

Application Form

Created: 11/01/2018 • Last updated: 11/29/2018

Please fill out all required before submitting your application.

Important: All attachments must be saved as 1 single file and uploaded as 1 single file.

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Cover Sheet & Enrollment Projection

Applicant Information

Name of proposed school:	I3 Academy
Primary contact person:	Dr. Martin Nalls
Mailing address:	3800 Colonnade Parkway
PO Box:	(No response)
City:	Birmingham
State:	Alabama
Zip:	35242
Phone (day):	205-443-7809
Phone (evening):	(No response)
Email:	martin.nalls@gmail.com

Names, roles, and current employment of all persons materially involved in the preparation of this application or the organization or governance of the proposed school

	Full Name	Current Title and Employer	Position with Proposed School
1	Dr. Martin Nalls	Head of School, I3 Academy	Head of Schools
2	Dr. Dylan Ferniany	Director of Student and Adult Learning, I3 Academy	Director of Student and Adult Learning
3	Dr. Thomas Bice	Education Director, Mike and Gillian Goodrich Foundation	Board President
4	LaShunta Boler	Attorney, Private Practice	Board Member
5	Bobby Humphrey	Vice President of Business Development, Bryant Bank	Board Member
6	Deidre Clark	Founder, Kuumba Community Arts	Board Member
7	Purpose Built Schools Team		
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Do any of the following describe your organization, or the school/campuses proposed here? N/A

NOTE: If the applicant intends to contract with a third-party education service provider (ESP), the applicant must complete Addendum 1 for Education Service Providers. An ESP is any third-party entity that provides comprehensive education management services to a school via contract with the school’s governing board.

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? No

Does this applicant team have new schools or campuses scheduled to open in the United States in the next two school years? No

Does this applicant team have new schools or campuses approved, but scheduled to open in additional years? No

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School Information

Proposed School/Campus Name	I3 Academy
Grades Served (Year One):	K-5
Grades Served (Capacity):	K-5

Proposed Location

Geographic Community

Identification of Geographic Community may be as specific as a neighborhood or as general as the targeted city or school district

The school is proposed for the Woodlawn community of Birmingham.

Address of identified facility

(if applicable)

Mailing address:	235 48th Street North
PO Box:	(No response)
City:	Birmingham
State:	Alabama
Zip:	35212

Projected Demographic Information

%FRL:	65.27
%SpEd:	12
%ELL:	3

Model/Specialty

(check all that apply)

Arts

College Prep

STEM

Other, (list): Project-based learning

Proposed Principal/Head of School Information

(if identified)

Name of proposed candidate:	Dr. Martin Nalls
Current employment	Head of School
Phone (day):	205-443-7809
Phone (evening):	(No response)
Email:	martin.nalls@gmail.com

Campus Enrollment Projection

	Academic Year	Planned # of Students	Maximum # of Students	Grade Levels Served
Year One	2020-2021	420	420	K-5
Year Two	2021-2022	420	420	K-5
Year Three	2022-2023	420	420	K-5
Year Four	2023-2024	420	420	K-5
Year Five	2024-2025	420	420	K-5
At Capacity	2024-2025	420	420	K-5

Executive Summary

The executive summary should provide a concise statement/synopsis of the following:

- The proposed plan for the school.
- The geographic and population considerations of the school environment.
- The challenges particular to those considerations.
- The applicant team’s capacity to successfully open and operate a high-quality school given the above considerations.

1. Mission and Vision.

State the mission and vision of the proposed school. The mission statement describes the fundamental purpose of the school, relating why it will exist. The vision statement outlines how the school will operate and what it aims to achieve in the long term. The mission and vision statements provide the foundation for the entire proposal.

The mission and vision statements, when combined, should:

- Identify the students and community to be served.
- Illustrate what success will look like.
- Align with the purposes of the *Alabama School Choice and Student Opportunity Act (Act 2015-3)* and the authorizer’s stated priorities for schools.

I3 Academy stands for Imagine. Investigate. Innovate. These three words represent the skills that teachers and leaders will foster and develop within learners who attend I3 Academy. These words will guide the teaching and learning at I3 and provide a framework to communicate the authentic learning that students can experience at I3.

Our mission is to empower learners to become agents of change who solve the problems they see in their world.

We envision a world in which all learners are equipped to excel in a global society.

We believe that all children should have access to enriching and appropriately challenging learning experiences that prepare them for their chosen path in college or career. I3 Academy seeks to serve the Woodlawn community where the school will be located, by providing another educational opportunity for parents as part of a holistic neighborhood revitalization effort. The educational model promotes a strong academic foundation, social-emotional learning, and project-based learning and STEAM integration as our approaches to the curricula. Through these foundational skills and experiences learners will be problem-solvers who are prepared for a complex and ever-changing global workforce.

2. Educational Need and Anticipated Student Population.

Describe the anticipated student population, the students’ anticipated educational needs, and non-

academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based, consistent with student enrollment eligibility and selection criteria.

Anticipated Student Population

The I3 Academy anticipated student population will consist of students in grades K-5 (Fall 2020) zoned for Birmingham City Schools within the Woodlawn community and its surrounding neighborhoods. Students enrolled will be reflective of the Woodlawn community in race, ethnicity, and socioeconomic status. Within the four neighborhoods of Woodlawn there are a total of 5,935 residents. Of these residents, 18.6% have no high school degree or equivalency. In Woodlawn, 30.9% of households earn less than \$15,000 compared to 22.7% in the City of Birmingham. The unemployment rate in Woodlawn is 11%, compared to 7.4% in the City of Birmingham. (U.S. Census Bureau, 2018).

Anticipated Academic Needs

Educational outcomes of students in poverty are impacted by a range of factors including presence of toxic stress, lack of enrichment opportunities, poor school attendance, limited access to professional role models, limited parental educational attainment, and poor early access to literacy. (Rothstein, 2008). Other academic factors that are more prevalent in students from poverty include developmental delays and learning disabilities. Students from poverty are more likely to repeat a grade, be expelled or suspended from school, and dropout of high school. (Brooks-Gunn & Duncan, 1997). Birmingham City Schools academic data from the ACT Aspire 2017 illustrates the projected academic need of students who will attend I3 Academy.

Table 1. ACT Aspire 2017, Birmingham City Schools

	Proficiency	Exceeding	Ready	Close	In Need of Support
3rd Grade Reading	6%	12%	20%	62%	
5th Grade Reading	6%	11%	25%	58%	
3rd Grade Math	8%	27%	32%	33%	
5th Grade Math	3%	15%	59%	23%	

I3 Academy seeks to address anticipated academic needs of Birmingham City Schools. The 2018-2023 Birmingham City Schools Strategic Plan sets goals for increasing student achievement by the year 2023. The first pillar, Student Excellence, provides priorities for the academic needs of students in Birmingham City Schools.

Birmingham City Schools Strategic Plan

Student Excellence

Long Term Goals (p. 8)

- All children are prepared for productive citizenship, college, career, and life. Our graduation rate increases as students in all schools meet or exceed proficiency in grade level reading, math, and other

subjects required for graduation.

Our Success Metrics by 2023 (p. 9)

- Establish baseline for early literacy and numeracy (K-2) and improve over time.
- Increase percentage of students meeting annual growth targets in Math (State assessment)
 - Grade 3 from 42% to 60% (preliminary baseline data)
 - Grade 8 from 48% to 70% (preliminary baseline data)
- Increase percentage of students meeting annual growth targets in Reading (State assessment)
 - Grade 3 from 42% to 60% (preliminary baseline data)
 - Grade 8 from 52% to 70% (preliminary baseline data)

By creating a robust academic program that centers on math and literacy foundations with individualized and targeted support, I3 Academy will share in the effort to increase the percentage of annual growth targets.

Anticipated Non-Academic Needs

Poverty has both academic and non-academic impacts on children. The following outcomes have been identified as an effect of poverty (Brooks-Gunn & Duncan, 1997)

In the area of physical health, children in poverty are more likely to:

- Be born with a low birth weight.
- Have lead poisoning.
- Spend more days sick in bed.
- Have more short-stay hospital episodes.
- Experience hunger.

In emotional or behavioral outcomes, children in poverty are more likely to:

- Have emotional or behavioral problem that lasted 3 months or more.
- Experience violent crime.

These health and wellness indicators can have significant impact on students' social-emotional well-being, school attendance, and attention and focus in the classroom. At I3 Academy a dedicated counselor, social worker, and community partner liaison will provide resources and support to learners in need of additional resources to meet their non-academic needs.

Rationale for Selecting the Location and Student Body

The identified academic and non-academic needs illustrate the necessity for an educational opportunity prepared to address all the needs in Woodlawn in a new and exciting way. The Woodlawn community is part of a national network called Purpose Built Communities, an organization that helps communities across the country implement proven and effective revitalization strategies, including a cradle-to-college

and career-education pipeline, high-quality mixed income housing, and community wellness programs. I3 Academy will be one of several educational opportunities available to meet the need for high-quality K-5 education within the cradle-to-college and career pipeline.

Enrollment Priorities

As a result of the identified need in the neighborhood, students in the Woodlawn community are the population preference for student recruitment. A 2016 analysis by Purpose Built Communities of the students who are living in Woodlawn but who do not attend neighborhood schools provides a rationale for an additional education option in the community. The number of students living in the Woodlawn feeder pattern compared to the students who are enrolled in school illustrates that there are families in the neighborhood whose children do not currently attend a Birmingham City School. In 2016 there were 3,124 students who were enrolled in the following schools: Avondale Elementary, Oliver Elementary, Hayes K8, Putnam Middle School, and Woodlawn High School. (ALSDE Enrollment Report, 2016) Attendance zone data was generated using ESRI geographic information system reporting tools. Data was extracted from ESRI using census projections and compared with Birmingham City Schools attendance boundaries. While 3,124 students were enrolled in the Woodlawn feeder pattern in 2015-16, there were 5,872 children, ages 4-17, living in the area that were zoned for these schools. This analysis revealed a gap of 2,748 school-age youth who were not attending the zoned schools in 2015-16.

Increasing student enrollment is a strategic goal of Birmingham City Schools. The following strategic plan goals indicate an identified area of need for Birmingham City Schools.

Birmingham City Schools Strategic Plan

Effective Systems and Planning: Metrics

Long Term Goals (p. 20)

- We maintain or increase student enrollment.

Our Success Metrics by 2023 (p.21)

- Increase our average daily membership (# of students) from 24,290 to 25,000.

I3 Academy will aid Birmingham City Schools in reaching that goal. Through a targeted and comprehensive plan for Woodlawn students' anticipated academic and non-academic challenges, I3 Academy is poised to meet these needs for all learners.

References

Rothstein, Richard. "Whose Problem Is Poverty? ." Educational Leadership, vol. 67, no. 7, Apr. 2008, pp. 8-13.

Brooks-Gunn, Jeanne, and Greg J. Duncan. "The Effects of Poverty on Children." Children and Poverty, vol. 7, no.

3. Education Plan/School Design.

Provide an overview of the academic program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population, and at-risk students in particular. Summarize what the proposed school is projected to do more effectively than the schools that are now serving the targeted population, and how the school plans to achieve its goals.

