, resulting in higher teacher retention and satisfaction ratings.

The Board of Directors will be responsible for monitoring and evaluating the performance of the Executive Director. The Board's primary goal will be hiring a dedicated and skillful school leader who has a track record of success in school(s) with a similar mission, vision, and student population. The board will formally evaluate the school's performance on an annual basis and will informally evaluate the school's performance on a monthly basis as the board reviews, questions, and evaluates the data provided by the Executive Director in his or her monthly reports. In the event that data consistently indicates that the Executive Director is failing to move the school toward success in reaching the school's goals, the Board will consider appropriate action, which could include a range of decisions ranging from placing the Executive Director on an action plan or dismissing the Executive Director.

Attachments

Section 6: Staffing Plans, Hiring, Management, and Evaluation

6.1	Attachment 20 Part B Salary Schedule	Williams-Lang, Angela L., 1/8/21 7:59 PM	PDF / 163.913 KB
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6.2	Attachment 22 Educator Evaluation Tool	Ridnour, Katy, 11/28/20 2:25 PM	PDF / 247.839 KB
6.3	Attachment 21 Leadership Evaluation Tools	Ridnour, Katy, 11/28/20 2:23 PM	PDF / 225.291 KB
6.4	Attachment 20 Employee Manual	Ridnour, Katy, 11/28/20 2:20 PM	PDF / 533.841 KB

Notes

Vernet Nettles, 12/22/20 6:46 PM:

In the Staffing Plans, the following statement exists: "The school will offer a standard benefits package either through the LEA or one offered by the school itself to all full time employees." Please be reminded that MCBOE is the authorizer and IDB is essentially its own LEA; therefore, benefits cannot come through MCBOE. It is the responsibility of the charter school to make appropriate arrangements to provide those services.

Angela Williams-Lang, 1/8/21 7:05 AM:

Thank you, this statement has been revised to reflect that IDB, operating as its own LEA, will offer a standard benefits package.

Vernet Nettles, 12/21/20 7:15 PM:

Please review the Staffing Plans sections. There are a few inconsistencies.

Angela Williams-Lang, 1/8/21 6:50 PM:

Thank you, this has been updated.

Vernet Nettles, 12/21/20 7:15 PM:

Since the teachers are not required to have State Certification, will you be able to use the Teaching Effectiveness?

Angela Williams-Lang, 1/8/21 7:08 AM:

Our teachers will be required to have State Certifications. In cases where a person is hired who does not currently hold a certification, an Emergency Certificate, Career Technical or adjunct Certification will be requested. All teachers will participate in the SDE selected evaluation tool. Currently, this tool is Educate AL.

Vernet Nettles, 12/21/20 7:14 PM:

Please refer to the following statement: IDB acknowledges that once approved, teachers shall be exempt from state teacher certification requirements. In addition, IDB will implement the approaches to earning Alabama Educator Certifications; Will the teachers be required to have certification or not?

Angela Williams-Lang, 1/8/21 7:09 AM:

Yes, IDB teachers will be required to have a certification.

Vernet Nettles, 12/21/20 7:13 PM:

Based on the attachments and narrative, the teacher evaluation information submitted is not current or consistent with what is currently being implemented by the ALSDE. Please clarify.

Angela Williams-Lang, 1/8/21 7:12 AM:

IDB will use the evaluation tool adopted and utilized by the SDE. We anticipated that in 2022, the selected model may be the Teacher Effectiveness Model that is currently being piloted. However, until that decision is made, IDB will plan to use the Educate AL model or whichever model SDE has adopted.

Vernet Nettles, 12/21/20 7:13 PM:

Have you reviewed a copy of the ALSDE required salaries?

Angela Williams-Lang, 1/8/21 7:15 AM:

Yes, we have reviewed a copy of the Minimum Salary Scale as well as the required salaries of specifically identified positions. For teachers, IDB used an average salary to represent the expectation that teachers will vary in the number of experience and degrees.

Vernet Nettles, 12/21/20 7:12 PM:

Please review the salary schedules. Many of the salaries are the same. Does the salary account for benefits, degrees, years of experience, etc.?

Angela Williams-Lang, 1/8/21 7:21 AM:

The salaries for similar positions are the same as representing an average of the SDE minimum required salary. We recognize that we may have teachers with 0, 3, 5, and 8 years of experience and degrees. We determined the average of these to represent the salary scale. Because we do not know our staff, this salary schedule represented an average. A more detailed salary schedule will be created based on the state minimum requirements and reflect step increases based on years of experience and degrees. The salaries do not include benefits; benefits are outlined in the financial budget sheet.

7. Professional Development

Evaluation Rating: Meets or Exceeds the Standard

Professional Development Expectations and Opportunities:

Professional Development will be a collaborative opportunity for learning. While it will fall under the umbrella of the Director of Teacher and Learning, it will be a shared responsibility of all administrators and staff built on a framework of three elements:

1. Focus: Creates shared clarity of thought, direction, and purpose.
2. Reflection: Helps people learn from what they've done in the past and identify better ways of accomplishing their goals.
3. Collaboration: Brings people together to share ideas and knowledge (Conzemius, 2000).

There is growing agreement among education researchers and practitioners that teacher leadership can be a powerful engine of school reform (Katzenmeyer & Moller, 2001). We will leverage the expertise and talent of our teachers and leaders and create an environment of shared learning and leading. When skills and data dictates, we will incorporate expert vendors in the delivery.

Professional Supports for Teachers:

According to John Hattie (Silvia, 2013), almost any instructional approach will work if delivered well. His research argues that the one foundational element required for success is passionate, involved, committed, flexible teachers. According to his study, the greatest effects on student learning occurs through visible teaching and visible learning. This is when "teachers become learners of their own teaching, and when students become their own teachers" (Silvia, 2013). It is when there is a deliberate practice aimed at attaining mastery of the goal, when there is feedback given and sought, and when there are active, passionate, and engaging people (teacher, students, peers) participating in the act of learning. We believe in a teacher's passion, commitment, and ability to be the change agent needed for student growth. Teachers with strong content knowledge and pedagogy skills use their subject expertise to help students understand learning and how it applies to the world around them.

To achieve this, professional learning will be on-going, meaningful, and beneficial to the teacher and their expertise in teaching and learning. When there is no meaningful professional development, teachers are not afforded opportunities to reflect on their practices, and their instruction becomes stagnant. When teachers receive greater opportunities for professional

growth, they acquire greater trust in their ability to teach, and they strengthen their commitment to academic excellence. Effective teachers are able to support students of all levels in making gains beyond a year's worth of growth. Creating and fostering conversations that promote teaching and learning, IDB Academy will provide intentional support, honest feedback, and appropriate resources to equip teachers with intentional strategies to achieve student growth and effectively implement The Five Principles of IDB.

Professional Development will be a collaborative opportunity for learning. While the Director of Teacher and Learning will be responsible for selecting the topics and organizing the schedule for all professional development workshops, he or she will work in tandem with the other school leaders to ensure that the topics selected are in the highest leverage areas that will equip teachers to meet the needs of our students and to create impactful lessons and learning opportunities.

