

Alabama Charter Application for a 2022 Opening

New Charter Application #000679

Covenant Academy of Mobile

Submitted To:

Alabama Public Charter School Commission
Alabama Charter School Commission

50 North Ripley St.
P.O. Box 302101
Montgomery, AL 36104
Phone: 334-694-4908

Submitted By:

Brenda Hartzog

Table Of Contents

General

- A. School Information
- B. Contact Person
- C. Enrollment Projections
- D. Board Members
- E. Start-up Team Members

EXECUTIVE SUMMARY

- 1. Executive Summary

EDUCATIONAL PROGRAM DESIGN AND CAPACITY

- 1. Program Overview
- 2. Curriculum and Instructional Design
- 3. Student Performance Standards
- 4. High School Graduation Requirements (High Schools Only)
- 5. School Calendar and Schedule
- 6. School Culture
- 7. Supplemental Programming
- 8. Special Populations and At-Risk Students
- 9. Unique/Innovative Program Offering
- 10. Student Recruitment and Enrollment
- 11. Student Discipline Policy and Plan
- 12. Family and Community Involvement
- 13. Partnership or Contractual Relationships
- 14. Educational Service Providers (ESP) and Other Partnerships
- 15. Educational Program Capacity

OPERATIONS PLAN AND CAPACITY

18. Legal Status and Governing Documents

19. Organization Structure and Relationships

20. Governing Board

21. Advisory Bodies

22. Grievance/Complaint Process

23. Staff Structure

24. Staffing Plans, Hiring, Management, and Evaluation

25. Professional Development

26. Performance Management

27. Facilities

28. Start-Up and Ongoing Operations

29. Operations Capacity

30. Unique/Innovative Operational Aspects

FINANCIAL PLAN AND CAPACITY

31. Financial Plan

32. Financial Management Capacity

EXISTING OPERATORS

33. Existing Operators

GENERAL

A. School Information

Open Date: October 21, 2021
Proposed Name: Covenant Academy of Mobile
School Type: Elementary / Middle / High
Grade Levels: [K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]
School District: Mobile County Public School System
Neighborhood / Community:
Organization Type: Non-profit Corporation
Sponsoring Entity: Non-profit Organization
Address: 4568 Halls Mill Road , Mobile, AL 36693
Phone: (251) 307-1863
Fax:
Web Site:
Calendar Type: Standard - 180 instructional days
Educational Service Provider: (None)

B. Primary Contact Person

Name: Brenda Hartzog
Mailing Address:
Mobile Phone: (251) 510-3671
Alternate Phone:
Email: bmhartzog@bellsouth.net
Current Employer: Retired Educator/Consultant

C. Attendance Projections

Grade Level	2021-22 Enrollment		2022-23 Enrollment		2023-24 Enrollment		2024-25 Enrollment		2025-26 Enrollment		At Capacity 2030-31	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
K	54	72	54	72	54	72	54	72	54	72	54	72
1	54	60	54	60	54	60	54	60	54	60	54	60
2	54	60	54	60	54	60	54	60	54	60	54	60
3	36	60	36	60	36	60	36	60	36	60	36	60
4	36	60	36	60	36	60	36	60	36	60	36	60
5	36	60	36	60	36	60	36	60	36	60	36	60
6			50	60	50	60	50	60	50	60	50	60
7					45	60	45	60	45	60	45	60
8							45	60	45	60	45	60
9									45	100	45	100

10											45	100
11											45	100
12											45	100
Total	270	372	320	432	365	492	410	552	455	652	590	952

D. Board Members

Name	Title	Contact Information	Current Employer
Battle, Shamika	Board Member	P: M: 470-326-5455 E: shamika@justhealingcounseling.com	Just Healing Counseling, LLC (Self Employed)
Briscoe, Paulette	Board Member	P: M: (228) 372-4828 E: ptbriscoe@att.net	Retired Educator/Consultant
Lucy, Andre	Board Member	P: M: (251) 656-7027 E: andre.lucy.pe@gmail.com	U.S. Army Corps of Engineers, Mobile District
Ruggs, Nikkia	Board Member	P: M: (251) 366-5878 E: npruggs@gmail.com	Covenant Academy (Self Employed)
Ruggs, Spencer	Board Director	P: M: (251) 554-7780 E: spencerruggs@hotmail.com	Covenant Academy, Inc (Self Employed)

E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Hartzog, Brenda	Proposed Principal Candidate	P: M: (251) 510-3671 E: bmhartzog@bellsouth.net	Retired Educator/Consultant/Principal (Interim)

EXECUTIVE SUMMARY

1.Executive Summary

The founders of Covenant Academy of Mobile have operated a childcare center in Mobile, Alabama since 2006 with approximately 103 children (6 weeks-5 years of age) and an afterschool program with approximately 75 children, with ages ranging from five to twelve. The founders also operate four “First Class Pre-K” programs. The founders are well equipped to manage over twenty-five employees. Based on a “Staff Survey” in February 2021, the employees indicated that they were supported by the founders in every aspect of the school community.

The founders and a diverse leadership team from the surrounding communities have collaborated since October 2020 to create a “Dream” school. Their goal is to meet the needs of any students, regardless of race, ethnicity, gender, socioeconomic status, disability, or religion in Mobile County first and others in the state if the school is not at capacity.

Covenant Academy of Mobile's vision, mission, and core beliefs are at the center of our educational plan, and we believe with them embedded in our school community, we will produce students who will be leaders not just in our community, but in the world.

Mission, Vision, and Beliefs/Core Values

Covenant Academy of Mobile’s **mission** is to create and maintain a positive learning environment that promotes relevant and engaging learning, inspires students to be ambassadors of good character, empowers students to develop skill sets and a passion for lifelong learning. By maintaining this environment, we provide opportunities for our students to be productive and caring contributors in a changing world.

Our **vision** is to empower all students to take ownership of their learning, so they are prepared for success as leaders in a globalized world.

Belief/Core Values: As a “Creative Diverse” school community, we believe in a F.L.I.P.S. (FAITH, LOVE, INTEGRITY, POSITIVE ATTITUDE, SELF-RESPECT) model. We also believe the “Core Values” will inspire everyone to create a partnership that will ensure the success of all students.

Educational Need and Anticipated Student Population

As a state, Alabama is one of the lowest academically ranked states in the nation by The National Assessment of Educational Progress (NAEP). Alabama’s “Report Card” indicates that there are serious problems with our current and past educational programs. It is obvious that something is not working and has not been working because according to the NAEP results, Alabama ranks at the very bottom of academic success.

According to the Alabama State Department of Education’s Website, in 2018-19, there were: 139 public school systems, 1,339 schools, and 739,464 students in the state.

Included with this summary are the results of NAEP assessments over a period of years and for the most part, no progress has been made in Alabama. There is a much higher percentage of students scoring at the “At or Above Basic” level than the “At or Above Proficiency” level. This has been a recurring problem year after year for Alabama. As an innovative charter school using a rigorous curriculum and engaging activities, our goal is to have more students performing “At or Above Proficiency” level than “At or Above Basic” level. (ATTACHMENT: NAEP SCORES)

Also, included in this report is The Alabama State Department of Education (ALSDE) "Individual District's Report Card". The results for Mobile County Public School System (MCPSS) are included to support the need for education options for parents/guardians in the Mobile County community. Since ALSDE began the "Failing Schools" list, MCPSS has had elementary, middle, and high schools on the lists. (SEE ATTACHMENT: MCPSS Report Card) Schools are identified as failing if they are in the bottom 6% of schools across the state based on standardized assessments. In 2017-18, there were four middle schools and five high schools on the "Failing Schools" list for Mobile County Public School System.

We know there is some success in the Mobile County Public School System, but there are also some schools that have not been successful, and these are the schools in the surrounding areas where parents/guardians are desperately seeking other options. Many parents/guardians choose to enroll their children in private schools. According to TownCharts.com who provides data on all cities in the nation, 18% of the students in Mobile County attend private schools. There are 53,000 students enrolled in the Mobile County Public School System and 90 schools.

There are twelve high schools, but the dropout rate is 14% and many of these students do not have the necessary skills to be "productive and caring contributors" in our communities.

We believe by providing a diverse innovative charter school that will empower the students to take ownership of their learning and provide various college/career paths, parents/guardians who send their children to private schools, home school, and those who send their children to regular public schools but are unhappy with the academic progress at those schools, will want to send their children to an innovative public charter school.

There were 76 "Failing Schools" statewide and there were nine in the Mobile County Public School System. The nine schools included: one elementary, five middle schools, and three high schools. Mobile County Public School System did make overall improvement in 2018-19. However, the reading and science results "Percent Proficient" decreased in 2018-19 and the math "Percent Proficient" increased by .34%.

Many of the students who currently attend the afterschool care and summer program operated by the founders, live in the communities where the "failing schools" are located. Approximately 85% of the students are classified as "economically disadvantaged", but the parents/guardians still want the best for their children. We owe it to our students, parents/guardians, and society to educate all students to their highest potential, so they are equipped to become leaders in the world.

Covenant Academy of Mobile is in west Mobile County and is easily accessible from all directions. It is located about 3.5 miles from a "low performing" elementary school that has been on the "failing" schools' list. Covenant Academy of Mobile is also located 6.1 miles from another elementary school that received a 71% on the 2018-19 "School Report Card".

The school buildings are designed in such a way that the elementary, middle, and high school students will be in separate buildings. There is also room for expansion if there is a need. We are hopeful that by offering a well-balanced, rigorous, engaging program, our enrollment will exceed our expectations.

The goal is to eventually offer a K-12 innovative program. During the first year of operation, we will begin with kindergarten through fifth grade (minimum of 270 students) and add a grade level each year thereafter until twelfth grade is established in 2030-31.

Enrollment priority will be extended to those members who serve on the leadership team, Board members, and school employees. Preferential enrollment will not exceed more than 10% of the school's total student population. Priority will also be extended to those families who live in Mobile County. We will recruit throughout the county and hopefully, attract a diverse school community that reflects the various ethnic groups who live in Mobile County and surrounding areas. With a diverse school community, one of our ultimate goals is to prepare the students for a bright future and make Mobile County and our state proud.

Education Plan/School Design

Covenant Academy of Mobile is committed to fulfilling its mission: To create and maintain a positive learning environment that promotes relevant and engaging learning, inspires students to be ambassadors of good character, empowers students to develop skill sets and a passion for lifelong learning.

This mission is embedded in six tiers: (SEE ATTACHMENT)

CHARACTER EDUCATION: POSITIVE ACTION (PA)

F.L.I.P.S. (Faith, Love, Integrity, Positive Attitude, Self-Respect) is the character education model we created and will implement in our program. These are “core values” that we believe are essential in developing a culture that promotes equity in our school environment. These core values are needed in our society and hopefully, our school will be the “shining light” as an example of how students, parents/guardians, and the school community, regardless of race, ethnicity, culture, socioeconomic status, gender, religion can live and work together peacefully. Our goal is to teach and model these “core values” everyday so all students clearly understand what good character traits are and how they are used to help us “make good choices” in life.

We believe if students have:

F---FAITH: Confidence in themselves will open the door to so many opportunities that will allow them to accomplish more than they ever imagined.

L---LOVE: With positive emotions, students will be motivated to show love instead of anger to everyone they meet and develop a love for learning.

I---INTEGRITY: We want integrity to become a natural behavior for our students.

P---POSITIVE ATTITUDE: Without a positive attitude, our students will find themselves being stressed and less productive.

S---SELF-RESPECT: Self-respect is synonymous with respect for others. If everyone displays this behavior, our school environment will be one of honor and dignity.

We believe the character education program (Positive Action) will help to create the culture we desire.

ORGANIZATIONAL SKILLS:

Organizational skills are essential skills students need to learn at an early age to maximize efficiency and productivity. Students need to learn how to plan, prioritize various tasks, and maintain structure that will enhance the entire educational process.

Some of the skills that will be taught are planning, time management, communication, setting goals, using resources effectively, and attention to detail. Students will be encouraged to use their time, energy, and resources in an efficient manner to achieve their goals. All students will benefit from using a school planner effectively to keep track of all assignments, activities, important documents that need signatures, and other information of importance.

Covenant Academy of Mobile will encourage the entire school community to model being organized and structured in a way to enhance and promote efficiency and productivity on all levels in the school community.

LITERACY RICH ENVIRONMENT:

One of the state’s and Common Core standards is to provide “Literacy rich” classrooms that support speaking, listening, reading, and writing in a variety of ways using print or digital media. These classrooms are not just for

English Language Arts (ELA), but all subjects. Reading and writing across all content areas will enhance students' skills and emphasize to the students that the skills are necessary in all subjects. For example, in math classrooms, when students are learning new content or new skills, they are encouraged to use their problem-solving skills and write the process used to solve the problem. They are also encouraged to make connections to "real life" and explain the rationale for their answer which supports the advanced levels of Bloom's Taxonomy.

Our goal is to have consistency with teachers using the same research-based tools and strategies (graphic organizers, peer-peer collaboration, manipulatives, etc.) that support all students. This will assist the students in hopefully, feeling some success with learning and take responsibility for learning because they are familiar with the process.

S.T.E.A.M.:

Covenant Academy of Mobile is devoted to providing an innovative program that will prepare all students to meet the demands of 21st Century essential skills. We believe a STEAM (Science, Technology, Engineering, Arts, Math) education provides students some of the crucial skills necessary to be innovative "emerging leaders" in a global society. Inquiry, curiosity, critical thinking, problem solving, and creativity are key skills that are the foundation of a STEAM education. Our students will not only compete for jobs in the United States, but all over the world and we are the educational "doorkeeper" preparing them to enter the "real world" prepared to be "productive contributors" with core values that also make them "good" citizens.

Research has shown that students in a STEAM environment are much more prepared than students in a "traditional" classroom environment. Many of the schools in our community provide a "traditional" education and we believe that contributes to the same low performance academic achievement results each year. Our goal is to provide experiences that will promote student success not just in school, but in the future as well. Research also indicates that STEAM and literacy have a positive impact on cognitive development. Literacy is a common factor that is rooted in all content areas because students are constantly reading and sharing information.

Along with STEAM, the other content areas (Language Arts, Social Studies/History, etc.) will be taught as well using the same integrated approach used in the STEAM classes. The premise is that connections can be in all subject areas where students are looking for solutions to specific problems using the inquiry process.

A STEAM environment works with all learners, those who excel in an advanced program, those who are on/below grade levels, ELL, and those who qualify for special education services. Student engagement promotes academic achievement. It provides opportunities for teachers to check for understanding during the assigned task, conduct observations and informal assessments to make sure students understand the concept before formal assessments are administered.

In order to implement STEAM with fidelity, Covenant Academy of Mobile will invest in high quality professional development before implementation for all faculty/staff involved in educating the students. This approach will be aligned with the curricular standards, assessments will be created, and lessons developed using the STEAM approach. Everyone will understand that our students will not spend their educational days in a "traditional" classroom because our goal is to provide the best learning opportunities that lead to success for all students.

CONNECTIONS:

Connections are elective classes that are offered to provide students opportunities to explore various interests in addition to taking their core classes. Connection classes may last a quarter or a semester, depending on the course. Connections also provide a solid foundation for high school students who are on a specific college or career path. Connections with the local community will be an asset because business partners will be able to provide "hands on" learning resources to enhance "real life" experiences in the classroom. The courses will be designed to offer optimal experiences that will prepare students to be leaders and problem solvers.

Students will be able to earn “Service Learning” hours through either the content area courses or Connections. Service learning takes the learning to another level. Students are able to make a connection between academic learning and “hands on” real-life applications.

ENTREPRENEURS-“YOUNG EMERGING LEADERS”:

Covenant Academy of Mobile’s goal is to prepare a diverse student population to be confident leaders in a global society. This will be done by providing a “top notch” college and career educational experience along with developing partnerships with various businesses in the surrounding areas who will provide internships and other “real life” opportunities.

Community Engagement

Many of the parents/guardians who live in the surrounding communities have pleaded for a number of years with the founders to start an elementary, middle, and high school. The parents/guardians have not been pleased with their children’s academic achievement at their zone schools, but they have been very pleased with the childcare, Pre-K, and after-school environment and would love for their children to attend a new charter school started by the founders that will promote equity in an advanced, accelerated program for all students. The results of a “Parent/guardian Survey” conducted in the spring 2021 and fall 2021, indicated that the parents/guardians, from two different groups, are very pleased with the early learning program.

On July 28, 2021, during a “Sports Academy” parent/guardian meeting, the founders shared information about establishing a K-12 charter school and that conversation generated excitement among the parents/guardians. On July 28, 2021, prior to a Pre-K parent/guardian meeting, information was shared about the K-12 program and a diverse group of parents/guardians were asked to share ideas of their “Dream” school. The parents/guardians had no problems sharing suggestions for the proposed charter school. Many of the parents were returning parents who loved the Pre-K program and the environment so they were enrolling another child for the upcoming school year. These parents/guardians will spread the word with family and friends in the diverse communities and assist us with promoting the school.

The founders and the leadership team are well connected in the community and have been sharing the information with others. Once the application is approved, strategic marketing and recruiting will be implemented as indicated in Section 10 of the application.

Leadership and Governance

At this time, we have not hired a principal. Once the application is approved, we will immediately advertise, recruit, and hire the best highly qualified candidate whose vision aligns with Covenant Academy of Mobile's. We believe it will be difficult to recruit/hire an experienced principal before the application is approved because established principals do not want to resign from their current position unless they know for sure they have a job. We have provided a timeline of recruiting/hiring in the Educational Program Capacity section. We believe once we are approved, we will have enough time to hire and have someone in place by July 1, 2022.

Enrollment Summary

Covenant Academy of Mobile will begin 2023-24 school year as a K-5 school with a minimum of 270 students and maximum of 372. The leadership team’s rationale for K-5 is that the school will benefit from parents/guardians with multiple students in elementary school in one place. If we did not offer all elementary grades, then it would create a hardship for parents/guardians having children in different schools with different schedules. Also, to create the culture we desire, we believe by instilling our core values with the elementary students, as they are promoted to each grade level they will bring those values with them, and we can expand the positive environment year to year.

In the 2024-25 school year, we will add 6th grade and each year thereafter, add a grade level until grade 12 is

established. Once all grades are established, our projected maximum capacity is 852. Of course, these are all projections, and the school will make necessary changes as needed.

Attachments

Section 1: Executive Summary

1.1	Advisory Board: Lawanna Hinton	Hartzog, Brenda, 12/14/21 3:30 AM	PDF / 100.964 KB
1.2	Advisory Board: LaShondra Robinson	Hartzog, Brenda, 12/14/21 3:29 AM	PDF / 89.501 KB
1.3	Advisory Board: Jataun Lewis	Hartzog, Brenda, 12/14/21 3:28 AM	PDF / 116.793 KB
1.4	Advisory Board: Harvey Hall	Hartzog, Brenda, 12/14/21 3:28 AM	PDF / 177.291 KB
1.5	Interim Principal: Brenda Hartzog	Hartzog, Brenda, 12/14/21 3:27 AM	PDF / 123.979 KB
1.6	Board Member Resume: Spencer Ruggs	Hartzog, Brenda, 12/14/21 3:26 AM	PDF / 47.562 KB
1.7	Board Member Resume: Nikkia Ruggs	Hartzog, Brenda, 12/14/21 3:25 AM	PDF / 89.586 KB
1.8	Board Member Resume: Andre' Lucy	Hartzog, Brenda, 12/14/21 3:25 AM	PDF / 544.745 KB
1.9	Board Member Resume: Paulette Briscoe	Hartzog, Brenda, 12/14/21 3:23 AM	PDF / 256 KB
1.10	Board Member Resume: Shamika Battle-Packer	Hartzog, Brenda, 12/14/21 3:22 AM	PDF / 213.546 KB
1.11	List of Board of Directors and Advisory Board	Hartzog, Brenda, 12/13/21 11:47 PM	PDF / 69.656 KB
1.12	Six Tier Foundational Program	Hartzog, Brenda, 10/23/21 2:18 AM	PDF / 81.442 KB
1.13	Report Cards: MCPSS and Elementary Schools	Hartzog, Brenda, 10/23/21 2:08 AM	PDF / 112.62 KB
1.14	NAEP Scores	Hartzog, Brenda, 10/23/21 2:07 AM	PDF / 7.302 MB

EDUCATIONAL PROGRAM DESIGN AND CAPACITY

1. Program Overview

SECTION 1. EDUCATIONAL PROGRAM DESIGN & CAPACITY

Covenant Academy of Mobile has a vested interest in creating and maintaining a positive learning environment that promotes relevant and engaging learning. We believe the community is ready for a “nontraditional” public school that embraces change and encourages students to reach their full potential as they prepare to be successful after graduation and beyond.

Foundational Program Design

As stated in our “Executive Summary”, Covenant Academy of Mobile will promote a learning environment that inspires students to be ambassadors of good character, empowers students to develop purposeful skill sets, and a passion for lifelong learning. We believe by implementing a six-tier (Character Education, Organizational Skills, Literacy Rich Environment, STEAM, Connections, and Emerging Leaders), modular educational program with fidelity, we will empower students to take ownership of their learning, so they are prepared as leaders in a globalized world.

1. Character Education: Positive Action (PA)

To ensure continuity and consistency, we have selected “Positive Action” as our curriculum. “Positive Action” is based on the intuitive philosophy that we feel good about ourselves when we do positive actions. The Thoughts-Actions-Feelings Circle (TAF) illustrates how this works in life: our thoughts lead to actions and those actions lead to feelings about ourselves which in turn lead to more thoughts.

When this cycle is negative, students do not want to learn. When this cycle is positive, students want to learn. The essence of the program is to emphasize those actions that promote a healthy and positive cycle. The Positive Action program works through these concepts in a systematic way.”

Positive Action is organized into seven units by grade level. This sequence allows educators to align an entire school behind Positive Action lessons and concepts.

The seven units are:

- Unit 1: Self-Concept
- Unit 2: Positive Actions for Your Body and Mind
- Unit 3: Managing Yourself Responsibly
- Unit 4: Treating Others the Way You Like to be Treated
- Unit 5: Telling Yourself the Truth
- Unit 6: Improving Yourself Continually
- Unit 7: Review

Our goal is to be proactive and create a positive environment where students are completely engaged in their learning without the thought of any negative distractions interfering with their education and we are hopeful that Positive Action will assist us in meeting our goal.

2. Organizational Skills

As previously stated in the “Executive Summary”, organizational skills are essential skills students need to learn at an early age to maximize efficiency and productivity. Students need to learn how to plan, prioritize various tasks, and maintain structure that will enhance the entire educational process. These skills should be “habit forming” so that students are prepared after graduation for the competitive job market. Many employers search for employees who are not only knowledgeable, but also have great organizational skills that contribute to the success of the company/organization.

We believe the students should develop the following necessary organizational skills to be successful:

1. Organize Class Assignments

One efficient way to organize the assignments is to use a school planner or an electronic planner to keep track of all assignments. A Psychology Science study found that writing with pen and paper helps to boost memory more than using an electronic device. Students are able to see all assignments at a glance as well as any written notes they made have included to share with their parents/guardians.

2. Prioritize

To complete assignments/projects in a timely manner without confusion. Students must learn to determine the importance of the assignments and the order in which to complete the assignments to avoid feeling overwhelmed. In many cases, students try to multitask and sometimes spend too much time trying to accomplish too many things at one time instead of prioritizing and checking off completed tasks.

3. Time Management

Time management will reduce the amount of stress students feel when they have several projects or various school assignments due within a certain timeframe and they feel it is impossible to complete them. Students will be encouraged to reduce their social media time and create a timetable where they allocate a certain amount of time each day to work on each assignment. The timetable will prevent “burnt out” and the students will experience less stress when the assignments are due.

Teachers will be reminded to let the students know approximately how much time is needed to complete a specific assignment. This will assist the students with time management and hopefully, productivity.

4. Avoid Procrastination

Once students understand time management and using a timetable, they should be able to avoid procrastination which is a bad habit to develop. Procrastination can cause one to rush and present poor quality work, along with sleepless nights and that interferes with students being well rested and eager to learn the next day in school.

5. Self-Motivation and Resourceful

“The ability to get things done despite the obstacles or constraints is called resourceful. This includes approaching difficulties faced head-on and optimizing resources to handle the problems... Self-motivation is to push yourself harder in face of adversities. It helps secure faith in oneself that they possess the skill required for the task and also the competency for achieving their goals.”

Source: <https://leverageedu.com/blog/organizational-skills/>

6. Organize Notebooks/Binders with Dividers

Teachers will guide the students through the process of setting up their binders/notebooks to assist students with being organized. Students need to be able to keep all assignments in an organized manner so when the teacher says, "Please turn to your study guide and let's check to make sure you have the correct answers", instructional time is not lost waiting on students to find the study guide. Having an organized notebook/binder helps students with time management as well because they are not spending too much time looking for papers but using that time to study or complete written assignments.

Teachers can encourage organized notebooks/binders by periodically having "notebook checks". Students are asked to turn to a certain assignment in the notebook and write the answer to the teacher's question on the "notebook check". This method has been effective in other schools, and this is a way to encourage students to be organized. Teachers will also schedule a time for students to clean out their notebooks to avoid having too many papers which contribute to messy, disorganized notebooks/binders. Students will need to do the same for cubbies, lockers, backpacks, etc. Being organized is essential to students' success in school, at home, and eventually on the job.

7. Organize Materials and Supplies

Teachers will be encouraged to model great organizational skills in the classroom so students can see how being organized makes one effective in completing various tasks in a timely manner.

Students who organize their school supplies spend less time looking for certain items and therefore, they can begin their assignments right away. Parents/guardians should make sure their children have the appropriate bookbag, pouch, storage container, etc. that will encourage the children to sort supplies (visual tools, pens, pencils, highlighters, note cards, etc.) so the supplies are easily accessible. Many students get frustrated when they are unable to find items within a certain timeframe.

Having things organized at school and at home will help to promote a positive attitude with any student. Our students will be reminded to make use of their time, energy, and resources in an efficient manner to achieve their desired goals.

3. Literacy Rich Environment

The Alabama State Department of Education knows that literacy is essential to students' success and passed The Alabama Literacy Act (ACT #2019-523) which states:

"Relating to public education; to establish the Alabama Literacy Act; to implement steps to improve the reading proficiency of public-school kindergarten to third grade students and ensure that those students are able to read at or above grade level by the end of the third grade by monitoring the progression of each student from one grade to another, in part, by his or her proficiency in reading.

Source : <https://www.alabamaachieves.org/wp-content/uploads/2021/03/act2019-523.pdf>

Covenant Academy of Mobile's goal is to provide a literacy rich environment that considers the diverse needs and skills of all students. A literacy rich environment increases reading/comprehension skills and enhances students' experiences by providing sources of fiction/nonfiction books, eBooks, etc. that are accessible to all students. Many students are not reading, and they need that reading foundation, tailored towards their interest & reading knowledge.

Our goal is to make a conscious effort to exceed the expectations of the Alabama Literacy Act and incorporate

the Common Core standards as well which include “literacy rich” classrooms that support speaking, listening, reading, and writing in a variety of ways using print or digital media. These classrooms are not just for English Language Arts (ELA), but all subjects. Reading and writing across all content areas will enhance students’ skills and emphasize to the students that the skills are necessary in all subjects.

An example of writing across the curriculum is: A physical education class watches a video of what could happen to their body if they do not exercise regularly. The teacher could ask the students to make a “T-chart” and list the “advantages” of exercising on one side and “disadvantages” of not exercising on the other side. To expand the assignment, students could write a narrative on the benefits of exercising.

Teachers will have a toolkit of various strategies to use in the classroom that support all students-those who are struggling and those who are successful with the assignments.

We want our teachers to create an environment that is both functional and authentic by developing relationships with the students and knowing their interests and everyday routines. We want to see our students progress with an enormous wealth of knowledge. These students may not have an opportunity to physically travel and see the world, but they can travel within their mind and have an idea of what it would be like if they were there. That is why our goal is to ensure the literacy rich classroom provides:

- “ a sense of belonging” so students are comfortable interacting with each other which enhances communication skills. The furniture should be arranged so that it supports small group experiences, allowing children to converse and collaborate
- opportunities for students to develop a positive attitude for reading nonfiction/fiction material
- interesting books the students want to read and can read
- materials that are culturally based and in different languages
- opportunities for children to speak their home language
- socio-dramatic play areas where children are encouraged to take on different roles within the experience
- opportunities to model book reading to individuals, small groups and large groups
- experiences that support writing and drawing through dramatic play, science technology, engineering, arts and technology (STEAM) experiences
- environmental print that is functional, authentic and informative
- environmental print in a variety of relevant community languages.

Environmental print plays a particularly important role in stimulating children’s emergent reading and writing skills (Morrow, 2005). It provides authentic opportunities to develop children’s understanding of symbols and that these symbols contain a message (Neumann, Hood, Ford and Neumann, 2012).

Environmental print can also be used as a tool for educators to scaffold children’s emergent skills by drawing their attention to it in their environment and using it for functional purposes (for example, labels on their bag hook).

Print knowledge, combined with early writing skills have been shown as predictors of later literacy achievement (Lonigan & Shanahan, 2009). In a review of environmental print literature, Neumann et al (2012) concluded that while it plays an important part in children’s emergent literacy, it is the interactions with others that are essential for literacy to develop.

TeachThought.com recommends classroom libraries include a variety of genres and text types:

- content posters
- anchor charts – teacher-made and co-created with students
- word walls
- labels
- literacy workstations
- writing centers
- computers
- display of student work
- displays of books & information
- bulletin boards,
- and plenty of opportunity to read, write, listen, and speak

Unfortunately, many classrooms lack an environment that supports engagement with text in the form of reading, writing, listening, and speaking.