Overview of the Academic Model

The I3 academic model informs the educational plan and school design that addresses the academic, physical, social and emotional needs of each child. This holistic approach supports both in and out-of-school factors that contribute to student learning. I3 Academy leverages these resources all at once to provide resources directly to individual student needs. The academic framework is modeled after Charles R. Drew Charter School in Atlanta, GA. Drew Charter School is a high-performing pre-K through 12th grade school located within the East Lake area, a community that has undergone a successful revitalization over the past two decades. The following are elements of the holistic Drew Model:

1. Academic Core
2. Recruit Strong Teachers and Leaders
3. Create a Collaborative Faculty Culture
4. Birth to 12th grade continuum
5. Early Language Development
6. Strong Literacy and Math Foundation
7. Response to Intervention support to all learners
8. Tiered Social-emotional programming
9. Strong Enrichment Program
10. Project-based learning framework supported by STEAM focus
11. Community Engagement
12. Wraparound Services
13. After School Programs
14. Parent Engagement in School

Strong Teachers and Leaders, Collaborative Faculty Culture

The model relies on creating a collaborative culture within the school, which recognizes that when teachers collaborate they can impact how students learn in powerful ways (Killion, Learning Forward, 2015). The organizational structure of the school provides teachers with the time and resources to collaborate and create. This culture is fueled by the ability to recruit and develop strong teachers and leaders. Teachers matter more to student achievement than any other aspect of schooling (Teachers Matter, RAND Corporation). Finding, recruiting, and fostering top education talent to teach at I3 will be supported by an intentional and comprehensive process.

Early Language Development, Birth to 12th Grade Continuum, Strong Literacy and Math Foundation
I3 educators are tasked with providing a strong foundation in early language development building from the early learning opportunities within the birth to 12th grade continuum. Through local and regional partnerships and intensive professional development, I3 Academy ensures an aligned vertical approach to language development that is developmentally appropriate and enriching. Through solid Tier 1 instruction, a strong literacy and math foundation is laid which is strengthened through intentional literacy and math intervention programs.

Response to Intervention Model in Literacy and Math

Early language development is the foundation of the Response to Intervention model in literacy and math, a key component of the multi-tiered systems of support offered at I3 Academy. While many Alabama schools have RTI programs, this model leverages the extended academic schedule and additional resources to ensure that each part of the RTI model is implemented with fidelity. Use of additional trained paraprofessionals, interns, and volunteers in the classroom help teachers deliver targeted Tier 2 instruction within the classroom environment. Tier 3 instruction occurs in engaging and inviting Math and Literacy Labs where learners work in small groups with well-resourced educators. The activities presented in Tier 3 are hands-on and engaging. This approach to multi-tiered instruction provides additional support and small group instruction that is facilitated by the organizational structure of I3 Academy. A meta-analysis of RTI research found large effects for both systemic (e.g., reductions in special education referrals) and student outcomes (e.g., increased increase reading scores) (Burns, Appleton, & Stehouwer, 2005).

Strong Enrichment Program, Project-based Learning Framework, STEAM Focus

Classroom curricula and enrichment programs are designed for inquiry-based learning. This is delivered through a project-based learning instructional framework, STEAM (Science Technology Engineering Arts Mathematics) provides a lens through which integrated curricular projects are designed and implemented. In addition, collaborations between classroom teachers and enrichment teachers provide unique opportunities for relevant and exciting projects. Projects are both school and community-based allowing learners to solve the problems they see in their world. A professional development and collaboration structure will facilitate the design of these exciting projects and cross-disciplinary collaborations. Beyond the walls of the school, partnerships with out-of-school education providers will

deliver opportunities to extend the learning experience into the community. Through this community-centered approach learners will see that learning takes place all the time, everywhere.

Wraparound Services, After-school Programs, Community Engagement

I3 Academy is one education provider within many throughout the Woodlawn community. A birth-to-12 continuum for learning begins well before Kindergarten and beyond grade 12. Partnerships with early learning providers in the area assist in aligning learning in the critical early years to the Kindergarten program at I3 Academy. A comprehensive selection of wraparound services that address early learning, after-school & extracurriculars, and college & career readiness ensure that both in and out-of-school programs provide learners with opportunities for the course of their academic career.

Effectiveness of Model

I3 Academy has structures and schedules that help to lower the ratio of staff to students. By providing a paraprofessional in each classroom, I3 Academy assures that learning environments can be more responsive to students' academic and social-emotional needs with two trained adults in each classroom. This model affords the opportunity to more effectively design and implement differentiated learning experiences for Tiers 1 and 2 at each grade level. The enriching literacy and math labs provide a method to provide more students with small group Tier 3 instruction. The school's schedule plays an important role in facilitating learning. Most importantly, an extended school day allows for more planning and job-embedded professional development time for teachers. In addition, this calendar and schedule facilitate a robust offering of enrichment courses for students and time for intensive interventions around math and literacy. This model has been highly effective at Drew Charter School in Atlanta as evidenced by their outstanding academic performance. Drew Charter School, with a large population of free-and-reduced lunch students, outperforms their non-free and reduced lunch peer schools in Atlanta Public Schools and across the state of Georgia. Purpose Built Schools has utilized the Drew instructional model to improve educational outcomes for students. The applicant team will work closely with Purpose Built Schools to build an effective school model for I3 Academy.

There are currently seven schools in the Purpose Built Communities network that have selected the Drew instructional model as their educational strategy. To support education in these communities Purpose Built Schools currently has schools replicating the model in the Atlanta Public Schools (4), Charlotte-Mecklenburg Schools (1), Kansas City Public Schools (1) and Omaha Public Schools (1). While at different levels of model implementation due to varied opening dates, all schools have demonstrated student achievement growth and overall improvement from their baseline launch year. After one year of model implementation schools such as Howard Kennedy Elementary School earned the Omaha Public Schools gold award for excellence in improvement for their five percent or greater growth in three Nebraska statewide assessments. Purpose Built Schools is currently in the planning process with replication school sites with the Cleveland Metropolitan School District (2) and Dallas Independent School District (1).

References

Killion, Joellen. "High Quality Collaboration Benefits Teachers and Students." Learning Forward, vol. 36, no. 5, Oct. 2015, pp. 62-64., www.learningforward.org.

"Understanding Teachers' Impact on Student Achievement." RAND Corporation, www.rand.org/education/projects/measuring-teacher-effectiveness/teachers-matter.html.

Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analysis of response-to-intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment*, 23, 381-394.

4. Community Engagement.

Describe the relationships that have been established to generate community engagement in, and support for, the proposed school and how needs and/or solicited support for the school have been assessed. Briefly describe these activities and summarize the results.

In the fall of 2018, I3 Academy launched a comprehensive community engagement plan. This application reflects work that has been conducted up to the point of application submission and plans for continued efforts through the opening of school. The following activities have been conducted to generate community support for the school.

Parent and Educator Surveys and Focus Groups

In order to determine the current perspectives of education in the community, surveys and focus groups were conducted among parents, teachers, community members, partners, business owners, and other constituents whose voice is valuable for the development of a community school.

Focus groups measured ideas such as:

- Beliefs about the purpose of school
- Perception of charter schools
- Feelings about school operations
- Priorities concerning academic rigor and pedagogical application

Surveys measured ideas such as:

- What should the purpose of this charter be?
- What surname for the school will the community take pride in?
- What school values should be emphasized, and applied to its name?

Findings

The following findings of these engagement activities with over 250 participants informs future

community engagement opportunities and assists the applicant team in multiple levels of building I3 Academy with the community it serves.

1) More information is needed about charter schools. Forty-one percent of respondents answered that they did not know what a charter school was. Qualitatively parents repeatedly said that they needed more information to gain a better understanding of charter schools. This valuable information shows a need in Birmingham to educate families about charter schools so that they can make informed decisions for their children. This will be incorporated into future engagement plans.

2) Parents want options for their children's education. Eighty-seven percent of respondents answered yes to the question "Do you want a choice of where your student(s) gets an education?" A clear theme of educational opportunity reflects a readiness for educational options both within and out of school.

3) Parents want their children to be prepared for a global society. When provided a list of options that they are seeking in a school, three elements stood out. Over one hundred respondents marked diversity in schools and foreign languages as a priority. Ninety-nine respondents would like more opportunities for exposure to technology and robotics.

Partner Focus Groups/Surveys & School Leader Introductions

In November 2018 a series of focus groups were conducted to gather insights from potential community partners and local businesses. This was also an opportunity to meet Dr. Martin Nalls, school leader and other members of the I3 Academy team.

School Leader Networking

In fall 2018 Dr. Nalls has met with members of the community and begun developing relationships with key stakeholders. Dr. Nalls is utilizing community events and organizations to introduce himself to residents and share plans for the school. He and his staff will continue to identify opportunities for community engagement and build upon this network.

Through the ongoing commitment to authentic community engagement Dr. Nalls and his leadership team will develop relationships in order to gain understanding of the community I3 Academy will serve. The listed activities have been conducted up to the point of the application. Community engagement will be a lifetime and ever-changing activity of I3 Academy. A community liaison will be hired to assist in managing community engagement activities and to identify external partners that will support the strategies of the school. Parents of the school will also be engaged to assist in this effort once the school has opened.

I3 Academy greatly values Woodlawn community input and will continue to value its voice. These surveys provide a small snapshot of community engagement in fall of 2018. The applicant team acknowledges that these surveys do not provide a complete picture and that further research and engagement must be done leading up to the opening of school.

5. Leadership and Governance.

In the table below, list the current members of the school’s proposed leadership team and governing board, including their roles with the school and their current professional affiliation. *Do not list members of the applicant team who will not have an official leadership role with the school going forward, such as consultants.*

	Full Name	Current Job Title	Position with Proposed
1	Dr. Martin Nalls	Head of School, I3 Academy	Head of School
2	Dr. Dylan Ferniany	Director of Student and Adult Learning, I3 Academy	Director of Student and Adult Learning
3	Dr. Thomas Bice	Education Director, Mike and Gillian Goodrich Foundation	Board President
4	LaShunta Boler	Attorney, Private Practice	Board Member
5	Bobby Humphrey	Vice President of Business Development, Bryant Bank	Board Member
6	Deidre Clark	Founder, Kuumba Community Arts	Board Member
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Enrollment Summary (Part 1)

Please complete and upload the Enrollment Summary Template illustrating the growth plan for the school.

[Click here](#) for the template

<https://BCSCSA.fluidreview.com/resp/20289624/7wrgH49c8d/>

Enrollment Summary (Part 2)

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan included above.

We have chosen a K-5 school model in order to provide foundational skills in reading and math beginning in Kindergarten. As a component of the cradle-to-college pipeline a strong Kindergarten program will provide a solid foundation for learning. The K-2 early learning program at I3 Academy continues the work of the early learning pipeline established through strategic partnerships with neighboring early learning facilities. The James Rushton Early Learning Center provides a natural pipeline for students attending I3 Academy. I3 will collaborate with the Rushton Center and other neighborhood early childhood providers. At I3, research-based curricula and strong instruction serves to eliminate the student achievement gaps seen across America (i.e., the 30 million word gap) by focusing on building a strong foundation for I3’s youngest students.

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Section 1. Educational Program Design & Capacity

Education Program Overview

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the research-based evidence that has demonstrated success for this education program with the anticipated student population.

Overview of Education Program

The education program model was developed to illustrate the relationship between the core components of the academic model. The academic model includes the following elements:

- A. High Quality Teachers
- B. Collaborative Culture
- C. Strong Math Program
- D. Strong Literacy Program
- E. Strong Social-Emotional Learning Program
- F. Comprehensive Response to Intervention System
- G. Integrated Curricula/STEAM
- H. Project-Based Learning

The foundation of the I3 academic model is built on attracting high-quality teachers. A focus on recruiting, hiring, and retaining high-quality teachers is key to ensuring every student’s academic and social-emotional growth. A critical piece of the model will be to provide professional development for teachers to continue their learning. Teachers will engage in Professional Learning Communities (PLC) and the school culture and climate will be intentionally created to foster a collaborative culture of adult learning. Professional Learning Communities center around four pillars: mission, vision, values and goals. Through this lens teacher teams stay grounded in both short-term and long-term continuous improvement. In their Professional Learning Communities, teacher teams will work together on implementing four foundational components of the I3 academic program (Strong Literacy, Strong Math, Strong Social-Emotional Learning, and a Comprehensive Rtl system).