The Director of Professional Development is a key leadership role and is responsible for coaching, training, and professional development. He or she will also lead the summer training program, collaborate with the principal to set the vision for instructional excellence in the classroom, and create supervisor and peer coaching structures to drive excellence in the classroom. The Director of Professional Development will also be responsible for ensuring that there are systems and procedures for the potential teacher licensure renewal opportunities. He or she will also drive the renewal process, tracking teachers' licenses to ensure that the school has an accurate record of all teachers' licenses and to provide appropriate notification that will allow teachers to secure the appropriate training prior to the expiration of their license. However, it is the duty of each teacher to monitor their licensure status and ensure that the school has a correct accounting of his or her license.

The majority of professional development will be conducted internally or with external partners at other charter school organizations, local colleges, and university departments of education, etc. Additional training will be available via participating in programs offered through the local LEA. Examples include attending programs provided by Montgomery Public Schools for child-abuse, safety, special education, and other mandated training. Contracted professional development will be utilized for any specific curriculum training, such as Systems 44 for the RTI program that is not already available through the LEA.

Components of I Dream Big Academy's Professional Development Plan:

I Dream Big Academy's professional development program consists of eight components:

1. Summer Professional Development and Preparation: All staff will participate in approximately two weeks of summer professional development and training that will include the following sessions:
 1. Orientation to the Mission and Goals of I Dream Big Academy;
 2. Literacy and the Science of Reading Training
 3. Unpacking Standards and Curriculum Development;
 4. Instructional Tools, Culture, and Management Systems; and
 5. Support of Scholars with Additional Needs.
2. Professional Learning Days: IDB's yearly schedule provides professional learning days for continued professional development during the school year. Professional development topics will be selected based on needs derived from student data, coaching data, and staff feedback.
3. Early Release Friday: During the afternoons of the Early Release Friday Professional Development Days, teachers and administrators will be involved in meaningful professional

learning, training, and collaborative planning to further advance and enhance their instructional knowledge, strategies, and skills to ensure Tier Levels of Intervention and supports are implemented with fidelity and to analyze reading data from IReady.

4. **Common Planning Time:** School Leadership, grade level, and content level teams collaborate in designing schedules to include common planning time for each learning community. During this time, teachers will collaborate to analyze student data to create school-wide intervention groups, design projects, review upcoming cognitive skills, provide feedback to each other, review socio-emotional data, and analyze data from student assessments. Bi-weekly, leadership will attend these meetings to review student concerns, data, and continue training on instructional strategies. These meetings will inform the school leadership team of trends and progress of the scholars which they can then use to make informed decisions on curriculum, schedule changes, professional development needs, etc.
5. **Immersion Data Days:** Although IDB Academy does not operate according to traditional quarters, Immersion Weeks are scheduled every 4-5 weeks. One day out of each Immersion week will analyze project outcomes of cognitive skills, focus area assessments of content standards and technical skills from CTE Career courses, Learning Communities will collaborate with administrators, support sectors and staff, community partners, and career advisory members to develop and or expand plans for remediating students or pushing others ahead as necessary.
6. **Coaching, Observation, and Debrief Cycle:** The school leadership will provide instructional coaching to teachers after classroom observations. This will include a discussion of observed strengths, challenges, and one or more action steps that the teacher will put into place, and the administrator will look for in the next observation, thereby creating clear steps toward improving teacher effectiveness on an ongoing basis.
7. **Instructional Rounds:** The goal of instructional rounds isn't to provide feedback to the teacher being observed, although this is an option if the observed teacher so desires. Rather, the primary purpose is for observing teachers and comparing their own instructional practices with those of the teachers they observe. The chief benefit of this approach resides in the discussion that takes place among observing teachers at the end of the observation as well as in subsequent self-reflection.
8. **Evaluation:** The school leadership will provide non-evaluative observations and follow-up feedback sessions a minimum of once every two weeks. A minimum of twice each year, all teachers will be observed and formally evaluated. Teachers will be given the opportunity to offer self-reflection and to evaluate his or her own progress. Together, the school leader and the teacher will establish annual goals at the beginning of the year and assess progress at the end of the year.

New Teacher Orientation:

For two weeks prior to the beginning of school, all new staff are required to participate in preparatory activities and professional development. Our commitment to intensive Summer Professional Development ensures that all new staff begins the year ready to work as a tightly knit team and prepare to deliver the high-quality educational experience promised to all families. This two-week session is designed to align all staff to the core principles, values, mission, and long-term vision of the school, needs of our students, for our scholars and families. Throughout the year, new teachers will receive additional support on the topics and skills presented during summer professional development during weekly PD sessions or as arranged by the Dir. of Teaching and Learning.

Prior to the start of the next learning cycle, teachers will engage in a 2-week induction program in which they will be introduced to the school's model and method of excellence. In year 1, all teachers will participate in the induction program; in subsequent years, only new teachers would

participate in the induction program. Returning teachers will also participate in professional development sessions over the course of five days that are based on their needs and the school’s programming.

The comprehensive two-week induction program will provide teachers with the knowledge and tools needed to start school effectively. Through a collaborative workshop setting, teachers will build upon the skills they already have, address misconceptions, and gain a concrete understanding of I Dream Big Academy’s expectations. The IDB Academy balanced calendar will allow new and prospective hires an opportunity to observe the learning environment in action.

Day 1: Teachers will be introduced to the members of the school board and to the school leader, they will come to understand the school’s mission, vision, core beliefs, and overall educational model. School-wide policies and procedures will be reviewed, and the role of the school board will be clarified. In addition, school safety procedures will be addressed.

Day 2: An introduction to the curricular framework and a curriculum map of thematic units will be the vehicles for teacher training in effective lesson and project planning.

Day 3: Training in I Dream Big Academy’s comprehensive framework. Break-out sessions will occur in which teachers will be trained in subject-specific teaching strategies.

Day 4: Training on utilizing data from formative and summative assessments to drive instruction.

Day 5: Training in I Dream Big Academy’s RTI structure which includes progressive discipline and a school-wide recognition system.

Week 2: A 4-day training of the Summit Personalized Learning Platform.

Professional Learning Calendar	
2022	
Date	Topic
March 11	I Dream Big Academy: Mission, Vision, and Beliefs (What does it mean?)
April 2	Team Building Activities Developing Norms and Expectations
April 23	Our True Colors (Collaborative Learning)
May 7	Project Design (Buck Institute)

May 21	Immersion Weeks (Design)
June 6-8	<p>Professional Learning (Curriculum):</p> <p>Eureka Math Curriculum</p> <ul style="list-style-type: none"> • Introduction to the Math Shifts and Aspects of Rigor • Establishing a Culture of Error to Support Equitable Instruction and Unfinished Learning • Eureka Module Internalization, Planning, and Adaptation • Creating Coherence Across Grades • Revisioning Mastery of Mathematical Content through Strong Discourse and Writing: The Path Toward Conceptual Understanding • Assessment of Data Analysis <p><u>Reading</u></p> <ul style="list-style-type: none"> • Reading Horizon • I-Ready • Selection and Interpretation of Reading Assessment. Using data to guide intensive instruction. • Error analysis of literacy progress monitoring data.
June 14-16	<p>Summit Learning</p> <ul style="list-style-type: none"> • Core Content Teachers <p>Amazon Training</p> <ul style="list-style-type: none"> • Career and Technical Teachers
July 19	<p>Professional Learning</p> <ul style="list-style-type: none"> • Diving deep into student data
July 20-21	<p>Restorative Approaches to Discipline</p> <ul style="list-style-type: none"> • Suite 360 Training • Social-Emotional Standards of Learning and Core Values • Creating Supportive School Environments • Student Well-Being Survey Implementation • 11 Principles of Character Education • Positive School Culture and Rubric Analysis