Source: <https://www.teachthought.com/literacy/the-elements-of-a-literacy-rich-classroom-environment/>

Covenant Academy of Mobile is committed to implementing a “literacy rich” environment that stimulates the students’ minds and creates a yearning for reading for the rest of their lives.

4. S.T.E.A.M. (SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, MATH)

Covenant Academy of Mobile chose a STEAM program that is inclusive and meets the needs of all students in this community. Many of the students in this community are below grade level academically and need an innovative program that promotes academic achievement. After enduring the COVID-19 pandemic for two years, we realize that we will have a student body from diverse backgrounds and with diverse learning abilities that will require a program that will meet their needs.

STEAM Education is an approach to learning that encourages students to take risks, be engaged in their learning, be problem-solvers, embrace collaboration, and work through the creative process. This approach is totally different from the traditional classroom environment, but it is an approach that is needed for our future innovators, educators, learners, and global leaders of the 21st century.

It’s an approach to teaching and learning in which STEM education principles are taught and the arts as well. It is the intentional weaving of academic study (science, technology, engineering, math) with arts disciplines such as visual art, dance, music, and theater," says national arts integration leader Susan Riley of EducationCloset.com.

Arts integration establishes a hands-on creative learning environment, engaging students with the content on multiple levels and better develop problem solving skills. It’s an approach to teaching science, technology, engineering, and math and backed by real-world evidence that it increased test scores in stem subjects.

Performing and visual arts will be offered through our Connections classes where students will have various opportunities to express their creativity and be engaged in the learning process.

A report from the U.S. Bureau of Labor Statistics project growth in STEM and STEAM related occupations of 8.8% between now and 2028, compared to 5.0% for non-STEM occupations. It also lists median annual wages of \$84,880 for STEM/STEAM jobs, compared to \$37,020 for all occupations.

Covenant Academy of Mobile is excited to provide such an innovative program to students who desire to develop the skills they need to be successful in the future. Students will have a set of well-rounded skills that are needed for college and/or the workforce.

Naveen Jain, founder of the World Innovation Institute, wrote several years ago when STEAM was just gaining momentum: The traditional system of “standardized, rote learning that teaches to a test is exactly the type of education our children don’t need in this world that is plagued by systemic, pervasive and confounding global challenges,” he said. Today’s education system does not focus enough on teaching children to solve real-world problems and is not interdisciplinary, nor collaborative enough in its approach.

According to the National Education Association, there are four primary skill areas necessary for success in the 21st century: critical thinking & problem solving, communication, collaboration and creativity and innovation.

STEAM focuses on the primary skills and integrates five disciplines in an inclusive environment that encourages all students to participate, collaborate and problem solve.

After researching various STEAM related programs, we have chosen “KnowAtom” as our curriculum because it meets the Next Generation Science Standards, and it supports our vision and mission. We believe this program will provide opportunities for our students to excel in science, technology, engineering, arts, and math.

“KnowAtom successfully turns theory into everyday practice for schools across the country. By designing grade specific curriculum for the Next Generation Science Standards and expanding opportunities for immersive professional development and district level partnership, KnowAtom gives teachers the information and resources they need to invite student thinking and inquiry-based science practices into their classrooms every day.

Teachers report that students are now conducting their own investigations, solving real scientific problems and engaging in academic discussions with their mentorship – charting a clear path to academic success.”

This recent research was shared in “The Effects of the Next Generation Science Standards (NGSS) on Teaching Practices: An Instrumental Case Study Doctoral Thesis Presented to School of Education College of Professional Studies Northeastern University” by Dr. Tracy Leann Waters. source:
<https://www.knowatom.com/blog/research-based-science-instruction-adds-up-to-better-classroom-results>

5. CONNECTIONS:

Connection courses empower the students because the students are the ones to choose the courses they want to take and usually the students do well in those courses. The ability to choose their courses make some students receptive to the courses. This process promotes decision-making, which is a major part of students’ lives, not just as students, but as they grow into adulthood as well.

Some classes we plan to offer, but are not limited to just these:

- World Languages
- Communication/Public speaking
- Visual and Performing Arts
- Cosmetology
- Culinary Arts
- Technology
- Personal Finance
- Marketing
- Engineering
- Career and Technical Education
- Financial Literacy

“Electives can also do double duty as vehicles for core content standards. And teachers can help ensure that electives are not thought of as inferior to core classes by guaranteeing that they help carry the weight of teaching literacy along with core classes.

Elective teachers can provide evidence of the learning happening by doing three key things:

- Encourage annotation when students read texts related to the elective topic.
- Utilize pre- and post-assessments to show growth in related informational reading comprehension.
- Fold in writing and oral presentations to help students communicate the elective's content.

Yearbook, robotics, film society, photography, world languages, theater, speech and debate, music appreciation, and current events—all of these classes can tap into reading, writing, listening, and speaking. And all of them attract a variety of students while adding a self-selected layer of engagement to those students' learning of core standards.”

Source: <https://www.edutopia.org/article/case-electives-schools>

Connections also provide a solid foundation for high school students who are on a specific college or career path. Connections with the local community will be an asset because business partners will be able to provide “hands on” learning resources to enhance “real life” experiences in the classroom. The courses will be designed to offer optimal experiences that will prepare students to be leaders and problem solvers. Connections courses also provide opportunities for students to participate in “Service Learning”, which is a requirement in middle and high school.

6. ENTREPRENEURS -“Young Emerging Leaders”:

As stated in the “Executive Summary”, Covenant Academy of Mobile's goal is to prepare a diverse student population to be confident leaders in a global society. This will be done by providing a “top notch” college and career technical educational experience along with developing partnerships with various businesses in the surrounding area who will provide internships and other “real life” opportunities.

Covenant Academy of Mobile strives to close the gap between our six-pillar program and practical applications so that our students will feel empowered to connect with those in the business/workforce world who recognizes a “young emerging leader” who is ready to make a positive difference in this world.

Instructional Strategies:

Covenant Academy of Mobile's vision is to empower students to take ownership of their learning, so they are prepared for success as leaders in a globalized world. In order to do this, our teachers will incorporate various instructional strategies that will promote student learning as a natural process. Marzano's researched based strategies will be implemented daily to meet the needs of all students regardless of socioeconomic status, race, ethnicity, language, or gender. The differentiated, effective strategies will drive instruction and promote learning in all content area courses. By using the various strategies in a whole class, small group, or individualized setting, the students should not become bored, but engaged in the learning process.

Culturally Responsiveness

We live in a very diverse society where all cultures should be embraced. Our goal is to connect students' cultures, languages, and life experiences with what they learn in class. Students have the ability to retain any type of learning when they are able to make connections to real-life experiences.

Professional development will be provided for teachers to understand “culturally responsiveness”. They will be expected to model positive behaviors such as patient, understanding, empathetic, caring, along with the other core values and we believe with a positive classroom environment, teachers will build a bridge between the school culture and the students' culture. Teachers are then able to consider the students' culture and language skills when preparing lesson plans and activities, creating an environment that says “I belong” for all students.

We believe the research based instructional strategies the teachers use in the classroom will benefit all

students. To enhance the learning and promote inclusion, teachers will use culturally based materials in the classroom, so all students have an opportunity to learn and respect other cultures.

Assessment Strategies

Covenant Academy of Mobile is committed to providing a “data driven” instructional program that monitors students’ progress and provides intervention before it is too late for the students. Students need a 70% average in all courses to be promoted to the next grade level, so it is imperative that teachers and parents/guardians monitor individual student’s progress.

Our instructional program will consist of two types of assessments: Assessment for Learning and Assessment of Learning.

Assessments for Learning (Informal)

Assessments for learning, also described as *assessments as learning*, assess a student’s comprehension and understanding of a skill or lesson **during the learning and teaching process**. This involves regular assessments to determine if the students understand the material that is being taught.

This process provides immediate feedback, and the teacher is able to identify students who need additional instruction or intervention early in the process before moving on to the next skill/assignment or before students are given a formal assessment.

Examples of Assessments for learning:

- Teacher observation during the activity
- Hand Signals: Students can show 1-5 fingers with 5 fingers indicating they fully understand the concept.
- Response Card/Sign/Dry-Erase Board: Students simultaneously hold up the card/sign/board to indicate their response to a question or problem. This works well with electronic response devices (clickers), too.
- Think-Pair-Share: Students think about a problem or question, discusses with a partner, then share answers with the class.
- Socratic Seminars: Students ask questions of one another about an essential question, topic, or selected text. The questions initiate a conversation that continues with a series of responses and additional questions. Students learn to formulate questions that address issues to facilitate their own discussion and arrive at a new understanding. This works well with upper elementary students through high school.
- “Exit” Slips: Students write in response to a specific prompt for a short period of time. Teachers collect their responses as a “ticket out the door” to check for students’ understanding of a concept taught. After checking the “Exit Slips”, the teacher can determine the course of action regarding instruction for the next day.

Assessments of Learning

Assessments of learning are typically administered **at the end of a unit or grading period** and evaluate a student’s understanding by comparing his or her achievement against a class, district, or nationwide benchmark or standard.

Examples of Assessments of Learning:

- Teacher made quizzes, tests, summatives
- Rubrics for various projects/assignments
- Writing assignments
- Digital software diagnostic assessment in content areas
- State mandated summative tests (Alabama Comprehensive Assessment Program)

With the use of both assessment strategies, our teachers should be able to evaluate the impact teaching and learning have on the academic success of all students.

“enVision” math and “myView” reading diagnostic assessments will be administered to all students at the beginning of the year to establish a baseline. Once a baseline is established, individual goals will be set, and students will work on the suggested skills throughout the year. Students will also take a mid-year and end of year assessment as well. Hopefully, before the end of the year, 80% of the students will have met their individual growth goals.

By monitoring the students’ progress, tracking the effectiveness of intervention and instruction, we hope that schoolwide proficiency averages on the state accountability tests will be above and beyond the Mobile County Public School System and the state’s average as well. Our goal is for 60% of our students to score “At or Above Proficient Academic Level” on the state’s ACAP end of year assessment. We understand students will still be “playing catch-up” from missing instruction during the pandemic. Hopefully, we will eventually have a goal of 80% of students scoring “At or Above Proficient Academic Level”.

Attachments

Section 1: Program Overview

– No Attachments –

2. Curriculum and Instructional Design

Covenant Academy of Mobile’s leadership team has been consistent with not wanting a “traditional” classroom setting where the teacher does 75% of the talking. Our mission is to create and maintain a positive learning environment for all students that promotes relevant and engaging learning, inspires students to be ambassadors of good character, empowers students to develop skill sets and a passion for lifelong learning.

Basic Learning Environment

Our goal is to shift from students “reciting” skills to students using critical thinking and problem-solving skills to connect with everyday life experiences. We want to create an engaging environment that promotes conditions for all students’ success. This environment includes a safe learning environment where students feel stress free, supported, welcomed, and respected by everyone.

Research has shown that an **engaged learning environment** increases students' attention and focus, promotes meaningful learning experiences, encourages higher levels of student performance, and motivates students to practice higher-level critical thinking skills.

Source: <https://www.theschoolinrosevalley.org/engaged-learning-environment/>

Throughout the school community at Covenant Academy of Mobile, the activities used will be those that best support learning. These "student or learner centered" activities may be in a collaborative "whole" class, small group, or individualized setting. Teachers will be equipped to determine the best setting for instruction at any given time. This includes the regular education teachers collaborating with the special education and English Language Learner (ELL) teachers to determine the least restrictive environment for the students, so they can experience educational success.

Students in grades K-4 will receive instruction in all core content areas with their one assigned teacher. Students will receive instruction for physical education and connection courses with other assigned teachers. Students in 5th grade will receive instruction by semi-departmentalized content-area teachers. Teachers will teach two-three subjects per group of students. For example: ELA/Social Studies; STEAM/Math; Connection/Connection. In preparation for transitioning to middle school, we believe our 5th grade students will benefit from the semi-departmentalized setting.

Students in grades 6-12 will receive instruction in a departmentalized content specific environment. Teachers will teach their specific subject matter based on certification. Students in middle school will attend seven classes each day throughout the school year. Students in high school will attend classes based on a "Block/Split Block" schedule but will still take the required courses needed to graduate.

Class Size:

Education researchers suspect that class size reduction in the early grades helps students achieve because there is a greater opportunity for individual interaction between student and teacher in a small class. Teachers generally have better morale in a small class, too, and are less likely to feel overwhelmed by having a variety of students with different backgrounds and achievement levels. As a result, they are more likely to provide a supportive environment. One researcher, Frederick Mosteller notes "Reducing [the size of classes in the early grades] reduces the distractions in the room and gives the teacher more time to devote to each child."

<https://www.greatschools.org/gk/articles/class-size/>

Covenant Academy of Mobile wants to protect instructional time and provide each student with an optimal learning environment that allows the teacher to spend quality time with each student. Our goal is to maintain small class sizes in all classes as indicated on the chart. (Attachment: Student/Teacher Ratio Chart)

Overview of the Planned Curriculum

Covenant Academy of Mobile's priority is to ensure the instructional program is one that is aligned to its vision and mission. A conscious effort was made when researching instructional materials to select a rigorous curriculum that is on/above grade level, but also offers intervention/enrichment support for those students who need additional support.

The leadership team made sure our curriculum not only aligns with the Alabama Course of Study standards, but also Common Core and the Next Generation Science standards as well. We believe with the alignments; our students will be well prepared for any required local, state, or national assessment administered.

It was important for us to adopt materials through "Equity-Focused Lens" supporting our vision and mission. We believe that high quality instructional materials will ensure that every student is learning grade level, engaging,

and meaningful content daily. Research has shown that high quality instructional materials can decrease inequities in instruction between and within schools.

National Implementation Research Network suggests “4 Key Elements” for a successful program:

- Consistent opportunities to work on “Grade Appropriate” assignments
- Strong instruction where students do most of the thinking in a lesson
- Deep engagement in what the students are doing
- High expectations of teachers and students-believe they can and will

Students who attend Covenant Academy of Mobile will be encouraged to embrace our vision “To empower all students to take ownership of their learning, so they are prepared for success as leaders in a globalized world.” and let it become a part of them throughout their educational career. Empowerment comes with dedicated, highly qualified teachers who are trained to motivate and teach students in an environment conducive to learning. Our goal is to provide purposeful professional development that supports our rigorous program which focuses on STEAM, reading (ELA), social studies, and the “Connections” courses.

Our curriculum team spent hours reviewing various curriculum materials to make sure the material met our requirements: on/above grade level, high quality, culturally diverse, aligned with the Alabama Course of Study/Common Core standards, and curriculum that we could implement with fidelity and integrity. We also wanted a curriculum that was published not just in English, but Spanish as well to accommodate our English Language (EL) students. Our final results for English Language Arts (ELA) and math were confirmed by ed.Reports.org. Attachment : Detailed Scope and Sequence and Course Offerings by Grade Level

- Sources:
 - <https://www.alabamaachievers.org/wp-content/uploads/2021/08/2021-Alabama-English-Language-Arts-Cour>
 - http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf
 - http://www.corestandards.org/wp-content/uploads/Math_Standards1.pdf

English Language Arts

ELA is a critical subject because it involves reading, writing, speaking, and listening which are necessary skills all students need to succeed in life. At Covenant Academy of Mobile, these skills will be integrated across the curriculum to enhance the learning process.

To ensure our students have the necessary ELA skills, we have selected “*myView Literacy*” curriculum by Savvas Learning Company (former Pearson) for K-5. We believe this curriculum supports the Alabama Literacy Act and our students will be on track for reading at or above grade level by third grade to avoid retention at that level.

According to EdReports.org The *myView Literacy* materials for Grades K-5 “Meet Expectations” in all areas. The materials include a broad variety and range of high-quality texts, strong daily opportunities for reading, writing, speaking, and listening aligned to the standards. There is also practice of phonics, fluency, and word recognition and analysis skills.

Questions and tasks support students as they engage with texts and build literacy skills. Information for implementation supports teachers as materials are used in the classroom, including assessments, standards alignments, and supports for all learners.

<https://edreports.org/reports/overview/myview-literacy-2020>

Here are some of the curriculum committee’s comments regarding *myView Literacy*:

- Supports the Science of Reading and the Alabama Literacy Act
- The digital layout is teacher and student friendly.
- Online tools for students seem easy to use.
- This program lends itself to face to face or virtual learning.
- There are digital assignments and assessments.
- Some of the digital documents are working documents that can be annotated by the student or the teacher.
- It contains all of the components needed for effective instruction.
- There were many opportunities for differentiated instruction.
- At first glance, I felt motivated to dive deeper into the text pages.
- The graphics are appealing for students

We selected *myPerspectives* for grades 6-8 because we believe the transition from *myView Literacy* to *myPerspectives* will provide continuity between the two programs and reduce the possibility of gaps from elementary to the middle school.

MyPerspectives English Language Arts grades 6, 7, and 8 fully “Meet the Expectations” of alignment to EdReports.org's Gateways 1, 2, and 3 criteria. Texts with which students engage are appropriately rigorous and rich and are accompanied by cohesive writing and speaking questions and tasks. The materials provide practice and production opportunities for students to grow their literacy skills in multiple areas as they build knowledge as well. There are multiple opportunities for students to synthesize information by working with varied tasks and in growing research and critical thinking abilities. Materials are organized to support comprehensive vocabulary development, writing instruction in multiple modes, and independent reading of complex texts over the course of the year. The materials also include support for educators to implement, plan, and differentiate the standards-based materials, leveraging digital resources when appropriate.

Source: <https://edreports.org/reports/overview/myperspectives-2017>

Mathematics

To prepare our students to be successful in life, we need to ensure all students leave Covenant Academy of Mobile with essential math skills. Math helps us to think analytically and use reasoning skills to think logically about a situation. These skills are desperately needed to solve problems and create solutions, so students can make those connections and use the skills in their everyday experiences.

Not only will the students have access to math through the STEAM program, but also during their math class as well. Math is a very difficult concept for many students and our goal is to present the curriculum in various engaging activities so that math becomes a favorite subject instead of the class most students fear.

We have chosen enVision Mathematics by Savvas Learning Company (former Pearson) as our curriculum for K-8. EdReports.org ratings indicate that enVision “Meets Expectation” in: Focus & Coherence; Rigor & Mathematical Practices; and Usability Ratings.

enVision Math is problem-centered curriculum that promotes an inquiry-based teaching-learning environment. Math ideas are identified, and the essential understanding of these ideas are embedded in sequential order. The curriculum helps students learn to reason effectively and produce fluency in both conceptual and procedural knowledge. Students get an opportunity to learn the math skills and apply them to their everyday lives which supports our innovative program.

Sources:

http://www.corestandards.org/wp-content/uploads/Math_Standards1.pdf

<https://www.edreports.org/compare/results/math-k-8>

Science/Technology/Engineering

Covenant Academy of Mobile understands the importance of students being immersed in a “hands on” environment where effective teaching techniques are used to introduce students to the world of scientific methods. Students will have an opportunity to experience real-life scenarios through various lab activities that include collaborating, investigating, and problem solving.

In researching science curriculum, it was very difficult to find instructional materials that met the Next Generation Science Standards. EdReports.org did not have any materials rated “Meets Expectations”. In fact, there were only three programs listed at the time. After speaking with one of the representatives, we were informed that at this time, there are no programs that have been reviewed that includes The Next Generation Science Standards, but hopefully by next summer (2022) there will be some programs that “Meets Expectations”.

The curriculum we have selected is “KnowAtom” because it not only aligns with the Alabama Course of Study, but also with Common Core Standards for Mathematics and English Language Arts, so concepts support what students are learning in their entire curriculum. “KnowAtom” is designed to integrate The Next Generation Science Standards with each unit taught. Technology and engineering skills are integrated in various units of study.

“100% designed for next generation standards means being 100% phenomena-driven. Every

KnowAtom lesson begins with a real-world scenario that becomes the real-world motivation and basis for students to figure out how or why something happens. KnowAtom combines phenomena with student generated questions about the phenomena to guide teaching and learning.”

“We’re more than a product. We’re a partner focused on helping every teacher be their most effective. That’s why it’s not uncommon to see KnowAtom users improve student proficiency by over 20 points in a single year and move from below state average to above state average, even in the most challenging instructional environments.”

Sources:

<https://www.knowatom.com/hubfs/knowatom-brochure-2.pdf?hsCtaTracking=a56f9d48-ced8-4ede-9d2b-d25895d>

<https://alex.state.al.us/standardAll.php?grade=6&subject=SC2015&ccode=ES6&summary=2>

<https://www.nextgenscience.org/search-standards>

Social Studies

Social Studies will be integrated with K-5 “myView Literacy” curriculum which promotes high level historical, geographical, and language literacy skills. Students will have opportunities to read various social studies text related stories in their ELA block. (See Attachment 1: Unit Theme: Social Studies: Exploration (Geography) Environments. The integration of the two subjects will promote reading and writing across the curriculum.

Savvas Learning Company also has the curriculum materials for grades 6-8. The instructional program supports our mission of providing an engaging environment and making history “come alive”. The curriculum is aligned with Alabama Course of Study and integrates literacy/critical thinking skills that relate to everyday issues in the world.

Source:

<https://alex.state.al.us/standardAll.php?subject=SS2010&summary=1>

<https://www.savvas.com/index.cfm?q=social%20studies&PMDbSiteId=2781&locator=PS2vW2&stateCodeId=NAT>

Arts Education

Covenant Academy of Mobile wants to provide opportunities to promote “well-rounded” students who are talented in many ways and that is why there is a commitment to include the arts in the STEAM program. An arts program is perfect for addressing diverse learners because it gives the learners an opportunity to “showcase” their talents in other areas outside of the core academics.

The Arts will be included in the “Connections” course selection and students will select the courses they want to take for a period of time-quarterly, semester, etc. The Alabama Course of Study will be the baseline for each course, but individual teachers will create a specialized program based on their expertise.

According to “Learn It By Art”, there are four benefits of arts integration in STEAM:

1. **Engaged learning for student:** Creating STEAM projects that illustrate STEM concepts empowers students to become part of the teaching process. Through hands-on, creative learning, studies show that students not only learn more—they retain what they learn.
2. **Better test scores:** Through our own pilot classrooms and independent, peer-reviewed studies, it’s shown time and again that the engaged learning process created by STEAM leads to better test scores in classrooms.
3. **Improved classroom behavior:** Throughout the U.S., educators are looking for ways to bridge the so-called achievement gap. STEAM education is an inclusive curriculum that works for all students, regardless of culture, ethnicity, or learning style. In fact, STEAM arts integration shows increased gains in Title I classrooms. It’s an approach to education that delivers the biggest benefits to the students who need it most.
4. **STEAM education is inclusive:** By using art projects as a springboard for teaching STEM, a K-5 STEAM curriculum makes learning fun for students – while improving their learning and test performance. Engaged students learn more and retain more of what they learn.

It brings fun back to the classroom: By using art projects as a springboard for teaching STEM, a K-5 STEAM curriculum makes learning fun for students – while improving their learning and test performance. Engaged students learn more and retain more of what they learn.

Source:

<https://arts.alabama.gov/PDF/AIE/ALC/2017%20Arts%20Education%20COS.pdf>

<https://www.learnitbyart.com/blog>

Health and Physical Education

The overall goal of Alabama’s K-12 physical education program is to assist each student to achieve excellence in physical education. Health and physical education course provide essential skills students need that promotes a healthy lifestyle, body management skills, teamwork, sportsmanship, and cooperation. These skills can have a positive outcome throughout the students’ lives.

Covenant Academy of Mobile is dedicated to offering a “world class” physical education program that provides opportunities for all students regardless of gender, ethnicity, cultural background, or socioeconomic status to participate in various sports activities during their scheduled physical education class.

The Alabama Course of Study focuses on both student participation and student learning for mastery of the content standards. Physical Education course is organized into four strands Skill Development, Cognitive Development, Social Development, and Physical Activity and Health.

We will follow The Alabama Course of Study's guidelines for a quality physical education program that meets the developmental needs of youth, helping to improve mental alertness, academic performance, readiness to learn, and enthusiasm for learning. Components of a quality physical education program include:

- Instruction provided by a certified physical education specialist.
- Provision of adequate equipment and facilities.
- Developmentally appropriate and sequentially aligned instruction.
- Instruction centered on skill, cognitive, and social development.
- Inclusion of all students.
- Sufficient practice opportunities for class activities.
- Standards-driven lessons that facilitate student learning.
- Physical activity for student benefit, never for punishment; and
- Assessment for monitoring and reinforcing student learning

The Alabama Course of Study will be the baseline for establishing the program, but specialized teachers will use their expertise to make the program one of the best in the nation.

Source:

<https://www.alabamaachieves.org/wp-content/uploads/2021/03/1-2009-Physical-Education-Course-of-Study.pdf>

Instructional Strategies

Covenant Academy of Mobile's mission will be supported by researched based strategies that are known for increasing academic achievement for all learners regardless of their individual needs. Teachers who co-teach will collaborate and plan the best instructional strategies to use with English Language Learners and students who qualify for special education services. The list below is not all inclusive, as there are many other strategies that are known for increasing student achievement and they will be implemented as well. High quality teachers are familiar with these strategies and incorporate them frequently when teaching.

Below are Marzano's 32 Research-Based Instructional Strategies that will be an essential part of our teachers' instructional toolkit:

1. Setting Objectives
2. Reinforcing Effort/Providing Recognition
3. Cooperative Learning
4. Cues, Questions & Advance Organizers
5. Nonlinguistic Representations (Teaching With Analogies)
6. Summarizing & Note Taking
7. Identifying Similarities and Differences
8. Generating & Testing Hypotheses
9. Instructional Planning Using the Nine Categories of Strategies
10. Rewards based on a specific performance standard (Wiersma 1992)
11. Homework for later grades (Ross 1998) with minimal parent/guardian involvement (Balli 1998) with a clear purpose (Foyle 1985)
13. Scaffolding Instruction
14. Provide opportunities for student practice
15. Individualized Instruction
16. Inquiry-Based Teaching (20 Questions To Guide Inquiry-Based Learning)
17. Concept Mapping
18. Reciprocal Teaching
19. Promoting student metacognition (O Questions That Promote Metacognition In Students)
20. Developing high expectations for each student
21. Providing clear and effective learning feedback (13 Concrete Examples Of Effective Learning Feedback)

22. Teacher clarity (learning goals, expectations, content delivery, asses
12. Direct Instruction
23. Setting goals or objectives (Lipset & Wilson 1993)
24. Consistent, 'low-threat' assessment (Bangert-Drowns, Kulik, & Kulik 1991; Fuchs & Fuchs 1986)
25. Higher-level questioning (Redfield & Rousseau 1981) (Questions Stems For Higher Level Discussion)
26. Learning feedback that is detailed and specific (Hattie & Temperly 2007)
27. The Directed Reading-Thinking Activity (Stauffer 1969)
28. Question-Answer Relationship (QAR) (Raphael 1982)
29. KWL Chart (Ogle 1986)
30. Comparison Matrix (Marzano 2001)
31. Anticipation Guides (Buehl 2001)
32. Response Notebooks (Readence, Moore, Rickelman, 2002)

Sources: [Marzano Research](#); [Visible Learning](#); <http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/section7.pdf>; 32
Research-Based Instructional Strategies

With a STEAM program being one of the major components of our school's program, we also plan to use KnowAtom's 5E and NGSS instructional model below. Depending on the activity, this model can be incorporated in all classes:

The 5E Model and NGSS

If it is to be of use with the Next Generation Science Standards, the 5E instructional model must move from a traditional model of instruction to a next generation model of instruction. Specifically, here is how it looks for each of the Es:

- **“Engage”** transitions from “I tell them or show them” to helping students reflect on what they already know and ask questions about what they don't yet understand, which propels them toward an initial feeling of dissatisfaction.
- **“Explore”** moves away from thoughts such as “I give them,” “I demonstrate,” or “They look at a model” and toward students themselves unpacking the problem, developing a model, and gathering data.
- **“Explain”** no longer means turning and talking, having a carousel discussion, or asking questions like “What did” and “What was.” Now, it means digging deeply into where the question has been answered or the problem solved and using evidence to support claims.
- **“Elaborate”** is less about reading, watching, or introducing new ideas, and more about forging the incredibly valuable concept-to-self, concept-to-concept and concept-to-world connections that help tie anchor and investigative phenomena together.
- **“Evaluate”** cannot simply mean vocabulary assessments or graded journals anymore; now it means reflecting critically on the investigative process, the hypothesis, and the anchor phenomena.

That's why we really see these Next Generation Science Standards as going beyond linear, two-dimensional models. This approach is not enough anymore; it is the formation of skills, and the ability to develop and use content, that is so vital to the classroom experience today. *This post was updated on Feb. 16, 2018.*

https://www.knowatom.com/blog/what-is-the-5e-instructional-model?utm_term=instructional_strategies

Culturally Responsive Teaching Strategies

To “affirm” our students' cultural connections, we will incorporate Gary Howard's suggested strategies, along with the strategies mentioned above, when teaching our students:

1. Children are learners in progress. The teacher is a cultural liaison with the responsibility of developing a connection between the cultures of the student and the student and the culture of the school.
2. Teachers must help build a communication bridge that provides students an equitable opportunity to learn

- and grow into a bicultural citizen.
3. Teachers use the culture of their students as one way to interpret their behavior and learning style. One size does not fit all!
 4. All learners need invitations or the motivation to participate.
 5. Students are affirmed by content, visuals and experiences that relate to their lives. “Take the strengths and experiences that students bring to school and use them in ways that foster the skills and abilities they need to function in society.” –Dr. Belinda Williams.
 7. Empowering and effective instruction is provided for each student.
 6. Concepts are related to the personal interests and experiences of students.
 7. Students are treated as individuals and are provided with equal access to learning resources.
 8. Students are encouraged to reflect on important issues such as equity issues and matters for community relations.
 9. Educators provide experiences that promote respect for students’ uniqueness as well as the ways they are similar.
 10. Students should see the value of accomplishing the task at hand and should have a sense of curiosity, purpose, and anticipation about learning.
 11. Opportunities are provided for students to make choices and decisions about alternative assignments that represent achievement of the learning goals.
 12. Students are coached on how to minimize their fear of making mistakes.