With this solid foundation, all learners will be engaged while learning within curricula that are integrated and have a STEAM (Science, Technology, Engineering, Art, and Math) focus. Finally, all students will be immersed in project-based learning: “a teaching method in which students gain knowledge and skills by working for a period of time to investigate and respond to an authentic and engaging question, problem, or challenge.” (Buck Institute for Education).

A. High Quality Teachers

The educational model places emphasis on ongoing professional development to help effective teachers and leaders build on their expertise. Professional development begins with the on-boarding process, where the focus is on the distinctive educational model, its research support, and how to use this research to inform daily practice.

Once on-boarded, faculty have the support of robust professional development bolstered by internal staff expertise, external partnerships with selected educational providers, and instructional resources. Time for professional learning is embedded into the school’s daily schedule. Faculty members will have access to a number of best-in-class programs, including local and state conferences and programming offered by our educational partners.

Within the staffing model there are key positions whose roles are designed to support faculty professional

development. These teacher leaders will facilitate collaboration to evaluate student work and data using a PLC process. In addition, they will support planning curricula, designing assessments and sharing best teaching practices across the school.

B. Collaborative Culture

Essential to successful outcomes is a culture of professional empowerment, mutual accountability, and collaborative decision-making. The instructional program will include PLCs that are embedded in the school's daily schedule. During the enrichment periods, homeroom teachers, teacher leaders, and instructional coaches meet regularly to support teaching and learning through: (1) data meetings to review student progress and adjust instruction in core academic subjects (e.g., language/literacy and math development, science, social studies) to address student learning problems; (2) lesson design conversations that strive to integrate research-based instructional strategies; and (3) create common formative assessments to ensure student mastery of essential standards. These communities of practice encourage teacher-driven innovation at the school across instruction, operations and policy (Etienne C. Wengner and William M. Snyder, Harvard Business Review, 2000)).

A teacher leadership structure in each grade level through Academic Integration Specialists (AIS) will expand the capacity for PLCs to thrive. These teachers will be supported to lead their own teams in PLC's. This initiative expands the capacity for professional learning and develops leadership capacity in teachers. These teacher leaders will be provided with additional intensive training on coaching and facilitating PLC's. The enrichment program provides collaborative time daily for teachers to work on instructional goals that are data-driven.

C. Strong Literacy Program

The K-2 early learning program at I3 Academy continues the work of the early learning pipeline established through strategic partnerships with neighboring early learning facilities. The James Rushton Early Learning Center provides a natural pipeline for students attending I3 Academy. I3 will collaborate with the Rushton Center and other neighborhood early childhood providers. At I3, research-based curricula and strong instruction serves to eliminate the student achievement gaps seen across America (i.e., the 30 million word gap) by focusing on building a strong foundation of language and literacy for I3's youngest students. Research shows that language development is the key to learning success (AERA, 2009; Dickinson & Porche, 2011; Hart & Risley, 1995). Teachers in grades K-2 will receive professional training that enables them to become highly skilled in developing students' language, thus ensuring students meet expectations in learning to use language with precision and creativity when they speak, listen, write or read. This early language development provides the foundation that strengthens the Tier 1 Literacy program. Students who need additional Tier 3 support will work in the literacy lab on specific skills where they need additional support.

In grades K-5 students will have 120 minutes of reading and language arts. Literacy is also embedded

within all other subjects and particularly interdisciplinary projects. The literacy program will be selected with the five essential components of reading in mind. A core curriculum will be selected that focuses on all five components of reading. A task force of literacy advisors will be selected to assist in deciding the best curriculum materials to support the instructional model. If there are gaps in the literacy program identified by the task force, additional materials may be adopted to ensure that each element of literacy is addressed.

A universal screener will be given to all students as part of the literacy plan. Differentiated instruction as well as placement in the literacy lab will be determined by this data. Within PLC's, teachers will analyze formative assessment data on literacy in order to identify student learning problems, making use of instructional practices, shared resources, problem solving techniques, and targeted interventions to address student learning problems. PLCs will also determine how to effectively use the intervention block to support student learning. During these blocks students receive instruction that is targeted to address a literacy skill with which they are struggling.

D. Strong Math Program

I3 Academy will select a core math curriculum aligned with Singapore Math Strategies (see Attachment 1). Students have 90-120 minutes of math instruction. Similar to the literacy program, all students will receive high-quality math instruction in the classroom. Where math standards can be applied to real-world application or students can interact with manipulatives or a variety of modalities, learners are more engaged. In math class teachers will differentiate lessons, having students rotate through a variety of structured activities that teach standards. Through math centers, learners are taught and expected to work independently or in small groups which allows the teacher to provide more targeted instruction for students who need additional support. Differentiated lesson planning also allows teachers to target their assessment of learning for students who need further support or extend the learning and assessment who have readily mastered standards. Students who need additional Tier 3 support will work in the Math Lab on specific skills where they need additional support.

Teachers will meet regularly to discuss student progress towards mastery of mathematical standards and will determine how best to meet each student's needs. By sharing resources and collaboratively problem solving in PLC's, teachers are able to target instruction and develop a robust Tier 1 math program.

We will incorporate Singapore Math strategies into our math instruction because this supplementary framework enhances a student's understanding of math while aligning to the core math standards a student must master. The Singapore Math approach focuses on fewer topics but in greater depth. Students don't just learn equations to reach an answer; they learn how the equation works. With the Singapore math, one skillset is a foundation for future lessons. This differs from the typical approach which follows a "spiral" — where material is revisited in the course of months or years. Singapore Math focuses on problem-based development of math concepts, using more concrete illustrations to help students learn how to work through multistep problems. This framework covers topics in increasingly

advanced detail in successive grades. I3 Academy teachers will utilize Singapore Math strategies to supplement their Tier 1 instruction.

E. Strong Social-Emotional Program

At I3 Academy the social-emotional learning (SEL) will be designed to support all students. Dedicated time during the school day will be set aside for students to receive instruction in social-emotional learning. Morning meeting, 20 minutes each morning, will be scheduled for students to receive instruction in Second Step, our social-emotional learning curriculum. This provides Tier 1 instruction for all students in social-emotional learning creating a common language and foundation from which additional support can be delivered. In many schools, it is left up to each teacher to develop this curriculum and culture in his or her classroom, but at I3 Academy Second Step curriculum will provide a shared language around student behavior and norms that support behavior. This means that a teacher in the hallway, an administrator, or an enrichment teacher can reinforce those skills throughout the day. In many schools the work of social-emotional learning is left up to the counselor, but by embedding SEL instruction into our daily schedule we guarantee that all faculty and students partner in building the classroom and school culture that is critical to students' overall success. If a student is in need of additional SEL support, there is a multi-tiered system in place to ensure that interventions are targeted and responsive to each student's needs.

Second Step provides instruction on skills for learning empathy, emotional management, friendship skills, and problem solving. The curriculum is aligned with CASEL (Collaborative for Academic, Social, and Emotional Learning) SEL competencies of self-management, self-awareness, responsible decision-making, relationship skills, and social awareness. Second Step has been evaluated in multiple randomized and quasi-experimental studies (three randomized control trials and two quasi-experimental). Students have been followed over the course of up to two years. In these studies of grades PreK-6, in urban and suburban environments there was increased positive behavior, reduced student conduct problems, reduced emotional distress, and improved social and emotional skill performance. (www.casel.org)

F. Comprehensive Response to Intervention

I3 Academy has a multi-tiered system of support for both academics and social-emotional needs. The Response to Intervention program provides the academic support structure for both math and reading.

The Response to Intervention process is best captured in three core principles:

- Strong language/literacy, math, and social emotional skills are the critical foundation for all learning
- High-quality instruction to meet the learning needs of all students is best implemented through a tiered-model of instruction (e.g., Burns, Appleton, & Stehouwer, 2005)
- Universal screener given to all students helping to inform differentiation and intervention.

The instructional program follows an intensive daily program in these core disciplines at every grade level within a tiered Response to Intervention (RTI) structure. A universal screener and diagnostic tools (e.g., NWEA's MAP or AimsWeb) will be administered to all students to determine their instructional needs within Alabama's Response to Intervention tiered instructional model (ALSDE) (See "Performance Management" section for more information on I3 Academy assessment plan). All students will experience quality Tier 1 instruction facilitated by classroom teachers for the following amounts of time: 120 minutes of reading/language arts, 90-120 minutes of math, 20 minutes of social emotional learning.

Tier 1 instructional practices and resources will include the following in reading/language arts, math, and social emotional learning:

- Standards-based curricula
- Research-based strategies
- Differentiation
- Small-group instruction

Students who do not meet grade-level standards through Tier 1 instruction alone receive targeted Tier 2 and 3 interventions (e.g., Gersten et al., 2009). The frequency and intensity of these interventions depend on individual students' needs and are determined by the Problem Solving Team (in accordance with state guidelines). The Problem Solving Team (PST) is a multi-disciplinary group of educators assembled to analyze data on students and make decisions about appropriate interventions for students within the RTI process. Tier 2 interventions are designed, administered, and tracked (monthly) by core classroom teachers during small-group instruction. Grade-level teams may decide to flexibly group students for intervention across classrooms in a grade-wide intervention block. When Tier 3 interventions are needed, students will work with certified teachers and trained paraprofessionals to supplement, not replace, the grade-level instruction received in the general education classroom.

For grades K-5, math and literacy interventions occur within the on-campus Literacy Lab and Math Lab for 35 minute-blocks. For students needing behavioral or social emotional support, individualized Tier 3 interventions will be planned and delivered by the school counselor. Systematic, multimodal intervention curricular programs are used to support Tier 3 interventions for grades K-8 (e.g., Really Great Reading Phonics Suite Programs (K-5), Do the Math (K-5), (See Attachment 1 for more information about Tier 3 resources). Weekly progress monitoring data and benchmark data from a universal screener (administered 3 times per school year) determine if/when Tier 3 interventions are no longer necessary. Learners will be engaged in setting their own goals and tracking progress in the literacy and math labs.

Students are evaluated to determine whether they would benefit from Special Education services in the event that Tier 3 interventions have not closed their performance gaps. This proposed program will comply with all applicable regulatory special education requirements including, but not limited to, the Alabama Administrative Code (AAC), Individuals with Disabilities Education Act (IDEA), Section 504 of the

G. Integrated/STEAM Thematic Curricula

The proposed program incorporates an emphasis on creativity and innovation through a thematic curricular focus on STEAM. The STEAM focus will allow students to excel through a rigorous academic curriculum that intentionally integrates core disciplines – Science, Technology, Engineering, Arts and Mathematics – with other academic disciplines (e.g., social sciences and English/language arts) (Mathison and Freeman, 1997). This approach balances core classroom instruction with enrichment opportunities that support classroom learning (e.g., art, music, makerspace, Spanish)

I. Project-based Learning

According to the Buck Institute for Education, the leading organization working on Project-based learning (PBL), “PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.” The impetus behind PBL is that it more accurately reflects the world of work that students enter when they graduate. By providing a relevant and interesting problem or project that students can work on collaboratively and present to an authentic audience, students learn and apply 21st Century skills in engaging ways. I3 Academy models its PBL practices after the Buck Institute for Education’s (BIE) Gold Standard PBL (see the figure). The model results in student learning experiences with the following characteristics:

- challenging problem or question
- sustained inquiry
- authenticity
- student voice and choice
- reflection
- critique and revision
- public product

The foundational components of the academic model support project-based learning, an instructional strategy that allows I3 educators to equip learners with the skills needed to excel in a global society.