<p>July 26-28</p>	<p>Professional Learning</p> <ul style="list-style-type: none"> • Response to Intervention (RtI) • Academic Diagnostic Assessment • Dyslexia • ELL
<p>August 11-12</p>	<p>Professional Learning</p> <ul style="list-style-type: none"> • Communities
<p>August 15-16</p>	<p>Professional Learning</p> <ul style="list-style-type: none"> • Immersion Weeks (Design)
<p>August 17</p>	<p>First day of school.</p>
<p>September 1</p>	<p>Professional Learning</p> <ul style="list-style-type: none"> • TBD based on need.
<p>September 23</p>	<p>Professional Learning</p> <ul style="list-style-type: none"> • Diving deeper into student data
<p>November 10</p>	<p>Professional Learning</p> <ul style="list-style-type: none"> • Differentiated instruction. • Special education process.
<p>December 23</p>	<p>Professional Learning</p> <ul style="list-style-type: none"> • Diving deeper into student data.
<p>2023</p>	
<p>January 6</p>	<p>Professional Learning</p> <ul style="list-style-type: none"> • Diving deeper into student data.

February 17	Professional Learning <ul style="list-style-type: none"> • Diving deeper into student data.
April 14	Professional Learning <ul style="list-style-type: none"> • Diving deeper into student data.
June 1-2	Professional Learning <ul style="list-style-type: none"> • TBD
August 11-12	Professional Learning <ul style="list-style-type: none"> • TBD
August 15-16	Professional Learning <ul style="list-style-type: none"> • TBD

Note: Every Friday is Early Release Day for Teacher Data Analysis and RTI Support

Alignment of the Professional Development Plan:

During the 2022-2023 school year, there are 13- seven-hour days scheduled for Professional Development activities for a total of 91 hours; these are incorporated in the School’s Balanced Calendar and scheduled over a 11 month period. In addition, the daily and weekly schedule provides opportunities for teachers to have common planning periods, and weekly data meetings during the early release day each Friday. Teachers will also be encouraged to and expected to participate in learning opportunities respective to their subject matter as well as pedagogy and identified areas of improvement and growth as identified in each person's Professional Learning Plan.

Event	Occurrence	Expected Number of Days	Expected Total Number of Hours
Professional Learning Days	Periodically throughout the year	13	91

Outcome Review and RTI Strategies	Every Friday	36	108
Common Planning Time	Weekly	36	36
Immersion Data Days	Quarterly	4	28

Summer Professional Development and Preparation: All staff will participate in approximately two weeks of summer professional development and training that will include the following sessions:

- Orientation to the Mission and Goals of I Dream Big Academy;
- Unpacking Standards and Curriculum Development;
- Instructional Tools, Culture, and Management Systems; and
- Support of Scholars with Additional Needs.

Professional Learning Days: IDB’s yearly schedule provides professional learning days for continued professional development during the school year. Professional development topics will be selected based on needs derived from student data, coaching data, and staff feedback.

Outcome Review Day: During the afternoons of the Early Release Friday Professional Development Days, teachers and administrators will be involved in meaningful professional learning, training, and collaborative planning to further advance and enhance their instructional knowledge, strategies, and skills to ensure Tier Levels of Intervention and supports are implemented with fidelity. Teachers will review student outcomes and plan appropriate adjustments.

Common Planning Time: School Leadership, grade level, and content level teams collaborate in designing schedules to include common planning time for each learning community.. During this time, teachers will collaborate to design projects, review upcoming cognitive skills, provide feedback to each other, review socio-emotional data, and analyze data from student assessments. Bi-weekly, leadership will attend these meetings to review student concerns, data, and continue training on instructional strategies. These meetings will inform the school leadership team of trends and progress of the scholars which they can then use to make informed decisions on curriculum, schedule changes, professional development needs, etc.

Immersion Data Days: Although IDB Academy does not operate according to traditional quarters, Immersion Weeks are scheduled every 4-5 weeks. Each 9 week period, teams will analyze project outcomes of cognitive skills, focus area assessments of content standards and technical skills from CTE Career courses, Learning Communities will collaborate with administrators, support sectors and staff, community partners, and career advisory members to develop and or expand plans for remediating students or pushing others ahead as necessary.

Attachments

Section 7: Professional Development

– No Attachments –

Notes

Vernet Nettles, 12/21/20 7:16 PM:

The professional development anticipates partnership with MPS regarding Special Populations training; however, please be aware that this is based in an established relationship and request.

Angela Williams-Lang, 12/24/20 4:33 AM:

I Dream Big Academy anticipates opportunities to partner with MPS regarding Special Populations Training. IDB recognizes that this will be based on an established relationship and request.

8. Performance Management

Evaluation Rating: **Meets or Exceeds the Standard**

Educational Goals and Targets:

Mission specific educational goals and targets in this proposal are aligned with key indicators of student success or failure.

This proposal begins with middle grades and will focus on leading indicators, such as attendance and interim assessments then move to annual growth, and Proficiency. Goals are phased over a 5-year timeline based on the beginning of the conversion process for a particular school and to match the anticipated renewal timeline.

Measure	Year 1	Year 3	Year 5
State Report Card	Meet or exceed the LEA's State Report Card score.	State Report Card rating is a B or higher, or 5 pt. increase per year on the State Report Card scoring rubric.	State Report Card rating is a B or 3-pt. increase per year on the State Report Card scoring rubric.
Proficiency Rates	Meet or exceed the LEA's score by 5 percentage points.	10 -15% increase over three years	20 - 25% increase over five years
		Schoolwide	

Student Growth	A growth score of 70 or higher on the ALSDE growth scale	growth scores of 75 or higher on the ALSDE growth scale	Schoolwide growth scores of 80 on the ALSDE growth scale
Chronic Absenteeism	5% or more decrease in chronic absenteeism per year than the LEA.	5-10% decrease in chronic absenteeism over 3 years, or the overall rate that is at or better than the LEA average.	10-15% decrease in chronic absenteeism over 5 years, or a rate that is at or better than the LEA average.

Goals, Measures, and Assessments:

I Dream Big Academy has crafted several key performance indicators to gauge the progress of the school during its first five years of operation.

Academic Goals

Goal 1: By 2027, the percentage of students in 6th–10th grade deemed college and/or career ready will exceed the LEA’s average for the respective subgroup populations by at least 10%.

Goal 2: By 2025, I Dream Big Academy will earn a School Performance Grade of “B” or higher.

Goal 3: Each year of operation, the percentage of students performing at or above grade level on the Alabama State Standardized Assessment will increase by at least 10%.

Operational Goals

Goal 1: Each year of operation, 95% or more of I Dream Big Academy’s stakeholders (students, staff, parents, and community members) will express satisfaction with overall school operations.