Differentiation and Support

Our goal is to foster a culture of “belonging”, so all students feel comfortable seeking and receiving additional support if there is a need. The learning environment will be “stress free”, inviting, and conducive to learning.

We want all of our students to feel academic success while attending school. To meet their academic needs, teachers will use their “best-practice” instructional strategies during teaching and learning sessions. Teachers will be equipped to tailor instruction to meet individual needs so academic achievement can take place. “Assessments for learning” will be the key for determining the level of understanding for individual students and providing additional support for those who need it.

At Covenant Academy of Mobile, the innovative program with engaging “hands on” activities will provide opportunities to meet all learning styles and therefore, promote academic success among the students. These activities will challenge and enhance learning for all students. Students do not have to rely on learning the traditional way-read the text and answer the questions. They will be engaged and able to understand the “what, when, why, and how” with the content that is being taught at the time.

Carol Ann Tomlinson and Tonya R. Moon provides a great illustration of what differentiation looks like in a classroom. This is the model that will be used at our school to ensure the needs of all students are met. See Attachment: Differentiation Chart

<https://www.ascd.org/books/assessment-and-student-success-in-a-differentiated-classroom?chapter=preface-ass>

Attachments

Section 2: Curriculum and Instructional Design

2.1	Differentiation Strategies Chart	Hartzog, Brenda, 10/23/21 3:27 AM	PDF / 174.698 KB
2.2	Proposed High School Connections (Electives)	Hartzog, Brenda, 10/23/21 3:17 AM	PDF / 157.668 KB

2.3	Proposed High School Course Offerings	Hartzog, Brenda, 10/23/21 3:15 AM	PDF / 146.35 KB
2.4	K-5 and 6-8 Connections (Electives)	Hartzog, Brenda, 10/23/21 3:14 AM	PDF / 167.624 KB
2.5	K-5 and 6-8 Proposed Course Offerings	Hartzog, Brenda, 10/23/21 3:13 AM	PDF / 129.747 KB
2.6	3rd Grade myView Scope & Sequence	Hartzog, Brenda, 10/23/21 3:12 AM	PDF / 2.736 MB
2.7	6th Grade KnowAtom Scope & Sequence	Hartzog, Brenda, 10/23/21 3:09 AM	PDF / 3.496 MB
2.8	9th Grade Geometry Scope & Sequence	Hartzog, Brenda, 10/23/21 3:07 AM	PDF / 668.154 KB
2.9	Student/Teacher Ratio and Class Structure	Hartzog, Brenda, 10/23/21 2:29 AM	PDF / 108.88 KB

3. Student Performance Standards

3. Student Performance Standards

Covenant Academy of Mobile will promote a learning environment that inspires and empowers students to take ownership of their learning, so they are prepared for successful careers in the 21st century. To prepare the students, The Alabama Course of Study and the Common Core State Standards will be the basis for the learning standards which includes the "College and Career Ready Standards" (CCRS). CCRS are rigorous academic standards that build from kindergarten through 12th grade to support students' preparation and success upon graduation from high school.

The National Association of Colleges and Employers outlines [eight core competencies](#) for [career readiness](#):

1. Critical Thinking/Problem Solving
2. Oral/Written Communication
3. Teamwork/Collaboration
4. Digital Technology
5. Leadership
6. Professionalism/Work Ethic
7. Career Management
8. Global/Intercultural fluency

These encompass both hard and soft skills and highlight the need for students to be well-rounded as they enter the workforce. This is an area of concern among employers of new graduates. An article published by CareerBuilder noted that 50% of employers believe that new college graduates [lack interpersonal and people skills](#).

Source: <https://todayslearner.cengage.com/acquiring-career-readiness-skills-for-success/>

Below are the K-12 learning standards as indicated in the Alabama Course of Study and Common Core Standards for each grade level. Teachers will enhance the instructional activities to ensure rigor is present, so all students experience academic success and are prepared for state and national assessments. (See Attachment: Learning Standards for Each Level)

ELA Course of Study:

<https://www.alabamaachieves.org/wp-content/uploads/2021/08/2021-Alabama-English-Language-Arts-Course-of-4>

Math Course of Study:

<https://www.alabamaachieves.org/wp-content/uploads/2021/03/2019-Alabama-Mathematics-COS-Rev.-6-2021.pdf>

Science Course of Study:

<https://www.alabamaachieves.org/wp-content/uploads/2021/03/2015-FINAL-Science-COS-10-1-15.pdf>

Social Studies Course of Study

: <https://www.alabamaachieves.org/wp-content/uploads/2021/03/2010-Alabama-Social-Studies-Course-of-Study.p>

Service Learning:

Service-learning is a teaching and learning strategy that connects academic curriculum to community problem-solving. We want our students to make the connections between academics and “real-life” experiences and to support this experience, students in grades 6-8, will be required to complete a minimum of 10 hours of service learning per year. Students in grades 9-12 will be required to complete a minimum of 20 service hours per year. This will give students opportunities to: build relationships with the communities, learn to serve others, enhance their decision-making skills, and understand what it means to be a responsible citizen. Students will collaborate with the supervising teacher to determine the tasks to be completed. Service learning can occur on/off campus.

Promotion Criteria

Our goal is to make sure all students promoted to the next grade level received “top notch” instruction in an environment conducive to learning, were given every opportunity to be successful, and are “on track” for promotion.

Regular attendance to school is important for promotion because students need to attend every day to benefit from teaching and learning. Students with chronic absences, miss instruction, and therefore learning deficiencies occur which makes it difficult for the students to maintain their grades and be promoted at the end of the year. We will follow the state’s guidelines regarding absences and hopefully, prevent chronic absences from occurring.

Listed below are the requirements for promotion as long as students meet the state’s attendance requirement:

K-2: Grading scale is determined by master of skills and uses 1-4 rubric:

- **1: Below Basic** (Indicates that students have little understanding of a concept, and consequently cannot demonstrate any mastery. When starting a new target, many students have no prior knowledge, and begin at
- **2: Basic** (As students learn, they can demonstrate partial mastery)
- **3: Proficient** (Once they meet a target)
- **4: Exceed** (Above proficient with the learning target)

****Students must be PROFICIENT or EXCEED PROFICIENT in reading and mathematics to be promoted to the next grade level.**

Grades 3-12: 70% or above average in all subjects to be promoted to the next level.

The leadership team has established 70% passing in grades 3-12 with the following comments as support for the requirement:

- Better foundation for students to work from moving forward.
- Problem with 60% as minimum standards is an “escape” route for having high expectations and promotes deficit gaps in learning. Students do not push themselves as much as they could because they know that they only need 60% to pass the courses.
- We want to raise the bar. We want to have the foundational standards set for the school so students will have to strive on that level to meet “academic excellence”.
- School/Parents/guardians partner together to encourage the students to have the mindset that they can achieve their goal of accomplishing “excellence” if they take advantage of the opportunities along the way.
- Collegiate Programs: In many competitive programs, students must pass the program with a 75% or higher to be in the program and under 75% is failing.
- As students get into the “upper levels of education, they don’t need to think or perform at a lower level because it will defeat them going forward. They will develop a mindset of doing just enough to get by.

Grades 6-12:

To be promoted:

- Students in regular education must have a cumulative average of 70% in all courses
- Grades 6-8, must have 10 hours of service learning at the end of each school year
- Grades 9-12, must have 20 hours of service learning at the end of each school year
- Grades 9-12 must meet the Alabama High School Requirements in addition to 70% average in all courses.

*Students who receive special services will be promoted based on their individualized education plan (IEP).

Teachers will use their “toolkit” strategies for teaching and learning to support academic success. Intervention opportunities will also be available throughout the year to assist students who need additional support.

Communication to Parents/Guardians and Students

Covenant Academy of Mobile will make every effort to communicate the promotion criteria with parents/guardians and students, so they understand the requirements before they apply. We will include the criteria with our recruiting material, share it during parent/guardian meetings, social media, handbooks, etc. so there are no surprises and parents/guardians/students understand the expectations of every student attending our school.

We are mindful of cultural diversity and will provide communication in other languages to meet the needs of our communities.

At the beginning of the year, students will be informed of the expectations and the promotion criteria. Students and parents/guardians will have access to students’ grades daily through PowerSchool, Alabama Department of Education Information System. In addition to PowerSchool access, progress reports will be distributed every three weeks and reports cards will be distributed quarterly.

Throughout the year, teachers will monitor the progress of their students and hold parent/guardian-teacher conferences to communicate the concerns of academic progress. An interpreter will be available if needed. Together, the parents/guardians and teachers will devise a support plan for home and school.

We believe the continuous communication with parents/guardians will reduce misunderstandings of promotion status at the end of the year and there will not be any surprises. If a student needs to be retained, parents/guardians will be well aware of the status because of the parent/guardian-teacher conferences held throughout the year.

A detailed plan will be established once an administrator is hired prior to the planning year.

Attachments

Section 3: Student Performance Standards

3.1	High School Graduation Requirements	Hartzog, Brenda, 10/23/21 3:43 AM	PDF / 590.835 KB
3.2	9th Grade Learning Standards	Hartzog, Brenda, 10/23/21 3:37 AM	PDF / 668.154 KB
3.3	6th Grade Learning Standards	Hartzog, Brenda, 10/23/21 3:34 AM	PDF / 166.052 KB
3.4	3rd Grade Learning Standards	Hartzog, Brenda, 10/23/21 3:32 AM	PDF / 225.78 KB

4.High School Graduation Requirements (High Schools Only)

Covenant Academy of Mobile wants to be proud of the graduates leaving our school environment and being successful in college and/or careers after graduation. That is why the leadership team believes multiple pathways should be offered to meet the needs of a diverse student body.

Students in high school will be required to develop a four-year plan so they have a “road map” of their future aspirations. Students will have multiple options through the “Connections” courses to decide on their selected pathway during high school. Students will be able to participate in “Dual Enrollment” and gain college credit while attending high school. Students will also have an opportunity to receive career technical education credentials as well. Based on the “Alabama High School Graduation Requirements”, students have opportunities to substitute courses based on their special interest. We will build school-business partnerships to ensure our students have many opportunities to connect with “real life” experiences. The partnerships will also provide service-learning and internship opportunities.

Students must meet the school’s requirements as mentioned in the “Promotion Criteria” section and a total of 24 credits to graduate. Students will receive 1 or .5 credit, depending on the course, for each course passed with a 70% or higher.

Grade Point Average (GPA)

Students will have an opportunity to take “Honors” and “Advanced Placement” courses, and we believe that students who take those courses should receive an additional (weighted) half point or point when calculating Grade Point Average (GPA) because of the level of difficulty compared to the regular (unweighted) courses. This means that students who take more difficult courses throughout high school, will have a higher GPA than students who take regular classes.

For Grade Point Average (GPA): Final grades will be calculated using the following scales:

	Regular Courses	Honors Courses	Advanced Placement

A=100-90	4	4.5	5
B = 89-80	3	3.5	4
C =79-70	2	2.5	3
E =69 & below	0-Failing	0-Failing	0-Failing

Students who are pursuing a “college” path, will benefit with weighted GPA because colleges typically accept students with higher GPAs thinking that the student is capable of doing well in college.

With a rigorous curriculum and multiple pathways, students will have the skills they need to be productive citizens in postsecondary education, career/technical training, the workforce, or military service.

Transcripts:

Transcript is an academic record and typically includes elementary and middle school demographics, attendance, formal assessment results, end of the year grades, and promotion status.

A high school transcript includes:

- All courses taken with final grades
- Credits earned during middle/high school
- Grade Point Average (GPA)
- Attendance
- Assessment Results: State, National-SAT, ACT, PSAT
- Promotion Status
- Demographics Information
- Dual enrollment credits, credentials, etc.

Dropout Prevention:

Education Data Initiative reports that:

The high school dropout rate includes students between the age of 15 and 24 in grades 10-12 who left high school between the beginning of one school year and the beginning of the next without earning a diploma or alternate credential. Recipients of GED or other alternative credential don’t factor into the dropout rate.

In 2019, the average high school dropout rate was 5.1%.

- 36% of students who have a disability (physical or learning) drop out of high school.

- 73% of high school dropouts indicated their parents/guardians tried to talk them into staying.
- 37% of high school dropouts indicated their school tried to talk them into staying.
- 53% of dropouts said their parents/guardians offered to help them with personal problems.

- 24% of dropouts indicated their school offered to help.
- 75% of high school dropouts never participated in an alternative program or school.

Source: <https://educationdata.org/high-school-dropout-rate>

The statistics are alarming, and Covenant Academy of Mobile wants to do everything possible to ensure every student who enrolls in our school graduates with the skills necessary for college and/or a specialized career path chosen by the student. Listed below are strategies that will be implemented to hopefully, prevent our students from leaving school before graduation.

Strategies for Dropout Prevention/Not Meeting Graduation Requirements

1. Covenant Academy of Mobile will develop a data system that supports a realistic diagnosis of the number of students who drop out and that help identify individual students at an elevated risk of dropping out. This data system will include databases with unique IDs that include information on student absences, grade retention, and low academic achievement. The data will be reviewed regularly, with a particular emphasis before the transitions to middle and high school. Sources: 1 Kronick and Hargis (1998); Skromme Van Allen and Bensoen (1998). 2. Duttweiler (1995); Wehlage et al. (1989)
2. "Success Coaches" will be assigned (teachers or trusted adults) to students at risk of dropping out. Academic support and enrichment will be provided to improve academic performance. "Success Coaches" will be trained and matched with students. Sources: Lars Sinclair et al. (1998); Quint et al. (2005); Shirm et al. (2006).
3. One of the goals of the "Success Coaches" is to cultivate relationships with the students. The coaches can make the difference between a student staying in school or dropping out by forming small groups of students that come together to create an "in-school" family. These coaches will meet during the school day, provide a structured way of enabling those supporting relationships to grow and thrive. To be the most effective, staff development will take place to give teachers support for the academic, social, and emotional needs of their students.
4. Covenant Academy of Mobile will engage and partner with parents/guardians because parent/guardian involvement declines as students get older and become more independent. But, although the role of parents/guardians changes in secondary school, their ongoing engagement from regular communication with school staff to familiarity with their child's schedule, courses, and progress toward graduation remains central to students' success.
5. Academic support and enrichment will be provided to help students improve academic performance and re-engage in school. Developing strategies and practices that give both dropouts and at-risk students a "web" of increased support and services such as:
 - Accelerated-learning programs for older students who are behind on credits
 - Implementing academic programs or extended school for older students whose skills are well below grade level.
 - Providing students with the necessary skills to complete high school and by introducing them to postsecondary options will increase engagement.
 - An IEP (Individual Educational Plan) will be developed for students that will involve the teachers, students, and parents/guardians.
 - Give strategies to solve problems whether it's academically or socially. Students have issues at home & many times do not know how to address them.
 - Form a student organization that meets monthly to see what's working and not working so they are a part

of the process in creating change as well. Student government promotes staying in school.

6. Positive Action, our character education program, will be implemented to improve students' classroom behavior and social skills. Students will be recognized when they accomplish attainable and behavioral goals.
7. Personalize the learning environment and instructional process (school wide intervention). This will create a sense of belonging and foster a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement.
8. We will provide a rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school. Providing students with the necessary skills to complete high school and by introducing them to postsecondary option will increase engagement.
9. Boredom and disengagement are two main reasons students stop attending class and end up dropping out of school. Many students have said a major reason for leaving school was that their classes were not interesting. Covenant Academy of Mobile will provide instruction that takes students into the broader community that provides opportunities for all students, especially experiential learners, to connect to academics in a greater, more powerful way. The school will develop a community plan, have an ongoing assessment -- regular evaluation and improvement of practices to ensure that community initiatives are having the desired effect.
10. Covenant Academy of Mobile knows that Preschool is an early investment in youth that will yield significant economic results later. According to a 2011 article published in Science by researchers who followed participants in Chicago's early childhood education program Child-Parent/guardian Center for 25 years found, among other results, that by age 28, the group that began preschool at age three or four had higher educational levels and incomes, and lower substance abuse problems. We believe the parents/guardians who have their children enrolled in the preschool classes will want their children to attend Covenant Academy of Mobile and continue the "Excellence" in an educating their children to their highest potential.

We are hopeful that by implementing the strategies above, the retention and dropout rate will decrease, and the graduation rate will increase.

Attachments

Section 4: High School Graduation Requirements (High Schools Only)

4.1	Alabama High School Graduation Requirements	Hartzog, Brenda, 10/29/21 6:43 PM	PDF / 591.48 KB
-----	---	-----------------------------------	-----------------

5.School Calendar and Schedule

5. School Calendar and Schedules (See Attachment)

Covenant Academy of Mobile will implement a calendar very similar to the Mobile County Public School System's (MCPSS) school calendar. Because of establishing K-5 our first year, we want to make it convenient for parents/guardians who may have children in 6-12 attending MCPSS. If our students have the same days off, then parents/guardians are not having to juggle childcare for children at different times during the school year.

Our goal is to take advantage of instructional teaching and learning effectively and efficiently by following the Alabama State Department of Education's required 180 instructional days and 1080 instructional hours. The

school calendar reflects the required instructional days along with holidays, professional development, and teachers' work days. Inclement weather days will be addressed later in the year if there is a need to adjust the calendar. Holiday breaks could be shortened, or a few days could be added to the end of the year if necessary.

The proposed calendar includes the following days per quarter:

- 1st Quarter: 41
- 2nd Quarter: 43
- 3rd Quarter: 48 *****Extra days to accommodate state assessments**
- 4th Quarter: 48 *****Extra days to accommodate state assessments**

We have included two weeks (July 10-21) of professional development for all employees who have dedicated themselves to establishing "Excellence by Design" at Covenant Academy of Mobile. The goal is to provide uninterrupted, focused collaborative professional learning activities that will:

- Prepare the faculty and staff in establishing the culture, climate, and learning environment for all students entering our school for the first time. (Positive Action)
- Provide "hands on" curriculum-based instruction with new instructional materials
- Review and discuss the established procedures and policies

Professional development (PD) throughout the school year will be held ½ day (early release) as scheduled on the school's calendar. Students will attend school for the first half of the day and teachers will participate in professional learning communities the second half of the day. It is very difficult to have teachers undivided attention and fully engaged after a full day of teaching and learning with students. Our goal is to also provide job embedded professional development by creating common planning periods. We will not interfere with instructional time, so we will be as creative as possible in protecting it. With 2023 being the first year, there will be an enormous amount to learn before school begins.

**Childcare services will be provided for the parents/guardians who are unable to pick up their children on early release days.

State Assessments

Each year, students are required to take various state assessments. Of course, at this time, those dates have not been published, but based on past experiences, the testing window was March-April, so we have included extra days during the last two quarters to accommodate those testing days. Our goal is to structure the daily schedule so that the grade levels who are not testing on a specific day, continue their "normal" routine of teaching and learning. Special "testing" schedules will be created to reflect those specific "testing" days once the information is released by the state department.

Daily and Weekly Schedules: (See Attachments)

Each day at Covenant Academy of Mobile will begin with breakfast being served before school for those students who desire to eat. School begins at 8:00a.m. for elementary and middle school students. Tentatively, high school students will begin their day at 7:15a.m. and school ends for them at 2:45p.m. We will see if this time still works once elementary and middle schools are established.

The required 360 daily instructional minutes are included in the daily schedules. Our goal is to protect the instructional time as much as possible. When there is an assembly of any kind, a special "Abbreviated" daily schedule will be created so that students do not miss instruction in any class/course.

Elementary Daily Routine: After the tardy bell rings for take-in, a designated student will lead the school community in the pledge of allegiance and a "Moment of Silent Reflection".

Announcements will be shared along with the Positive Action "Character Word of the Week". In each classroom, teachers will present the "Positive Action" unit activity for the day which supports the "Character Word of the Week". Throughout the week, the school community will focus on the same topic, but at different

levels depending on the age groups. This is a way to model and reinforce good character to create the positive culture we desire.

After 8:20 a.m., students and teachers will be engaged in preplanned rigorous teaching and learning activities that provide opportunities for students to be immersed in the learning process. Students will be dismissed at 3:00p.m.

Middle School and High School Daily Routine:

After the tardy bell rings for take-in, students report to their first period/block of the day. A designated student will lead the school community in the pledge of allegiance, a “Moment of Silent Reflection”, and the Positive Action “Character Word of the Week”. Four extra minutes are included in first period to provide time for these activities to take place without compromising instructional time.

Students will follow their daily schedule throughout the day as indicated on the attachment. Transition times between classes are included, but they do not interfere with the required instructional time for each class. Middle school students will be dismissed at 3:05p.m., five minutes after the elementary students. High school students will be dismissed at 2:45p.m. This will allow time for high school students to exit the campus before elementary and middle school students are dismissed. Dismissal procedures will be monitored, and adjustments made if necessary.

The weekly schedule is noted on the calendar. The "Daily" schedule will be used each day during the week except for the "Early Release" days as indicated on the calendar. An abbreviated schedule will be created to accommodate the "Early Release" day.

Attachments

Section 5: School Calendar and Schedule

5.1	High School Bell Schedule	Hartzog, Brenda, 10/23/21 7:18 PM	PDF / 140.083 KB
5.2	Middle School Daily Schedule	Hartzog, Brenda, 10/23/21 7:16 PM	PDF / 130.855 KB
5.3	Elementary Daily Schedule	Hartzog, Brenda, 10/23/21 7:15 PM	PDF / 82.351 KB
5.4	2023-24 Proposed School Calendar	Hartzog, Brenda, 10/23/21 7:14 PM	PDF / 3.032 MB

6.School Culture

Covenant Academy of Mobile is committed to creating and maintaining a positive learning environment for all students regardless of cultural differences, race, ethnicity, gender, socioeconomic status, or academic abilities.

We believe if our school community is learning and practicing our core values, then the culture of our school will exhibit a positive environment conducive for learning. Please see attachment to see how our core values are incorporated into the seven units.

We want our school community to feel a sense of belonging and be respectful of cultural differences. It is important for everyone to connect students’ cultures, languages, and life experiences with their own to enhance their learning and gain a respect for those we interact with daily.

Positive Action is a comprehensive program that will be implemented to help us achieve our positive environment. The program includes tool kits that are complete with manuals and all the materials needed to carry out the lessons and activities. Each component can stand alone, be configured in any combination, or be

used as part of the whole.

The U.S. Department of Education has listed “Positive Action” as an “Approved Evidence-Based, Whole-School Reform Model” that has proven itself to improve academics and behavior. “Positive Action has evidence of effectiveness that includes three studies that meet What Works Clearinghouse (WWC) evidence standards and found statistically significant favorable impacts. Positive Action has been WWC-listed since 2006. According to the WWC review, **Positive Action improved student achievement an average of 14 percentile points in reading and math and improved student attainment by reducing retentions in grade and absenteeism.**

Resource: <https://www2.ed.gov/programs/sif/sigevidencebased/index.html>

Based on prior studies, PA has been recognized in the character-education report by the U.S. Department of Education’s What Works Clearinghouse (2007) as the only “character education” program in the nation to meet the evidentiary requirements for improving both academics and behavior. Preliminary findings indicate that PA can positively influence school attendance, behavior, and achievement. Two previous quasi-experimental studies utilizing archival school-level data (Flay & Allred, 2003; Flay et al., 2001) reported beneficial effects on student achievement (e.g., math, reading, and science) and serious problem behaviors (e.g., suspensions and violence rates). .”

Sources: Journal of Research on Educational Effectiveness, 3: 26–55, 2010 Copyright © Taylor & Francis Group, LLC

ISSN: 1934-5747 print / 1934-5739 online

DOI: 10.1080/19345740903353436

Positive Action is organized into seven units by grade level. This sequence allows us to align our school community behind Positive Action lessons and concepts. The seven units are:

- **Unit 1: Self-Concept**

The program starts with helping students identify themselves and understand their Self-Concept. Students learn that self-concept means the way they think and feel about themselves, and that families and friends influence their self-concepts.

- **Unit 2: Positive Actions for Your Body and Mind**

As students learn to identify their Self-Concept, the program introduces the positive actions for the body and the mind. They become aware of their responsibility for the care of their bodies and learn the physical and intellectual aspects of self-concept. They learn that positive people take good care of their bodies and minds; they feel healthy and strong and are excited by new ideas.

Lessons focus on specific positive actions for physical health (nutrition, hygiene, avoiding harmful substances, exercise, sleep, avoiding illness) and positive actions for intellectual health (learning, problem-solving, creative thinking, memory and curiosity).

- **Unit 3: Managing Yourself Responsibly**

Students learn to manage their own resources: time, energy, possessions, money, talents, thoughts, actions, and feelings. Students discover that managing their resources is an important positive action and improves their self-concept.

Lessons will also focus on nine specific feelings: love, anger, worry, jealousy, pride, fear, loneliness, thankfulness, and discouragement. Students learn ways to manage their feelings, so their feelings do not control

them.

- **Unit 4: Treating Others the Way You Like to be Treated**

The program shifts from introspection to social interactions. Treating people, the way you would like to be treated - that's the key for getting along with others. Students also learn and practice respect, empathy, friendliness, kindness, cooperation, and positiveness as positive ways of dealing with others.

- **Unit 5: Telling Yourself the Truth**

Self-honesty means dealing with realities and seeing yourself as you really are. Self-honesty is difficult. It takes perception and practice. In this unit, students practice telling themselves the truth, knowing themselves, not blaming others, admitting mistakes, not making excuses, and keeping their word.

The positive actions taught in the curriculum are holistic; they represent the physical, intellectual, social, and emotional areas. These concepts are the basis of all the components of the program, and thus they fit together seamlessly.

In this unit, there is a direct focus on mental health when students learn the importance of telling themselves the truth or being honest with themselves and others.

The other units are also important. When students are given the opportunity to practice positive actions in a safe, encouraging environment that reinforces positive actions, they will internalize them over a period of time, and their overall mental health will be greatly improved.

- **Unit 6: Improving Yourself Continually**

Self-improvement is a natural follow-up to self-honesty because individuals who take a realistic look at themselves are better able to determine their personal goals. Self-improvement means developing and integrating the physical, intellectual, and social/emotional domains to grow toward one's personal ideal.

In this unit, students learn how to set short-term and long-term goals, and how to make goal setting work. They are taught to believe in their potential, to have courage to try, to turn problems into opportunities, and to work steadily toward improvement.

- **Unit 7: Review**

This unit reviews the principles learned throughout the year. It's a chance to recall the positive actions learned, to practice many of them again, to check on the progress of the goals, and to establish new goals.

It's also an excellent time to see all the concepts of Positive Action working together. Students see that the "self" they started with at the beginning of the year has clearly improved, giving them reason to trust in themselves and in their continued growth.

- **Supplemental Kits**

As a school community, not only will we implement the units of study above, but also provide other topics that will address common issues that surface within the school environment as well.

Supplemental kits provided by Positive Action help educators integrate other important topics into the program such as: School Climate, Substance Use Prevention, Bullying Prevention, Counseling, Family Involvement, Community Involvement

Implementation:

To achieve the maximum results, Covenant Academy of Mobile will incorporate Positive Action's recommendation for implementation:

- **Plan**

The scope of work and design of the Positive Action implementation will be a collaborative effort involving the parties implementing the program.

- **Prepare**

A project coordinator and representative coordinating committee will be created. This ensures that the implementation is properly coordinated.

- **Implement**

Implementation for everyone will begin on the scheduled kick-off day at the beginning of the school year and consistently throughout the year. Positive Action lessons will be taught each morning and the concepts reinforced throughout the day.

Each Classroom Teacher will receive:

- Instructor's Manual with an introduction, purpose statements, materials list
- Activity sheet thumbnails
- 10–15-minute scripted lessons (140)
- 38 Activity sheets
- 9 Visual aids
- 9 Full color posters
- Stickers and much more!

To be inclusive of all employees, we will order "The Climate Development Kit" which includes:

- Manuals for the Principal or Site Administrator, parents/guardians, and support staff with tools to coordinate the climate development site-wide activities.
- Assembly ideas for promoting "Positive Actions"
- Stickers, ICU ("I See You Doing Something Positive") Boxes,
- Word of the Week cards
- Other activities and materials that provide vital school-wide reinforcement of positive actions learned in the classroom.

All employees will have access to their own "ICU ("I See You Doing Something Positive") stickers to pass out when they observe a student doing something positive.

- **Review the manual**

*Read the introduction

*Read ahead to next lesson

- **Establish ground rules with class members**

*Keep lessons positive

*Respect confidentiality

*Be respectful and kind

*Practice and reinforce the positive actions

*The committee will hold scheduled meetings to troubleshoot and plan for keeping the *program fresh and effective.

- **Assess**

*Appropriate fidelity monitoring surveys will be submitted by everyone using the program on the predetermined schedule.

*Process surveys will be used to provide ongoing data.

Notification:

As with any new program, it's important to inform all the stakeholders. This primarily includes outreach to

teachers and parents/guardians.

Typically, the initial teachers' reaction is that they will lose instructional time and there is no purpose in teaching this program when it is the counselor's responsibility to teach "character education". It will be very important to get "teacher buy in" because the teachers will be the ones on the front line implementing the program.