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Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed applicable standards of academic proficiency.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

I3 Academy will provide a classroom-based learning environment for students. The class sizes and staffing model are strategically designed to allow for the following:

- Flexible grouping of students
- Small-group interventions
- Student collaboration and discourse
- Hands-on, inquiry-driven learning experiences

In order to provide additional support, paraprofessionals will be used in early elementary classrooms to reduce the student-to-adult ratio in the classroom. Each classroom in grades K-2 will be staffed with a paraprofessional in addition to the fully certified general education teacher. This paraprofessional will receive the same curriculum training and participate in the same professional development as the regular education teacher to equip them with the skills to support curriculum implementation and small-group instruction. Where possible, interns and volunteers can provide even further support increasing the number of adults in each classroom to provide small group support and individualized instruction.

In addition to the core content classrooms, a supplemental literacy lab and math lab will be staffed with certified teachers and paraprofessionals to allow for the delivery of targeted Tier 3 interventions. These spaces leverage small instructional groups and multi-modal instructional practices to meet the needs of struggling learners. The environment is engaging and collaborative, mirroring the engagement of the core content and enrichment classes.

At I3 Academy the learning environment extends beyond that of the students and includes a culture of continuous professional learning for faculty and staff. Common grade-level planning time and professional learning communities allow for rich collaboration among practitioners and opportunities to improve their skills in the classroom. The extended school day and year and the leadership structure of the school (which includes content experts in literacy and math) provide opportunities for teachers to learn and apply research-based strategies in order to better serve their students.

2. Provide an overview of the academic model that will be implemented (Dual Language, STEAM, etc.).

Describe the rationale for selecting that model and how the model's resources and structures will support its successful implementation.

The academic model rests on a strong foundation of literacy, math, and social-emotional learning while being supported and enhanced through a design process that integrates discipline using a project-based learning instructional framework. Through a multi-tiered system of support students are able to get what

they need--when they need it. With a focus on strong early learning in reading and mathematics and the use of research-based teaching practices, all learners will have the ability to access more challenging and rigorous projects. Through a variety of enrichment offerings and project-based learning, learners are exposed to integrated curricula and STEAM where they are able to make connections between all of their classes.

The rationale for selecting this model is two-fold. First, a strong foundation in core disciplines is necessary for engaging in innovative approaches such as STEAM or project-based learning. Response to Intervention and multi-tiered systems of support help to identify students' needs and provide responsive, targeted instruction and support. The social-emotional program, Second Step, allows for a targeted social-emotional program that prepares students for the collaborative learning they will encounter in PBL and other enrichment opportunities. These foundational elements of the model are all designed around research-based curricula in which teachers are trained. For the Tier 1 reading and math programs, as well as Tier 2 and Tier 3 curricula and tools, we will use strong research-based programs that will be selected with the input of experts in those subject areas. See Attachment 1.

Second, project-based learning and integrated curricula can be accomplished through the academic foundation. Students are able to accomplish perform the higher-order tasks that require synthesis, creativity, analysis, and application. In order to tackle complex questions and problems, learners must have the foundational skills to be successful. At I3 Academy this also includes social-emotional learning. Through social-emotional learning students are able to learn important skills such as collaborative work, executive functioning, communicating with adults, and other soft skills that are essential for success in life.

Project-based learning, based on the Buck Institute for Education's (BIE) gold standard principles, will rely on strong knowledge and integration of Alabama Course of Study standards. Teachers will create and design projects using the BIE framework and can select project ideas from BIE's extensive library. In order to provide support for teachers, particularly in the early years of PBL, we will provide training on the process and ample time for teachers to build out project ideas in collaborative settings. Ultimately, projects will be developed utilizing problems or challenges within the community or will be developed based on relevant events or trends that are engaging to students.

Resources and Structures for Implementation

Several structures and resources support the implementation of this model. First, a robust enrichment program, which provides the collaborative time for Professional Learning Communities (PLC), is a critical component of the instructional model. With respect to the schedule, each grade level has ample time to learn in interesting enrichment classes. When students are in their enrichment classes, homeroom teachers will have collaborative time to work in their PLC. The extended day allows for scheduling daily

enrichment time something that is more challenging in traditional school schedules. In addition, enrichment opportunities give learners exposure to a variety of activities i.e. the arts, robotics, makerspace, foreign language, and music that can help students discover unique talents and abilities.

The leadership and coaching structure supports the model because it provides a layer of teacher leadership through the teacher leader AIS (Academic Integration Specialist) role, a layer of coaching through literacy and math lead teachers, and an instructional leader dedicated to supporting staff development, coaching, and academic decisions and management.

The staffing model is an important piece of the structure that supports implementation. The school is staffed in order to implement Response to Intervention with fidelity. The additional paraprofessionals in the classroom help with Tier 2 instruction and small group learning, while the literacy lab teachers and paraprofessionals provide an enriching and robust learning environment for Tier 3 instruction.

A strong focus and investment in professional development allows for teachers to be successful in the materials and resources they are implementing. Teachers will receive professional development in core literacy and math, social-emotional learning, professional learning communities, and project-based learning along with particular areas of interest or expertise.

Curriculum Summary

The core curriculum for Tier 1, 2, and 3 resources in math, literacy, and social-emotional learning will be selected utilizing a process of curriculum adoption that will include a curriculum advisory committee and school leadership. A process for this is outlined in the Curriculum Map, Attachment 3. This plan illustrates how curriculum will be adopted prior to the opening of the school. Once the school is open, the faculty will play a large part in any curriculum adoption decisions. Attachment 1 provides a Curriculum Summary that outlines sample curricula that are representative of the types of resources that will be evaluated by the advisory committee.

Project-based learning will be developed beginning with the Alabama Course of Study standards and will be delivered through social studies and science initially while working into a more embedded and integrated PBL model that occurs in all subjects. In order to create projects teachers organize the standards under a project's driving question. After they have created the projects with embedded standards, other standards not included will be taught through smaller units or activities. Attachment 2 provides a Summary Scope and Sequence that shows how a teacher would look at all of the standards and organize them under quarterly or semester-long projects. A process where teachers use this Scope and Sequence to identify power standards, and then turn the standards into student-friendly language can provide a document that clearly communicates to parents and students what is expected and what they are learning through the project.

2.1 Attachment 1: Curriculum Summary Template

Provide a **curriculum summary template**; its correlation to the Alabama standards; the specific instructional materials to be used to implement the curriculum; and the process your school will follow to evaluate, review, and revise its curriculum on an annual basis.

[Click here](#) for the template.

<https://BCSCSA.fluidreview.com/resp/20289624/fK1W2grnw5/>

2.2 Attachment 2: Summary Course Scope and Sequence

Provide a summary course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve.

<https://BCSCSA.fluidreview.com/resp/20289624/6KnloaAUXM/>

3. Describe the primary instructional strategies that the school will expect educators to use and why they are well suited for the anticipated student population.

Describe the methods and systems that educators will utilize to provide differentiated instruction to meet the needs of all students.

Educators will be expected to build a learning environment that is responsive and evidence-based. The following goals of the instructional program provide an overview of the methods and systems that teachers at I3 Academy will use to deliver engaging, differentiated instruction.

- A. Elevate 21st Century Success skills to the same importance as content skills within the Alabama Course of Study.
- B. Design instruction to meet the needs of all learners.
- C. Eliminate “silos” within which content is traditionally presented to encourage interdisciplinary application of skills

- A. Elevate 21st Century success skills to the same importance as content skills within the Alabama Courses of Study:

Within the Buck Institute for Education’s Gold Standard PBL model, projects are built around “key knowledge, understanding, and success skills.”(Buck Institute for Education) Teachers begin the curriculum planning process by identifying the key knowledge and understanding for their content area within the Alabama Courses of Study. They collaborate as a grade-level or content-specific professional learning community to design instruction and assessment that will result in mastery of those standards. In addition to evaluating content proficiency, teachers assess their students on the 21st Century success skills the students employ while completing their PBL project. Teachers must explicitly teach and support

the development of these skills (collaboration, communication, creativity, and critical thinking) much like they would the content defined by their grade-level standards.

The Partnership for 21st Century Learning promotes these “4Cs” along with other life skills as part of their framework for 21st Century Student Outcomes which they define as “skills, knowledge and expertise students should master to succeed in work and life in the 21st century.” (www.p21.org) Using PBL as a curriculum planning and delivery strategy, I3 Academy teachers will elevate these 21st Century skills and ensure their students are prepared to compete within this increasingly complex global economy. Incorporating design thinking strategies into their PBL projects helps I3 Academy teachers promote 21st Century skill development further. The design thinking process, unbounded by specific content or academic discipline, unlocks students’ creativity as they work to define problems or challenges and collaborate with peers to solve them.

While collaboration, communication, creativity, and critical thinking are important skills that organizations have promoted, at I3 Academy we will expand out thinking to include other “survival skills” that students will need in our ever increasingly complex world. Tony Wagner (2015) promotes a set of skills he refers to as “survival skills:” critical thinking and problem-solving; collaboration across networks; agility and adaptability; initiative and entrepreneurship; effective oral and written communication; accessing and analyzing information; and curiosity and imagination. We believe this list, along with the 4Cs is a more comprehensive list of “soft skills” that we will adopt as our framework for skill development. (See Attachment 5 for a full list 21st Century Skills Exit Standards)

B. Design instruction to meet the needs of all learners:

A robust Response to Intervention program (RTI) underpins all instruction at I3 Academy. A comprehensive assessment plan allows for the frequent collection and analysis of student performance data to inform curriculum implementation and iteration. Through Professional Learning Communities (DuFour and Eaker, 1998), teachers and leaders within the school collaborate around their student data weekly to ensure their strategies in the classroom evolve to meet their students’ needs. Additional leadership positions within the staffing model provide professional development and support for teachers to help them leverage data most effectively within the RTI model. On-site intervention centers with highly trained staff provide targeted Tier 3 interventions in math, literacy, and SEL for those students lacking the foundational skills to be successful with grade-level standards. This structured RTI model creates a data-rich environment in which teachers and leaders can be successful in moving these students to grade-level proficiency.

This system allows for highly differentiated classrooms, where teachers are able to facilitate small-group instruction and classroom centers. The additional math and literacy labs allow students to receive individualized and targeted support. For students who have mastered content, teachers make decisions on how to continue challenging them or grouping students to learn advanced material.

C. Eliminate “silos” within which content is traditionally presented to encourage interdisciplinary application of skills:

Project-based learning provides the opportunity to creatively group standards across disciplines within one project. By integrating the core STEAM disciplines in this way, teachers unlock new ways for students to access, learn, and use their content knowledge. Such creative curriculum planning is a departure from traditional methods of presenting content in “silos” and supports I3 Academy students in developing interdisciplinary thinking and problem-solving skills (Boaler, 2002). Planning for interdisciplinary instruction requires a high level of collaboration among teachers beyond those peers within their specific grade-level teams. I3 Academy classroom teachers and enrichment teachers collaborate when planning and implementing PBL projects. (See Attachment 1 for sample of PBL project overview document)

The enrichment program allows for additional extension and application of academic skills along with exposure to new areas of exploration. The following enrichment programs will be highlights of the academic program but the enrichment program is anticipated to grow and develop from year one.

Visual Art: Arts integrated into the classroom and in the visual art class are an important component of the project-based learning and STEAM curricula. Arts education has been linked to general academic success and pro-social outcomes, particularly for urban inner-city and ELL students (Catterall, 2009). The city of Birmingham is rich with opportunities to learn from the arts-from murals to museums there are local assets that can be leveraged to make arts education relevant for I3 students.

Music: The National Association for Music Education lists the following benefits of learning music in schools: developing language and reasoning, mastery of memorization, increased coordination, student engagement, pattern recognition, auditory skills, imagination and intellectual curiosity, discipline, creative thinking, visual-spatial intelligence, risk-taking, and self-confidence. Several large-scale studies of school achievement have found a strong correlation between learning to play an instrument and academic success (The Royal Conservatory).