Financial Goals

Goal 1: All years following year 1, I Dream Big Academy will decrease expenditures and/or increase revenue to ensure at least a 3% surplus for long-term educational goals in addition to maintaining the required one-month reserve.

Governance Goals

Goal 1: Each year of operation, I Dream Big Academy’s school board will receive a minimum of 10 hours of training in effectively managing academic, fiscal, and operational duties.

Action plans composed of goals, action steps, due dates, and parties responsible will be created for all academic, operational, financial, and governance goals. Each goal will be monitored by the board chair who will monitor and manage progress towards goals. Academic goals and progress towards goals will be reviewed with school-based staff monthly. Such goals will consist of formative and summative assessment data that will be shared with students and parents in an on-going manner. They will be shared with school board members on a monthly basis. In addition,

progress towards financial goals will be reviewed with the school board on a monthly basis as well. A strategic calendar will be created for the operational and governance goals to be reviewed on a regular basis.

I Dream Big Academy's school board will play a primary role in developing and implementing a strategic plan to ensure that I Dream Big Academy is working towards attaining its mission. This plan will include academic, operational, financial, and governance goals that will be systematically aligned to support student achievement and operational efficiency. These goals will be reviewed at monthly board meetings and progress towards goals will be monitored to ensure that I Dream Big Academy is completing all tasks outlined in the strategic plan in a timely and efficient manner. The school board will receive ongoing training to ensure effective management of I Dream Big Academy. In addition, an outside organization will be hired to audit and assess academic, operational, financial, and governance structures annually to ensure efficiency.

Interim Assessments:

Interim benchmark assessments provide essential insight into student progress toward I Dream Big Academy's goals. IDB Academy will administer benchmark assessments twice each academic year. The interim assessment selected by IDB Academy will ensure an alignment to the State Assessment and applicable state standards. NWEA Map (Measures of Academic Progress) is the Interim Assessment selected by IDB. MAP tests are adaptive so as to accurately measure students of all abilities. As a growth measure test, rather than a summative test, MAP's goal is to provide accurate data about each student's level of achievement, regardless of whether a student is performing "on grade level," above level, or below level. Each test requires a very large number of items, or "item pool," to be able to present each student with items that will provide detailed data about his or her level of achievement that educators can use to customize instruction. It will be able to measure 6–12 student performance in math, reading, language usage, and science.

Measuring and Evaluating Academic Progress:

Focus Area Assessments

The academic progress of content will be measured in each course based on a competency assessment that demonstrates a student's mastery of the subject matter. Content Assessments are graded assessments consisting of 10 questions and are administered to assess each subject's focus area or standard. Students must score at least 70% (7 out of 10 questions) to be identified as having mastered that skill. When the skill is not mastered, students work with the subject matter and mentor teacher to develop an action plan that must be completed before the student is allowed to reassess for mastery. Parents, students, administrators, and teachers have access to review each student's learning plans and see what skills have been mastered and not mastered.

Benchmark Interim Assessment

MAP Assessment is the tool that I Dream Big Academy will use to monitor the benchmark progress of our students. Data from the MAP assessments will provide each teacher with the insight needed to modify lessons, develop small groups, and address gaps in every student's education. The RTI process will be implemented based on this data, anecdotal evidence, and parent insight. A student's progress according to MAP and individualized goals will drive the content of parent-teacher conferences.

Students who are found to be at-risk or exceptional will also have individualized goals and plans that shall be met to be promoted to the next grade. Social promotion will not be allowed with the possible exception being a child who has homeschooled and the grade for which the student is applying is deemed inappropriate. In that event, the Principal will request that the student is given

assessments to ensure the child is placed in the most appropriate grade level at I Dream Big Academy.

We will train educators to unpack the data from MAP assessments to determine which students are at risk. They will learn how to create a rank order list to identify the bottom 15% to 25% and ensure that the state standards that these students are missing are included in the student's personalized learning plan.

i-Ready Reading Program:

For an in-depth understanding of student performance in reading specifically, IDB Academy will use the i-Ready Reading program to help students become thoughtful, analytical readers. Grounded in best practice, this online program engages students as they build new skills and learn to access rigorous, culturally responsive texts. The i-Ready program provides data to teachers so that they can determine the student's needs, personalize their learning, and monitor progress throughout the school year. IDB Academy staff will use the data reports to group students based on the differentiated skills that are needed to ensure growth and proficiency.

RTI:

I Dream Big Academy will implement the RTI model, and students will be grouped according to the level of support needed. Our mission is to have strong Tier I instruction that involves all students and over 80 percent of students meet their Tier I Target Goal, which is essential for improving academic achievement. Studies show that it is much easier to prevent learning gaps than it is to close them.

In Tier II, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Tier II provides a more intense level of high-quality instruction. This is achieved by providing additional attention, focus, and support and by adjusting the pace of the lesson to match students' needs. Students have multiple opportunities to participate and respond. Tier II intervention offers more focused instruction by:

- Remediating skill deficits.
- Pre-teaching and review skills for Tier 1 lessons.
- Providing multiple opportunities to practice.
- Providing immediate corrective feedback.

Students in Tier III receive services that are designed to address the needs of students who are experiencing significant problems and/or are unresponsive to Tier I and Tier II efforts. Tier III students will receive small group and one-on-one instruction. All I Dream Big teachers will receive training and receive support in the process of developing small groups within a regular classroom and creating developmental groups among grade levels using data gathered from MAP and iReady. This will include the use of visual aids and manipulatives along with the use of modeling, call/recall, and repetition techniques.

To ensure that teachers are ready for students, including students receiving Tier II and Tier III support, we will provide scheduled time for them to plan, including common planning time with grade-level and/or subject-specific peers to give teachers time to collaborate, analyze data, create common assessments, and create lesson plans that target specific standards and skills. We believe that common formative assessments are an essential part of the planning process and are a powerful method by which to ensure that the grade level is teaching the curriculum with fidelity.

The leadership team, led by the Director of Teaching and Learning and the Principal, will be

responsible for facilitating the collaborative efforts of data collection and analysis. This will ensure a buy-in, acknowledgment, and accountability across the board as all teachers and support staff will be trained to understand the data, analyze the data and know what the data is telling us in regards to meeting our clearly established and communicated goals.

Data analysis and reports will be displayed on data walls throughout the building, in the school's data rooms, in the quarterly report to community stakeholders, and during student and teacher-led conferences.

Every student will set overall goals aligned to the school's overall academic goals and they will be trained to analyze their individual data and work with their mentor teachers to establish mini, attainable, goals to lead to accomplishing their overall goals. These mini-goals will be recognized daily during the student's individual mentoring meeting and weekly during Friday's Think-a-Bition. While we want to develop intrinsic motivation, we also believe that students should be praised and receive affirmations of their accomplishments.

Data Management, Interpretation, and Coordination:

The Director of Teaching and Learning, with support from the leadership team, is responsible for managing and interpreting data for classroom educators, and the director of professional development is responsible for coordinating professional development to improve student outcomes.

The Director of Teaching and Learning also maintains the formative and summative data in support of the Executive Director, Principal, Deans, and teaching staff and ensures the proper testing tools (online, physical, otherwise) are supplied. The partnership with the LEA provides opportunities for training at district sessions.