We believe since it is a "new" school and as a school community, everyone must work collaboratively to establish a positive school environment for our students. We want the teachers to understand a positive environment will provide the instructional time needed to educate our students instead of our students having negative distractions that will interfere with their learning.

Parents/guardians will be informed about the program through various forms of communication:

parents/guardian meetings (orientation), newsletters, student-parent/guardian handbook, social media, etc. The skills and concepts that students learn from Positive Action will affect their family life. By reaching out to parents/guardians about the program, hopefully, we can prevent any misunderstandings a parent/guardian may have when their child comes home talking about positive actions and the Thoughts-Actions-Feeling (TAF) circle. Hopefully, the parents/guardians will notice a positive difference at home and embrace the program.

Professional Development:

Positive Action offers a full set of services to assist us with our school-wide implementation. Program training will be available and customized for our school community. Training can be completed on-site, with webinars, or both. Once an administrator has been hired, the administrator will be responsible for scheduling professional development opportunities for all staff and faculty members.

Program consultants will be accessible every step of the way. They will help design the implementation, setup training, coordinate product delivery and assist with creating a successful implementation.

Outcomes:

There is research that indicates that some schools using Positive Action reported improvements with absenteeism, academics, character traits/behaviors, and many other areas. They also noticed a reduction in violent and disruptive behaviors.

Our goal is to be proactive and create a positive environment where students are completely engaged in their learning without the thought of any negative distractions interfering with their education and we are hopeful that Positive Action will assist us in meeting our goal.

Uniforms

In creating the culture we desire, we have also decided to require uniforms for all students. We believe the uniforms will give students a "sense of belonging" and pride in their appearance. Students in uniform saves the administrators time to do productive tasks instead of monitoring students to see if their clothes are appropriate for school. Wearing uniforms can spare social embarrassment for those students who feel inadequate if they are not wearing the latest fashion. School uniforms allow students to focus on the learning process instead of focusing on what someone is wearing, which is a distraction. Many students do not like the uniform because it takes away "their individuality". During the school year, the administrator has the option to designate "out of uniform" days when students have earned it and the positive culture has been established.

Enrollment After School Begins

Realizing that parents/guardians are seeking other school options for their children, we are hoping that our enrollment will be at capacity and remain that way until the end of the year. Students will be allowed to enroll if there is a spot available in that particular grade level in first and second quarters only. Based on some team members' experience, a student who transfers into another school after second quarter, does not do well at the "new" school. Students must adapt to the culture and the school program as well.

If there is a waiting list because of the lottery process, then the student will be placed on the list.

Below are the procedures for students/parents/guardians interested in enrolling after school begins:

- Must attend orientation so students/parents/guardians understand the expectations, commitment to the program, and policies and procedures
- Parents/guardians/students decide if program will work for them
- Guided school tour by student ambassadors or assigned school personnel
- One-on-One session with guidance counselor
- Applicable assessments to determine academic ability
- Assign classroom and a student "buddy"

7. School Culture: Special Needs, EL, At-Risk

We want all students to experience the positive learning environment. The Positive Action system is a research-backed program designed specifically to give students who are "At-Risk" or students with special needs a skill set that will help them succeed in all subjects including math, reading, writing, grammar, science, and social studies. While the curriculum doesn't directly address these subjects, children's test scores improve with the program, particularly in the math and reading assessments. The program provides common unit themes for school-wide implementation and continuity. The themes are grade level appropriate, so if there is a need to accommodate students because of ability, there is no problem with the materials. Some programs are also printed in Spanish for EL students.

Positive Action strengthens core educational programs by:

1. Teaching skills for learning
2. Incorporating state standards
3. Developing intrinsic motivation
4. Reducing classroom disruptions

It helps special needs students integrate into mainstream classrooms and achieve academically and otherwise. Positive Action Works for Students with Special Needs of All Types:

- ADD/ADHD
- Autism
- Down Syndrome
- Dyslexia
- Emotional disturbance
- Intellectual disability
- Learning disabilities
- Physical disabilities

Source: <https://www.positiveaction.net/research-articles#>

We believe with our positive environment; all students will feel proud to attend Covenant Academy of Mobile.

Students who need special services/intervention will feel comfortable learning in an inclusive environment that provides high quality instruction on their level. Teachers will use researched-based instructional strategies to enhance teaching and learning opportunities. Intervention opportunities will be available to assist any student who needs it.

A Typical Day for a Student:

A typical day for a third grade student will begin with the student eating breakfast with friends in the cafeteria. After breakfast, the student reports to the classroom where the teacher greets her/him with a smiling "good morning". The student puts personal items away and begins on the morning activity, which might be a post activity from a lesson the day before. Once the bell rings to start the day, the student listens to morning announcements, "Character Word of the Week", normal routine. Then the student participates in the "Positive Action" activity that the teacher has planned for that day. After that, the student follows the daily schedule with engaging activities for the morning: ELA/Social Studies, "Connections" (Spanish) class, ELA, P.E. and then the student goes to lunch with teacher and classmates. After lunch, student is engaged in math, Connections: "Intro

to Dance", and STEAM, which is the last class for the day. Student listens to afternoon announcements and after dismissal, the student is escorted to the gym for "After School" care until a parent/guardian picks up at 4:30pm.

A Typical Day for a Teacher:

A typical day for a third grade teacher begins with the teacher reporting to school at 7:15a.m.. She/He stops by the office to sign in and check "teacher's box" for messages that may have been put in after leaving school the day before. Teacher goes to her/his classroom to prepare for students' arrival in the classroom at 7:45am. Teacher has a morning activity for student engagement while they're waiting on school to start. After the "take in" bell rings, teacher and students participate in the morning routine of pledge, announcements, etc. Teacher spends time discussing the "Positive Action" activity on "Being a Positive Thinker". The teacher guides the students through the activity as they collaborate and share what it means to them and how to apply it to "real life". After the activity, the teacher transitions to the ELA/Social Studies block. She/He begins the lesson with "What does environment mean"? "How does our environment affect us? Students share and then the teacher guides the students through the lesson integrating reading, vocabulary, narrative writing, and geography. After the first ELA/Social Studies block, the teacher escorts the students to "Connections" and uses the time for professional learning with grade level colleagues. The students return from Connections, ELA/Social Studies activities continue until it is time for P.E. During the P.E. period, the teacher uses the "Planning Period" to plan for future activities, return parent calls, schedule parent-teacher conferences, etc. Once the students return from P.E., students and teacher go to lunch. After lunch, the teacher continues with the afternoon scheduled classes until dismissal. Teacher reports to duty until 3:15pm. After duty, the teacher goes back to the classroom to make sure everything is ready for the next day before leaving for the day.

Attachments

Section 6: School Culture

6.1	Positive Action Units and Our Core Values	Hartzog, Brenda, 10/23/21 7:33 PM	PDF / 220.555 KB
-----	---	-----------------------------------	------------------

7. Supplemental Programming

Summer School

Covenant Academy of Mobile will make a conscious effort to provide a high-quality instructional program for all students when it opens in 2023-24. However, with students' academic progress being interrupted by the pandemic, we realize many students may still lack the necessary skills to be performing on grade level.

Our promotion criteria states students must have a 70% yearly average in all courses to be promoted to the next level. However, any student with 67%-69% yearly average in two or less courses, may attend summer school for promotion. Students must have a minimum of 70% in summer school to be promoted to the next level.

Summer school will begin two weeks after the last day of school for four weeks (8am-12pm). Interested faculty members can apply and if selected, will provide instruction in areas of deficiencies. We believe since the students will be a maximum of three percentage points from 70%, the four weeks of intensive instruction will be appropriate for meeting the students' needs.

We really do not know what to expect regarding resources and staffing needs. Once the school year begins, we will monitor students' academic progress and determine the needs for offering summer school and seek funding through grants and various partnerships.

Extra-Curricular Activities

We believe all students regardless of their gender, race, ethnicity, socio-economic status, should be allowed to participate in extra-curricular activities unless it is not in the best interest of the student as determined by parents/guardians and administration.

We also believe all students should be “well-rounded” and extra-curricular activities provide opportunities for students to reinforce academic skills learned in the classroom in a real-world setting. Extra-curricular activities help students to define who they are, build relationships, and learn how to manage being part of a team or teamwork. Many studies have linked extracurricular activities with positive outcomes for students’ academic performance and emotional development.

Below is a sampling of some extra-curricular activities that will be considered. Final determination will be after school begins and the results from an interest survey is completed. The sponsor of each activity will determine the requirements for the meeting. There are various after school meeting options, depending on the club: once a week, three times a week before an academic competition, or once/twice a month. Funding will be determined and pursued once the clubs are established.

- Academic competition*Art*Chess Club*Choir*Culinary Arts*Dance*STEM Club*Gymnastics*Honor Society*Recycling Club*Robotics*Service Clubs* Student Ambassadors*Student Government*Theater/Drama Club*STEM Club

Athletics

Athletics are very important to students and support the “well rounded” characteristic of many students. Our goal is to be a member of the Alabama High School Athletic Association (AHSAA) and offer the best sports program in the state/nation. Students must meet the academic requirement established by AHSAA to participate. Below are some sports (not inclusive) that will be available for students in 7th-12th grades:

- Baseball
- Basketball
- Boxing
- Football
- Golf
- Soccer
- Track and Field
- Volleyball

Students’ Mental, Emotional, and Social Development and Health

Covenant Academy of Mobile spent countless hours researching a school-wide program that aligns with our mission of providing a positive environment that is conducive to learning and supports students’ mental, emotional, and social development and health. Positive Action does just that.

In Unit 5, Positive Action teaches how to deal with your reality and know your strengths and weaknesses; how not to blame others or rationalize; and how to do what you say you will do. In other words, how to take responsibility for your own behavior.

The positive actions taught in the curriculum are holistic; they represent the physical, intellectual, social, and emotional areas. These concepts are the basis of all the components of the program, and thus they fit together seamlessly.

In Unit 5, there is a direct focus on mental health when students learn the importance of telling themselves the truth or being honest with themselves and others.

The other units are also important. When students are given the opportunity to practice positive actions in a safe, encouraging environment that reinforces positive actions, they will internalize them over a period of time, and their overall mental health will be greatly improved.

Within Positive Action is a clear understanding and acceptance of the standards of positive behavior with which everyone becomes familiar. Reinforcing those behaviors cements the benefit of doing them, because the philosophy says you feel good about yourself when you do positive actions.

Everyone wants to feel good about themselves, and the only way to get that good feeling is by doing positive actions. Students learn that good mental health leads to success and contributes to their overall happiness in life.

Educators can teach Positive Action with confidence, knowing that a randomized trial in Chicago schools found that Positive Action decreased students' depression and anxiety.

Source: <https://www.positiveaction.net/mental-health-curriculum>

One of our Leadership Team members, Shamika Battle-Packer, is the CEO of “Just Healing Counseling” and will partner with the school and provide “Yoga Ed” and “Mindfulness” professional development. She has presented “emotion regulation and mindfulness” sessions in elementary schools using the “Mindful Manners 101” program and the sessions have been very beneficial to students.

Yoga Ed. programs can:

- Improve symptoms of anxiety
- Improve focus and attention
- Support mental health
- Improve physical health
- Support academic performance
- yogaed.com

“Children aren’t born knowing how to regulate their emotions any more than they are born knowing how to tie their shoes. Regulation is a skill, so let’s teach it!”

genmindful.com

Once the training is complete, our counselor(s) will conduct group sessions or individual counseling sessions to make sure students have a “toolkit” of strategies to use when dealing with certain emotions.

The school will share the programs with the parents/guardians and they must give their consent for students to participate in the sessions. A “Parent/Guardian Consent Form” will be sent home for the parents/guardians to sign. As a school community, we will make a conscious effort to build relationships and monitor the needs of our students. We want our students to feel comfortable talking to an adult if guidance is needed with any problems.

Dual Enrollment

Covenant Academy of Mobile will participate in “Dual Enrollment” with Bishop State Community College and University of South Alabama, which are both in Mobile. Our partnership will certainly benefit our students. Our students will have an opportunity to gain college credits or specific credentials before graduating. Dual enrollment provides a college-level experience while in high school, so students know what to expect when they are full time students. Participation in the programs ensures our students have the college or career readiness skills and postsecondary opportunities while in high school.

Attachments

Section 7: Supplemental Programming

– No Attachments –

8. Special Populations and At-Risk Students

Covenant Academy of Mobile is committed to educating all students to their highest potential regardless of exceptionalities or needs. According to Mobile County Public School System’s Report Card, the chart attached displays the percentage of sub-groups in the public school district and another chart displays the percentage of sub-groups in the elementary schools that serve the students in the surrounding neighborhood.

Based on the nearby schools’ data attached, we anticipate enrolling:

- Student with Special Needs: 7-9%
- Hispanic/Latino: 1-2%
- ELL 1-2%
- At-Risk (Chronic Absenteeism) 5-8%
- At-Risk (Economically Disadvantaged) 10-15%
- HICAP (Gifted) 2%

Since 2023-24 will be our first year as a school and at this time, we do not know how many students fall into the “Special Population” category. However, we do know that we are responsible for complying with federal and state laws when serving special populations, including students who qualify for special education services, and we will be sure to follow all guidelines.

We understand that some students may enroll and enter our school with a current Individualized Education Program (IEP), Section 504 Plan, be an English Language Learner (ELL) or identified as “gifted”. Covenant Academy of Mobile has designed its program using a variety of researched-based instructional strategies to accommodate all learners. The “engaging” instructional activities will meet the needs of auditory, visual (spatial), verbal, logical/mathematical, physical (kinesthetic), and social (interpersonal) learners. We believe our program will provide opportunities for inclusion and/or self-contained if there is a need. The regular education and special education teachers will work collaboratively to determine the best option for students and place them “in the least restricted environment”.

The curriculum framework and the instructional materials used in our program allow teachers to “scaffold” instruction to meet the needs of the learners. The daily schedule provides opportunities for small group or individualized intervention/enrichment activities specifically for those students who need it.

Meeting the Learning Needs of Students: Response to Instruction (RTI)

Students who are not making grade level academic progress will be monitored closely and provided support in the area(s) of need. The RTI model attached will be used to address deficiencies in learning. Students will receive instruction as indicated in the three tiers. All students will receive the first delivery with their classmates in Tier I. Tiers II and III intervention support will be provided during the 30 minutes “Connections/Intervention/Enrichment” period on the daily schedule in addition to the regular scheduled. Connections courses will be twice a week, leaving three days per week for intervention/enrichment activities. Teachers will also have the option to provide some intervention during the ELA and math blocks of instruction.

The ELA program for myView (K-5) and myPerspective (6-8), will be the assessment tools used to determine students’ reading level and provide instruction/intervention based on each individual student’s level.

The enVision mathematic program also has an assessment tool used to determine an individual student’s baseline and provides instruction based on the student’s level. Progress monitoring will be consistent to determine deficiencies and if student is making academic progress.

Along with the “Teachers’ Toolkit” of instructional strategies, the teachers will also have a list of additional Rtl strategies to use in the classroom with students who need additional support. (See Rtl Instructional Strategies Attachment)

Identifying Students with Disabilities

Teachers will monitor the students’ progress weekly and record the strategies used to support the students. Teachers will meet with the Problem-Solving Team (PST) monthly to provide an update on the students’ progress and the PST will determine the next steps.

The PST consists of:

- Principal/Assistant Principals
- PST Chairperson*
- General Education Teacher/Referring Teacher*
- Grade Level Teachers
- School Counselors*
- Academic Coaches
- School Psychometrist/Psychologist/Nurse (If available)

After ten weeks of intervention, if a student is not making progress, then the PST will decide to refer the student for testing to determine if there is a learning disability.

Covenant Academy of Mobile will follow the Alabama State Department of Education’s special education referral process. A student must have received a minimum of eight weeks of various intervention strategies and monitored by the Problem-Solving Team (PST) before the referral process begins. This rule may be waived for a child who has severe problems that require immediate attention such as for children with a medical diagnosis of traumatic brain injury or for a child who has been referred by his/her parents/guardians. See the attachment for the referral and identification process. (See Referral Attachment)

Once a student qualifies for services, the regular and special education teachers will work collaboratively to meet the educational needs of the student until he/she graduates. Best practices, intervention strategies and close monitoring will be constant to ensure the students are progressing with the college-and career readiness standards on their level. With access to the math and reading programs we have selected, the students will have a baseline established at the beginning of the year and based on their academic ability level, an individual math and reading plan will be developed, and we will be able to monitor the growth and provide intervention strategies to address any deficiencies.

Students who qualify for 504 services will receive recommended accommodations to meet their needs. Once a student qualifies, the counselor (504 coordinator) will schedule a meeting with the student, parents/guardians, teachers, administrator, and any other qualified staff member who will be working with the student. Collaboration and discussion will be held to determine the best practices/accommodations needed for the students. Close monitoring will be in place so necessary adjustments can be made to ensure the student is getting the support he/she needs in the “least restrictive environment”. The informal and formal assessments will be administered as indicated in the IEP to determine academic progress. Special attention will be given to the social and emotional behaviors to ensure they are not interfering with academic achievement. Monitoring through PST allows the team to discuss and offer suggestions/strategies to support the student during the duration of the 504 Plan.

The PST and special education lead teacher will be able to monitor disproportion in the areas of identification, least restrictive environment, and all disciplinary actions of students with disabilities. With PST being involved in

the process at the onset of discussions regarding students' lack of academic progress, it will be easy to monitor. All teachers will be aware of the coordinated early intervening services (CEIS) requirements if significant disproportionality has been determined by state department.

Special Education Staff

Our goal is to recruit and hire the best high-quality certified teachers for all students. We are committed to hiring a staff who believes in our vision, mission, and core values. We understand the need for special education teachers and hopefully, with our salary scale, acquiring the number of qualified teachers will not be a problem.

To recruit the best teachers, our goal is to offer \$5,000-\$6,000 above the minimum salary and/or above the teachers' salaries based on experience. We also believe that once teachers hear about our innovative program, they will be interested in applying. To ensure the special education program is complying with the policies and procedures, the lead teacher will monitor and collaborate with her department and administration of any issues that need to be addressed.

It is difficult to determine the exact student/teacher ratio since we are not sure how many will enroll. Each teacher's caseload may be 15-18 students depending on the disabilities. The special education teachers will work collaboratively with the paraprofessional and general education teachers to make sure accommodations and modifications are meeting the students' needs in the "least restricted environment".

Response to Instruction (RtI), Problem Solving Team (PST), and special education professional development will be provided with the entire staff, regular and special education, so everyone understands the policies and procedures we must follow to address the needs of all students.

Least Restrictive Environment (LRE)

The Ala. Admin. Code r. 290-8-9-.06 states "Each public agency must ensure that, to the maximum extent appropriate, children with disabilities ages 3-21, including children in public or private institutions or other care facilities, are educated with children who are nondisabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular education classes with the use of supplementary aids and services cannot be achieved satisfactorily."

Covenant Academy of Mobile will make a conscious effort to include special education students in the regular education environment as much as possible. Through collaboration with the parents/guardians, administration, and the IEP team, the LRE will be determined and monitored to ensure the student is receiving the best educational support in an environment conducive to the student's needs.

The Least Restrictive Environment maybe:

- Regular Education Classroom: Students spend the entire day and receives support with an instructional aide, co-teacher, related services, accommodations, modifications, etc.
- Regular Education Classroom and Partial Special Education Classroom: Students spend partial day in each environment with support, small group instruction, or individualized instruction.
- Special Education Classroom: Students spend the day with specialized instructions either in small group or individualized setting.

Identification of Intellectually Gifted Learners

Students who demonstrate high levels of intellectually/creative talents compared to their classmates may be referred by a teacher or parent/guardian to determine if the student qualifies for gifted services.

A screening team will review existing information/test results and may also require additional assessments in the

following areas: aptitude, achievement, gifted behavior, creativity, vision, and hearing. Based on the information reviewed, the team will determine if the student meets the criteria to qualify for services.

If the student qualifies for services, then “Placement Options for Gifted Services” listed below will be reviewed to determine the best placement:

- General education classroom, cluster grouping in the general education classroom, or advanced class(es) taught by general education teacher
- “Curricular Options for General Education Classroom”
- If the advanced class(es) will be taught by general education teacher(s) in which the child is enrolled
- Resource room, pull out program or content area class taught by gifted specialist
- Determine the number of hours the student receives services by the gifted specialist outside of the general education classroom.

Covenant Academy will implement the following instructional strategies recommended by the “Alabama State Department of Education’s Gifted Education Manual”:

- Students who are participating in gifted or enrichment programs have needs that require instruction to take place outside the general education classroom. Research has shown that they usually do not require as much repetition as other students to learn, and already know a substantial amount of grade level work.
- The Alabama State Department of Education does not require that a student earn a grade for every subject every day.
- Many general education teachers use compacting to document that a student has already mastered the material that is going to be covered, but this is not a requirement if the following accommodations are made during the days/hours that the student is out of the general education classroom:
 - 1) Student will not be required to make up missed class work
 - 2) If new material is introduced, student will be instructed by peer or teacher in a small-group or one-on-one setting
 - 3) If tests are administered, student will take the test when he/she returns to the classroom or at another mutually agreed upon time.
 - When students are participating in gifted or enrichment classes they are reading, writing, computing, and learning concepts at a more advanced level than if they remained in the general education classroom; therefore, it is not only acceptable but advisable to schedule this time during “protected reading or math time.” The gifted and enrichment students will be working at a higher level in another setting, and the general education teacher will be left with a smaller group of students thus allowing more individualized attention for those who need it.

<https://www.alabamaachievers.org/wp-content/uploads/2021/01/FINAL-2020-Help-Document-without-forms>.

Our goal is to have high-quality teachers with gifted certification who will collaborate with general education teachers to make sure students’ goals are met as indicated in the IEP. Professional development will be provided for all general education teachers, so they have a “toolkit” of suggested strategies/activities to use in the classroom or other areas of the school for those students who are qualified to participate in the gifted program. The electronic reading and math programs we have selected have enrichment activities and the teachers can assign certain activities for the students or the specific program will develop a specific plan for the students based on their assessment results.

Students will also have access to the “open” library which is another environment that provides additional activities for students who want to do independent study or specialized field experience. Another option allowed is for students to participate in additional “Connections” courses. Because of our innovative program and varied options, we believe our gifted students will have many opportunities to explore and enrich their learning via individualized, small group, accelerated programs, etc.

The IEP team will monitor the referrals to ensure racial equity in the program and any students who are performing above grade level get an opportunity to accelerate their learning and not be bored in the classroom with skills they have already mastered.

English Learners (EL)

Covenant Academy of Mobile will ensure all students regardless of sex, race, color, creed, religion, belief, national origin, ethnic group, or disability be provided services/support as an English Language Learner.

In Alabama, the definition of an English learner is taken from federal regulations: Under the *Elementary and Secondary Education Act* (ESEA) as amended by the *Every Student Succeeds Act* (ESSA), the law uses the term English learner to refer to students whose primary language is other than English and whose level of English proficiency is progressing to the level needed to participate effectively in U.S. mainstream classrooms.

At the beginning of the school year, all parents/guardians will be asked to complete a “Home Language” survey which is available in various languages. Our goal is to have the surveys at school during our pre-registration and have parents/guardians complete the survey and leave it with us. This will allow the school to determine approximately the number of EL students before school begins. The survey must be administered within 30 days of enrollment from the day school begins. Any survey that indicates that the use of a language other than English is used by the student or any individuals in the home, then further assessment must be conducted to determine the student’s English language proficiency level. However, the presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English.

After further review and a decision is made to screen the potential EL student, then a qualified test administrator is authorized to administer the state-approved screening instruments, which include the following:

- Kindergarten Wida- Assessment Placement Test (W-APT)
- Measure of Developing English Language (MODEL)
- ACCESS for ELLs
- Alternate ACCESS for ELLs

- WIDA Screener Online

A letter in the “home language” will be sent to the parents/guardians inviting them to a meeting. A parent/guardian meeting will be held to discuss the steps the school will take to assess the student’s proficiency level. Either a bilingual staff member, parent/guardian liaison, or a hired translator will attend the meeting to translate for the parents/guardians if there is a need. We want the parents/guardians to understand the process and have an opportunity to ask questions as well.

Once assessment is complete, a determination will be made as to student’s qualification. Students may be proficient and need minimum support in the regular classroom. If the student is not proficient and student qualifies, then we will convene an EL Committee meeting, and develop an Individual English Language Plan (I-ELP). Student will participate on ACCESS for ELLs or Alternate ACCESS for ELLs until such time the student demonstrates English proficiency (4.8 composite) and exits or meets the Alternate Exit Criteria. The EL coordinator and teachers will monitor the students’ progress through the year and provide progress reports every three weeks in a language the parents/guardians can understand.

We will follow the state’s guidelines for all EL students’ participation in the state’s required yearly assessments. Flexibility given to EL students in their first 12 months of enrollment in U.S. schools pertains to the academic content assessments in reading and language arts – excluding all of the ACAP assessments - for accountability purposes. Participation in reading and language arts, though not required, is also not prohibited. The EL Committee must be included when making decisions about participation in reading and language arts.

ELs with Disabilities and the Provision of Special Education Services

There is often great uncertainty regarding the referral of ELs for Special Education Services. EL students who are determined eligible for special education services have the right to the same individualized special education services as other students with disabilities. The *Individuals with Disabilities Education Act of 2004* (Public Law 108-446) requires that state and local education agencies ensure that students are assessed in all areas related to the suspected disability prior to determining eligibility. The materials and procedures used to assess a non-English speaking student must be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education – rather than measuring the student’s English language skills.

EL students will have the same access to our high quality, engaging educational program as all students. According to an article listed on edReports, research states that students learning English need the same access to college- and career-ready, grade-level instruction as their peers. Research also shows that students are more likely to receive consistent grade-level content and be able to meet grade-level standards if teachers are using aligned materials.

Covenant Academy of Mobile will make every effort to recruit high-quality teachers to work with our EL students. We believe the teachers will be able to use many of the same research-based strategies and “hands on” learning with EL students in the regular classroom. Professional development will be instrumental in making sure all teachers understand best practices for teaching EL students. Below is the link to the state’s EL manual for identifying EL students.

<https://www.alabamaachieves.org/wp-content/uploads/2021/03/EL-Resource-Guide-August-2020.pdf>

Attachments

Section 8: Special Populations and At-Risk Students

8.1	RTI Intervention Strategies	Hartzog, Brenda, 10/23/21 9:54 PM	PDF / 110.1 KB
8.2	Special Education Referral and Identification Process	Hartzog, Brenda, 10/23/21 9:43 PM	PDF / 184 KB
8.3	Response to Instruction (Rti)	Hartzog, Brenda, 10/23/21 9:42 PM	PDF / 84.953 KB
8.4	MCPSS and Elem. School Special Population	Hartzog, Brenda, 10/23/21 9:41 PM	PDF / 147.507 KB

9.Unique/Innovative Program Offering

B.L.A.I.R.E. Academy (Business Leaders and Innovative, Responsible Entrepreneurs)

B.L.A.I.R.E. Academy is one of the “mini” academies that will be established to identify the special pathway our

students select. In Mobile County, the high schools feature one academy such as: Bryant Academy of Coastal Studies; Murphy University Centre; Theodore Academy of Industry and Engineering; Blount Academy of Allied Health; Rain Academy of Aviation and Aerospace.

We do not want to focus on just one academy because with a diverse student population, we want all students to have options with their career path, whether it is the traditional, college-prep, vocational, or business path, they will have an opportunity to select.

Research shows that students in high-quality college and career pathways experienced a range of positive outcomes compared to peers in traditional high school programs. They were better prepared to succeed in college, career, and life; earned more credits in high school; were less likely to drop out and more likely to graduate on time; had greater confidence in their life and career skills; and reported experiencing more rigorous, integrated, and relevant instruction. Students who had low achievement scores in earlier grades made significantly better academic progress when they participated in pathways in high school. Lastly, the 4-year college-going rate for African Americans in these pathways was 12 percentage points higher than peers not participating in pathways.

Source: <https://learningpolicyinstitute.org/product/new-mexico-college-career-pathways-report>

Based on a review of existing research, the multiple pathways approach appears to offer promise in helping students prepare for a wide range of postsecondary and career opportunities. According to studies that have been completed in California and nationwide, pathways using this approach have shown positive effects on student achievement, educational attainment, and employment and earnings outcomes.

Source:
<https://www.wested.org/wp-content/uploads/2016/11/1442942858resourcemultiplepathwaystostudentsuccess-3.pc>

Multiple pathways often take advantage of learning opportunities outside of traditional classrooms and regularly include expanded learning opportunities such as after-school programs, apprenticeships, community service, internships, independent study, online courses, performing groups, private instruction, and career and technical and college-level coursework.

These pathways allow students to customize their education to meet their unique needs and circumstances and gain real-world knowledge, skills, and experiences.

Source:
<https://aurora-institute.org/blog/increase-opportunity-for-student-success-through-multiple-pathways-to-graduation>,

Our goal is to partner with various organizations/businesses to support the “mini” academies with resources, internships, “hands on” experiences from the classroom to “real life”.

The academies will be aligned with the course of study, common core, and college and career readiness standards.

Students will take their required courses, along with the “Connections” courses that support their pathway/academy. High school will implement a Block/Block Split daily schedule which is useful for multiple pathways because the “Block” schedule provides time for “extended learning” opportunities for students. Using a Block/Block Split schedule, students can attain more than the 24 credits required for graduation. The extra credits can be used to acquire credentials/credit in specialized areas, dual enrollment, or internships. Students can also take various classes of interest to help them decide on a career path before they graduate.