Makerspace: A dedicated makerspace will provide a creative space for learners to design, develop, and build ideas. Maker education is a learner-centered approach to education that “positions agency and student interest at the center-asking students to become more aware of the design of the world around them, and begin to see themselves as people who can tinker, hack and improve that design.” (www.makered.org). Maker education aligns with the mission of I3. Through maker education educators at I3 will guide learners to identifying problems they see in their world and equip them with the tools to design solutions to those problems.

Foreign Language: Language impacts the lives of people of any race, creed, and region in the world. We use language to share our feelings, explore our understanding, and ask questions about the world around us. Human beings have many unique and diverse ways to communicate through written and spoken language. It is clearly an important part of human development that allows us to make use of our innate ability to form relationships with one another. Additionally, the ability to communicate in another language

is becoming more and more important in the increasingly integrated global community.

At I3 Academy we value the importance of students learning another language as they move through their schooling. As a result, we will integrate the study of Spanish into our daily schedule and provide teachers and students with the resources to learn and communicate in a second language. We will take a developmental approach to teaching a second language. As we prepare our curricula, prior to opening, and hire our language instructor(s) we will research the best approach to teaching Spanish in our

K-5 program. In addition, we will be researching the most effective curriculum to use in different grade levels. In order to make the best decisions, we will engage local experts and our PBS partners to formulate our plan.

I3's academic program is designed to set the students within its anticipated enrollment population on a path to success in the 21st Century. Through the acquisition and transfer of important knowledge aligned to standards I3 Academy graduates will be prepared with 21st century competencies to be competitive and successful in the global economy. A collaborative study conducted by The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and the Society for Human Resource Management determined that American students are often ill equipped for professional life because they lack the non-cognitive skills that employers value most. ("Are They Really Ready to Work?") By elevating these 21st Century skills through a project-based learning framework, I3 Academy ensures that the students within its anticipated enrollment population will be prepared for success beyond graduation. See Attachment 5 Exit Standards for a list of 21st Century Skills.

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4. Attachment 3: Curriculum Map

If the curriculum is not already developed, provide a **curriculum map** for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.

<https://BCSCSA.fluidreview.com/resp/20289624/qiTpGIMZZ1/>

Curriculum and Instructional Design Supplement

(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

1. Explain any differences in the basic learning environment among the schools being proposed.

N/A

2. Explain the organization's approach to replicating and implementing the school model, including curriculum and instructional design among multiple schools.

N/A

3. Describe any key educational features that will differ from the operator’s or management provider’s existing schools or schools proposed for replication, not previously mentioned above. Explain the rationale for the variation in approach and any new resources the variation would require.

N/A

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Student Performance Standards

Responses to the following items regarding the proposed school’s student performance standards must be consistent with applicable state and authorizer standards.

1. Describe the student performance standards for the school as a whole.

While state standards are uniform throughout Alabama from the Alabama State Department of Education Course of Study, the ways in which educators use them to design instruction and determine what students know and need to know varies greatly. With the I3 Academy model these standards are critical for the design and management of the RTI program and integrated studies in the classroom. These two key aspects of the school’s curriculum requires the use of standards in an intentional and systematic way that allows educators to leverage the state standards for targeted student instruction and a strong feedback system for students and parents.

The RTI system and flexible, personalized instruction that learners receive based on the exact skills they need to work on is a practice that is improved greatly by strong formative assessment practices. We recognize that all students will not be at the same point developmentally when they enter school. This system meets them where they are and continues to move them forward along their goals. A communication system between classroom teachers and literacy lab teachers that allows for seamless support between Tier 1, 2, and 3 instruction, as well as aligned standards-based instruction and assessment practices, helps students learn what they need when they need it.

Integrated studies that are delivered through a project-based learning framework warrant a different way of working with the standards that not all teachers are accustomed to. By following student interests and creating applied, hands-on learning experiences there are opportunities to teach the language arts, math, science, and social studies standards in an integrated way where learners do not know whether they are in math or language arts. This enhances student learning from one subject to the next creating powerful connections that facilitate the transfer of what is learned to new situations

Attachment 2 provides a sample scope and sequence for Kindergarten. This resource is a guideline and one that teachers, within PLC's would work to determine when these standards would be covered. This is a jumping-off point to provide a framework for daily planning and project development. Not all standards will necessarily fit neatly into a project, so those standards may need to be addressed through morning meeting time, centers, and in Tier 2 or Tier 3 instruction for those students needing additional support. Once teachers have determined the standards being taught for the semester, they will communicate with parents and students what the learning goals are. These standards will be the foundation for designing instruction.

Student knowledge of standards is important so that they know what learning targets they need to master. As a result, the state standards will be deconstructed into student-friendly language to provide students more agency in understanding what they need to work on. It also provides a user-friendly tool for communicating with families and providing them with critical information about how to help their child at home.

In addition to core standards, I3 Academy takes a "whole child" approach to child development and will support students in developing social emotional competencies in addition to the core standards. Instruction addressing students' social emotional growth will build their proficiency with the five core competencies for Social Emotional Learning (self-awareness, self-management, social awareness, relationship skills, responsible decision-making) from the Collaborative for Academic, Social, and Emotional Learning (CASEL). Social emotional instruction and support will also align with guidelines defined in the Comprehensive Guidance and Counseling State Model for Alabama Public Schools.

Through a focus on integrating standards in all subject areas and finding avenues to combine them through projects and interdisciplinary learning, I3 Academy will be designing learning experiences that promote the acquisition and application of knowledge, understanding and skills, relying on student agency in the learning process.

2. Attachment 4 : Proposed Learning Standards

Provide a complete set of the school's **proposed learning standards** for each grade the school will serve. Address the skills and knowledge each student will be expected to attain by the end of each grade. Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.

<https://BCSCSA.fluidreview.com/resp/20289624/NSxs17Ub2g/>

3. If you plan to adopt or develop additional academic standards beyond the applicable state and authorizer standards, explain the types of standards (e.g., content areas, grade levels, and/or others).

Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example and explain how these additional standards exceed applicable state and authorizer standards.

Social-emotional learning is a critical area at I3 Academy and is equally important to the success of students. Academic standards and scope and sequence from Second Step provides guidance for students' social-emotional development at each grade level. CASEL provides a process for integrating standards in social-emotional learning (See Attachment 5 for Social-Emotional Learning Exit Standards) Technology is another area of the school that requires knowledge and skill development year after year. ISTE (International Society for Technology in Education) provides a set of technology standards that will inform how classroom teachers utilize technology and develop students' digital citizenship. The 21st Century Skills framework will provide standards that will inform additional skill development in the areas of collaboration, communication, critical thinking, creativity, and additional life skills. These can be found in Attachment 5 exit standards.

Adoption and development of all standards will follow the continuum addressed in Attachment 3 Curriculum Development Map. In order to pursue the mission and vision of I3 Academy the core content areas will not be enough to prepare learners for a global society. Social-emotional, technology, and 21st century skills standards and outcomes provide additional soft skills that are necessary in today's workforce.

For example, in a Kindergarten class one of the social-emotional learning standards addressed is "generate multiple solutions to problems presented in scenarios". A 21st century skill for problem-solving is "solve different kinds of non-familiar problems in both conventional and innovative ways", and an ISTE standard is "Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions". By presenting problems and scenarios to learners as young as Kindergarten, they will begin building skills beyond those in the core content areas. These additional standards will assist educators in designing instruction that drives learning toward the mission and vision of I3 Academy.

4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

Students who are being considered for retention will be referred to Tier 3 through the Problem-Solving Team. A meeting in the spring of each year will be held with parents to inform them of the team’s decision regarding promotion, placement, or retention. Student retention and placement decisions must be evaluated by the Problem-Solving Team and students must be supported through Tier 3 intervention prior to a decision to retain. Decisions about student placement will take into account both academic and social-emotional needs of a child as well as their chronological age. Each case will be a team decision based on evidence of progress monitoring and success in the Tier 3 program.

5. Attachment 5: Exit Standards

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

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High School Graduation Requirements (if applicable)

High schools will be expected to meet the applicable state and authorizer graduation requirements.

1. Describe how the school will meet these requirements.

Explain how students will earn credit hours, how grade point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed applicable state and authorizer standards, explain the additional requirements.

N/A

2. Explain how the graduation requirements will ensure students’ college or career readiness, and/or both, or other postsecondary opportunities (e.g., postsecondary education, career/technical training, military service, or workplace readiness).

N/A

3. Explain what systems and structures the school will implement for students at-risk of dropping out and/or not meeting the proposed graduation requirements.

N/A

School Calendar and Schedule

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program.

The school year at I3 Academy includes a minimum of 180 days and allows the following:

- Maximizing learning time: The extended-day model, from 8:00 am to 4:00 pm, which creates an additional 22 days worth of instructional time, ensures that students within this model spend more time learning than their peers in a traditional school model. The extended day allows for more collaborative time among teachers and more enrichment and remedial opportunities for students. It provides access to enrichment opportunities within the school day that often occur after school that could be a barrier for some students.
- Opportunities for remediation: When possible, after school and during the summer I3 Academy will allow for an intersession of extensive academics for those students who need remedial instruction. Summer programming and partnerships will ensure that learners continue to thrive during summer.

I3 Academy will adopt its own calendar each year. The I3 Academy Board will adopt its calendar at the April board meeting prior to the start of the new school year and will provide a copy of the approved calendar to Birmingham City Schools. The Board reserves the right to modify the schedule in the best interest of student learning, families and faculty in accordance with the state and district guidelines. Attachment 6 shows a sample calendar for the school's first year of operation.

This calendar reflects 180 instructional days for students. As a result of the longer school day, an additional 22 days of instruction are able to occur throughout the school year. Recognizing that these longer days will require more time and energy of the faculty, there are more frequent and longer breaks throughout the school year. There are 7 dedicated days for staff development including 6 days before school begins for on-boarding new faculty and faculty orientation. An inclement weather day is built into the calendar in the event that weather closes school.

2. Describe the structure of the school day and week.

Include the number of instructional hours/minutes in a day for subjects such as English language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

- Multiple enrichment classes. The daily schedule will include two enrichment class periods each day. These enrichment classes are the building blocks for strong art, music, Spanish, physical education, engineering or tinkering, and technology experiences. They provide extended periods of planning projects, and longer blocks for students to work on projects. They allow students the opportunity to explore their interests outside of core content areas and experience the real world applications of subject matter coursework. The enrichment periods are a combined 70 minutes per day. Students in grades K-3

are exposed to all enrichment offerings through a quarterly rotation. Students in grades 4-5 are given the opportunity to select their own enrichment courses based on their personal interests. Enrichment offerings may include, but are not limited to, art, dance, drama, chorus, band, orchestra, robotics, engineering, Spanish language, and makerspace.

- Common and collaborative professional development time for teachers. While their students are attending enrichment courses, teachers have the time and opportunity for focused professional development. Teachers meet through grade-level teams for collaborative planning time. These blocks of time ensure a collaborative professional environment opportunity for faculty to mentor their peers, meet in advisory groups with content specialists, and work as a team planning instruction using the Professional Learning Communities model (DuFour and Eaker, 1998).

- Tier 3 reading and math interventions. Finally, these enrichment periods are used to provide Tier 3 reading and math interventions within designated intervention centers for students performing below standards who need additional support. The added time and extended-day schedule ensures that these students are not pulled from core grade-level instruction in their classrooms to receive support. These interventions supplement the core instructional program to give students additional time to master foundational skills. Tier 3 students will have more limited opportunities to take enrichment classes but will be engaged in games and activities in the literacy lab.