The Director of Teaching and Learning will have the expertise to support training staff on interpreting data analytics, while the director of professional development will support guiding teachers in making changes in instruction in response to the data-driven instruction.

Teachers will be trained prior to the start of school (on Day 4) on utilizing data from formative assessments to drive instruction. Vendors from the virtual and adaptive program, IReady, and MAP, will train teachers on utilizing this program to monitor and respond to student progress.

The Director of Teaching and Learning will collect the data for academic achievement that demonstrates whether or not students are making progress toward attaining the highest levels of academic achievement and that the programming and services reflect the mission of the school. This would be seen in ELA and Math progress monitoring results and action and annual proficiency; retention rates; and alumni achievements.

Training and Support:

Teachers will have multiple opportunities throughout the year to train and learn how to better utilize and interpret performance data to improve student learning. Two weeks of teacher training before school each year is a key element of the PD calendar, and the school year training schedule calls for 6-8 full training days during the year.

At least three of the PD days during the year will be dedicated data days where teachers will, under the supervision of the Principal and Director of Professional Development, utilize real data from their students for both training and for making decisions on re-teaching and other intervention strategies to improve student learning. The coaching structure led by the director of professional development allows for weekly learning opportunities during early release day, coaching

meetings, and grade and content level team meetings. Additionally, regular dashboard reporting from the senior leadership team to the whole school staff (i.e., key performance indicators, such as attendance, discipline, etc.) provides weekly opportunities to learn and develop one’s practice as it relates to data-driven instruction and other schoolwide performance indicators.

Corrective Actions:

The school leader and each committee will be responsible for collecting, analyzing, and developing action steps for specific data, and they will report their findings to the board based on the board’s strategic calendar.

After receiving feedback and guidance from the Board of Directors, the Executive Director and Leadership Team will create a plan that responds to the successes and challenges indicated in the data. In addition to this regular data analysis throughout the school year, the board will gather for an annual retreat in which they will participate in board training, data analysis, program evaluations, and goal setting to ensure that adequate progress is continually being made.

IDB Academy has identified areas that members of the school leadership team will review every 18 weeks. If these internal goals are not met, then corrective actions for each metric will be implemented. Please see the attached Corrective Action Plan for details about each category that will be reviewed, the goal for each category, and the team members who are responsible for the implementation, monitoring, and accountability for each category.

Metric	Goal
Chronic student attendance	24% reduction
Average daily staff attendance	7% increase
Positive school culture- students report feeling safe at school (as indicated in the <i>Conditions for Learning</i> survey)	4% increase
Academic rigor- students report feeling challenged (as indicated in the <i>Conditions for Learning</i> survey)	2% increase
Disciplinary referrals to office	10% reduction
Suspensions	10% reduction
Number of family/community outreach events	10% increase
Participation at family/community outreach events	10% increase
Student achievement- NWEA reading proficiency	5% increase
Student achievement- NWEA math proficiency	5% increase

See attached Corrective Action Plan for details.

Attachments

Section 8: Performance Management

8.1 [Corrective Action Plan](#)

Ridnour, Katy, 11/28/20 9:40 PM

PDF / 53.586 KB

9. Facilities

Evaluation Rating: Meets or Exceeds the Standard

Independent Facilities:

I Dream Big Academy has signed a Memorandum of Understanding with Caddell Construction Company, LLC for its former headquarters located at 2700 Lagoon Park Drive, Montgomery, AL 36109. This property has two buildings; one is composed of offices and conference rooms and has approximately 47,000, and the other has office and warehouse space and has approximately

17,000 square feet. With convenient access to I-65 and I-85 and located within Gunter Industrial Park, the location is not only ideal for its proximity to our targeted student population, but it will also provide students easy access to potential internships.

Attachments

Section 9: Facilities

9.1	Attachment 24 Supporting Facility Documents	Ridnouer, Katy, 11/28/20 2:29 PM	PDF / 4.891 MB
9.2	Attachment 23 Facility Letter of Intent	Ridnouer, Katy, 11/28/20 2:28 PM	PDF / 2.101 MB

10. Start-Up and Ongoing Operations

Evaluation Rating: **Partially Meets the Standard**

Plan for All Operational and Auxiliary Services:

Transportation:

I Dream Big Academy will manage, provide, and ensure that transportation is provided to all enrolled students according to practices that would be found in the LEA, which includes the provision for transportation for students who may require transportation in a prescribed way, involving students with IEPs or 504 plan and ensuring students have transportation for a field trip or athletic events.

All IDB Academy students will be eligible to participate in the transportation program. IDB Academy will ensure that transportation is not a barrier for any student.

IDB Academy will take advantage of available transportation funding, including the state allocated funds that are provided for these expenses.

In order to ensure that all IDB Academy students have viable options for transportation to and from the school, our transportation plan will include a number of choices from which families may choose:

- Carpool: Some families may opt to transport their child in a family vehicle driven by a family member or as part of a carpool organized through the school's use of an online application, such as <https://www.carpooltoschool.com/>.
- School Bus Neighborhood Stops: IDB Academy will implement a plan of safe and efficient neighborhood stops for students in the priority zip code areas outlined in our enrollment plan.
- School Bus Neighborhood and/or Cluster Stops: In addition, IDB Academy will implement cluster stops for families who live outside of the priority zones. Families may choose the one most convenient for them.

For all stops, we will provide transportation in a school bus that will either be purchased and driven by a school employed bus driver or a bus and driver whose services will be provided

through a contractual agreement.

To determine the location of the cluster and neighborhood bus stops, IDB Academy will upload family addresses into a routing software and utilize the Transfinder online mapping and routing software, allow us to determine the safest and most efficient stops.

IDB expects extensive participation in field trips, extra-curricular, and co-curricular activities, and all school-related activities will be transported by bus. Midday activities for technical education and career exploration to local and regional businesses will be scheduled during the day.

All bus drivers will hold a CDL with a Class PS endorsement, participate in the ALSDE and Clearinghouse Background Checks, submit to random drug testing, and complete a health physical.

Upon approval, IDB will review transportation with vendors and conduct an analysis to determine the most efficient and effective way to operate our transportation program. IDB will collaborate with and evaluate opportunities to either contract its operational services with MPS or Transportation South or to transition to operating its own Transportation Department.

IDB Academy will contract the services during the first three years based on the allocated state funds. Transportation is funded based on the number of buses in the transportation fleet, the number of approved routes, and the number of approved miles. At the end of year three, IDB Academy ridership will reach a number that will sustain the internal operations of the transportation department based on the estimated percentage of state funding.

Once IDB Academy operates its transportation department, the school will purchase new buses in order to participate in fleet renewal. The number of bus routes will be determined by ridership, and drivers will be hired according to the number of approved routes. Drivers will be funded at a 1:1 ratio. All other staff will be hired and paid according to the Transportation allocations, which is based on the number of buses in the transportation fleet.

All routes will be designed to encompass only funded miles. IDB Academy anticipates the need for its LEA local funds to cover 15% of its transportation costs. These costs will be higher in years 1 and 2 of operations due to the initial purchase of equipment and software. We anticipate LEA expenses to be an estimated at \$200,000 for years 1-3 of internal operations.