We will not begin the high school phase with 9th grade until 2027, which gives the school time to decide on the other “mini” academies. With implementation of the academies, our students will be ready to be productive citizens in a globalized world.

Attachments

Section 9: Unique/Innovative Program Offering

– No Attachments –

10. Student Recruitment and Enrollment

Covenant Academy of Mobile has already begun spreading the word about an innovative, public, tuition-free charter school potentially opening in 2023. In Mobile County, some of the citizens “frown” upon the mention of a charter school because they think it is another private school that costs money, or it is a school in competition with Mobile County Public School System. We are on a mission to provide the correct information about our charter school and how it will provide an innovative, engaging educational experience the students will love. We believe once parents/guardians receive the correct information, they will be more acceptable to the idea of their children attending a charter school, especially if their children are attending schools that are not meeting the needs of their children.

Our recruiting efforts have already begun with students/parents/guardians in the surrounding areas near Covenant Academy of Mobile. The surrounding areas near the school include economically disadvantaged families, students with special needs, ELL students, students who are at risk of dropping out of high school, those who do not meet academic proficiency, and those who meet academic proficiency. Many of these students attend the after-school program, summer program, and/or “Sports Academy” under the direction of the founders of Covenant Academy of Mobile. These are the parents/guardians who are excited about a “new” charter school. They understand their children will not automatically attend and they must apply and go through the process. We must reach out to those families who are not in the surrounding areas and spread the word about our school.

Listed below are some recruiting/marketing suggestions from our leadership team once we are approved:

- Announcements: Radio stations, newspaper, social media are ways to recruit.
- Place a big banner in the front of the building advertising the charter school.
- Establish strategies to secure current interested students/parents/guardians attending the day care center, those participating in athletics, and other activities sponsored by Covenant Academy.
- Secure commitment and keep the interest group vested through thorough communication of progress and upcoming events.
- Reward current interested stakeholders for recommending others who commit (i.e., discount on beginning of year registration fees (\$50-first aid, computer maintenance, classroom supplies, etc.), free admission to a school event, school spirit-wear, etc.
- Hire a social media strategist that will focus on posting and creating ads to target the specific audience. Invest in consistent, targeted, and meaningful social media ads
- Show up where parents/guardians are looking for “good” schools (ex. Daycare: parents/guardians are looking for K-3, K-4, K-5, etc. program).
 - Elementary schools’ “career” fair or transitional events from elementary-middle
 - Middle school parents/guardians, especially magnet parents/guardians are looking for a high school that is compatible or better than other public or private high schools.
- Attend various city sponsored events and pass out promotional school flyers/brochures

- Create an “intriguing” Website that all media and marketing methods can direct potential stakeholder to (full of pictures and vital information). 1st impressions are vital
- Leadership team will do outreach with various organizations and culturally inclusive communities to spread the word.
- Email workflow or “automatic email” – set based on the subscriber’s contact information, behavior, or preference; links on social media, website links, other interest communications will cause these to automatically be sent to those who indicate an interest. Create it, set it, and forget about it!
- Advertise:
 - Children: Tiktok, IG, YouTube, and Word of Mouth
 - Adults: Facebook, IG, Word of Mouth, Ads (IG, Facebook, YouTube), Preschools, Social Service, Sponsored City Festivals and Events

We believe once we are authorized as a charter school and intensive recruiting/marketing is in place, parents/guardians in Mobile County will be ready to complete the 2023 application process for K-5. We will provide various opportunities and accommodations to assist parents/guardians with the application process. “Open House” will be scheduled during the summer and fall for parents/guardians to come in, tour the school and complete an application while visiting the school. We will have a lab set up and individuals available to assist those who need assistance.

Enrollment. (See Attachment)

Covenant Academy of Mobile will follow the guidelines as indicated in Alabama School Choice and Student Opportunity Act regarding “Open Enrollment” for “New Start-Up School”.

The guidelines state:

- The school shall first enroll students who reside within the school system (Mobile County Public School System) in which the public charter school is located.
- Preference will be given to children of the school’s founders, governing board members, and full-time employees if they do not constitute more than 10% of the school’s total student population.
- Preference will also be given to siblings if one of the siblings is selected first.
- Admission should not be based on ethnicity, national origin, religion, gender, income level, disability, proficiency in the English language, or academic or athletic ability.
- A charter school may limit admission to students within a given age group or grade level and may be organized around a special emphasis, theme, or concept as stated in the school’s charter application, but fluency or competence in the theme may not be used as a standard for enrollment.
- Must enroll all students who wish to attend the school, unless the number of students exceeds the capacity of the facility
- If facility capacity is insufficient to enroll all students who wish to attend, the school shall select students through a random selection process.
- If the number of local students wanting to enroll exceeds the school’s capacity, then the school shall conduct a random selection process (lottery) to enroll students who reside in the local school system.
- Students who live in the state may attend.
- If there is additional capacity after admitting students from the local school system, the school shall admit any students without regard to their residency by random selection process.

SchoolMint: Application/Enrollment Management System

SchoolMint is the management system we selected to use during the application, enrollment, and lottery process. SchoolMint is known for:

- Simplifying the application process for families with a mobile-friendly, configurable, and multilingual platform that supports choice, open enrollment, magnet programs and student transfers.
- Offering a highly configurable and flexible system developed with a decade of experience working in lockstep with some of the nation’s largest school districts.

- Communicating with parent/guardian via the portal which provides access to the status of submitted applications, notification of important dates or updates, and notes from school administrators about their student application(s).
- Implementing an online system that provides equitable processes including randomize student selection, manage waitlist priorities, meet grade and school quotas and more.
- Unleashing data driven insights with planning and predictive tools by the school, grade and enrollment status for new and returning students.
- Automating placement offers and waitlist notifications. Send email or text (SMS) messages for status and waitlist movement updates. Ensure a transparent enrollment communication strategy.
- Automating district communication plans. Send email or text (SMS) messages for registration updates, and incomplete data or forms. Identify hard to reach families and encourage collaboration easily across all stakeholders.

We believe having this system in place will contribute to a seamless process from start to finish.

Attachments

Section 10: Student Recruitment and Enrollment

10.1	Application and Enrollment Process	Hartzog, Brenda, 10/25/21 2:04 AM	PDF / 37.752 KB
------	--	-----------------------------------	-----------------

11. Student Discipline Policy and Plan

Our goal is to have an orderly, safe environment where all students are respected by their peers and there are minimum discipline problems. Implementing Positive Action from the beginning of the school year and throughout the year will provide students the tools they need to avoid disciplinary actions because of their behavior. Students learn self-management skills in Unit 3 that reinforce how to manage thoughts and actions. Unit 4 shifts from introspection to social interactions and students learn to treat people the way they want to be treated. Positive Action program celebrates the positive actions of the students and students are recognized for their actions by receiving stickers and we are confident that the faculty and staff will implement various ways to celebrate positivity with the students. We hope students will have a desire to abide by the discipline policy/Code of Conduct and remain focused on teaching and learning.

If there is a need to address behaviors, Covenant Academy of Mobile plans to implement Positive Behavior Intervention and Support (PBIS) strategies as well as utilizing the Restorative Discipline Practices (Restorative Justice) as part of its discipline plan. These facets in conjunction with more traditional researched based practices and established school routines will foster "Culturally Responsive" behaviors that are fair, consistent, and equitable for all students attending Covenant Academy of Mobile.

Students with Special Needs and Disabilities (IEP or 504 Plans)

Students with disabilities involved in disciplinary proceedings will have a team present that includes a special education teacher, behaviorist (if applicable), school counselor and the legal parent/guardian to review, revise or establish the student's IEP (Individual Education Plan) or 504 Plan as it relates to their school behavior. The teacher and Special Education Resource Teachers will remain in constant communication to provide

intervention and resources needed for students with an IEP or 504 Plan. The team will determine if the behavior of the student is directly related of their disability and will determine appropriate action based on the results of these findings.

Appeals to Suspensions or Expulsions

Appeals must be submitted in writing to the school principal or head of school within 5 days of the out of school suspension or expulsion.

Students will be granted a hearing within 10 days of receiving the written request for an appeal hearing. The appeal will be heard before a Team of school Leadership Team/board and the school principal or designee.

The proposed "draft" discipline policy and code of conduct are attached. Both plans are incomplete and will be completed once an administrator is hired and the School Board members are established. They will collaborate with the school's attorney to make sure all legal aspects of the code of conduct are in order. There are many topics that need to be addressed and with the guidance of the attorney, the two documents will be completed by January of the pre-planning year.

Attachments

Section 11: Student Discipline Policy and Plan

11.1	2023 Code of Conduct (Draft)	Hartzog, Brenda, 10/24/21 12:57 AM	PDF / 448.449 KB
11.2	2023 Student Discipline Policy (Draft)	Hartzog, Brenda, 10/24/21 12:56 AM	PDF / 275.521 KB

12.Family and Community Involvement

The parents/guardians and community members have been involved in the development of Covenant Academy of Mobile since the beginning. In fact, parents/guardians were the ones who approached the founders to start a "new" school that went beyond the First-Class Pre-K program. The parents/guardians in the past and the current parents/guardians have been so impressed with the environment and the program that they want their children to stay in that safe, nurturing environment.

The founders and consultant have been seeking input from parents/guardians at various events/activities that required parent/guardian meetings. Information was shared about the charter school and parents/guardians were asked to give any suggestions/ideas that were important to them with the new school.

In September 2021, we conducted a "Charter School Interest" survey with parents/guardians who have students enrolled in Covenant Academy's K-3, Pre-K, and after school programs. We had 46 parents/guardians complete the survey and 95.7% said yes to, "If given an opportunity to enroll your child in a "FREE" PUBLIC CHARTER SCHOOL, would you be interested?" There were 36 comments/suggestions provided and most of the suggestions from the parents are included in our program (See Survey Attachment). Parents/guardians are looking for other options and we believe with parents/guardians having a voice in creating a school that meets their expectations, they will also assist us in marketing the school in culturally diverse communities.

The "Leadership Team" has been totally engaged in the "creation" of the charter school since the beginning. The team is comprised of community members, business leaders, parents/guardians, educators, and faith-based members. It has been an amazing journey with everyone collaborating and creating the "Dream" school that they are proud to talk about with people in Mobile County.

The "Leadership Team/Advisory Board" and community will continue to be engaged from the time the school is approved until 12th grade is established. Recruiting efforts will continue and we will "divide and conquer" to

make sure we have connected with all culturally diverse communities so all students will have an equal opportunity to apply. This will require school-community working together to “spread the word”. Our “Leadership Team” and Board Members, once selected, will make connections with local government representatives, and seek additional support for the school. We have support from state representatives, faith-based community, and we will continue to reach out to other organizations for their support.

Once the school is approved, there will be many opportunities for parents/guardians to be involved with supporting their children and the school. Act 2015-3 states “The Governing Board at all times shall have at least 20% of its members be parents/guardians of students who attend or who have attended the school for at least one academic year.” These parents/guardians will certainly be “hands on” with school operation and will be instrumental in making decisions that are in the best interest of not just their children, but all children.

Some of the organizations that require parent/guardian involvement are:

- Parent/guardian/Teacher/Student/Association (PTSA)
- Advisory Board/Committee
- Booster Club for sports program
- “Parent/Guardian Day” Organizer
- Fundraising and Endowment Committee
- Recruiting Committee
- Room parents/guardians (Assists in classrooms for special events)

This list of opportunities will increase once an administrator is hired and is able to determine the needs before/after school begins. We certainly need parental/guardian support and we will make sure we are doing everything we can to keep them involved. We do not believe there will be a problem with parent/guardian involvement because of our welcoming school environment, all parents/guardians, regardless of race, ethnicity, gender, culture, or socio-economic status, will feel comfortable volunteering and doing what they can to make the school one of the best in the state.

Community involvement is so important for our program to be successful. We cannot do it alone and we will certainly build school-community relationships, so our students are able to enhance their learning. (See "Letter of Support" from a community member)

We will partner with Bishop State Community College and University of South Alabama to offer “Dual Enrollment” with our 10th-12th grade students. We have spoken with directors of "Dual Enrollment" programs Donjoli Rowser (Bishop State) and Alice Abernathy (USA) who are ready to partner with us once our high school is established. It is difficult to establish a cost of the courses at this time since 10th graders will not be established until 2028. Our goal is to develop and foster partnerships with Austal USA & Ingalls Shipbuilding Companies, Airbus, Covenant World Construction II, Hanssen (H/AC, Electrical, Plumbing), Dorsett Productions, and many others. With our students needing service-learning hours, we believe our community will embrace partnering with our school and providing opportunities for our students to make the connections between school and “real-life” experiences.

Attachments

Section 12: Family and Community Involvement

12.1	Letter of Support-Dr. Knox	Hartzog, Brenda, 12/15/21 4:46 AM	Unknow File Type / 128.269 KB
12.2	Letter of Support-Community Member	Hartzog, Brenda, 12/14/21 2:32 AM	PDF / 143.468 KB

12.3	Charter School Survey Comments (Sept. 2021)	Hartzog, Brenda, 10/24/21 1:19 AM	PDF / 54.37 KB
12.4	Charter School Survey Results with Graphs (2021)	Hartzog, Brenda, 10/24/21 1:15 AM	PDF / 1.361 MB

13.Partnership or Contractual Relationships

None at this time.

Attachments

Section 13: Partnership or Contractual Relationships

– No Attachments –

14.Educational Service Providers (ESP) and Other Partnerships

Covenant Academy of Mobile will not enter into a contract/partnership with any educational service providers.

Attachments

Section 14: Educational Service Providers (ESP) and Other Partnerships

– No Attachments –

15.Educational Program Capacity

Key Members

Since the discussion of starting a school began, there have been dedicated, committed members who joined forces with the founders – to make this dream come true. The chemistry, collaboration, and the varied experiences of the members have created a school that will prepare students for success as leaders in a globalized world and make this community proud.

The “Leadership Team” began with the **founders**, Spencer Ruggs, Jr. and his wife Nikkia Ruggs; **Other members**: Shamika Battle-Packer, Dr. Eric James, Paulette Briscoe, Dr. Juliett Hart, Brenda Hartzog, Harvey Hall, Hazel George Hood, K. Rodgers, Savannah Jefferson-Ruggs, Nellie Kloosterman, Jataun Dudley-Lewis, Andre’ Lucy, J. McClutcheon, Jamie Roberson, Dr. LaShondra Robinson, Violetta Simpson, and Lawanna Hinton-Thomas

The members below have committed to remain either as a School Board member or a member of the Advisory Board. Because of the varied experiences, we have worked collaboratively in each area. Covenant Academy of Mobile has been created under the “Leadership Team” and has not officially established the “School Board” yet. We have decided to have seven-nine members. We will recruit parents/guardians after the school is approved, and during the planning year.

Listed below are the proposed Board and Advisory Board members with a brief review of their experiences. The full resumes are included with the application.

The Founders and Board Members:

Spencer Ruggs: (Co-Founder of Covenant Academy of Mobile)

- **Owner of Covenant Academy Inc.*****Created Covenant Academy to service children and families throughout the community. ***Developed an easily accessible all-inclusive sports program to help provide teamwork and leadership skills.***Director of the state funded First Class Pre-K Program with two successful classroom units managing a budget of \$240,000.***Partnered with Mobile County Public School Transportation System to schedule transportation routes for the afterschool care program.***Manages Schools Annual Revenue of 1.1 million dollars.
- **Owner • Rainbow Outreach Ministries*****Director of the state funded First Class Pre-K Program with two successful classroom units managing a budget of \$240,000. ***Manages the USDA Alabama Nutrition Food Program budget of \$300,000 for both school locations. ***Works closely with the community to enroll children in the daycare program while providing the best care possible. ***Works with the families to help transition kids into a school environment from a daycare environment. ***Manages Center Annual Revenue 1.3 million dollars.
- **Owner • Covenant Estates** ***Created Covenant Estates to serve the citizens of the city of Mobile. *** Oversees management and financial distribution
- **Owner • Covenant World Construction II** ***Created Covenant World Construction II to serve as a prime general contracting company in the state of Alabama and serves as the C.F.O***Managed over 3 million dollars of construction. ***Directs and oversees project managers and supervisors of Construction. ***Works directly with owners during conceptual phases of the projects.
- **Owner Dunnaway Corporation** ***Principle director of over 5 million dollars of assets and property management.
- **Owner • Spencer Ruggs Homebuilder** *** Created Spencer Ruggs Homebuilders to give families an affordable quality option. *** Has constructed over 4 million dollars of new construction projects.

Nikkia Ruggs:

- **Director of the state funded First Class Pre-K Program*****• Director of the state funded First Class Pre-K Program for both childcare locations managing a budget of \$480,000. Manages all operational tasks on a daily basis while keeping up with the standards of DHR.***Successfully licensed multiple classrooms by meeting all the requirements laid out by DHR.***Manages all HR responsibilities including recruiting, hiring, and processing all necessary paperwork.***Created and successfully managed all extra-curricular activities such as cosmetology, volleyball, football, and culinary arts. ***Partnered with the Mobile County Transportation System to schedule transportation routes for the afterschool care program.***Plan and coordinate multiple in school functions during the school year for both the parents/guardians and students.
- **Administrator of the Child Nutrition Program (CACFP)*****Administrator of the Child Nutrition Program (CACFP) managing a budget of \$300,000. ***Manages and controls all operational tasks including billing and payroll. ***Organizes transportation routes for the afterschool care program.***Manages all HR responsibilities including recruiting, hiring, and processing all necessary paperwork. ***Maintains health and safety policies for the entire facility. ***Created and successfully ran an afterschool program at a neighboring school.

School Board Members:

Paulette Briscoe:

- **Director of Career & Technical Education***** Improved student educational plans by advising on course selection, progress plans and career decisions. ***Boosted registrations 75% by improving promotional,

outreach and parent/guardian engagement strategies. ***Collaborated with teachers to understand and improve classroom conditions.***Improved individual departments by working closely with the Mississippi Department of Education, the superintendent, and teachers to reorganize class loads, improved resource utilization and modernize equipment.***Performed site evaluations, teacher and student surveys and team audits. as part of quality assurance program. ***Consistently involved the stakeholders and made improvements to programs and added new programs to prepare students for local industry develop solutions and meet deadlines. ***Interviewed applicants to ensure that they were highly qualified and were a good fit for our programs.

- **Elementary Principal*****Instructed teachers on classroom management, behavior and instructional***Developed and implemented standards for student academic achievement aligned with district, state and local initiatives. ***Outlined, implemented and maintained personnel-related policies and procedures. ***Monitored and evaluated performance of school employees. ***Oversaw school budgets, documented changes and tracked expenses to allocate and manage school funds.
- **Junior High Assistant Principal***** Created teacher improvement plans when necessary, making sure that I offered help and resources to make the teacher successful. ***Administered teacher and student surveys for quality assurance program. ***In charge of discipline that required consequences from the student handbook. ***Improved student engagement by implementing student-centered classroom management techniques to foster academic curiosity. ***Integrated variety of educational programs to develop strong academic foundation. Formed deep relationships with parents/guardians and students by engaging groups.

Shamika Battle-Packer

- **Clinician/Author/Supervisor***** Diagnose and assess current cases***Provides counseling to children, families, adults and couples (in office and telehealth)***Develops SMART treatment plans, and assist with goal development for ongoing progress***Provides clinical supervision groups for therapist seeking full licensure***Conducts monthly group counseling for women and children***Audits files for clinically relevant information and ensure documentation is sufficient***Serves as practicum/internship supervisor for graduate students in counseling program.
- **Interim Clinical Director*****Provides clinical supervision and consultation to over 60 therapist agency wide***Provides independent supervision to Clinical Team Leaders***Facilitates clinical supervision for new workers for the first 90 days of employment***Reviews clinical and ethical concerns and report directly to Executive Director ***Reviews SMART treatment plans, and assist with goal development for ongoing progress
- **Clinical Supervisor/Area Manager*****Provides individual and group supervision to ongoing therapists and paraprofessionals to address ethical concerns, communication, problem solving, collaboration with other agencies and provide ongoing support to cases and clinical direction*** Facilitated meetings with community partners; and served as liaison with collaborative partners to ensure services needs were met with the agency*** Responsible for the development of agency programs and assistance with training staff on agency topics to help them stay relevant in the field***Audit files for clinically relevant information and ensure documentation is sufficient
- **Individual and Family Therapist*****Provides family, group, and individual therapy in the client's homes to restore and enhance their functioning capacity***Conducts Bio-psychosocial assessments on children (ages 4-18) and adults with mental health and ongoing life dysfunction***Coached children and families through everyday life choices providing skill-based services (behavior management, self-regulation, etc.)***Facilitate adolescent substance abuse group (7 Challenges)*** Develop SMART treatment plans, and assist with goal development for ongoing progress***Collaborate with Psychiatrist, Psychologist and provide feedback on cases

Andre Lucy

- **Supervisory Civil Engineer** ***Responsible for leading and supervising the MEDCOM Support Section within the Engineering Division. This section consists of ten Technical Managers (TM). The Technical Managers have various types of interdisciplinary positions ranging from engineers, and

architects to interior designers. ***Duties include day-to-day supervision and accountability for employee's time and attendance/ labor certification, performance appraisal/evaluations, training and development; ***Lead staff meetings in order to communicate and manage critical aspects of the program and operations;*** Fiscal management of financial commitments in the Corps of Engineers' Financial Management System (CEFMS) for training Purchase Requests and Commitments (PR&Cs);***Manage the training budget, and human resource planning and management as well as assisting with the leadership and coordination of the technical processes involved with the collective efforts of the 25-person matrix MEDCOM Support Team. Responsible for coordinating with the Project Manager, Supervisory Contracting Branch Chief and Officers, and Technical Leads of my section for improving the efficiency of our multi-division 25-person matrix team. ***Our program continues to grow as a result of dedicated professionals. In FY16 our execution was \$240M with 573 contracting actions; FY15 was \$245M with 640 contracting actions and our highest year in our 20+ year history was FY14 at \$326M with 696 contracting actions. Since 2012 my leadership capacity and responsibility has consistently increased as program responsibilities and expectations from our customers have increased.

- **Leadership Training** - 2006 Graduating Class of Leadership Mobile (06/07/2006)***Completed leadership and community involvement/ engagement training for emerging leaders within the community. This consisted of monthly meetings over a nine-month period. ***Areas of influence included Government and Politics, Public Services, Cultural Awareness, and Economic.

Advisory Board:

Harvey Hall

- **Sr. Resident Engineer/Administrative Contracting Officer***** Provides direction and leadership to staff engineers, facility project coordinators, and contracted staff ***Responsible for managing project budget and reconciling accounts***Serves as ACO to ensure all obligations and modifications are in compliance with the Federal Acquisition Regulations (FAR) ***Advises on technical matters as a subject matter expert***Oversees activities during facility planning, design, acquisition, and construction phases***Ensures operation and maintenance considerations are well-thought-out during project planning ***Works with staff to ensure understanding of position descriptions and how performance standards apply to the position ***Delegates workload to ensure manpower and resources are optimized***Aids in producing standards, templates, and best practices for the Office of Real Property
- **General Engineer** *** Performs negotiations with the Contracting Officer*** Identifies and mitigates project slippage and coordinates phasing portion of the project.***Documents partial and completed work accomplished and note inconsistencies, code violations, improper materials or techniques.***Compiles estimates on number of man-hours and materials needed to correct workmanship deficiencies prior to final certification of work.***Maintains inventory of materials, supplies, and equipment and monitor the quantity of materials used in general administration and conduct of office operations.***Prepares statements of work, cost estimates, specifications, applications, and engineering justifications for engineering projects***Participation in initial engineering studies, site investigations, and developing initial plans for improvements***Presented to the Hospital Executive and Engineering Supervisory Staff suggestions on labor-saving devices and materials
- **Official Contracting Officer Technical Representative*****SPD Loading Dock (Minor Construction; \$6.8M) ***Renovated 11 West (Design/Build; Est. Construction-\$3.1M)***Arjo Lift Installation*** Site Prep for ASU Fluoroscopy(Design/Build-\$1.2M)***UD, Renovate 1st Floor Business Center (\$700K)***Building Façade Restoration (Design- \$840K; Est. Construction-\$8.5M)***Medical Gas Alarm Project (Design-\$55K; Est. Construction-\$400K)***Installation of Washer Disinfectors (SPD) (Design-\$85K; Est. Construction-\$600K)

Brenda Hartzog

- **Education Consultant*****Current consultant for Covenant Academy of Mobile***Conducted research on private/charter schools***Provides guidance/best practices for establishing a charter school***Communicates regularly with director, leadership team, faculty & staff, established committees,

etc.***Provides professional development for K-3 & Pre-K faculty & staff***Provides status report when necessary***Participates in Zoom conference calls with Leadership Team and various educational representatives***Researched instructional/climate materials for implementation***Analyzed all data and information gained from research***Serves as an advisor for director, established committees, and necessary staff members***Created budget proposals and enrollment projections

- **Principal*****Responsible for all aspects of a college preparatory magnet school: Budget, Governance, Administration, Curriculum, Parent/guardian-Community Engagement, etc.***Supervised, evaluated, and supported 60 employees (two assistant principals)***Worked collaboratively with Board members and central office personnel as an advocate for the school ***Established a caring, trusting, professional environment for students and employees***Provided professional development on curriculum, safety, instructional matters, etc.***Recruited and hired qualified high-quality teachers & staff members***Monitored curriculum implementation and provided support ***Created a collection of bell schedules to minimize interference with instructional time***Supervised administration of state and national assessments***Reviewed, disaggregated data, and set measurable goals***Drafted master schedule for assistant principal to create in STI portal***Problem solver***Recruited and enrolled students living in Mobile County*** Created positive student-principal relationship ***An advocate for all students*** Involved with special meetings: 504, SPED, PBIS, PST
- **Accomplishments*****2001 & 2004 Mobile County PTSA Principal of the Year*** 2004 Council for Leaders in Alabama Schools Banner School Award ***Voted #1 in the state of Alabama***Various other awards in the name of Phillips Preparatory Middle School***Ranked # 1 and in the top five of “Best Schools” in Alabama several times***National Blue Ribbon of Excellence (2011)***Ranked # 42 in the nation***National Board of Principals Participant (1,200 applied in the nation, 600 selected, and 110 completed the program)***International Baccalaureate Middle School (First one in Mobile County and the third one in the state of Alabama.)

Jataun-Dudley Lewis

- **Administrator***** School Safety Trainer – ALICE school training {staff, student and stakeholder training}, Alabama State Safety Training and trainer, plan, organize and created safety training video and PowerPoint***Maintained accuracy of Fixed Assets Inventory (includes Destiny usage and issuing of Tech to staff and student body)***Technology Leader and Support (TST)***Schoolology Trainer and logistics expert***Power Schools (initial) and Google Classroom trained ***Textbook Coordinator***Professional Development Leader***Conducted Virtual and Face to Face meetings and trainings (faculty, staff, students, parents/guardians, other stakeholders)***Searched, interviewed and recommended individuals for hire (faculty and staff)***Supervising, evaluating and supporting faculty and staff***Problem solver*** Data analysis and decision making
- **Administrator***** Instructional Leader***\$250,000 21st Century Grant writer and Program Supervisor, budget planning, completed contracted services (chief, barber, fitness instructor for 21st Century Grant Program), ***Textbook Coordinator ***Middle School Teaming***ARI Trained ***504 Coordinator*** SPED LEA,*** ARI Trained*** Increased student scoring in cleared status on state assessments***

Dr. LaShondra V. Robinson

- **Summary** *** Over 26 Years Post-secondary Education Teaching Composition, Developmental English, Technical & Business Writing, Literature; ***Student Advising and Orientation 101 Instruction; ***15 Years Experience Online Course Development and Instruction; ***Professional Editing (dissertations, grant proposals, nonfiction, fiction); Graphic Design Experience; ***Professional Development Presenter
- **English Instructor***** Duties: 5 to 7 Course Load per semester, varying combinations of Composition I & II, Technical English, English Lit I & II, American Lit I & II, Developmental English. ***Additional: Orientation Instructor, ***Humanities Student Worker Supervisor (2001-Current),*** Humanities Supplies Requisitioner (2007-Current), ***Online Course Developer & Instructor, ***Student Faculty Advisor, ***Frequent Professional Development Presenter, ***Student Recruitment and Retention Committee, *** Previous Speech 106 & 107 Instructor; ***Upward Bound Trio Instructor

With the combined experiences of our team, there are multiple members with overlapping expertise in school leadership, administration, governance, curriculum, instruction, assessment, performance management, parent/guardian and community engagement. The Advisory Board will support and work collaboratively with the principal and the principal reports to the Board of Directors.

There are only two members on the leadership team who do not live in Mobile County. Everyone else is involved in some type of community activities and have been able to "spread the word" about the school.

Recruiting/Hiring Administrator

At this time, Covenant Academy of Mobile has not hired the principal nor the school's management personnel. Brenda Hartzog, the consultant who has spearheaded the application process, will serve as interim principal until one is hired. Her resume is attached listing educational experience and awards/recognitions earned as principal of a high performing magnet school for 19 years.

Covenant Academy of Mobile is waiting on approval as a charter school before we recruit, interview, and select the highly qualified administrator. Once the school is approved, we will begin the search for a principal. We will use Alabama State Department of Education's electronic application portal by PowerSchool for all positions. We will use the job qualification criteria that is attached and post it in the application portal and all applicants will be encouraged to apply online.

For other positions needed for the pre-planning year, we will post as indicated on the attached "Vacancy Posting" which will be on the Alabama State Department of Education's electronic application portal.