13 Academy is committed to creating interdisciplinary learning experiences for students. Thus the daily schedule's design must provide opportunities for teachers to integrate content across subjects through project-based learning experiences. To allow for this integration, grade-level teams will be given flexibility to design how their instructional minutes will be allocated across these content areas. These decisions will take into account the time required to implement core curricular resources for English Language Arts, Math, and Social Emotional Learning (listed below):

- English Language Arts: 120 minutes daily
- Math: 90-120 minutes daily
- Social Emotional Learning: 20 minutes daily

See Attachment 6 for a sample school calendar, daily schedule, and a sample of the Kindergarten weekly schedule.

References

DuFour, Richard, and Robert E. Eaker. Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Hawker Brownlow Education, 2009.

3. Attachment 6: Calendar, Daily and Weekly Schedule

Provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction. Provide a sample daily and weekly schedule.

<https://BCSCSA.fluidreview.com/resp/20289624/IH9365Teg8/>

School Culture

1. Describe the culture of the proposed school.

Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

School culture and climate is critical for creating a safe, warm, and inviting learning environment that fosters imagination, creativity, and innovation. Data would suggest that a positive school and classroom climate, as well as a student's strong identification with school as a supportive place to learn, impact a student's performance (Maxwell et.al. 2017). At I3 Academy, students and staff will feel safe to share ideas, try new things, and take on new challenges and projects. This inclusive and supportive culture will be created intentionally starting on the opening day of school. The culture will be built around a set of shared values, beliefs, and expectations.. From our core values we will create the school's norms- powerful and easily remembered words that will become part of the fabric of the school community. Each classroom community will co-create the norms for their classroom, building off of the school's norms. This process will create a school culture that honors students' voices.

Student behavior that does not align to the norms is often rooted in underlying issues. Basic needs, physical health, academic needs, or mental health needs often impact student behavior. I3 Academy anticipates needing to meet these student needs and will have both a counselor and social worker to directly work with students and their families. The use of paraprofessionals in each (K-2) classroom will help to provide students with additional adult contact to facilitate learning in the midst of the challenges they might face. Through a multi-tiered system of support and a low student to adult ratio, the I3 model is well positioned to identify and support students' social-emotional needs and wellness needs. Second Step's Tier 1 social-emotional curriculum is the foundation for how the school will use a common language and approach to support all students. Our focus will be to celebrate students' positive behaviors as a way to build trust and respect for their human potential.

This comprehensive multi-tiered support system begins with an explicit social-emotional curriculum that occurs daily in the classroom. (Second Step - See Attachment 1 for more information about this curriculum). Literature about this curriculum and the school-wide procedures that result from its implementation will be shared with parents via the student handbook and through Second Step's take-home Home Link activities. As with any curriculum adoption, the I3 Academy leadership team will monitor Second Step implementation closely. All teachers will be trained in the use of Second Step, as well as be expected to role model the values and behaviors embedded in the curriculum. Classroom

observations will allow for coaching teachers and data collection will allow us to evaluate the program's efficacy. Teachers will discuss this data and curriculum within professional learning communities to strengthen their instruction around social emotional learning. The Response to Intervention program will support those students for whom the Tier 1 curriculum is not sufficient in helping them master the social-emotional competencies necessary to succeed in the classroom. Teachers will collaborate with the school's counselor and/or social worker to design and deliver Tier 2 and 3 interventions for students with the most significant behavioral and social-emotional needs.

Beyond the 20 minutes daily that teachers are implementing Second Step's lessons with their classes, students will exercise the curriculum's strategies within project-based learning experiences. These projects are presented through activities that challenge students to successfully collaborate, communicate, think critically, and think creatively. Students will have to leverage their social-emotional competencies to successfully navigate these interpersonal experiences. Engaging project-based learning experiences will thus help support the school as it builds a positive school culture.

Social-emotional learning builds students' interpersonal awareness and skills, which play a role in how students handle classroom expectations. The Collaborative for Academic, Social, and Emotional Learning argues that explicit social-emotional skills instruction results in a culture with positive social behavior, fewer conduct problems, less emotional distress, and higher academic success (CASEL, 2015). At I3 Academy, social-emotional curriculum (Second Step) supports the development of these competencies. Project-based learning supports social-emotional learning and vice versa as working collaboratively with peers provides learners with many more opportunities to converse. A common language through Second Step and early language development help to fuel engagement and learning and support a positive school culture where all children can flourish.

References

Maxwell, Sophie, et al. "The Impact of School Climate and School Identification on Academic Achievement: Multilevel Modeling with Student and Teacher Data." *Frontiers in Psychology*, 2017.

2. Explain plans for creating and implementing this culture for students, educators, instructional leaders, and parents starting with the first day of school.

Describe the plan for transitioning students who enter school mid-year into the school's culture.

The development of school-wide norms guide behavior in the school. These norms will align with the common language of the Second Step curriculum. As the school evolves, so too might the shared norms of the community. Teachers will work with students on the first days of school to develop their classroom norms based on the school's values. By participating in the development of these norms students' voices count as co-creators, which will encourage them to think about how they want to behave in their

community. This approach develops participatory citizenship and shared decision-making at an early age.

Building a culture starts with school leadership. The school's leadership will embrace a servant leadership model and embed the norms into their habits and behaviors. For instance, the value of ownership may mean that school leaders own and recognize their mistakes. From this model of learning and growing teachers should also feel safe to admit when they do not know something or when they have made a mistake. From there, students can engage in projects or try things without the risk of feeling that their ideas will not be heard or that they are doing something wrong. By creating a safe environment where play, learning, and experimenting are celebrated, students and teachers are empowered to create and affect change. The mission of I3 Academy is to empower learners to be agents of change for the problems they see in their world. In order to do this effectively they must develop the agency to act from their values. Teachers and leaders at I3 Academy will be committed to listening and learning from students and families to ensure that they have what they need to thrive.

Culture-building begins well before the start of school, and will be embedded within the hiring process, recruiting events, retention programs, and community engagement efforts. Throughout the period of school-building we will engage the community in what they want to see for their children. Our norms will be built on these ideas and values so that there is a strong home-school connection regarding expectations. Before the start of school the I3 Academy leadership team will design a robust onboarding program that includes team-building activities, exercises to articulate and understand the school's mission and vision, and professional development sessions around the core curricular programs that impact this culture.

For a student joining the I3 Academy community late into the year, the faculty and staff will help him/her acclimate to this new environment in the same ways they would support newcomers in adjusting to the new pace and rigor of their core content classes (ELA, Math, etc.) This process begins with learning as much about the child's social-emotional and behavioral history as possible from their previous school. Teachers will deliver Tier 1 social-emotional learning lessons to the new student through the Second Step curriculum. As with all the other students in the class, data will be collected at the Tier 1 level to determine if this level of instruction is sufficient in helping the child to understand, acclimate, and thrive. Teachers will collaboratively review this new student's Tier 1 data to determine if additional interventions are needed. In the event that they are, teachers will collaborate with the school's counselor and social worker to design and deliver Tier 2 and Tier 3 interventions. Tier 2 interventions could be additional support in the classroom, working with a counselor or mentor, or small group support with a community partner. Tier 3 supports in social-emotional learning will be delivered by the counselor or social worker and will provide additional supports for specific and immediate needs of students. Tier 2 and Tier 3 supports for social-emotional learning focus on individual support plans and student-identified goals.

A visitor to I3 Academy will feel the school culture immediately through exceptional customer

experience. This customer experience will be designed in much the way industry develops customer experiences. Through training staff on how to answer the telephone, how to greet visitors, and embracing the idea that parents and students are customers, I3 provides a welcoming experience for parents when they visit their children at school. In addition to customer experience from the adults, students will be taught how to greet visitors, make eye contact, and engage with each other and adults at Exhibition Nights where projects are showcased. Evidence of a welcoming culture and customer experience will be collected through a family engagement survey that will give I3 Academy's leadership and staff invaluable data regarding their support of school families.

3. Explain how the school culture will take account of and serve students with disabilities, students who are English learners (EL), and any students who are academically below grade level.

The multi-tiered system of support for social-emotional learning and PBIS protocols will assist in additionally meeting the needs of English language learners, students with disabilities, and other students who are academically below grade level. I3 Academy has a strong RTI system where learners who need additional support go to learning labs. These learning labs are highly social and engaging. This makes going to intervention fun and exciting, an environment in which students will want to learn. For English Language Learners communication with families will be in their home language. In addition, we will provide language support in parent meetings to facilitate strong parent-school communication. Where learners have individual education plans, school norms and behaviors will be reinforced and the common language will help to reinforce school culture from class-to-class and among classroom educators, paraprofessionals, enrichment classes, and special education or EL professionals.

Students with disabilities, students who are English Learners, and students performing below grade level academically may be among those students needing an additional level of support. Teachers will collaborate with their grade-level peers and with the school's counselor and social worker to design scaffolds and interventions for these students. They will draw from Second Step's curricular resources to ensure alignment between supplementary support and Tier 1 instruction. In particular, the curriculum's resources for English Learners, its multimodal instructional tools (games, puppets, songs, brain builder activities) will help teachers design interventions to reinforce Tier 1 strategies through Tier 2 and Tier 3 interventions. All faculty and staff supporting this supplementary instruction will be highly trained on these resources and will consistently leverage the language and behavior management norms adopted as a part of the school-wide culture.

4. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.

Kenny is a second grade student at I3 Academy in its founding year. His mom pulls up in the carpool line to see volunteers and staff greeting students as they arrive with high fives. The Principal Dr. Nalls greets Kenny with a smile and a handshake- "It's going to be a great day at I3 Academy. Kenny and his little

sister stop by to get a morning snack from the pantry because his mom was busy this morning. On his way to class, several teachers and students greet Kenny with high fives and smiles. The hallways Kenny passes through are full of lively student conversation. I3 Academy values language development, children are encouraged to engage with their peers in passing. Once at his classroom, Kenny's teacher greets him with a hug. A few weeks into the school year, Kenny and his peers have established a smooth routine putting backpacks away, identifying classroom jobs, and getting settled on the carpet for morning meetings. This calm entry into class helps set the tone for a great day.

On the morning announcements, Dr. Nalls gets everyone excited about learning and growing when he reminds the school of the school norms, an inspirational song or quote, or a highlight from around the school. On this day Dr. Nalls congratulates the 2nd grade for raising \$500 to contribute to a local animal shelter, a learner-led project they had been working on over the past few weeks. Kenny's class cheers and pats themselves on the back for a job well done. They said the pledge, had a moment of silence, and settled in for morning meeting.

The morning meeting is a critical time of relationship building. Teachers at I3 Academy see this as valuable time to get to know students, to check in with how they are feeling, and to remind students daily about their classroom norms. This is also a time when students share with one another. As part of morning meeting, students engage in Second Step activities to build social-emotional competencies.

Following their class meeting, students in Kenny's class transition to English Language Arts. This time is characterized by both whole-group and small-group instruction, engagement with authentic narrative and informational texts, robust vocabulary development, opportunities for differentiated learning, rich student discourse, and interdisciplinary learning experiences (integrating ELA with science and social studies content). As a struggling reader, Kenny receives Tier 2 interventions in decoding and phonics to give him additional time to master grade-level reading skills. A visitor to the classroom would not know that Kenny is getting additional assistance, because all learners are fluidly moving through academic centers in a Daily 5 format. This format allows teachers to conduct Tier 2 interventions with students through a rotation that seems to be just one of the other purposeful learning activities. The paraprofessional helps Kenny receive additional support and time with another adult. If need be, his teacher provides scaffolds to help him access the grade-level texts included in the core reading curriculum. The strong relationships Kenny has built with his peers and the frequent student collaboration that happens in his classroom help Kenny feel comfortable asking for help when he needs it.