The selected Executive Director has extensive experience in developing and operating a transportation program and has developed and operated a transportation program from an initial conception in a previous Alabama school system.

IDB plans to utilize a GPS and tracking feature allowing for the safe monitoring and accountability of a safe transport as well as using the Here Comes the Bus application that allows parents to track their child's bus route and the times that their assigned bus will arrive and depart from the designated stops. They will also be alerted when a substitute bus is being used. The IDB property is equipped with a bus shop and space to support a transportation department.

Dining Services:

The IDB Academy campus will include a cafeteria. The majority of I Dream Big Academy's students will qualify for free and reduced-price lunch (FRL), so the school will offer food service to ensure that all students have access to a nutritious breakfast, lunch, snacks, and dinner each school day.

Because IDB Academy understands the importance of nutrition to a student's academic

achievement, the school will adhere to the National School Lunch Program (NSLP) nutritional standards. The school will apply for grants and seek partnerships to ensure access to monies to provide high-quality food choices and health education workshops so that students understand the relationship between a healthy diet and a successful life.

IDB will participate in the United States Department of Agriculture (USDA) program for USDA Foods. A cafeteria that adheres to all ALSDE guidelines will be added to the existing campus.

The school will develop its own nutrition and wellness policy aligned with state guidelines. IDB Academy will also implement a nut-free policy to ensure the safety of all of its students. IDB will follow all state and national food nutrition guidelines and will seek reimbursement for monies spent on food for students through the NSLP and others as appropriate.

To ensure students have autonomy over their diet, IDB will allow students to bring their lunch to school. In addition, IDB will apply to participate in the following nutrition programs:

- [Afterschool Snacks](#)
- [Community Eligibility Provision](#)
- [Fresh Fruits and Vegetable Program](#)
- [National School Lunch Program](#)
- [School Breakfast Program](#)
- [Seamless Summer Option](#)
- [Special Milk Program](#)

Athletics:

Upon approval, IDB will meet with MPS to discuss opportunities for its students to participate in high school athletics. In a collaborative effort and understanding, IDB will apply to the Alabama High School Athletic Association and fulfill all requirements to offer an athletic program. The IDB campus will have a competitive gym and will develop a financial plan to build additional athletic facilities on the property.

Safety and Security Measures:

Ensuring the safety and security of all students, staff, and stakeholders as well as the facility and property is a key responsibility of any school, and I Dream Big Academy embraces this responsibility wholeheartedly. IDB Academy will implement a school safety and securing plan in accordance with Alabama law [AL Code§ 16-1- 44 (2013)] that includes all aspects of school safety and securing, including health, risk management policies and procedures, security personnel, and necessary equipment.

IDB Academy will ensure school safety by also implementing other necessary measures, including criminal background checks, medical policies and procedures, emergency preparedness plans, lockdown and lockout procedures, emergency preparedness drills, and ongoing facility safety and security procedures. To the extent that funding can be secured, IDB Academy will hire school security officers.

The Director of Operations will be the responsible party and primary point of contact with county

authorities for security-related matters, including arranging and documenting fire, tornado, and other emergency preparedness drills as required by state law and county policy.

Attachments

Section 10: Start-Up and Ongoing Operations

10.1	Attachment 26 Insurance Coverage	Ridnour, Katy, 11/28/20 2:33 PM	PDF / 234.572 KB
10.2	Attachment 25 Start-Up Plan	Ridnour, Katy, 11/28/20 2:31 PM	PDF / 35.892 KB

11. Operations Capacity

Evaluation Rating: **Partially Meets the Standard**

Qualifications in Operations:

Staffing:

- Angela Lang:
 - Served as an elementary, middle, and high school principal.
 - Trained in personnel management and previously served as Personnel Director
 - Is well versed in accountability reports, continuous improvement initiatives, and the day-to-day operations of a successful school.
 - Developed relationships with Teacher Training Institutions and participated in their respective recruitment fairs
 - Evaluator for EdTPA
- Dr. Lucretia Prince:
 - Served as an elementary, middle, and high school administrator.

Professional Development:

- Dr. Keneisha Alford:
 - Served as Reading Initiative Specialist, A School Improvement Grant Coordinator, a Curriculum Specialist, and as an Interim Principal.
 - Assisted the GEAR UP Literacy and Writing Center as the Coordinator for the University of Alabama at Birmingham and as the GEAR UP Literacy and Leadership Program Coordinator, Extended Assessment Chair, and Research Coordinator and Assistant for Samford University.
 - Served as Regional Literacy Consultant for Houghton Mifflin Harcourt. The Founder/ Director of Education for Ascension Education Group.
 - Led as the K-12 Instructional and Data Coach for Bailey Education Group and has served as a leadership fellow for RELAY and UNBondED.
- Dr. Lucretia Prince:
 - Served as a clinical master teacher and an adjunct professor for the University of Alabama.

Performance Management:

- Angela Lang:
 - Served as the SouthWest Regional Instructional and Evaluation Coach for

Memphis-Shelby County and West Tennessee.

- Led ongoing communication with employees to advance the organization's strategic objectives.
- Led superintendent training in West Tennessee in administration evaluation and principal evaluation training as well.
- Served on the AdvancED Accreditation Team across the state of Alabama, she has participated in system-wide accreditation teams and led the inaugural accreditation process of a new school and system.
- Led statewide training in performance management and coaching conversations between supervisors and employees.
- Served as the Director of Accreditation, Accountability, Assessment, Transportation Director, and Director of Career and Technical Education.

General Operations:

- Lynell Carr:
 - Served as an Assistant Superintendent, Special Education Coordinator, and Federal Programs Coordinator.
 - For ten years, directed personnel and provided leadership and guidance in special education, 504, homebound, Title I (at-risk), health, special transportation, and after-school.
 - Knows federal programs policies and procedures, budgeting, and program development.
 - Prepared and oversaw budgets and has created plans and conducted an inventory for PK-12 special education, gifted, and federal programs.
 - Led the district-level Alabama State Department's Consolidated Monitoring Process and provided continuous leadership and training to all district-level staff to ensure compliance with special education, gifted, and federal program laws and regulations.
 - Assisted in securing the district's First Class Pre-K grant, conducted advisory council sessions with district and community stakeholders.
 - Established a partnership with a local college to provide Adaptive PE for the districts' students through the college's Sports Science program.
 - Established a partnership with a local equestrian business to provide equine therapy for students with special needs.
 - Served as Secretary of the Executive Board for the Alabama Council of Administrators in Special Education (ALA-CASE), and is a member of the National Council of Administrators in Special Education (CASE), Council for Exceptional Children, and Council for Leaders in Alabama Schools (CLAS).
- Angela Lang:
 - Developed a Career and Technical Education Program
 - Established partnerships with area colleges to participate in dual enrollment opportunities
 - Prepared and oversaw federal budget for CTE Operations
- Dr. Lucretia Prince:
 - Grew a summer program from 15 students to over 275 students.
 - Staffs a summer program with certified teachers on an annual basis.