Recruiting/Hiring Administrator Timeline:

- March 01, 2022- March 22, 2022: Advertise for Head of School/Principal
- March 23, 2022- March 30, 2022: Review applications and schedule interviews
- April 04, 2022 - April 15, 2022: Interview applicants (Admin Interview Committee)
- April - May 2022 Board Approval of Head of School/Principal
- July 1, 2022 Head of School/Principal Reports to School (Preplanning for Opening School in 2023)

Once the principal has been hired, then we will proceed with hiring the management team. It is important for the principal to be a part of that process because the principal will work closely with the team.

Recruiting/Hiring Administrative Team: Tentative Schedule

- Director of Operations (Full Time)
- Bookkeeper (Full Time)

Timeline

- March 14, 2022- April 1, 2022: Advertise Positions
- April-May Review applications and schedule interviews
- May Send Proposed Names to the Board for Approval
- July Report to Work

Attachments

Section 15: Educational Program Capacity

15.1	Interim Principal's Resume (Brenda Hartzog)	Hartzog, Brenda, 12/10/21 6:26 AM	PDF / 123.979 KB
15.2	Bookkeeper Job Description	Hartzog, Brenda, 10/25/21 6:45 PM	PDF / 109.733 KB
15.3	Operations Officer Job Description	Hartzog, Brenda, 10/25/21 6:44 PM	PDF / 107.883 KB
15.4	Principal Job Description	Hartzog, Brenda, 10/25/21 6:43 PM	PDF / 120.717 KB

OPERATIONS PLAN AND CAPACITY

18. Legal Status and Governing Documents

Covenant Academy of Mobile has submitted the proper documentation for 501(c) (3) non-profit and federal tax-exempt status and is waiting for approval. Documentation of the filing is included as an attachment. Also attached is the Statement of Assurances signed by the founder Spencer Ruggs. The Board of Directors are not fully established at this time. Once the application is approved and additional Directors are appointed, the Board will immediately begin developing the Board policies for the management and operation of the school.

Attachments

Section 18: Legal Status and Governing Documents

18.1	501(c)(3) Submission	Hartzog, Brenda, 12/16/21 7:14 PM	RTF / 5.324 KB
18.2	Statement of Assurances with Signature	Hartzog, Brenda, 12/14/21 12:08 AM	PDF / 5.769 MB

19. Organization Structure and Relationships

Organizational Chart

Attached is the organization chart depicting the lines of authority and reporting for all employees and the Board of Directors. This structure will be relevant through year five and will serve as a guide for the school community to understand the lines of authority and reporting so there is no misunderstanding of the hierarchy. If the Board of Directors decide after that to hire a superintendent, then "Organization Chart #2" displays the lines of authority. It also indicates reporting hierarchy for division supervisors as well.

Attachments

Section 19: Organization Structure and Relationships

19.1	Organization Chart #2	Hartzog, Brenda, 12/2/21 5:11 AM	PDF / 109.828 KB
19.2	Organization Chart #1	Hartzog, Brenda, 12/2/21 5:10 AM	PDF / 103.531 KB

20. Governing Board

Governing Board

Since the Leadership Team began the journey of creating this "Dream" school, it has persevered using the school's Core Values: Faith, Love, Integrity, Positive Attitude, and Self-Respect. The team members believed they could collaborate with love, integrity, positive attitude, and self-respect to create a school they would want

their children/grandchildren to attend, and each collaboration session was always positive and productive. The members were able to develop the vision, mission, and program for the school with the confidence of preparing the children in Mobile County for successful careers in a changing world.

There will be a transition from the Leadership Team to the Board of Directors once the application is approved. Some of the Leadership's Team members will remain and be members on the Board where they continue to make decisions that are in the best interest of the school with the "Core Values" embedded throughout the governing process.

The Board of Directors will be comprised of 5-9 members on staggering terms as indicated in the **attached "Proposed Bylaws"**. There are currently five members with diverse experiences including the founders, Spencer and Nikkia Ruggs. Parents will be added once the application is approved, and we have prospective parents joining Covenant Academy of Mobile's school community. Once all members are in place, the Board of Directors' officers will be elected to serve their term for a year.

The Board of Directors will be the "advocates" for students in making sure they get a "top notch" education and are prepared for a successful future. In preparing the Board for this enormous task, they must make a conscious effort to avoid conflicts of interest and they must never use their position for personal gain for themselves or for members of their family. The current Directors have signed a "Disclosure" form and the new members will sign one before officially joining the Board. Attached are some of the "Highlights of Alabama's Ethics Law" found on alabamacounties.org's website which will be shared with all Directors. As a requirement, all Board of Directors will attend "Ethics Training" so they fully understand the magnitude of following the law and doing what is in the best interest of the school.

Potential Conflict of Interest

Covenant Academy of Mobile's desire is to avoid any situations that maybe perceived as a conflict of interest. So, the founders, Nikkia and Spencer Ruggs, sought legal advice before starting the charter school process. The founders' goal is to be transparent and to make sure things are done legally to avoid any future problems.

The founders are the owners of Dunnaway, Inc. and Dunnaway Inc. owns the school facilities/property that Covenant Academy of Mobile will lease. The founders shared this information with the Charter Commission and with an attorney who handles charter schools' matters in Alabama to make sure there would not be any problems.

The advice the founders received was that when there is any voting on any matters related to leasing the facilities, they would have to excuse themselves because they, the founders, do not have any voting privileges when it comes to the facilities.

There are procedures for addressing "Conflict of Interest" in the attached policy. The Board of Directors will have gone through the training and will be intentional about implementing the policy with fidelity.

Board of Directors and Principal Structure

The Board of Directors will work closely with the principal of the school since there is no superintendent in place during the first five years as indicated in the organizational chart. The Board may decide later to hire a superintendent within the five years, but for now, the principal will be the "Head of School".

The Board will use an evaluation instrument provided by the Alabama Association of School Boards to evaluate the principal. The Board will attend training on how to use the evaluation tool effectively.

The Board and principal will collaborate at the beginning of the year and determine the goals and objectives for the school. The Board will make a conscious effort to support the principal in all aspects of leading and managing the school community. If the Board has a concern, the concern will be addressed with the principal

with a designated timeline for resolving the issue. If not resolved, the Board will follow the procedures developed during their training.

The Powers/Responsibilities of the Board of Directors

Powers of the Board of Directors. The management of the affairs of the Corporation shall be vested in and exercised by the Board, which shall pursue such policies and principles as shall be in accordance with law, the provisions of the Articles of Incorporation, these Bylaws, and any written charter entered into by the Board. The Board shall be considered as having the powers of a Board of Directors and shall be deemed to be acting as the Board of Directors for all purposes of the Alabama Nonprofit Corporation Law. Without limiting the foregoing, the Board shall undertake the following responsibilities:

- (a) Select and evaluate the CEO/Principal; delegate administrative functions to the CEO/Principal, including the power to appoint or remove other employees; and monitor the CEO/Principal's effectiveness and performance.
- (b) Monitor the Schools' financial management; approve capital expenditures in accordance with the financial policies adopted by the Board; adopt annual capital and operating budgets for the Schools; institute, promote, and direct major fund raising for the Schools and otherwise undertake such steps as may be necessary to protect the financial stability of the Schools.
- (c) Establish the philosophy and the objectives of the Schools; develop, implement, and updated the Schools' strategic plan, review the Schools' programs to ensure that the Schools are well-managed in accordance with the Schools' mission and purposes.
- (d) Define and promulgate general policies for the Schools for the effective operation of the Schools, including financial, employment, and operating policies and procedures and ensure their effective implementation.
- (e) Ensure that the Schools have adequate physical resources for the performance of their mission; adopt policies and procedures to maintain the physical plant(s) of the Schools; provide the sound management of the assets of the Schools.

Governing Board Members

Nikkia Ruggs: (Co-Founder of Covenant Academy of Mobile)

- **Director of the state funded First Class Pre-K Program*****Manages all operational tasks on a daily basis while keeping up with the standards of DHR.***Successfully licensed multiple classrooms by meeting all the requirements laid out by DHR.***Manages all HR responsibilities including recruiting, hiring, and processing all necessary paperwork.***Plans and coordinates multiple in school functions during the school year for both the parents/guardians and students.
- **Director of Summer Enrichment Program*****Created and successfully managed all extra-curricular activities such as cosmetology, volleyball, football, and culinary arts.
- **Director of After School Care Program*****Partners with the Mobile County Transportation System to schedule transportation routes for the afterschool care program. ***Created and successfully ran an afterschool program at a neighboring school.
- **Administrator of the Child Nutrition Program (CACFP).** ***Manages and controls all operational tasks including billing and payroll.***Manages all HR responsibilities including recruiting, hiring, and processing all necessary paperwork. ***Maintains health and safety policies for the entire facility.

Spencer Ruggs: (Co-Founder of Covenant Academy of Mobile)

- **Owner of Covenant Academy Inc.*****Creates Covenant Academy to service children and families

throughout the community. ***Developes an easily accessible all-inclusive sports program to help provide teamwork and leadership skills.***Director of the state funded First Class Pre-K Program with two successful classroom units managing a budget of \$240,000.***Partners with Mobile County Public School Transportation System to schedule transportation routes for the afterschool care program.***Manages Schools Annual Revenue of 1.1 million dollars.

- **Owner • Rainbow Outreach Ministries*****Director of the state funded First Class Pre-K Program with two successful classroom units managing a budget of \$240,000. ***Manages the USDA Alabama Nutrition Food Program budget of \$300,000 for both school locations. ***Works closely with the community to enroll children in the daycare program while providing the best care possible. ***Works with the families to help transition kids into a school environment from a daycare environment. ***Manages Center Annual Revenue 1.3 million dollars.
- **Owner • Covenant Estates** ***Created Covenant Estates to serve the citizens of the city of Mobile. *** Oversees management and financial distribution
- **Owner • Covenant World Construction II** ***Created Covenant World Construction II to serve as a prime general contracting company in the state of Alabama and serves as the C.F.O***Managed over 3 million dollars of construction. ***Directs and oversees project managers and supervisors of construction. ***Works directly with owners during conceptual phases of the projects.
- **Owner • Dunnaway Corporation*****Principle director of over 5 million dollars of assets and property management.
- **Owner • Spencer Ruggs Homebuilder** *** Created Spencer Ruggs Homebuilders to give families an affordable quality option. *** Has constructed over 4 million dollars of new construction projects.

Paulette Briscoe:

- **Has served as a Board member with two different organizations**
- **Director of Career & Technical Education***** Improved student educational plans by advising on course selection, progress plans and career decisions. ***Boosted registrations 75% by improving promotional, outreach and parent/guardian engagement strategies. ***Collaborated with teachers to understand and improve classroom conditions. ***Improved individual departments by working closely with the Mississippi Department of Education, the superintendent, and teachers to reorganize class loads, improve resource utilization and modernize equipment. ***Performed site evaluations, teacher and student surveys and team audits. As part of quality assurance program. ***Consistently involved the stakeholders and made improvements to programs and added new programs to prepare students for local industry develop solutions and meet deadlines. ***Interviewed applicants to ensure that they were highly qualified and were a good fit for our programs
- **Elementary Principal*****Instructed teachers on classroom management, behavior and instructional***Developed and implemented standards for student academic achievement aligned with district, state and local initiatives. ***Outlined, implemented and maintained personnel-related policies and procedures. ***Monitored and evaluated performance of school employees. ***Oversaw school budgets, documented changes and tracked expenses to allocate and manage school funds.
- **Junior High Assistant Principal***** Created teacher improvement plans when necessary, making sure that help and resources were offered to make the teacher successful. ***Administered teacher and student surveys for quality assurance program. ***In charge of discipline that required consequences from the student handbook. ***Improved student engagement by implementing student-centered classroom management techniques to foster academic curiosity. ***Integrated variety of educational programs to develop strong academic foundation. Formed deep relationships with parents/guardians and students by engaging groups.

Shamika Battle

- **Clinician/Author/Supervisor***** Diagnoses and assesses current cases***Provides counseling to children, families, adults and couples (in office and telehealth)***Develops SMART treatment plans, and assist with goal development for ongoing progress***Provides clinical supervision groups for therapists seeking full licensure***Conducts monthly group counseling for women and children***Audits files for

clinically relevant information and ensure documentation is sufficient***Serves as practicum/internship supervisor for graduate students in counseling program.

- **Interim Clinical Director*****Provides clinical supervision and consultation to over 60 therapist agencies***Provides independent supervision to Clinical Team Leaders***Facilitate clinical supervision for new workers for the first 90 days of employment***Reviews clinical and ethical concerns and reports directly to Executive Director ***Reviews SMART treatment plans, and assists with goal development for ongoing progress.
- **Clinical Supervisor/Area Manager*****Provides individual and group supervision to ongoing therapists and paraprofessionals to address ethical concerns, communication, problem solving, collaboration with other agencies and provide ongoing support to cases and clinical direction*** Facilitates meetings with community partners; and served as liaison with collaborative partners to ensure services' needs were met with the agency*** Responsible for the development of agency programs and assistance with training staff on agency topics to help them stay relevant in the field***Audits files for clinically relevant information and ensure documentation is sufficient.
- **Individual and Family Therapist*****Provides family, group, and individual therapy in the clients' homes to restore and enhance their functioning capacity***Conducts Bio-psychosocial assessments on children (ages 4-18) and adults with mental health and ongoing life dysfunction***Coached children and families through everyday life choices providing skill-based services (behavior management, self-regulation, etc.)***Facilitates adolescent substance abuse groups (7 Challenges)*** Develops SMART treatment plans, and assist with goal development for ongoing progress***Collaborates with Psychiatrist, Psychologist and provide feedback on cases.

Andre Lucy

- **Supervisory Civil Engineer** ***Responsible for leading and supervising the MEDCOM Support Section within the Engineering Division. This section consists of ten Technical Managers (TM).The Technical Managers have various types of interdisciplinary positions ranging from engineers, and architects to interior designers. ***Duties include day-to-day supervision and accountability for employee's time and attendance/ labor certification, performance appraisal/evaluations, training and development; ***Leads staff meetings in order to communicate and manage critical aspects of the program and operations;*** Fiscal management of financial commitments in the Corps of Engineers' Financial Management System (CEFMS) for training Purchase Requests and Commitments (PR&Cs). ***Manages the training budget, and human resource planning and management as well as assisting with the leadership and coordination of the technical processes involved with the collective efforts of the 25-person matrix MEDCOM Support Team.
- Responsible for coordinating with the Project Manager, Supervisory Contracting Branch Chief and Officers,and Technical Leads of my section for improving the efficiency of our multi-division 25-person matrix team. ***The program continues to grow as a result of dedicated professionals. In FY16 the execution was \$240M with 573 contracting actions; FY15 was \$245M with 640 contracting actions and our highest year in our 20+ year history was FY14 at \$326M with 696 contracting actions. Since 2012 my leadership capacity and responsibility has consistently increased as program responsibilities and expectations from our customers have increased.
- **Leadership Training** – 2006 Graduating Class of Leadership Mobile (06/07/2006)***Completed leadership and community involvement/ engagement training for emerging leaders within the community. This consisted of monthly meetings over a nine-month period. ***Areas of influence included Government and Politics, Public Services, Cultural Awareness, and Economics.

Election of Directors

The Board of Directors were appointed by the founders, Spencer and Nikkia Ruggs, based on experiences, qualifications, and a desire to want the best for the children in Mobile County. The founders have done an excellent job bringing a diverse group with various skill sets together to manage all the facets of a school. The remaining members will be appointed as well. Once established with all members in place, the Board of Directors may decide later to change from appointed members to elected members.

Meetings of the Board Directors

Regular meetings of the Board may be held at such places and at such times as the Board may determine from time to time. There shall be at least 6 regular meetings per year, and they shall be held in Mobile County, Alabama.

Special meetings of the Board may be held at any time and at any place when called by one or more Directors, upon reasonable notice, stating the time, place and purpose of said meeting, given to each Director. Notice to a Director of any meeting shall be deemed to be sufficient if given personally, by first-class mail or electronic mail not less than two (2) days prior to such meeting. Attendance of a Director at a meeting constitutes a waiver of notice of the meeting, except where a Director attends a meeting for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting was not lawfully called or convened.

The annual meeting of the Board of Directors shall be held in the month of June in each year, at a date, time and place fixed by the Board, for the election of officers and for the transaction of such business as may properly come before the meeting.

Committees of Directors

The Board may, by resolution adopted by a majority of the Directors in office, establish one or more committees of the Board as are deemed desirable, including an executive committee, nominating committee and/or one or more other committees. The Board may from time to time designate or alter, within the limits permitted by this Section 9, the duties and powers of such committees or change their membership, and it may at any time abolish such committees or any of them.

- (a) Powers of Committees. Any committee shall be vested with such powers of the Board as the Board may determine in the vote establishing such committee or in a subsequent vote of a majority of directors then in office.
- (b) Committee Terms of Office. Each member of a committee shall hold office until the next annual meeting of the Board (or until such other time as the Board may determine, either in the vote establishing the committee or at the election of such committee member) and until his or her successor is elected and qualified, or until he or she sooner dies, resigns, is removed, or is replaced by change of membership, or until the committee is sooner abolished by the Board.
- (c) Committee Voting. A majority of the members of any committee, but not fewer than two, shall constitute a quorum for the transaction of business, but any meeting may be adjourned from time to time by a majority of the votes cast upon the question, whether or not a quorum is present, and the meeting may be held as adjourned without further notice. Each committee may make rules not inconsistent herewith for the holding and conduct of its meetings, but unless otherwise provided in such rules, its meetings shall be held and conducted in the same manner, as nearly as may be, as is provided in this Code of Regulations for meetings of the Board. The Board shall have the power to rescind any vote or resolution of any committee; provided, however, that no rights of third parties shall be impaired by such rescission.

Conflict of Interest

One of Covenant Academy of Mobile's core value is integrity and the current Board of Directors understand the value of the moral obligation they have to do what is right and in the best interest of the school. We collaborated with an attorney to ensure the policy met the established guidelines. The purpose of the policy is protect the school's interest when Board members are contemplating entering into a transaction or arrangement that might benefit the private interest of an officer/Board director or might result in a possible excess benefit transaction.

This policy is intended to supplement, but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

The policy clearly defines "Interested Persons", "Financial Interest", and procedures to avoid any conflicts.

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

Additional information is included in the attached policy.

Potential Conflict of Interest

Covenant Academy of Mobile's desire is to avoid any situations that maybe perceived as a conflict of interest. So, the founders, Nikkia and Spencer Ruggs, sought legal advice before starting the charter school process. The founders' goal is to be transparent and to make sure things are done legally to avoid any future problems.

The founders are the owners of Dunnaway, Inc. and Dunnaway Inc. owns the school facilities/property that Covenant Academy of Mobile will lease. The founders shared this information with the Charter Commission and with an attorney who handles charter schools' matters in Alabama to make sure there will not be any problems.

The advice the founders received was that when there is any voting on any matters related to leasing the facilities, they will have to excuse themselves because they, the founders, do not have any voting privileges when it comes to the facilities.

The Board of Directors will have gone through training and will be intentional about implementing the “Conflict of Interest” policy with fidelity.

Code of Ethics (See Attachments)

The Board of Directors will be the “advocates” for students in making sure they get a “top notch” education and are prepared for a successful future. In preparing the Board for this enormous task, they must make a conscious effort to avoid conflicts of interest and they must never use their position for personal gain for themselves or for members of their family. The current Directors have signed a “Disclosure” form and the new members will sign one before officially joining the Board. Attached are some of the “Highlights of Alabama’s Ethics Law” found on alabamacounties.org’s website which will be shared with all Directors. As a requirement, all Board of Directors will attend “Ethics Training” so they fully understand the magnitude of following the law and doing what is in the best interest of the school.

School Board Training

The Alabama Association of School Boards (AASB) offers “face-to-face” sessions and 24 hours a day sessions through “School Board U” leadership development portal. Once approved as a charter school, the Board of Directors will participate in the “Interactive, Whole Board Training” so they will be equipped to immediately begin conducting business that is in the best interest of the school.

The Alabama Association of School Boards website states, “Research is clear that the most effective training occurs when all members of a school board learn and interact as a team”. AASB’s standard and customized training sessions allow the whole board to come together and focus on a particular area of need. In these sessions, members can discuss specific situations, ask questions, and develop plans for improving performance.

Examples of Some Topics:

- Basic Conflict Resolution
- Better Boardmanship
- Bids, Buildings & Blueprints
- Boardmanship 101
- Boardmanship 201
- Board’s Role in Budgeting
- Board’s Role in Personnel Hearings
- Board Self-evaluation
- Board Self-evaluation + Goal Setting
- Board-Superintendent Relations
- Charter School Law
- Communicate in Style
- Community Engagement
- Communicating in a Crisis
- Custom Conflict Resolution
- Data 101: Understanding Data
- Data 201: Using Data to Drive Decisions
- Data 301: Exploring Your ACT Gaps
- Effective Board Meetings
- Superintendent & CSFO Evaluation
- Financial Questions Boards Should Be Asking
- Introduction to School Finance

Attachments

Section 20: Governing Board

20.1	CAM Board Member Information-Nikkia Ruggs	Hartzog, Brenda, 12/16/21 7:04 PM	PDF / 942.002 KB
20.2	CAM Board Member Information-Spencer Ruggs, Jr.	Hartzog, Brenda, 12/14/21 12:01 AM	PDF / 165.61 KB
20.3	CAM Board Member Information-Paulette Briscoe	Hartzog, Brenda, 12/14/21 12:00 AM	PDF / 2.412 MB
20.4	CAM Board Member Information-Shamika Battle	Hartzog, Brenda, 12/10/21 5:05 PM	PDF / 1.512 MB
20.5	CAM Board Member Information-Andre' Lucy	Hartzog, Brenda, 12/10/21 5:03 PM	DOCX / 19.733 KB
20.6	CAM Code of Ethics and Conflicts of Interest	Hartzog, Brenda, 12/10/21 6:39 AM	PDF / 51.013 KB
20.7	Alabama Ethics Law Highlights	Hartzog, Brenda, 12/7/21 5:40 AM	PDF / 109.927 KB
20.8	Covenant Academy of Mobile Bylaws	Hartzog, Brenda, 12/5/21 4:14 AM	PDF / 134.404 KB

21. Advisory Bodies

Advisory Bodies

The remaining Leadership Team members will transition to an Advisory Board working with the principal and Board of Directors on various assigned tasks. The Advisory Board currently has two school administrators, a college professor, and an early childhood teacher. The Board may decide to add parents, community leaders, faculty/staff to diversify the group. The Advisory Board's responsibility is to collaborate/consult and offer suggestions or knowledge on specific tasks. A Board of Director or an administrator will serve on the Advisory Board which does not have any governing powers. The main goal of the Advisory Board is to provide support to the principal and Board of Directors.

Current Advisory Board Members

Brenda Hartzog (Will serve as interim principal until one is hired)

- **Education Consultant** ***Conducted research on private/charter schools***Provides guidance/best practices for establishing a charter school ***Communicates regularly with director, leadership team, faculty & staff, established committees, etc.***Provided professional development for K-3 & Pre-K faculty & staff***Provides status report when necessary***Participates in Zoom conference calls with Leadership Team and various educational representatives***Researched instructional/climate materials for implementation***Analyzes all data and information gained from research***Serves as an advisor for director, established committees, and necessary staff members***Created budget proposals and enrollment projections
- **Principal*****Responsible for all aspects of a college preparatory magnet school: Budget, Governance, Administration, Curriculum, Parent/guardian-Community Engagement, etc.***Supervised, evaluated, and supported 60 employees (two assistant principals)***Worked collaboratively with Board members and central office personnel as an advocate for the school ***Established a caring, trusting, professional environment for students and employees***Provided professional development on curriculum, safety, instructional matters,

etc.***Recruited and hired qualified high-quality teachers & staff members***Monitored curriculum implementation and provided support ***Created a collection of bell schedules to minimize interference with instructional time***Supervised administration of state and national assessments***Reviewed, disaggregated data, and set measurable goals***Drafted master schedule for assistant principal to create in STI portal***Problem solver***Recruited and enrolled students living in Mobile County*** Created positive student-principal relationship ***An advocate for all students*** Involved with special meetings: 504, SPED, PBIS, PST

- **Accomplishments*****2001 & 2004 Mobile County PTSA Principal of the Year*** 2004 Council for Leaders in Alabama Schools Banner School Award ***Voted #1 in the state of Alabama***Various other awards in the name of Phillips Preparatory Middle School***Ranked # 1 and in the top five of “Best Schools” in Alabama several times***National Blue Ribbon of Excellence (2011)***Ranked # 42 in the nation***National Board of Principals Participant (1,200 applied in the nation, 600 selected, and 110 completed the program)***International Baccalaureate Middle School (First one in Mobile County and the third one in the state of Alabama.)

Harvey Hall, Sr.

- **Resident Engineer/Administrative Contracting Officer***** Provides direction and leadership to staff engineers, facility project coordinators, and contracted staff ***Responsible for managing project budget and reconciling accounts***Serves as ACO to ensure all obligations and modifications are in compliance with the Federal Acquisition Regulations (FAR) ***Advises on technical matters as a subject matter expert ***Oversees activities during facility planning, design, acquisition, and construction phases***Ensures operation and maintenance considerations are well-thought-out during project planning ***Works with staff to ensure understanding of position descriptions and how performance standards apply to the position ***Delegates workload to ensure manpower and resources are optimized***Aids in producing standards, templates, and best practices for the Office of Real Property
- **General Engineer** *** Performs negotiations with the Contracting Officer*** Identify and mitigate project slippage and coordinate phasing portion of the project.***Documents partial and completed work accomplished and note inconsistencies, code violations, improper materials or techniques.***Compiles estimates on number of man-hours and materials needed to correct workmanship deficiencies prior to final certification of work.***Maintains inventory of materials, supplies, and equipment and monitor the quantity of materials used in general administration and conduct of office operations.***Prepares statements of work, cost estimates, specifications, applications, and engineering justifications for engineering projects***Participation in initial engineering studies, site investigations, and developing initial plans for improvements***Presented to the Hospital Executive and Engineering Supervisory Staff suggestions on labor-saving devices and materials
- **Official Contracting Officer Technical Representative*****SPD Loading Dock (Minor Construction; \$6.8M)

Renovated 11 West (Design/Build; Est. Construction-\$3.1M)***Arjo Lift Installation*** Site Prep for ASU Fluoroscopy(Design/Build-\$1.2M)***UD, Renovate 1st Floor Business Center (\$700K)***Building Façade Restoration (Design- \$840K; Est. Construction-\$8.5M)***Medical Gas Alarm Project (Design-\$55K; Est. Construction-\$400K)***Installation of Washer Disinfectors (SPD) (Design-\$85K; Est. Construction-\$600K)

Jataun-Dudley Lewis

- **Administrator***** School Safety Trainer – ALICE school training {staff, student and stakeholder training}, Alabama State Safety Training and trainer, plan, organize and created safety training video and PowerPoint***Maintained accuracy of Fixed Assets Inventory (includes Destiny usage and issuing of Tech to staff and student body)***Technology Leader and Support (TST)***Schoolology Trainer and logistics expert***Power Schools (initial) and Google Classroom trained ***Textbook Coordinator***Professional Development Leader***Conducted Virtual and Face to Face meetings and trainings (faculty, staff, students,

parents/guardians, other stakeholders)***Searched, interviewed and recommended individual for hire (faculty and staff)***Supervised, evaluated and supported faculty and staff***Problem solver*** Data analysis and decision making

- **Administrator***** Instructional Leader***\$250,000 21st Century Grant writer and Program Supervisor, budget planning, completed contracted services, ***Textbook Coordinator ***Middle School Teaming***ARI Trained ***504 Coordinator*** SPED LEA,*** ARI Trained*** Increased student scoring in cleared status on state assessments

Dr. LaShondra V. Robinson

- **Summary** *** Over 26 Years Post-secondary Education Teaching Composition, Developmental English, Technical & Business Writing, Literature; ***Student Advising and Orientation 101 Instruction; ***15 Years Experience Online Course Development and Instruction; ***Professional Editing (dissertations, grant proposals, nonfiction, fiction); Graphic Design Experience; ***Professional Development Presenter
- **English Instructor***** Duties: 5 to 7 Course Load per semester, varying combinations of Composition I & II, Technical English, English Lit I & II, American Lit I & II, Developmental English. ***Additional: Orientation Instructor, ***Humanities Student Worker Supervisor (2001-Current),*** Humanities Supplies Requisitioner (2007-Current), ***Online Course Developer & Instructor, ***Student Faculty Advisor, ***Frequent Professional Development Presenter, ***Student Recruitment and Retention Committee,*** Previous Speech 106 & 107 Instructor; ***Upward Bound Trio Instructor

Parent Teacher Association (PTA)

The PTA organization, typically in elementary schools, is one that supports the school in various ways and collaborates directly with the principal. The organization typically meets monthly with the principal to see what the needs are how it can support the school. The organization sponsors various fundraising events and gives monetary donations to the school to use where needed.

Parent Teacher Student Association (PTSA)

The PTSA organization, typically in middle and high schools, is one that supports the school in various ways and collaborates directly with the principal. Students on the committee offer suggestions they feel will benefit the student body. Many times, they will suggest things that the adults do not think about. The organization typically meets monthly with the principal to see what the needs are and how it can support the school. The organization sponsors various fundraising events and gives monetary donations to the school to use where needed.

After the principal is hired, there is a great possibility that additional advisory bodies such as grade level and/or department chair advisory committees along with others will be established to support the school.

Attachments

Section 21: Advisory Bodies

– No Attachments –

22.Grievance/Complaint Process

Grievance/Complaint Process

Covenant Academy of Mobile will attempt to build positive, respectful, and professional relationships with all employees, students, and parents so if there is a concern with either, they will feel comfortable sharing the concern.