Core instruction in Kenny's classroom is broken up by lunch, recess, and a 70-minute enrichment block. Since Kenny's deficits in reading are significant, he has qualified to receive Tier 3 interventions in the literacy lab. Kenny visits the lab for 35 minutes of the enrichment block in lieu of attending one of his enrichment classes with the rest of his homeroom. The teachers in the lab use multi-sensory activities and games to make Kenny's time there engaging and enjoyable. The targeted interventions he receives

in the lab have helped Kenny grow nearly a year in oral reading fluency skills in the few months he has been at I3 Academy. With help from the teachers in the literacy lab, Kenny tracks his own growth and has the opportunity to celebrate this progress often. This has helped him develop a growth mindset and enjoy a subject area that challenged him in the past.

After the Literacy Lab, Kenny rejoins his homeroom class for their second enrichment period. He enjoys this Makerspace special because he gets to do hands-on projects and build things. At home, Kenny has always loved building with blocks and legos. Kenny loves that he is able to do this at school. Kenny and his classmates are working on a coding project that allows them to program Lego WeDo robots. The project is designed around a driving question and their design must solve a problem. This robot is being designed to collect trash on the city streets. Kenny is highly motivated in this classroom because the instruction is relevant and engaging. (Note: This is an example of a potential enrichment class offering at I3 Academy in year 1. Course offerings are subject to change and may include poetry, gardening, art, Spanish, robotics, makerspace, engineering, dance, music- where possible these enrichment offerings will be in partnership with local resources and educational programs)

In the afternoon, Kenny's class has their math block. Much like the ELA block, this time is characterized by both whole-group and small-group instruction, multiple representations of math concepts (concrete, pictorial, abstract), opportunities for differentiated learning, rich student discourse, productive struggle, and interdisciplinary learning experiences. Kenny especially enjoys the hands-on manipulatives his teacher uses to make math concepts concrete. Recently, Kenny's class has been applying their addition and subtraction skills to a project-based learning project that integrates some of their math and science standards. In this particular math block, an architect will be visiting their classroom to work with the students. This architect spent time with them weeks ago for the launch of their PBL unit. Today, Kenny and his classmates will share drafts of architectural structures they are designing to improve their playground. Students use an easy to understand design thinking tool to design their project. From these plans, the children will draft and prototype their models applying their math computational skills and their new understanding of properties of materials to design the most successful structures. Kenny is working in a team of four students to collaborate around the design. He appreciates the opportunity to apply his learning to real-world problems that impact his community. The playground prototypes and designs will be showcased at the exhibition night, and the final playground structures will become permanent fixtures at I3 Academy.

Kenny ends his day with inquiry-driven science instruction. His teachers use this time to reinforce the science content standards that her students will need to leverage when completing their PBL unit. Using the scientific method, the class is investigating concepts of strength and flexibility as it relates to the building materials they might use for their project designs.

As school wraps up for the day, Kenny walks to pick up his little sister and heads to the car. On his way

out, he is greeted by the same happy and encouraging educators who welcomed him to school this morning. A teacher helps him get in the car and sees him off with a wave. Kenny’s mom asked him what he did today at school and Kenny excitedly tells her all that he learned on the way home.

5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

Kenny’s teacher, Ms. Wallace, is a fifth-year educator who teaches 2nd grade. She was drawn to working at I3 Academy when she heard about the collaborative relationships among faculty and the professional development opportunities both in and out of school. She attended several of the recruitment events held by school leaders and was attracted to the collaborative culture where she felt she could work side-by-side with colleagues, share her creativity, and develop her leadership skills. She arrives at school early excited to take on the day and grabs coffee and a snack from the staff lounge, happy to see her friends and colleagues every morning.

She begins a typical school day prepping her classroom for the differentiated instruction, small-group learning, and student collaboration that will occur across the different content areas throughout the day. She is present in the hallway to role model schoolwide norms as she sees students heading to their classes. When her students arrive, Ms. Wallace greets them at the door and welcomes them into the classroom. She doesn’t have to provide instructions for her students to know what is expected of them at this point of the day. This teacher worked with her 2nd grade team to develop “start of the day” norms to help students comfortably, efficiently, and independently prepare to learn. This morning, her students read independently or with partners while Ms. Wallace works with two of her students, who have individualized learning plans to address their special needs. She uses the time before announcements each morning to preview content they will experience later in the day per the accommodations within their IEPs.

Following announcements, Ms. Wallace facilitates the daily class meeting. During this time she checks in with students to set the tone for the day. This is an important activity that builds the culture and reinforces the classroom norms that she developed with the students. As part of the morning meeting, she uses the Second Step curriculum. The Director of Learning is joining them for the meeting this morning. She is there to observe the lesson and will meet with Ms. Wallace for a coaching session to reflect on her practices and support her development as a social-emotional teacher. Ms. Wallace anticipates that the communication strategies from today’s Second Step lesson will be relevant to the collaboration her students will be doing later in the day around their project-based learning project. To reinforce these social skills, Ms. Wallace will use the same language from this morning’s lesson when supporting students.

The English Language Arts block follows the daily meeting in Ms. Wallace’s class. Ms. Wallace begins the block by facilitating a close read an informational book *How a House is Built* by Gail Gibbons with her

whole class. Students look at books with their buddies and use it cite specific examples during the discussion. The students Ms. Wallace worked with before the announcements were able to pre-read the book which helped them during whole group. This book is part of a larger unit on architecture. Ms. Wallace chose this project from the project library since her students had been asking lots of questions about construction and she noticed how much they love to build with the tools from the MakerCart.

After wrapping up the close read, Ms. Wallace transitions her students to their differentiated instruction time. She uses this time to reinforce, extend, and remediate grade-level skills. Kenny comes to her at this time for interventions with decoding and phonics. Ms. Wallace tracks his growth and shares his progress with her grade-level peers weekly. The team of teachers works together and with I3 Academy's Reading Coach to design effective interventions for Kenny and their other students needing Tier 2 interventions.

After English Language Arts, Ms. Wallace walks her students to their enrichment classes. She will spend the 70-minute enrichment period meeting with her 2nd grade team engaging in the work of a professional learning community (PLC). Today, the team examines student performance on a common math formative assessment. Universal screener data from the beginning of the school year revealed a deficit in foundational number sense across the 2nd grade student population. With the help of the I3 Academy Math Coach, Ms. Wallace and her team have designed instruction to target this skills gap. The assessment they review today will illuminate the efficacy of their instruction and inform the planning of future math and project-based learning units.

In the afternoon, Ms. Wallace's class works on math. The assessment data she reviewed in her grade-level team meeting revealed that a handful of her students are still struggling to understand the part-whole relationship between numbers. Given that this concept is foundational to the math instruction she has planned for today and that it will impact students' success with the project-based learning design activities lead by a visiting architect later in the afternoon, Ms. Wallace plans to reorganize her small math groups to allow her to intervene with students who have not yet mastered the concept and extend the learning for those who have.

When the visiting architect arrives, Ms. Wallace moves students into their collaborative project groups. She used resources from the Buck Institute for Education's gold standards project-based learning model to help these groups set behavioral norms and assign roles for their collaborative time together. One group is struggling to work through disagreements about their project design. Ms. Wallace has planned to sit with them during the activities with the architect to help scaffold this collaboration.

Ms. Wallace ends her day teaching science. Her grade-level team has identified experiments and inquiry-driven activities for their instruction that will support the key science standards integrated into their current PBL project. These activities along with assessments have been carefully mapped and captured in a project calendar that will guide each 2nd grade classroom through the PBL unit. She is encouraged to

hear students chatting excitedly about how they plan to use what they learned today to improve their design for their group project tomorrow as they leave for dismissal.

Supplemental Programming

1. If summer school will be offered, describe the program(s).

Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for summer programs.

I3 Academy seeks to offer an enriching summer program to provide learners with opportunities throughout the summer to keep them learning. Summer learning loss can be an additional challenge to students from poverty who may not have access to other summer learning programs. According to the National Summer Learning Association most students lose two months of mathematical skills, and low income children typically lose another two to three months in reading skills (Summer by the Numbers, NSLA). In the initial years I3 Academy will seek local enrichment providers and opportunities for students. In subsequent years I3 plans to develop its own summer enrichment program.

2. Describe the extra- and/or co-curricular activities or programming the school will offer, how often they will occur, and how they will be funded and delivered.

In order to minimize transportation barriers, the additional enrichment period allows for increased time to conduct extra- and co-curricular activities within the school day. In traditional schools there are limited enrichment opportunities that are reserved for small groups, clubs, or gifted programs. At I3 Academy we strive to make those enriching opportunities part of the school day. For instance many schools have robotics clubs that meet after school. Robotics and coding will be integrated into the classroom and as stand alone enrichment classes, which will allow all learners to be exposed to and participate in engaging enrichment classes. As teachers identify specific interests they may discover and build those programs. For instance an educator might come to school with a particular interest and experience in theater arts. They may choose to begin a school club for theater or produce a play. We believe that the talent of educators is the driving force behind excellent schools.

In addition to educators there are a wealth of local assets and potential partners that could provide interesting learning opportunities. I3 Academy is currently working to develop relationships with these partners in order to design enrichment opportunities and projects with partners in mind. Focus groups have been conducted with potential enrichment partners to help determine opportunities for students both in and out of school.

3. Describe the programs or strategies that will be used to address students’ mental, emotional, and social development and health.

The I3 Academy instructional model recognizes the impact of health, social, and emotional factors on students’ readiness to learn in the classroom. The staffing model reflects a commitment to addressing these needs. In addition to the school counselor a full-time social worker and a community liaison will be hired. As a result, multi-tiered systems of support are in place to ensure that the mental, emotional, social development and health are all addressed immediately when needs arise. At Tier 1, all learners are given instruction on social-emotional learning skills. Each day learners practice a common language on how to manage emotions, solve conflicts with others, and understand the point of view of their peers. At Tier 2, the teacher, counselor, or principal may work one-on-one with students or in small groups to resolve a conflict. At Tier 3, a specific and intensive plan will be put in place in conjunction with parents and support staff to ensure that all resources available are being utilized to meet the social and emotional needs of the learner.

I3 Academy will have a Community Liaison hired to manage partnerships within the community. The Community Liaison will work with community partners to deliver the needed services to better support families within the school community and enable high-quality instruction for K-5 students. A robust offering of school-based resources will also be implemented and will include support for students during the school day and beyond.

Along with the Community Liaison, the I3 Academy staffing model includes a full-time counselor and a full-time social worker equipped with the resources and experience to support students’ mental health needs. These services are available to qualifying students during the school day. For those students who need supplemental support to master academic content, additional instruction and intervention may take place in the summer months and/or on Saturdays during the school year. These programs will be staffed by I3 Academy teachers who are familiar with students’ academic needs and who can intervene most effectively to improve students’ deficits.

4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

N/A

1. Describe the overall plan to serve students with special needs, including, but not limited to, students with Individualized Education Programs (IEPs) or Section 504 plans; English Learners (EL); students identified as intellectually gifted; and students at risk of academic failure or dropping out.

Identify the special populations and at-risk groups that the school expects to serve, whether through data related to a specifically targeted school or neighborhood, or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

I3 Academy recognizes that some students may need additional support to meet academic standards and that some students may need supplemental instruction to enrich their learning beyond those standards. I3 Academy will provide Supplemental Educational Services in accordance with federal law and Alabama Administrative Code (AAC) chapter 290-8-9.