Facilities Management:

- The CSFO:
 - Served as CSFO for the start-up of a new school system and completed the following:
 - maintained records of all expenditures and provided regular updates to the local superintendent and the school board.
 - maintained a school payroll accounting system in accordance with applicable

- laws and regulations.
- maintained system budgets, oversaw school financial management,
- maintained an adequate system of internal controls including property and inventory accounting.
- served as a network administrator for accounting software and maintained the financial operations of the child nutrition program and other special programs in accordance with state and federal requirements.
- maintained a system of contracting and purchasing procedures and posted the required annual school system budget and monthly financial reports on the school system website.
- guided the facility acquisition process through purchase, renovations, and expansion overseeing all aspects of the operations department.
- Angela Lang:
 - Served as Director of Transportation
 - maintained records of all expenditures, bids, purchases.
 - maintained an adequate system of internal controls including property and inventory accounting.
 - served as a network administrator for GPS, camera, route development, and communications software.

Capacity and experience in facilities acquisition and management, including managing build-out and/or renovations

The CSFO has extensive experience with facilities management and acquisition, including managing the build-out and renovations for K-12 schools. The CSFO will work directly with the BBCG group to guide the facility acquisition and management phase.

BCCG is a national design-build firm that develops large-scale projects all over the United States. Their experience lies in the creation of facilities within the tight budgets and timeframes most often required of charter schools. These facilities must be affordable, durable, efficient, and effectively match the unique educational program needs of the school. It’s also important to incorporate sustainable design and construction and energy efficiency to reduce operating costs.

BCCG has a proven track record of designing and constructing centers of learning that factor in all these important elements and create buildings that provide a safe, healthy, and enriching environment for students and faculty. The BCCG team has designed and constructed over 220 charter schools in 30 states and provides its clients with high-quality, affordable solutions for their building needs. Please find the BCCG profile attached.

Additionally, several board members are entrepreneurs, business owners, and have earned MBAs. In these roles, they have extensive experience with building requisitions, renovations, and financial budgeting.

Attachments

Section 11: Operations Capacity

11.1 BCCG Profile	Ridnauer, Katy, 11/28/20 9:49 PM	PDF / 5.07 MB
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FINANCIAL PLAN AND CAPACITY

1. Financial Plan

Evaluation Rating: **Partially Meets the Standard**

Financial Systems, Policies, and Processes:

The CFO will act as the finance and student accounting officer providing oversight, reporting, and projections in both areas. He or she will provide timely and accurate information and report to the school's Finance Committee and Board.

The Board will develop and approve a finance policy manual prior to the school's opening for which the members of the Finance Committee will write specific processes based on these set policies which include actions, such as multiple check signers, clear guidelines on expenditure approval limits (expenditures over \$5,000 need board approval), steps to safeguard assets, a policy that a high-level criminal background check must be conducted for anyone with bank access, and the steps for processing invoices.

I Dream Big Academy will strive to maintain accurate records and limit risk to ensure diligence when it comes to public tax dollars and a clean audit.

The board will receive a monthly financial report from the Finance Committee that will consist of the following:

- Income statement (revenue and expenses) with the budget comparison.
- Bank statement.
- Report on payments to each vendor.
- General ledger summary report with detail available.
- Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards.

In addition, we will develop an internal control checklist that includes the following questions:

- Are accounting records kept up-to-date and balanced monthly?
- Is the school using a standard chart of accounts with descriptive titles?
- For Monthly financial statements, is the school preparing reports that are adequate, timely, and ensure control of operations?
- Are personal expenses kept separate from business expenses?
- Does the administrative team review monthly bank reconciliations?
- Are there any separations of duties?
- Is the school meeting governmental reporting requirements in a compliant and timely manner?
- Does the school carry and maintain sufficient insurance maintained, and is the coverage reviewed periodically by a person qualified to conduct a thorough review?
- Is there adequate access to cash?

In addition, the members of the board on the Finance Committee will develop systems for payroll, accounts receivable, donations and fundraisers, petty cash, and credit card usage. Our vendors and all third party contracts will be evaluated annually to ensure we are receiving the best return on our investment and being responsible stewards of taxpayer dollars. The Finance Committee

members will also provide any known or possible related party transactions (i.e., through a defined relationship, a description of the transaction, and the estimated dollars involved).

Finance Roles and Responsibilities:

Board members will be responsible for the governance of the school while the administration will be responsible for the day-to-day operations of the school. The board's primary responsibilities include effectively communicating and measuring the school's success in reaching key financial objectives.

The board will organize a Finance Committee's whose explicit responsibility will be to work with the Executive Director and the Board Treasurer to complete the following actions:

1. Create the upcoming fiscal year budget,
2. Present budget recommendations to the board,
3. Monitor implementation of the approved budget on a regular basis and recommend proposed budget revisions, and
4. Recommend to the Board appropriate policies for the management of the charter organization's assets.

The Finance Committee shall be assisted by the Executive Director and Treasurer.

The members of the Finance Committee will include the following:

- The Treasurer of the Board shall serve as Chair of the Finance Committee.
- The IDB Academy Board Chair shall serve as an ex-officio member.
- Other members include other trustees, critical friends, or parents appointed by the committee chair with the advice and consent of the board in accordance with the bylaws.
- Both the Executive Director will be a member.
- Additional committee members may be appointed and need not be members of the Board of Directors.

The Finance Committee is responsible for the following:

1. Prepare an annual budget for the organization in collaboration with the Executive Director and Treasurer.
2. Also in collaboration with the Executive Director and Treasurer, develop and annually revise a five-year financial forecast and develop long-term financial plans based on the forecast.
3. Arrange for an annual audit to be provided to the board of directors.
4. Provide oversight of the procurement process.
5. Review monthly financial statements and variances from budget, and recommend action to the board, as appropriate.
6. Create specific measurable board-level goals for the year as part of the full board planning process.
7. Develop and deliver (or recruit an expert to deliver) a board-level training program to ensure that all trustees especially those without a financial background can be effective stewards of the organization's Financial Resources.
8. Report to the Board of Directors during regular meetings of the Board in a manner determined by the Board.
9. Annually evaluate its work as a committee and the objectives it has committed itself to and report on saying to the board.

Annual Audit:

Each year, the Executive Director and CFO will provide all information to auditors that is necessary to complete the audit. They will notify the Board and Finance Committee immediately if material issues are discovered.

The Finance Committee reviews, questions, and responds to the draft audit. The committee also makes recommendations for which auditor to engage and meets with the auditors when needed.

The Board of Directors reviews and questions the final audit and provides approval for the engagement of auditors each year.