If at any time an employee feels he/she has been treated unfairly by a colleague, the following procedures will be in place:

- Employee/“Complainant” should share the concern with the immediate supervisor.
- If the concern is of a minor nature, the complainant will be encouraged to speak with the colleague and try to resolve the issue.
- If the complainant is not comfortable approaching the colleague about the issue, then the supervisor will address the issue and hopefully, resolve the issue/complaint.
- If the problem is not resolved, the principal will share the complainant's concerns with the Board of Directors and they will be responsible for resolving the issue.
- If the issue is not resolved, the employee will be asked to complete the “Statement of Concern” form with a detailed description of the issue.
- The immediate supervisor will then investigate the facts and provide a solution to the problem.

If a parent/student has a concern/complaint, he/she will be asked to speak with the principal and the following procedures will be in place:

- The principal will ask the parent/student to write the concern/complaint down and provide all details, along with any names of witnesses, if applicable, who may have knowledge of the complaint.
- Once the principal has the written complaint, he/she will ask clarifying questions to make sure there are no misunderstandings of what was described.
- The principal will investigate the complaint and hopefully, resolve the matter.
- If the matter is not resolved, the principal will share the information with the Board of Directors and they will be responsible for resolving the issue in a timely manner.

If an employee has a concern/complaint about the principal, the employee must speak with the Board president to share any concerns and the following procedures will be in place:

- The Board president will ask the employee to give a written detailed description of the concern/complaint along with witness names if applicable.
- The Board president will ask clarifying questions to make sure there are no misunderstandings of what was described.
- The Board president will investigate the complaint and hopefully, resolve the issue.

After the Board of Directors go through their initial training, the grievance/complaint process may be modified.

Attachments

Section 22: Grievance/Complaint Process

– No Attachments –

23. Staff Structure

An “Enrollment and Staffing” chart is attached that depicts staffing projections for the first five years. Once school opens the first year, that will be an indicator as to the enrollment projections for the next years. Staffing adjustments will be made based on enrollment. The teacher-student ratio and total adults-student ratio are included in the chart. (See Staffing Attachment)

During Year “0” (Pre-Planning), the administrative team will consist of a full time principal and operations officer. During the pre-planning year, there is so much to do in preparation for opening in 2023 and we believe having

the administrative team in place will contribute to a successful opening. A fulltime bookkeeper is included as staff during the pre-planning year, but the principal may decide that the bookkeeper is only needed as a part-time employee at that time. Based on the leadership team’s experience, with opening a new school, there will be an extensive list of supplies and instructional materials that will need to be ordered and accounted for once it arrives at the school. Also, invoices will need to be paid as well so we believe a full-time bookkeeper will be needed. Once the principal is hired and if he/she feels that the bookkeeper is only needed for part-time during the planning year, then we will hire a part-time bookkeeper.

During Years 1-3, the administrative team consists of the following:

- The principal, the instructional leader, will be responsible for leading the school in accomplishing the vision and mission.
 - The principal is responsible for all management and supervision of all employees.
 - The principal reports to the Board of Directors and keeps them abreast of all school matters.
 - The principal will collaborate with the Advisory Board and any "Board" appointed committees as needed.
 - The principal will work directly with any school related committees/organizations that are formed to support the school.
- The operations officer will assist the principal with the daily operations and management of the facilities and grounds, maintenance, custodial services, technology, child nutrition, transportation, and any other duties assigned by the principal.
 - The operations officer oversees and directs a broad range of high-level projects including design, development, coordination and implementation of operational plans, strategic planning, select programs and policies to help attain institutional goals, monitor/evaluate impact and outcomes
 - The operations officer reports to the principal with updates on any matters that need to be addressed and updates on how things are going with job responsibilities.

During Year 4, if the enrollment increases above 400 students, an assistant principal will be hired to assist the principal. If enrollment increases to 400 students before Year 4, then an assistant principal will be hired at that time. The assistant principal will be responsible for assisting the principal with management of the "day to day" responsibilities of operating a school and supervising students and employees.

Attachments

Section 23: Staff Structure

23.1 [Staffing Chart Years 0-5](#)

Hartzog, Brenda, 11/1/21 5:21 PM

PDF / 46.479 KB

24. Staffing Plans, Hiring, Management, and Evaluation

Newly hired employees are required to serve a one-year probationary period. If evaluations are acceptable during the first year and there is no “reduction in employment” due to declining enrollment, then the employee is eligible to receive a contract for the next school year. The contract will be developed with the assistance from the attorney to ensure it is written in the best interest of the Board of Directors. The employees will be informed of the annual contract during the interview phase. The principal and interview committee will make it clear that as long as an employee is committed to the vision and mission of the school and doing a great job with his/her responsibilities, then there will not be a problem with renewing the contract.

If the newly hired employee does an unacceptable job with his/her responsibilities or if the conduct does not align with the school’s expectations:

- The employee may be dismissed from employment immediately.
- The employee may be dismissed with a two weeks' notice
- The employee may be dismissed with a thirty (30) days' notice

**The dismissal depends on the severity of the employee's actions. All personnel policies will be included in the Board of Directors' policy manual and in the "Employees Handbook" once the principal and Board members finalize them. This will be done during the planning year and ready before employees report to work.

In order to attract high quality employees, we realize we must be competitive with the salaries and standard benefits. Below is a proposed salary-range schedule:

Administrative/Office Positions:

Principal:	\$83,000 - \$110,000
Asst. Principal (Year 4)	\$65,000 - \$68,000
Operations Officer	\$55,000 - \$63,000
Counselor	\$50,000 - \$55,000
Bookkeeper	\$20,000 - \$24,000
Registrar	\$19,000 - \$22,000

Instructional Positions:

- *Teachers: K-5(Year 1) \$50,000 - \$58,000 (Additional \$1,000 stipend Grade Level/Department Chairpersons)
- *Teachers: 6-12 \$50,000 - \$58,000 (Additional \$1,200 stipend Department Chairpersons)
(Year 2: add 6th grade and a grade level in subsequent years)
- Paraprofessionals \$20,00 - \$23,000
(Kindergarten, physical education, and special education)

*Includes ALL regular, special education, and specialized teachers

*Additional compensation will be added for those educators with degrees above a Bachelor of Science/Bachelor of Arts and/or received National Board for Professional Teaching Standards (NBPTS) certification. The Board will decide on the amount before advertising begins.

All employees will benefit from receiving medical insurance, personal leave, sick leave, and retirement contributions to the Teachers Retirement System.

Our goal is to seek grants/donations that will provide additional funds to offer incentives for those "hard to fill" positions-math, science, etc. We believe since we are beginning with K-5, that will allow a year for the principal to begin marketing and recruiting for specialized content area middle school teachers. We will also compensate teachers who provide tutoring/intervention before/after school (outside of duty hours) and school sponsored clubs/athletics, etc. Supplemental pay will be determined by the Board of Directors.

To retain high-performing teachers, along with the above average salary, we believe with our positive culture and engaging "nontraditional" school setting, the teachers will enjoy being at Covenant because they are not "locked" into the traditional structured classroom. The instructional materials that will be used in the classrooms received high ratings and we believe that will make a difference. The elementary teachers who served on the ELA and math curriculum committee were so inspired by the materials and wished they had them in their classrooms.

The prospective teachers will be aware of our vision, mission, and the program before they are hired. If the principal and interview committee believe the applicants are a "good fit" for the school, then the principal will seek the Board's approval for hire. The principal and the Board will support the teachers in every way possible to make sure they have what they need. Instructional time will be protected to ensure all students are engaged in teaching and learning each day. Our goal is to make sure we all work together as a

school community to prepare our students for success after leaving our school. Hopefully, at the end of the school year, the faculty and staff will have had a great year and desire to return the following year.

Recruiting and Hiring

Once the application is approved, the Board of Directors will immediately advertise the principal's vacancy, proceed through the hiring process and hopefully, by April the principal will be Board approved. Once the principal reports to work July 1, emphasis will be on strategizing the best methods for recruiting high-quality employees. The principal will collaborate with the Advisory Board and Board of Directors to put a "recruiting" plan in place for the remaining faculty and staff that will attract energetic professionals who are seeking a new opportunity to make a difference.

Job description, mission, vision, core beliefs, salary range, qualifications, references, and reporting date will be included with the posting. We want all interested applicants to know beforehand what is important to us and to see if it aligns with their core beliefs.

The jobs will be posted during the established posting dates for those who are interested. Once the date closes, the principal will review applications and based on qualifications and certification, conduct brief telephone interviews, and then schedule interviews with the applicants and the interview committee.

Once applicants have been selected, Covenant Academy of Mobile will follow all required federal and state rules and regulations regarding certification, background clearance, etc. Even though teachers do not have to be certified in a charter school, our goal is to employ those with certification or a degree in the content area. Exceptions may apply for some "Connections" (Electives) classes.

The goal is to have all employees hired no later than March/April 2023.

Principal Evaluation

Covenant Academy of Mobile's principal will be evaluated by the Board of Directors since there is no superintendent. Hiring a superintendent will be the Board's decision in the future. The principal will be responsible for everything and will perform in a "superintendent's role". The Board will use an evaluation instrument provided by the Alabama Association of School Boards to evaluate the principal. (See Attachment). The Board will attend training on how to use the evaluation tool effectively.

The Board and principal will collaborate at the beginning of the year and determine the goals and objectives for the school. The Board will make a conscious effort to support the principal in all aspects of leading and managing the school community. The principal will provide reports throughout the year on the progress toward meeting the desired goals.

Teacher Evaluation

The principal will dedicate time and effort in supporting the teachers, so they are able to provide the best educational environment for all students. As an instructional leader, the principal will be "hands on" with modeling and providing support where it is needed. The goal is to establish a collaborative relationship with the teachers, so they feel comfortable working as a team to do what is in the best interest of the students. With the principal being "hands on", it provides many opportunities to conduct informal observations, along with the formal observations throughout the year.

Teachers will be evaluated using the Cognia™ Teacher Observation Tool which the Alabama State Department of Education is currently adopting for teacher evaluation. According to Cognia's website, this tool "Promotes teachers' professional growth to help students succeed".

The Cognia™ Teacher Observation Tool is a research-based instrument designed for formative use. Five

dimensions classify observable teacher actions across culture and climate, learning, essentials, agency, and relationships. With this tool, you can:

- Conduct observations in face-to-face and virtual settings
- Focus on efficient observations during any 20-minute segment of the lesson
- Generate timely, actionable feedback that can affect classroom change
- Understand and improve the classroom environment to build a culture where students and teachers thrive
- Stimulate collaborative dialogue among teachers and administrators
- Emphasize and enhance learner-centric instruction
- Apply a simple-to-use rating scale that provides quantifiable data

Once the principal is hired, he/she will attend professional development so that the tool is used effectively and as intended in promoting students' academic success.

The principal will also research and decide on an annual evaluation tool that can be used for non-instructional employees. This tool will be used along with other informal observations that support the renewal or nonrenewal of a contract.

Attachments

Section 24: Staffing Plans, Hiring, Management, and Evaluation

24.1	Draft Teacher Handbook	Hartzog, Brenda, 12/14/21 1:33 AM	PDF / 895.66 KB
24.2	Principal/Superintendent Evaluation Tool	Hartzog, Brenda, 11/1/21 5:25 PM	PDF / 76.507 KB

25. Professional Development

The principal will be responsible for all professional development activities. The goal is for all activities to be of use to the faculty and staff which will also benefit the students. Listed below, are results from Hanover Research (March 2017) of the best practices for professional development to be effective:

KEY FINDINGS

- **Effective professional development must be sustained and include ongoing support as teachers implement new skills.** Research indicates that program duration is associated with effectiveness, with some research suggesting that programs must last a minimum of 14 hours to be effective. In addition, districts should provide ongoing support and feedback to teachers through follow-up coaching and observations with a colleague or instructional coach.
- **Professional development should be collaborative and provide multiple opportunities for active learning.** Teachers who discuss new strategies and practice with their peers are more likely to implement these techniques and feel a shared responsibility for success and innovation. Active learning methods may include planning implementation of new instructional techniques or curricular materials in the classroom, practicing new skills, being observed by expert teachers, engaging in written work and discussions, applying new skills to student work, and role playing.
- **Experts recommend use of professional learning communities (PLCs) and coaching partnerships to deliver professional development.** Effective PLCs require supportive leadership, planning time, a respectful climate of shared values, and a willingness to share successes and challenges. Coaching should be ongoing, and often spans multiple months or the entire school year. Coaches should not be responsible for teacher evaluation, but should be knowledgeable in their subject area and skilled at providing feedback.
- **Professional development content must be directly relevant and applicable to teachers' classrooms, be differentiated to teachers' individual needs, and build on teachers' previous knowledge and experiences.** District leaders can conduct a needs assessment or consult teacher and student outcomes data

to determine teacher needs. In addition, professional development activities should help school staff to develop cultural competence by providing opportunities for teachers to examine how their own identities and backgrounds may impact their teaching and their students' learning.

- **District leaders can engage staff members in professional development by promoting choice, creating an environment conducive to experimentation, and modeling a growth mindset.** Giving staff members a say in the professional development they receive enhances buy-in and engagement in these opportunities. Relatedly, teachers are more likely to value professional development that directly supports their instructional practices. Staff should feel comfortable to make mistakes, which encourages them to learn new skills without worrying about failing. Finally, district and school leaders should model a growth mindset by admitting when they do not know something and when they make mistakes, and explaining why they are trying something new.
- **When evaluating professional development, leaders should use a logic model to plan the evaluation and examine data from multiple sources.** Key areas to address through an evaluation include quality of professional development implementation, participant feedback and satisfaction, and impact of professional development on participants and/or students. When planning the evaluation, evaluators should use a logic model or framework to track the inputs, activities, expected outcomes, and timeline of the program. Data sources and collection methods, such as surveys, observations, and work samples, should align with the intended outcomes of the program.

Covenant Academy of Mobile is committed to providing professional development opportunities that will assist the teachers in enhancing their knowledge and skills. The goal is to implement the "Key Findings" above so that the professional development opportunities will be beneficial to the faculty and staff.

We will begin providing professional development with the new faculty and staff in July 2023. There will be a two weeks "Professional Development Institute" for all teachers and staff employees. They will be paid a stipend for attending the institute. We believe the allotted time will prevent teachers from feeling overwhelmed. Often, not enough time is permitted for professional development and teachers must try to absorb all information in three or four days. Our goal is to provide professional development throughout the school year via: **(See Attached P.D. and Daily Schedules)**

- Job-embedded opportunities
- "Early Release" Wednesdays: 12pm-3pm (Sept. 6, Nov. 1, Feb. 7)
- Common Planning

Teachers will have opportunities to choose professional development activities along with the required "focused" activities that support the vision and mission of the school. Professional development will be conducted internally by the principal and faculty members. There will be opportunities to bring in external professionals to conduct professional development especially with the implementation of new instructional materials. The principal will monitor and based on the needs of individuals, groups, or the entire faculty and staff, he/she will determine if external professionals need to conduct "focused area" professional development.

Professional development (PD) funds will be available for teachers to attend conferences and workshops to support teaching and learning. Our goal is to have a professional library with various materials/resources for teachers to use as well. Teachers will have an opportunity to accumulate at least 100 hours during the first year of operation. Each year, the state provides funds to support PD in the schools and the Board is committed to providing additional funds to support teachers' educational knowledge and skills. We are hopeful that the result of all professional development will improve teacher effectiveness and promote students' academic progress.

Attachments

Section 25: Professional Development

25.1	Daily Schedule with Common Planning P.E./Connections	Hartzog, Brenda, 11/1/21 5:34 PM	PDF / 82.351 KB
25.2	Professional Development Schedule	Hartzog, Brenda, 11/1/21 5:30 PM	PDF / 68.524 KB

26. Performance Management

We live in a world of accountability and being in a school environment is no different. Schools are held accountable for educating students at the local, state, and national level. As a school community, we hold ourselves accountable because we want to make sure what we are doing is working effectively and students are getting the best education we can offer.

At Covenant Academy of Mobile, the Board of Directors will hold the principal accountable for management of the school as a whole and student achievement. It is imperative that the principal have several procedures in place to accomplish the goals listed below:

- **Goal 1: Increase the percent of students meeting proficiency on the Student Achievement on the Alabama Comprehensive Assessment Program (ACAP) by 3-5%**
 - To be proficient, students must score a Level 3 or Level 4
 - The first year the school opens will be our “baseline” year for ACAP. Students will attend Covenant from various areas of Mobile County/state, so we do not know what to expect with test scores.
 - The following year, our goal is to increase the number of students scoring proficient on the ACAP by 3-5%.
 - The goal is to also have school wide proficiency levels above Mobile County Public School System and the state of Alabama.
- **Goal 2: Reduce Chronic Absenteeism**
 - Reduce absenteeism rate to less than 10%
 - The elementary schools in the area near Covenant have had 8% and 10% chronic absenteeism. If students are not in school for instruction, they are not learning.
 - Absences will be monitored closely, and intervention steps will be in place to address the issue
- **Goal 3: 95% Participation Rate on ACAP**
 - Encourage students to attend school during the school year and during the “testing window” because the participation rate will impact the scores as well.
 - Make sure parents understand the importance of students attending school every day so they are getting the instruction and also attend during the testing window.
- **Goal 4: By the end of the year, 70% of Students Will Meet Growth Target on myView Reading Assessment**
 - Encourage students to do their best on the beginning of the year (baseline) assessment and individualized instruction throughout the year.

Interim Assessments

Covenant Academy of Mobile will have various interim assessments in place to assist with monitoring students’ academic progress. The assessments align with our school’s curriculum, goals, and state standards. In order for teachers to assess the learning, the following assessments will be used:

- **Assessments for Learning (Informal)**

Assessments for learning, also described as assessments as learning, assess a student’s comprehension and understanding of a skill or lesson **during the learning and teaching process**. This involves regular assessments of the standards to determine if the students understand the material that is being taught.

This process provides immediate feedback, and the teacher is able to identify students who need additional instruction or intervention early in the process before moving on to the next skill/assignment or before students are given a formal assessment.

- **Assessments of Learning (Formal)**

Assessments of learning are typically administered **at the end of a unit or grading period** and evaluate a student's understanding by comparing his or her achievement against a class or standard.

- **SAVVAS “myView” Reading and “enVision” Math:** Students will take a reading/math test at the beginning of the year to establish a baseline. Once a baseline is established, the program will create a portfolio of skills for the student to focus on based on the pre-test. Teachers can assign designated time for the students to work on the skills. Teachers are also able to create a portfolio of skills for the students to work on.
 - Students will take a mid-year (Dec.) assessment to determine the academic progress made since the beginning of the year.
 - Students will take an end of the year assessment to determine the academic growth from the beginning of the year to the end of the year.

Evaluating Academic Progress

As a school community, it is our responsibility to make sure all students are making academic progress and graduate on time. Evaluating academic progress is a shared responsibility and the entire school community will be involved in the process.

The principal will begin the process with providing professional development during the summer institute with the faculty and staff on the importance of analyzing, interpreting, and using data to determine “next steps” in promoting academic achievement.

The principal and any other designated person(s) will be responsible for implementing “Data Meetings” within grade levels, by content areas, individually, and school wide. The meetings will allow teachers to “drill down” to identify specific needs and put a “plan of action” in place to address the needs.

The principal and teachers will have daily access to the reading/math assessment data, along with classroom informal/formal assessments to analyze and determine which students need additional support.

The teachers will share the reading/math assessment data with the students so the students can track their academic progress as well. Students will have their own “data” sheet, which the teacher will keep in a binder, and the students and teacher can monitor the progress to see how the students are doing with meeting their goal. The assessment results at the beginning of the year, mid-year, and end of the year will be sent home to the parents so they can monitor and encourage their children to always do their best in school so they can meet their target goal.

The principal will provide regular updates on academic progress with the Board of Directors

Academic Correction Action

With the interim assessments we have in place, we hope we can address any academic concerns throughout the year. If for ever reason our academic goals are not met, we will first determine the areas of deficiencies and develop a “plan of action” which may include:

- Additional intervention support for students who need it. It may be a different type of intervention from what was previously used during the school year
- Modeling and support for an individual teacher if the deficiencies are from a specific classroom

- SAVVAS “Success Maker” Adaptive Learning: This program provides instruction in real time to address learning needs. It instantly adjusts pacing and sequencing which is essential with individual needs.
- Schedule vertical grade level PLC to address concerns teachers have with the students they receive from the previous grade
- Review and monitor curriculum implementation

Throughout the year the principal will be conducting “walkthroughs”, monitoring curriculum implementation, analyzing assessment data, progress reports, and end of the quarter report cards so he/she will be able to address any concerns with the teachers immediately to avoid any issues with students’ academic progress.

Attachments

Section 26: Performance Management

– No Attachments –

27. Facilities

Independent Facilities:

Covenant Academy of Mobile has already identified the site for the school, which is located at 4568 Halls Mill Road, Mobile, AL. The location is approximately 5.2 miles from Interstate 65 and about the same distance in the opposite direction to Interstate 10. There are elementary and middle schools approximately 2.5-6 miles from this location. Two of the elementary schools are not high performing schools and there is one low performing middle and one low performing high school less than six miles away from Covenant Academy of Mobile.

The existing facility was a private school for many years and is now owned by Dunnaway Inc.. It sits back off the street on 19.1 acres of land and has room for expansion. Covenant Academy of Mobile will lease the school which has five buildings on the property and there is acreage for expansion.

The property has the following buildings: (See Blueprint of Buildings)

Building	Offices	Classrooms	Student Restrooms	Other
Main Building #1	4	9	(1) Girls (1) Boys	Reception Area
Building # 2	3	9	(1) Girls (1) Boys	Library/Media
Building # 3		7	(1) Girls (1) Boys	
Gym (Regulation size)		3 (upstairs)	(1) Girls (1) Boys	
Maintenance Storage				

The main building has been renovated. Dunnaway Inc. will renovate Buildings #2 and #3 with special emphasis on complying with state, local, and the Alabama Charter Commission's health and safety requirements. Once the school is approved as a charter school, Dunnaway Inc. will begin the renovation process and it will be completed before the 2023 opening school year.

The three buildings and the gym have \$47,000 sq.ft. and will accommodate K-5 classrooms and the “Connections” (electives) courses, along with offices for faculty and staff who need office space. Once the Board has the total enrollment for the 2023 school year, a decision will be made at that time whether Dunnaway Inc. should begin the process of building an additional building or the school will use temporary portable buildings for the incoming 6th grade students. Since a grade level will be established each year, it gives the Board an opportunity to monitor enrollment and decide the best solution for addressing building capacity.

The school currently has a gym for indoor sports, a football field for football/soccer games, and additional acreage for a softball/baseball field so space for sports activities will not be a problem.

Attachments

Section 27: Facilities

27.1	Pending Lease Agreement with Discount	Hartzog, Brenda, 12/16/21 7:10 PM	PDF / 82.148 KB
27.2	Lobby in Main Building (Building #1)	Hartzog, Brenda, 12/14/21 1:24 AM	JPEG / 36.636 KB
27.3	Classroom View	Hartzog, Brenda, 12/14/21 1:24 AM	JPEG / 41.712 KB
27.4	Main Building Hallway	Hartzog, Brenda, 12/14/21 1:23 AM	JPEG / 30.03 KB
27.5	Gym-Interior	Hartzog, Brenda, 12/14/21 1:22 AM	JPEG / 3.422 MB
27.6	Gym-Exterior	Hartzog, Brenda, 12/14/21 1:22 AM	JPEG / 900.957 KB
27.7	Covenant Academy of Mobile Buildings SF	Hartzog, Brenda, 12/14/21 1:17 AM	PDF / 1.513 MB

28.Start-Up and Ongoing Operations

Start-Up and Ongoing Operations

Covenant Academy of Mobile will make every effort to ensure “Start-Up and Ongoing Operations” function very smoothly. The leadership team has worked diligently since beginning this journey, and everyone is excited to see the realization of a dream come true. We believe we are well on our way to providing a brighter future in education for the students in Mobile County.

Once we are authorized, the Board of Directors, Advisory Board and various committees will collaborate with the principal and implement the attached proposed “Start-Up” plan. We understand there will be revisions to the plan, but it provides an overview of most of the tasks that will need to be completed before school begins. We will also use the charter commission’s “Pre-Opening Process and Conditions” checklist that is included in the contract to assist us in ensuring everything is in place.

We are currently pursuing a grant from New School Venture Fund (NSVF), seeking other grant opportunities, and seeking contributions from various local businesses. We will have the funds needed for Year 0 and will pursue obtaining additional funds for Year 1 and future years. We have a grant writer who is assisting with seeking funds for the school and the Board of Directors will also have a “Fundraiser” committee to assist. The fundraising will be an ongoing process to make sure we have the funds needed to support our program.

The attached budget does not depict a positive view of having the amount of funds needed for the first and future years, but we are optimistic that we will secure the funds needed to operate the school for Year 1 and years after that.

Transportation

Even though public charter schools in Alabama are not required to provide transportation for students, Covenant Academy of Mobile will conduct a “needs assessment” once approved as a charter school, to see if there is a need for transportation. This assessment will be a part of the pre-enrollment process. If there is a need,

transportation “pick-up and drop off” stops will be streamlined. Buses will not travel throughout neighborhoods picking up/dropping off students. During the planning year, the operations officer will evaluate the various areas where students live and determine the best places for designated “pick-up and drop off” bus stops.

The Board of Directors will decide at that point to either lease/purchase buses or contract the services to a transportation organization in order to meet the students’ needs. Of course, the school will follow all transportation safety guidelines required by the state.

Our goal is to provide transportation for all sports and extra-curricular activities at no cost to the students. Sports activities will not begin until 2025 so this gives the principal/operations officer time to monitor transportation needs and have a plan in place for athletic/extra-curricular events.

There may be a small fee (\$1-\$2) included in the students’ cost of field trips taken during the school year. There will be funds available to pay for those students in need with field trip expenses. The principal will monitor and evaluate transportation cost/needs each year to determine the best solution to assist with cost of transportation.

Safety and Security

Covenant Academy of Mobile is committed to the development, training, and implementation of a school safety plan that will ensure proper procedures are in place should an emergency arise. We have included a contract security officer with our school personnel to assist us in providing a safe environment for our school community. It is not that the school is in a bad area, it is because during these difficult times, one never knows what will happen. The goal is to create and provide a learning environment that is safe for all school personnel and the students attending our school.

Identification of Students and Employees:

Students and school personnel will be required to always wear their identification name badge. By wearing the badge, students and school personnel will know the individuals who are authorized to be on campus. The students will wear uniforms, and this will assist school personnel in identifying the students who belong on campus.

Visitors on Campus:

- All visitors are required to report to the Main Office.
- A conscious effort will be made to ensure all exit doors remain locked to prevent visitors from entering the building in other areas instead of checking in through the main office
- All visitors will be checked using the Raptor Ware system which indicates any background check issues.
- All visitors will be issued a “Visitor” pass/badge as long as there are no identifiable issues noted in the Raptor system.
- Anyone who wishes to see/check out a student must show proper identification before having access to the student. The identification will be checked with the approved contacts listed in the student information system. Only the names of individuals listed will have permission to see/check out a student.
- School personnel should stop and ask visitors not wearing a “Visitor” badge to report to the main office or if school personnel is not supervising students, then the visitor should be escorted to the office. The office should be contacted if the person is acting in a suspicious manner.
- Any visitor who does not desire to follow the above procedures is to be referred directly to the security officer, principal, assistant principal, or operations officer.
- All visitors will be required to sign out in the main office before leaving campus.

Searches

School officials/security officer reserve the right to search any student or possessions of any student on school property or off property during school events for any reason a school official/security officer deems necessary

and interferes with the safety of the school environment. These searches could include but not limited to purses, computer content, book bags, clothing pockets or lockers.

Information on searches will be included in the “Student/Parent/Guardian Handbook” so everyone is aware of the policy and understands the safety of the school community is a priority and the school will do everything possible to make sure everyone is safe.

Monthly Drills & Evacuation Maps

Students will receive training in various safety drills, so they do not panic if there is an emergency. They will participate in monthly fire drills, designated tornado drills, and “lock down” drills throughout the school year.

An “Evacuation” map will be posted in each classroom indicating the direction the class must exit the building in case of an emergency. A “Tornado” map will also be posted indicating the designated area for students to go if there is a tornado close by the school.

Technology

Teachers will be required to take attendance using PowerSchool “Unified Classroom” for each class. If a student is not in class, the teacher is able to check the attendance to see if the student is absent for the day or received an early dismissal. By checking attendance in each class, school personnel knows that all students are where they should be.

There will be security cameras installed to monitor designated areas on campus. Hopefully, this will deter anyone from destroying property or causing harm to anyone.

There will be some type of 2-way communication system/devices for the security officer and designated personnel to use as a means of communicating. The principal will collaborate with the operations and security officers to decide who receives the devices.

Safety Process

School safety has been and continues to be a major concern in the lives of students, educators, parents, families, and community members. Across the nation there is a growing concern over the safety of students and school personnel due to an increase in local, state, and national school incidents of violence.

It is impossible for students to learn when their safety is threatened. Teachers are unable to provide effective instruction in an unsafe environment and therefore, the students and teachers are not engaged in teaching and learning which is what school is all about.

The goal at Covenant Academy of Mobile is to be prepared as much as possible for any emergency that threatens the safety of the students and adults on campus. A few years ago, The Alabama State Department of Education developed an “Emergency Management Cycle” which states: “Emergency management provides a consistent approach to work effectively and efficiently with federal, state, local governments, and first responders to mitigate, prevent, prepare, respond, and recover from natural, manmade, and technological hazards.”.

Emergency management is an organized process which includes:

Mitigation

Mitigation refers to sustained and ongoing actions taken to reduce or eliminate long-term risks to people and property from incidents and their effects. The emphasis on sustained actions to reduce long-term risks differentiates mitigation from preparedness and response tasks which are required to survive safely and with the least risk. Effective mitigation actions can decrease the impact, the requirements, and the expense of critical events.

The purpose of mitigation is two-fold:

1. To protect people and structures
2. To minimize the costs of disaster response and recovery

Prevention

Prevention refers to actions taken to attempt to avoid an incident from occurring. Prevention also involves applying intelligence and other information to a range of activities that may include such counter measures as:

1. Provide a school environment that encourages and enhances student reporting of school safety threat information.
2. Deterrence operations.
3. Heightened inspections.
4. Improved surveillance and security operations.
5. Investigations to determine the full nature and source of the threat.
6. Immunizations, isolation, or quarantine.
7. Specific law enforcement operations aimed at deterring, preempting, interdicting, or disrupting illegal activity, as appropriate.
8. Apprehending potential perpetrators.

Preparedness

Preparedness is the range of deliberate critical tasks and activities necessary to build, sustain, and improve the capability to mitigate, prevent, prepare, respond to, and recover from school and community incidents.

Preparedness allows for planning and forethought regarding possible incidents as well as having an effective response to almost any incident. Preparedness requires determining what you will do if an incident occurs and essential services are interrupted, developing a plan for contingencies, and practicing the plan.

The preparedness phase involves a minimum of six steps:

1. Identifying the planning team.
2. Identifying the incidents that must be addressed.
3. Analyzing the incidents.
4. Developing the plan.
5. Developing a resource base.
6. Developing and implementing training and practices/exercises.

Response

Response begins as soon as an incident threatens or is detected. It involves search and rescue mass care, medical services, access control, and returning interrupted services and systems to normal operations. Rather than wait until an incident occurs, you should "plan to respond" by:

1. Ensuring that all school staff receive training on the safety plan.
2. Conducting drill practices/exercises to increase the probability that everyone knows what to do when a real incident occurs.

Recovery

Recovery procedures are the actions necessary to return the school to its normal operations. The goal of any recovery plan is to restore all normal operations as quickly and completely as possible, but understanding recovery takes time. Recovery activities may be many and varied, depending on the incident, the type and amount of damage, and the number and severity of injuries.

Recovery involves:

1. Medical issues.
2. Psychological issues.
3. Infrastructure issues.
4. Insurance issues.
5. Documentation issues.
6. Repair structural/physical damage.
7. Restoration of disrupted services (e.g., utilities).

8. Clean-up of facility (e.g., health/safety hazards removed and any needed repairs made).
9. Resumption of the normal school schedule and activities as soon as possible.
10. Liability issues.

The Board of Directors will work closely with the principal and safety committee, in developing and implementing a “School Safety and Security Plan”. To be effective, the emergency management process above will be used as the foundation. Once an approved plan is in place, training for all employees and students will occur so everyone is prepared should an emergency arise.

Insurance

Covenant Academy of Mobile’s goal is to be protected from any claims that may arise from individuals who feel the school is responsible for whatever happens. The school will maintain insurance coverage that either meets or exceeds the minimum requirements. The attached quote from Thames Batre’ gives a description of general liability, sexual abuse, educators legal liability/directors and officers’ liability, commercial auto, and student accident coverage. Covenant Academy of Mobile will make sure proper indemnities are in place and meet our needs. The proposed insurance coverage must be approved by the Board of Directors.

Workers compensation insurance will also be added. We were unable to obtain a quote at this time. The Board will research this topic and decide on the proper coverage needed for the school community.

Food Services Plan

Covenant Academy of Mobile will participate in the National School Breakfast/Lunch program. The United States Department of Agriculture (USDA) provides funding for the meals and reimburses the school based on the number of meals served each month. In addition to cash reimbursements, schools receive USDA Foods. States select USDA Foods for their schools from a list of foods purchased by USDA and provided through the NSLP. Schools can also receive bonus USDA Foods as they are available from surplus agricultural stocks. The variety of USDA Foods schools receive depends on available quantities and market prices.

The cafeteria on campus is well equipped to provide nutritional meals for the students and school personnel.

Once the school is approved as a charter school, the Board of Directors will create/approve a job description for the Child Nutrition Program (CNP) manager and employees. After a manager has been hired, the Board, principal, operations officer, and manager will collaborate and determine the best strategies for implementing a CNP that meets the needs of the school community.

A committee will be established to develop a school wellness policy. The wellness policy is a written document of official policies that guide a local educational agency (LEA) effort to establish a school environment that promotes students’ health, well-being, and ability to learn by supporting healthy eating and physical activity.

Attachments

Section 28: Start-Up and Ongoing Operations

28.1	CAM Financial Workbook	Hartzog, Brenda, 12/15/21 4:18 AM	XLSX / 121.534 KB
28.2	CAM Proposed Insurance Quotes	Hartzog, Brenda, 12/7/21 6:00 AM	Unknow File Type / 134.892 KB
28.3	CAM Startup and Ongoing Operations	Hartzog, Brenda, 12/7/21 5:59 AM	XLSX / 15.958 KB

29. Operations Capacity

Covenant Academy of Mobile's Leadership team is fortunate to have members with such diversity in operations capacity. 95% of the members have experience in staffing, professional development, performance management, general operations, and facilities management.

The administrators on the team have a combined total of 100+ years of educational experience with approximately 50 of those years as successful administrators. Their experiences helped other members understand everything that is needed to run a school effectively and, in the end, obtain great academic results.

We have a licensed therapist on the team who has been instrumental in providing guidance in addressing students' emotional needs.

There are members who own and operate various businesses and their wealth of knowledge has been invaluable throughout this entire journey of creating an innovative school that will provide the skill sets students need to be productive citizens.

Listed below are the individual qualifications in each category:

Staffing

Shamika Battle (Licensed Therapist):

- Provides clinical supervision and consultation to over 60 therapist agencies
- Provides independent supervision to Clinical Team Leaders
- Facilitates clinical supervision for new workers for the first 90 days of employment

Paulette Briscoe (Retired Principal):

- Interviewed applicants to ensure that they were highly qualified and were a good fit for various programs.

Harvey Hall (Engineer):

- Works with staff to ensure understanding of position descriptions and how performance standards apply to the position
- Delegates workload to ensure manpower and resources are optimized
- Ensures employees have proper tools and equipment to perform

Brenda Hartzog (Retired Principal):

- Supervised, evaluated, and supported 60 employees (two assistant principals)
- Recruited, interviewed, and recommended individuals for hire (faculty and staff)

Jataun Dudley-Lewis (Retired Administrator):

- Searched, interviewed, and recommended individual for hire (faculty and staff)
- Supervised, evaluated, and supported faculty and staff

Andre Lucy (Engineer):

- Responsible for leading and supervising the MEDCOM Support Section (CESAM-EN-DM) within the Engineering Division. This section consists of ten Technical Managers (TM).

Lawanna Hinton-Thomas (Pre School Teacher):

- Managed a crew of 6, while maintaining a high standard of customer service during high volume, fast paced hours.

LaShondra Robinson, Ph.D. (College Professor):

- Humanities student worker supervisor

Nikkia Ruggs (Director/Co-Owner of Covenant Academy of Mobile):

- Manages all HR responsibilities including recruiting, hiring, and processing all necessary paperwork.

Spencer Ruggs (Director/Co-Owner of Covenant Academy of Mobile):

- Directs and oversees project managers and supervisors of construction.
- Works directly with owners during conceptual phases of the projects.

Professional Development

Shamika Battle:

- Responsible for the development of agency programs and assistance with training staff on agency topics to help them stay relevant in the field
- Reviews and provides detail-oriented feedback for session notes, assessments, and reports

Paulette Briscoe:

- Had regular faculty meetings making sure that the personnel handbook was discussed and all procedures were known and followed.
- Collaborated with various departments to support and establish programs, lessons, and student activities.
- Presented resources and opportunities to teaching staff for further professional development and curriculum training courses.
- Guided instruction by mentoring teachers to improve leadership and teaching effectiveness.

Harvey Hall:

- Provides direction and leadership to staff engineers, facility project coordinators, and contracted staff
- Participation in initial engineering studies, site investigations, and developing initial plans for improvements

Brenda Hartzog:

- Provided professional development on curriculum, safety, instructional matters, etc.
- Collaborated with teachers in professional learning communities (department meetings)

PRESENTER:

- Multiple Intelligences Workshop Presenter
- Classroom Management Presenter
- Principals as Instructional Leaders
- Back to School with a New Attitude
- First Year Teachers-What to Expect
- National Middle School Conference Presenter: Great Schedules=Student Achievement
- Leading Assessment and Instruction

Jataun Dudley-Lewis:

- Professional Development Leader
- School Safety Trainer – ALICE school training {staff, student, and stakeholder training}, Alabama State Safety Training and trainer, plan, organize and created safety training video and PowerPoint

LaShondra Robinson, Ph.D.:

- Professional Development Presenter

Nikkia Ruggs:

- Provides professional development on topics relevant to the “Early Learning” for faculty and staff in First Class Pre-K program and K-3 program.

Performance Management

Shamika Battle

- Develops SMART treatment plans, and assist with goal development for ongoing progress

- Audits files for clinically relevant information and ensure documentation is sufficient

Paulette Briscoe:

- Developed and implemented standards for student academic achievement aligned with district, state, and local initiatives.
- Reviewed standardized test results to assess student progress and academic performance.
- Monitored and evaluated performance of school employees.

Harvey Hall:

- Ensures employees have proper tools and equipment to perform
- Aids in producing standards, templates, and best practices for the Office of Real Property
- Documents partial and completed work accomplished and note inconsistencies, code violations, improper materials, or techniques.
- Prepares statements of work, cost estimates, specifications, applications, and engineering justifications for engineering projects

Brenda Hartzog

- Supervised administration of state and national assessments
- Reviewed, disaggregated data, and set measurable goals

Jataun Dudley-Lewis

- Data analysis and decision making
- Increased SPED population meeting state standards,
- Increased student scoring in cleared status on state assessments

Andre Lucy

- Responsible for coordinating with the Project Manager, Supervisory Contracting Branch Chief and Officers, and Technical Leads of my section for improving the efficiency of our multi-division 25-person matrix team.
- In FY16 our execution was \$240M with 573 contracting actions; FY15 was \$245M with 640 contracting actions and our highest year in our 20+ year history was FY14 at \$326M with 696 contracting actions.

Lawanna Hinton-Thomas:

- Provides developmentally appropriate learning opportunities, effective communication, and demonstrating knowledge of developmental characteristics/abilities of each student while also providing a safe and fun learning environment.
- Monitored and recorded vital signs

LaShondra Robinson, Ph.D.:

- Online Course Development and Instruction

Nikkia Ruggs:

- Manages client cases and determined eligibility for childcare subsidy funded by the State of Alabama.
- Interviews clients on a daily basis and traveled to outer counties to determine family eligibility.

Spencer Ruggs:

- Partners with Mobile County Public School Transportation System to schedule transportation routes for the afterschool care program.
- Works with the families to help transition kids into a school environment from a daycare environment.
- Created Covenant Estates to serve the citizens of the city of Mobile.

General Operations

Shamika Battle:

- Provides individual and group supervision to ongoing therapist and paraprofessionals to address ethical

concerns, communication, problem solving, collaboration with other agencies and provide ongoing support to cases and clinical direction

- Facilitated meetings with community partners; and served as liaison with collaborative partners to ensure services needs were met with the agency

Paulette Briscoe:

- Improved individual departments by working closely with the Mississippi Department of Education, the superintendent, and teachers to reorganize class loads, improve resource utilization and modernize equipment.
- Managed school administration operations and organized teacher schedules, student registration processes and class orientation sessions.

Harvey Hall:

- Responsible for managing project budget and reconciling accounts
- Oversees activities during facility planning, design, acquisition, and construction phases
- Ensures operation and maintenance considerations are well-thought-out during project planning

Brenda Hartzog:

- Responsible for all aspects of a college preparatory magnet school: Budget, Governance, Administration, Curriculum, Parent-Community Engagement, Technology, etc.

Jataun Dudley-Lewis:

- Responsible for all aspects of operating and managing a school: Budget, Governance, Administration, Curriculum, Parent-Community Engagement, etc.

Andre Lucy:

- Technical Manager responsibilities include managing projects from inception to close-out; developing Scopes of Work for design, repair and minor construction and O&M task orders.
- Responsible for business development planning, assigning work, supervising subordinates, management and review of multi-discipline design work and construction / operation support activities performed by staff of engineers and construction managers ranging from 3 to 10 people.

Lawanna Hinton-Thomas:

- Promptly answered drive - in orders, delivered customers' orders to their vehicle, operated the drive through window and register quickly and efficiently.

LaShondra Robinson, Ph.D.:

- Teaches 5-7 course load per semester, varying combinations of Composition I & II, Technical English, English Lit I & II, American Lit I & II, Developmental English.

Nikkia Ruggs:

- Manages all operational tasks daily while keeping up with the standards of DHR.
- Manages and control all operational tasks including billing and payroll.
- Director of the state funded First Class Pre-K Program for both childcare locations managing a budget of \$480,000.

Spencer Ruggs:

- Developed an easily accessible all-inclusive sports program to help provide teamwork and leadership skills.
- Manages Schools Annual Revenue of 1.1 million dollars.
- Director of the state funded First Class Pre-K Program with two successful classroom units managing a budget of \$240,000.
- Manages the USDA Alabama Nutrition Food Program budget of \$300,000 for both school locations.
- Oversees management and financial distribution.

Facilities Management

Harvey Hall:

- Performs construction site safety investigations
- Conducts daily inspections and participate on a multidisciplinary team in carrying out the final inspections of components of site and building construction work
- Commissioning HVAC systems
- Oversees special projects to further develop project management skills

Brenda Hartzog:

- Responsible for operating and managing the school during a complete renovation while collaborating with the contractors to make sure needs/requests were being completed.

Andre Lucy:

- Coordinates and manages the planning, design, cost engineering, etc., for MEDCOM projects of considerable scope for the various facilities assigned.

Nikkia Ruggs:

- Maintains health and safety policies for the entire facility.
- Successfully licensed multiple classrooms by meeting all the requirements laid out by DHR.

Experience in Facilities Acquisition and Management

Covenant Academy of Mobile has Leadership Team members with diverse experiences in facilities acquisition and management. Listed below are the members and some of their individual experiences: (Their experience is also listed on their resumes.)

Andre Lucy:

- Manages task orders on the U. S. Army Medical Command (MEDCOM) MATOC contracts for repair, minor construction (less than or equal \$750k), and Operations & Maintenance of medical facilities on Army installations.
- Performs all aspects required for project procurement of A-E design task orders as well as MATOC Contractor awards for repair, renovation, and minor construction task orders
- Managed the daily operations of the construction management activities for both Districts for staff augmentation positions. Reviewed task order scopes of work and contract terms and conditions determined appropriate man hours required to execute work, prepared budgets and wrote proposals for the execution of new construction management task orders.
- Provided project management technical oversight for task orders totaling over \$77M for FY11. Received certificate of appreciation from the Southern Regional Medical Command (SRMC) for excellent work execution for FY11 task orders contributing to over \$44M worth of SRMC task order placement

Harvey Hall: Relevant Design Projects

VACO Specific

- Raleigh OPC (Design-Build; approx. \$110M)
- Hampton OPC (Design-Build; approx. \$100M)
- San Antonio OPC (Design-Build; approx. \$110M)
- Hampton Roads OPC (Design-Build; approx. \$75M)
- Mobile Outpatient Clinic (Design-Build; approx. \$35M)
- Tallahassee Health Care Clinic (Design Build; approx. \$60M)

VHA Specific:

- Source Selection Evaluation Board (SSEB): ICU Addition, Nuclear Medicine Renovation, Demolition of Building 32
- Official Contracting Officer Technical Representative

- SPD Loading Dock (Minor Construction; \$6.8M)
- Renovate 11 West (Design/Build; Est. Construction-\$3.1M)
- ArjoLift Installation
- Site Prep for ASU Fluoroscopy(Design/Build-\$1.2M)
- UD, Renovate 1st Floor Business Center (\$700K)
- Building Façade Restoration (Design- \$840K; Est. Construction-\$8.5M)
- Medical Gas Alarm Project (Design-\$55K; Est. Construction-\$400K)

Spencer Ruggs:

- Created Spencer Ruggs Homebuilders to give families an affordable quality option.
- Has constructed over 4 million dollars of new construction projects.
- Principle director of over 5 million dollars of assets and property management.
- Created Covenant World Construction II to serve as a prime general contracting company in the state of Alabama and serves as the C.F.O, who has managed over 3 million dollars of construction.

Attachments

Section 29: Operations Capacity

– No Attachments –

30.Unique/Innovative Operational Aspects

Early Release Days for Professional Development (Wednesday)

Covenant Academy of Mobile will be unique in the realization that faculty/staff employees need professional development opportunities at designated times during the school day when students are not present. To provide some of the opportunities, there will be three scheduled “Early Release” Wednesdays: 12pm-3pm (Sept. 6, Nov. 1, Feb. 7) to allow faculty/staff professional development opportunities that will increase their knowledge of the standards and instructional materials/strategies which will ultimately enhance the instructional process.

Not only will the faculty/staff benefit from the "Early Release" days, but all students will benefit from the teachers enhanced knowledge and instructional practices.

Research shows that the best environment for professional development is embedded during the school day. Doing so gives teachers the opportunity to communicate with other educators and take their learning to the next level. “Effective professional learning enables educators to develop the knowledge and skills they need to address students’ learning challenges. Professional development is effective because it causes teachers to improve their instruction and allows administrators to become better school leaders,” said Ms. Morici.

Source:

<https://www.pvschools.net/newscenter/early-release-days-professional-development-benefits-teachers-staff-and-s>

The Mobile County Public School System does not offer “Early Release” days. In the district, professional development opportunities are: two days at the beginning of the year, “Job Embedded”, or held after school which is the end of a long workday and teachers are typically so tired and ready to go home. This is a “setup” for after school opportunities not being as productive as they could be. Our goal is to provide professional development opportunities throughout the school year as well with “Job-Embedded” opportunities.

The principal will monitor the progress, collaborate with the faculty/staff and the Board of Directors, and make adjustments if needed. A “needs assessment” will be conducted and in January 2024, the Board of Directors will decide if “Early Release” will be implemented for the 2024 school year.

Attachments

Section 30: Unique/Innovative Operational Aspects

– No Attachments –

FINANCIAL PLAN AND CAPACITY

31. Financial Plan

Financial Planning-Annual Budget

Covenant Academy of Mobile has leadership team members who have years of experience with the local school accounting process, and we believe that all aspects of financial planning, accounting, purchasing, payroll, etc. can be handled internally with the bookkeeper, principal, and operations director. This financial leadership team will work together to ensure day-to-day procedures are in place, monitored, and reported to the Board of Directors on a regular basis. The Board of Directors, an appointed finance committee, and principal will develop an accounting manual that encompasses everything a local education system needs to run efficiently. A manual that also stipulates obeying all applicable laws and regulations to protect Covenant Academy of Mobile from being suspected of mismanagement or fraud.

The principal, finance committee, and the Board of Directors are responsible for developing the annual budget and maintaining an operating budget. The annual budget will be based on the needs of the school which the principal will provide to the finance committee and the Board. Once the budget is developed, the Board will approve and adopt the budget during a public meeting. The budget and financial reports will be available for the public on the school's website and printed copies will be available in the main office.

The principal will be responsible for providing monthly financial reports including budget comparisons, income and expenditures reports, financial forecasts, etc. The reports will be reviewed by the finance committee and the Board of Directors.

Bank Accounts

The Board of Directors will decide which bank accounts are needed for the school. With the experience of the members, they will do what is in the best interest of the school. Once the Board decides, then the principal will be responsible for ensuring the daily school funds collected are deposited in the designated bank. The principal will be the only one authorized to sign the school checks for day-to-day operations.

Cash and Cash Receipts Procedures

At the beginning of each year, the bookkeeper and principal will share all local school accounting procedures with the faculty and staff. The procedures will be in place to make sure all funds are properly accounted for and secured. Faculty and staff members will be encouraged to turn in all funds to the bookkeeper each day with the cash receipt. The employee must remain with the bookkeeper until all cash is counted. After the bookkeeper counts the money, a receipt with the amount received will be given to the employee. Employees will be reminded that they are responsible for any funds in their possession that are lost/stolen. The bookkeeper prepares the deposit slip for all funds collected each day. A designated person counts the money that is to be deposited with the bookkeeper to ensure accuracy before depositing the funds in the bank. This process provides a second layer of protection of funds and no one person has control over all cash related responsibilities.

The principal is responsible for authorizing all "school-sponsored" fundraising events on campus and the funds collected are handle the same way as the daily collection of cash. These funds are considered public funds and have specific guidelines, which the bookkeeper will share with the employees.

Often times the Parent Teacher Association or another group who supports the school, will ask permission to host a fundraiser and those funds are not deposited into the school's account, but the sponsored organization's account. The organizations will collaborate with the principal to see what the needs are and provide financial or special projects' support.

Purchasing Process

The principal is the only one authorized to approved purchases of a certain amount as determined by the Board of Directors. Anything above that amount, must have the Board’s approval before purchasing.

All school purchases will be made via a purchase order system. At the beginning of the year and throughout the year, the bookkeeper will establish various accounts by grade level, department, clubs, athletics, etc. using the state’s adopted “NextGen” accounting program. Only school sponsored accounts will be established. The sponsors of these accounts will receive monthly statements, so they are aware of their balances before spending any money. Once it has been verified that the funds are in the account, the sponsor will complete a purchase order request with an itemized list of the order and submit for the principal’s approval.

The bookkeeper will provide a monthly activity report to each sponsor and the sponsor of that account must check it, reconcile, and sign the report verifying it is accurate. If the report is inaccurate, the principal is notified, and the sponsor and bookkeeper work together to determine the issue and resolve the discrepancy.

Payroll

Covenant Academy of Mobile’s goal is to follow all applicable laws and regulations with regards to employees’ salaries and payroll. We will utilize ALSDE’s Aesop Absence and Reporting System if it is the system that is being used in 2023. This system allows employees to report their current and future absences in the system. By reporting the absences, the bookkeeper can review daily absence reports, discuss any discrepancies with the employees, and reconcile them before the monthly payroll is due. The payroll process will be shared with all employees before the school year begins so they are aware of the process.

Audit

The Board of Directors will decide on the external accountant or auditor who will conduct an annual audit. \$10,000 is included in the budget for an annual audit. After the first year, adjustments to the cost will be made if necessary. The audit must meet the requirements of the Alabama State Department of Education, Alabama Charter School Commission, and IRS. Once the audit is complete, the findings will be posted on the school’s website and available in the main office for anyone who requests a copy.

Insurance and Bonding

Covenant Academy of Mobile’s goal is to be protected from any claims that may arise from individuals who feel the school is responsible for whatever happens. The school will maintain insurance coverage that either meets or exceeds the minimum requirements. The attached quote from Thames Batre’ gives a description of general liability, sexual abuse, educators legal liability/directors and officers’ liability, commercial auto, and student accident coverage. Covenant Academy of Mobile will make sure proper indemnities are in place for everyone who needs it.

Workers compensation insurance will also be added. The Board will continue to research and decide on the proper coverage needed for the school community.

Attachments

Section 31: Financial Plan

31.1	Covenant Academy of Mobile Budget Narrative	Hartzog, Brenda, 12/16/21 7:18 PM	PDF / 613.733 KB
31.2	Covenant Academy of Mobile Financial Workbook	Hartzog, Brenda, 12/15/21 4:52 AM	XLSX / 121.534 KB
31.3	Line of Credit Document	Hartzog, Brenda, 12/14/21 3:34 AM	PDF / 139.056 KB
31.4	Letter of Support: Gant	Hartzog, Brenda, 12/14/21 3:32 AM	PDF / 15.687 KB

32. Financial Management Capacity

Covenant Academy of Mobile's "Leadership Team" has a wealth of knowledge and experience with financial management, fundraising and accounting/internal controls. There are three members on the team who retired as successful principals responsible for managing all operational/financial aspects of a school. The other members who have experience with financial management are self-employed or employed by companies that have empowered them to use their skills to manage various budgets. The members' experiences will continue to provide guidance with all financial aspects of the school while serving as Board or Advisory Board members. Listed below are the individual qualifications:

Board Members:

Nikkia Ruggs: (Co-Founder of Covenant Academy of Mobile)

- **Director of the state funded First Class Pre-K Program***** Director of the state funded First Class Pre-K Program for both childcare locations managing a budget of \$480,000. Manages all operational tasks on a daily basis while keeping up with the standards of DHR.***Successfully licensed multiple classrooms by meeting all the requirements laid out by DHR.
- **Administrator of the Child Nutrition Program (CACFP)***** Administrator of the Child Nutrition Program (CACFP) managing a budget of \$300,000. ***Manages and controls all operational tasks including billing and payroll.

Spencer Ruggs: (Co-Founder of Covenant Academy of Mobile)

- **Owner of Covenant Academy Inc.***** Creates Covenant Academy to service children and families throughout the community. ***Developes an easily accessible all-inclusive sports program to help provide teamwork and leadership skills.***Director of the state funded First Class Pre-K Program with two successful classroom units managing a budget of \$240,000.***Partners with Mobile County Public School Transportation System to schedule transportation routes for the afterschool care program.***Manages Schools Annual Revenue of 1.1 million dollars.
- **Owner of Rainbow Outreach Ministries***** Director of the state funded First Class Pre-K Program with two successful classroom units managing a budget of \$240,000. ***Manages the USDA Alabama Nutrition Food Program budget of \$300,000 for both school locations. ***Works closely with the community to enroll children in the daycare program while providing the best care possible. ***Works with the families to help transition kids into a school environment from a daycare environment. ***Manages Center Annual Revenue 1.3 million dollars.
- **Owner of Covenant Estates***** Created Covenant Estates to serve the citizens of the city of Mobile. *** Oversees management and financial distribution
- **Owner of Covenant World Construction II***** Created Covenant World Construction II to serve as a prime general contracting company in the state of Alabama and serves as the C.F.O***Managed over 3 million dollars of construction. ***Directs and oversees project managers and supervisors of construction. ***Works directly with owners during conceptual phases of the projects.
- **Owner of Dunnaway Corporation***** Principle director of over 5 million dollars of assets and property management.
- **Owner of Spencer Ruggs Homebuilder***** Created Spencer Ruggs Homebuilders to give families an affordable quality option. *** Has constructed over 4 million dollars of new construction projects.

Paulette Briscoe:

- Has served as a Board member with two different organizations
- **Elementary Principal***** Instructed teachers on classroom management, behavior and instructional***Developed and implemented standards for student academic achievement aligned with district, state and local initiatives. ***Outlined, implemented and maintained personnel-related policies and

procedures. ***Monitored and evaluated performance of school employees. ***Oversaw school budgets, documented changes and tracked expenses to allocate and manage school funds.

Andre Lucy:

- **Supervisory Civil Engineer***** Responsible for coordinating with the Project Manager, Supervisory Contracting Branch Chief and Officers, and Technical Leads of my section for improving the efficiency of our multi-division 25-person matrix team. ***The program continues to grow as a result of dedicated professionals. In FY16 the execution was \$240M with 573 contracting actions; FY15 was \$245M with 640 contracting actions and our highest year in our 20+ year history was FY14 at \$326M with 696 contracting actions. Since 2012 my leadership capacity and responsibility has consistently increased as program responsibilities and expectations from our customers have increased.

Advisory Board:

Brenda Hartzog

- **Principal*****Responsible for all aspects of a college preparatory magnet school: Budget, Governance, Administration, Curriculum, Parent/guardian-Community Engagement, etc.***Supervised, evaluated, and supported 60 employees (two assistant principals)***Worked collaboratively with Board members and central office personnel as an advocate for the school

Harvey Hall, Sr.

- **Resident Engineer/Administrative Contracting Officer***** Provides direction and leadership to staff engineers, facility project coordinators, and contracted staff ***Responsible for managing project budget and reconciling accounts***Serves as ACO to ensure all obligations and modifications are in compliance with the Federal Acquisition Regulations (FAR)
- **General Engineer*****Prepares statements of work, cost estimates, specifications, applications, and engineering justifications for engineering projects***Participation in initial engineering studies, site investigations, and developing initial plans for improvements***Presented to the Hospital Executive and Engineering Supervisory Staff suggestions on labor-saving devices and materials
- **Official Contracting Officer Technical Representative*****SPD Loading Dock (Minor Construction; \$6.8M)***Renovated 11 West (Design/Build; Est. Construction-\$3.1M)***Arjo Lift Installation*** Site Prep for ASU Fluoroscopy(Design/Build-\$1.2M)***UD, Renovate 1st Floor Business Center (\$700K)***Building Façade Restoration (Design- \$840K; Est. Construction-\$8.5M)***Medical Gas Alarm Project (Design-\$55K; Est. Construction-\$400K)***Installation of Washer Disinfectors (SPD) (Design-\$85K; Est. Construction-\$600K)

Jataun-Dudley Lewis

- Administrator***Problem solver*** Data analysis and decision making
- **Administrator***** Instructional Leader***\$250,000 21st Century Grant writer and Program Supervisor, budget planning, completed contracted services, ***Textbook Coordinator

Attachments

Section 32: Financial Management Capacity

– No Attachments –

EXISTING OPERATORS

33.Existing Operators

N/A

Attachments

Section 33: Existing Operators

– No Attachments –