Financial Transparency:

I Dream Big Academy will ensure financial transparency to the authorizer and to the public by completing the following:

- IDB's monthly budget and annual audit findings will be adopted during open sessions of public board meetings.
- All accounting records are available to the public, and once approved, will be made available on the school's website and in compliance with all regulatory requirements.
- Duties and responsibilities for initiating, evaluating, and approving capital expenditures, leases, and maintenance or repair projects will be segregated appropriately.
- We will clearly identify the individuals who are authorized to initiate capital asset transactions, and the limits of their authority will be clearly defined.
- We will develop procedures for authorizing, approving, and documenting sales or other dispositions of capital assets.
- We will maintain inventory records for supplies and capital assets, and the school will verify inventory records by physical inventories at least once per year.
- Any discrepancies between inventory records and the physical count will be promptly investigated and appropriate adjustments to the records will be made.
- Inventory records will be maintained by people who have no access to the store supplies.
- Stolen goods will be promptly reported to local law enforcement.
- Fully depreciated assets will be carried in the accounting records as a means of providing accounting control.
- The school will prepare accounting, finance policy, and finance procedural manuals and distribute them to appropriate personnel.
- The school will communicate IDB's policy regarding conflicts of interest.
- The school will have procedures in place to ensure the orderly and effective accumulation of financial data.
- The school will have procedures in place to ensure that financial reports are prepared on a consistent basis.
- The school will have multiple levels of review and approval of financial reports with the final level being a release of reports to the public.

The school will develop written procedures to ensure that all requirements for fulfilling financial requirements are met.

Contracted Services:

I Dream Big Academy will contract for services in the following areas:

- Financial Services
- Audit Preparation
- Exceptional Children Instructional Support
- Transportation (first 2-3 years).

For any outside services, the board will rely on their expertise to seek the best service providers available. Ideally, the board will be presented with three vendors from which to choose; however, that might not always be possible given the school’s location in Montgomery County. The vetting process may include forming a committee consisting of the Executive Director and board members to seek and vet vendors. The committee or team will make a recommendation to the board for a vote. Annually, the board will evaluate all third party contracts to ensure that the school is still receiving a strong return on investment.

Liability Insurance:

I Dream Big Academy will obtain liability insurance to indemnify the school, its board, staff, and educators against tort claims. The coverage is as follows:

Area of Proposed Coverage	Details and Proposed Amount of Coverage	Cost (Quote)
Property Premium Estimate	Building: \$6,000,000 Contents: \$500,000 Deductible: \$1,000 Form: Special Equipment Breakdown Included	\$6,750
General Liability Premium Estimate	Rating Basis: Students: 334, Faculty: 26 Limits: <ul style="list-style-type: none"> • Per Occurrence Limit: \$1,00,000 • Annual Aggregate: \$3,000,000 • Sexual Abuse & Molestation: \$1,000,000 per occurrence \$3,000,000 aggregate • Employee Benefits: \$1,000,000 per occurrence 	\$1,609

	\$3,000,000 aggregate	
School District & Educators Legal Liability (D&O/E&O) Premium Estimate	\$1,000,000 per occurrence \$2,000,000 aggregate Additional Defense: \$100,000/\$50,000/\$100,000	\$4,277
Fidelity Bond Estimate	Limit: \$250,000	\$332
Auto Premium Estimate	Hired & Non-owned Auto Liability Limit of Liability: \$1,000,000	\$181
Head of Class Endorsement		\$82
Worker's Compensation Premium Estimate	Statutory State - AL Employers Liability: \$500/\$500/\$500 Payroll Estimate: \$1,340,000	\$7,966
Umbrella Premium Estimate	Limit of Liability: \$1,000,000	\$2,387
TOTAL ESTIMATED PREMIUM		\$23,584

Attachments

Section 1: Financial Plan

1.1	Attachment 27 Part 2 Revised Detail Budget	Williams-Lang, Angela L., 1/8/21 9:16 PM	PDF / 4.027 MB

1.2	Attachment 27 Assumptions and Revenue and Expense Estimate (Budget Narrative) revised	Williams-Lang, Angela L., 1/8/21 7:22 PM	DOCX / 4.04 MB
1.3	Attachment 27 Assumptions and Revenue and Expense Estimates	Ridnour, Katy, 11/30/20 7:37 PM	PDF / 2.705 MB
1.4	Attachment 27 Part 2 Detailed Budget	Ridnour, Katy, 11/28/20 2:43 PM	XLSX / 160.663 KB

Notes

Vernet Nettles, 12/22/20 6:42 PM:

The Finance Sections are currently under review and will be discussed during a scheduled meeting. If there are further comments, they will be documented via email.

2. Financial Management Capacity

Evaluation Rating: **Partially Meets the Standard**

Qualifications in Finance:

Financial Management:

- Mrs. Lynell Carr:
 - As an entrepreneur and small business owner, she is responsible for the day-to-day financial operations of her travel business as well as the frequent financial management of her clientele.
 - She has managed a school budget and related reporting related to federal programming, including Special Education.
- The CSFO:
 - He has extensive knowledge and experience with school finance and financial management.
- Mrs. Angela Lang:
 - As a building level principal, she maintained appropriate accounting records for a Title I school.
- Charise Stokes:
 - As an MBA and the Founder and President of Tidal technologies, she leverages her skills and resources to operate her business and to connect technology businesses and resources with the city of Montgomery.

Fundraising and Development:

- Dr. Lucretia Prince:
 - As the founder and CEO of I Dream Big Summer Academy, she has knowledge in fundraising and grant writing to support the successful growth of her business.
- Charles Lee:
 - He is the operator of a successful community organization that relies on grants and community support. He has extensive knowledge of fundraising and donations and has sustained the growth and expansion of his community organization through donations.
- Angela Lang:

- An experienced grant writer, she will leverage this skillset to pursue available funding for I Dream Big Academy.
- Keelan Adams:
 - As a businessman and co-pastor of Flatline Church, he has obtained donations to support the community outreach efforts of his organization.

Accounting and Internal Controls:

- The CSFO
 - As a current CSFO in an Alabama School System, the CSFO has extensive experience in accounting and internal controls.
- Board Members
 - The vast majority of the Board members are successful business owners who have demonstrated experience in accounting and internal controls.
- Angela Lang
 - As a Principal, former PreK Director, and District Director, she has vast experience in working within internal controls and responsibilities, ranging from organizing transportation to managing career and technical education and PreK budgets.

Note: I Dream Big is currently interviewing an additional board member who has an extensive background in the banking and financial industry.

Attachments

Section 2: Financial Management Capacity

– No Attachments –

Notes

Vernet Nettles, 12/22/20 6:42 PM:

The Finance Sections are currently under review and will be discussed during a scheduled meeting. If there are further comments, they will be documented via email.

ATTACHMENTS

1. Requested Attachments

Evaluation Rating: All attachments are provided.

All requested attachments have been titled as requested and uploaded within the relevant section of the application.

Attachments

Section 1: Requested Attachments

1.1	Principal Job Description	Williams-Lang, Angela L., 1/8/21 8:36 PM	DOCX / 163.571 KB
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Notes

Angela Williams-Lang, 1/8/21 7:22 AM:

Attachment 13 has been added to the appropriate section.

Vernet Nettles, 12/22/20 3:53 PM:

Attachment 13 is missing

Angela Williams-Lang, 12/24/20 4:22 AM:

Based on the application statement: If no candidate has been identified, provide, as Attachment 13 the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school instructional leader/administrator. Based on the above statement, a job description and selection process were not submitted because a candidate has been selected. Angela Lang is the identified candidate.

Recommendation

School Name:	I Dream Big Academy Charter
Primary Contact:	Angela Lang
Submission Date:	January 8, 2021
Recommendation Date:	February 12, 2021
Recommended By:	Vernet Nettles
Charter Status:	Denied

All recommendations to this application are discussed in the resolution regarding this process.