Through implementation of Alabama’s Response to Intervention tiered instructional model, I3 Academy is committed to identifying student needs early and designing instruction to help all learners make significant academic gains. I3 Academy’s remediation and supplemental education services assist students in grades K-5 in all academic areas, with a focus on literacy, math, and social emotional learning. The following strategies are used to ensure that the needs of all students are met:

1. Differentiated instruction in all subject areas as part of the general education classroom, including differentiating by content, process and product. In addition, individual student needs are met through flexible grouping and differentiated literacy and math centers.
2. Flexible grouping of students within and possibly across classrooms (e.g., grade-wide intervention block) to remediate foundational skills for struggling students and to extend learning for high-performing and gifted students.
3. Tutoring provided by teachers, paraprofessionals, and possibly volunteers during the school day to assist underperforming students.
4. A literacy lab and math lab to coordinate all supplemental efforts in Tiers 1 through 3 of the Response to Intervention model, as well as provide tutoring for those students struggling the most and professional learning to support teachers’ efforts to differentiate and meet the needs of all students (See the section that follows for more information).
5. Continuous use of progress monitoring to inform instruction and tutoring.
6. Special Education, English Language Learner, and gifted-certified teachers to provide instruction aligned to students’ documented needs (e.g., IEPs, Section 504 plans)

In addition to the efforts described above, I3 Academy students spend more time learning, thanks to an extended school day and extended school year.

Current enrollment and performance data from the Birmingham City Schools predict the needs of future student populations at I3 Academy. This data necessitates the robust Response to Intervention program planned for I3 Academy. The school's comprehensive assessment plan will illuminate specific deficits for this population of under-performing students. Teacher and leader collaboration through a Professional Learning Communities model will result in tiered instruction that is responsive to this data and tailored to address these gaps. Research-based curricular resources at each tier of instruction will support teachers in leveraging research-based practices within their instruction. Specific leadership positions within the school (Director of Student and Adult Learning, Literacy Lead, Math Lead, and Special Education Lead) develop and coach teachers on the most current best practices for delivering instruction at each tier of support. The school model that has inspired I3 Academy's approach provides evidence that this Response to Intervention program can be successful for students with significant deficits.

Special education is a central and integral part of the learning environment at I3 Academy. One of the hallmarks of I3 Academy is differentiated instruction to meet the needs of a diverse school population. Having an effective model for the delivery of special education services is critical in this pedagogical modus operandi. I3 Academy's non-discriminatory admission procedures are consistent with its mission and with state and federal law.

Current enrollment data from Birmingham City Schools reveal that I3 Academy can expect to serve students with special needs documented within IEPs and Section 504 plans, students who identify as English Language Learners (ELLs), and students qualifying for gifted education services.

Given the special populations within Birmingham City Schools, the I3 Academy school model is staffed to successfully serve these students. Certified special education, English Language Learners, and gifted-certified teachers are included within I3 Academy's staffing model. When possible, I3 Academy seeks to offer special education services in an inclusion setting with staff pushing into general education classrooms to scaffold or extend grade-level content for the students they serve. These specialized teachers will also collaborate with general-education homeroom and enrichment teachers during grade-level meetings and Professional Learning Communities to make sure the unique needs of the students they serve are represented in daily instructional practices.

2. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress.

Specify the programs, strategies, and supports the school will provide for these students.

A robust Response to Intervention program (RTI) underpins all instruction at I3 Academy. This approach to instruction is best captured in two core principles:

1. Strong language/literacy, math, and social emotional skills are the critical foundation for all learning

2. High-quality instruction to meet the learning needs of all students is best implemented through a tiered model of instruction (i.e., a response to intervention model) (e.g., Burns, Appleton, & Stehouwer, 2005)

Literacy, math, and social emotional knowledge and skills are prerequisites to learning in all of the other disciplines. The instructional program follows an intensive daily program in these core disciplines at every grade level within a tiered Response to Intervention (RTI) structure. The following universal screeners and diagnostic tools will be administered to all students to determine their instructional needs within Alabama’s Response to Intervention tiered instructional model (ALSDE):

- Universal screener/benchmark assessment
- Diagnostic assessments

All students will experience quality Tier 1 instruction facilitated by classroom teachers for the following amounts of time: 120 minutes of reading/language arts, 90-120 minutes of math, 20 minutes of social emotional learning. Tier 1 instructional practices and resources will include the following in reading/language arts, math, and social emotional learning:

- Standards-based curricula (See Attachment 1)
- Research-based strategies
- Differentiation
- Small-group instruction

Students who do not meet grade-level standards through Tier 1 instruction alone receive targeted Tier 2 and 3 interventions (e.g., Gersten et al., 2009). The frequency and intensity of these interventions depend on students’ individual needs and are determined by the Problem Solving Team (in accordance with state guidelines). Tier 2 interventions are designed, administered, and tracked (monthly) by core classroom teachers during small-group instruction. Grade-level teams may decide to flexibly group students for intervention across classrooms in a grade-wide intervention block. When Tier 3 interventions are needed, students will work with certified teachers and interventionists to supplement, not replace, the grade-level instruction received in the general education classroom.

For grades K-5, math and literacy interventions occur within the on-campus Literacy Center and Math Lab for 35 minute-blocks. For students needing behavioral or social emotional support in grades K-5, individualized Tier 3 interventions will be planned and delivered by the school counselor. Systematic, multi-modal intervention curricular programs are used to support Tier 3 interventions for grades K-5 (See Attachment 1 for more information about Tier 3 resources). Weekly progress monitoring data and benchmark data from a universal screener (administered 3 times per school year) determine if/when Tier 3 interventions are no longer necessary.

Students are evaluated to determine whether they would benefit from Special Education services in the event that Tier 3 interventions have not closed their performance gaps. This proposed program will

comply with all applicable regulatory special education requirements including, but not limited to, the Alabama Administrative Code (AAC) chapter 290-8-9, Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act.

The following structures at I3 Academy support and maintain this Response to Intervention model:

- A comprehensive assessment plan allows for the frequent collection and analysis of student performance data to inform curriculum implementation and iteration.
- Professional Learning Communities (DuFour and Eaker, 1998) of teachers and leaders allows for structured collaboration around student data weekly to ensure that strategies in the classroom evolve to meet students' needs.
- Additional leadership positions within the staffing model (Director of Student and Adult Learning, Literacy Lead, Math Lead) provide professional development and support for teachers to help them leverage data most-effectively within the RTI model.

Such a robust and structured RTI model creates a data-rich environment at I3 Academy in which teachers and leaders can be successful in moving students to grade-level proficiency.

References

Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analysis of response-to-intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment*, 23, 381-394.

DuFour, Richard, and Robert E. Eaker. *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. Hawker Brownlow Education, 2009.

Gersten, Russell et. al. 2009. *Assisting students struggling with mathematics: Response to intervention (RtI) for elementary and middle schools (NCEE 2009-4060)*. Washington, DC: National Center for Education Evaluation and Regional Services, Institute of Education Sciences, U.S. Department of Education

3. Explain more specifically how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities.

Specify the programs, strategies, and supports the school will provide, including the following:

- a. Methods for "identifying, locating, and evaluating" students with disabilities who are in need of special education and related services (and avoiding misidentification).
- b. Plans for hiring and evaluating certified special education teachers and licensed related service providers, including projecting adequate staffing for the anticipated population of students.

- c. Specific instructional programs, practices, and strategies the school will employ to ensure students with disabilities are provided a free, appropriate public education in the least restrictive environment.
- d. Plans regarding continuum of placements, access to the general education curriculum, and the opportunity for students with disabilities to be educated with non-disabled peers to the greatest extent appropriate.
- e. Plans for monitoring and evaluating the progress and success of students with disabilities.
- f. Plans for promoting college- and career-readiness for students with disabilities, including high school graduation and post-school indicators. Plans regarding self-monitoring of disproportionality in the areas of identification, least restrictive environment, and disciplinary actions, including suspension/expulsion of students with disabilities.
- g. Self-monitoring of disproportionality should include an understanding of the coordinated early intervening services (CEIS) requirements when significant disproportionality has been determined by the Alabama State Department of Education/Special Education Services.
- h. Self-monitoring methods to evaluate procedural and substantive compliance with special education rules and regulations.
- a. Methods for “identifying, locating, and evaluating” students with disabilities who are in need of special education and related services (and avoiding misidentification).

I3 Academy complies with all applicable regulatory special education requirements including, but not limited to, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act, the Alabama Administrative Code (AAC) chapter 290-8-9, along with any applicable provisions of the Alabama School Choice and Student Opportunity Act (Act 2015-3) concerning the provision of special education services.

Should Birmingham City Schools currently hold an Individualized Education Plan (IEP) for any student who will attend I3 Academy, BCS will transfer such document to I3 Academy in a timely manner. I3 Academy’s lead special education teacher will partner with school administrators to monitor case management of all special education students and arrange the provision of services required by each IEP. This lead teacher maintains a file demonstrating the school’s compliance with providing special education. When possible, I3 Academy seeks to offer special education services in an inclusion setting. The lead teacher will partner with school administrators to ensure compliance with all state and federal regulations in the design and delivery of instruction in accordance with each student’s IEP.

Student performance data may illuminate the need for general education students to be evaluated for special education services during their time at I3 Academy. The school’s robust Response to Intervention

model ensures that students are only considered for evaluation after sufficient intervention has been implemented and ample data has been collected to support this decision. Students considered for these services will have a documented history of little academic progress resulting from Tier 1, Tier 2, and Tier 3 instruction. The school's Problem Solving Team will have been convened multiple times to collaboratively review the student's lack of progress, design more intensive intervention when applicable, and communicate areas of concern to parents. When the most-intensive Tier 3 interventions prove unsuccessful at meeting a student's needs, the Problem Solving Team will refer the student to I3 Academy's multi-disciplinary team for evaluation consideration. I3 Academy's process for considering a child for evaluation will comply with all state regulations and timelines described within the Alabama Administrative Code (AAC) chapter 290-8-9.

The school that inspires I3 Academy methods for identifying and evaluating special education students has had tremendous success using this approach to avoid misidentification of students for special education and related services.

b. Plans for hiring and evaluating certified special education teachers and licensed related service providers, including projecting adequate staffing for the anticipated population of students.

Ahead of receiving definitive data about the needs of its student populations in Year 1 of operation, I3 Academy is already heavily staffed to serve students with special needs. Specialized teachers (a combination of special education, ELL, and gifted teachers), a qualified social worker, and a qualified counselor will serve 420 students in the school's founding year. That staffing model will grow as grade levels are added each year of the school's charter. All teachers working with students with special needs will be hired based on their credentials and demonstrated success working with special populations. This staff will be hired through a process that includes a robust faculty recruitment strategy to ensure that educators of the highest quality teach at I3 Academy (See the "Staffing Plans, Hiring, Management, and Evaluation" section for more details about the hiring process).

Among this staff is a Special Education Lead Teacher. This individual will partner with I3 Academy administration to support the special education program through professional development facilitation and supervision of special education staff. School administrators will formally evaluate the lead special education teacher and other special education staff in accordance with timelines, resources, and regulations from the State of Alabama and Birmingham City Schools.

c. Specific instructional programs, practices, and strategies the school will employ to ensure students with disabilities are provided a free, appropriate public education in the least restrictive environment.

I3 Academy seeks to offer special education services in an inclusion setting to ensure special education students are learning within the least restrictive environment appropriate to their needs. Special

education services and accommodations provided will be research-based and will be designed to meet the following objectives (aligned to the Alabama Administrative Code (AAC) chapter 290-8-9):

- enable the child to advance appropriately toward annual goals within his/her IEP
- facilitate the child’s participation and progress within the general education curriculum
- allow the child to participate in extracurricular and nonacademic activities offered at I3 Academy
- ensure the child participates in learning with other children with disabilities and nondisabled children

The program will make the following considerations to support special education students within this inclusion model:

- consideration of behavioral needs
- consideration of language needs
- consideration of visual impairment
- consideration of communication needs
- consideration of need for assistive technology

Instruction for special education students will occur within the general education setting unless “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.” (Alabama Administrative Code). This means that special education students will learn alongside their nondisabled peers for all core content subjects (e.g., English Language Arts, Math, Science, Social Studies, Social Emotional Learning) and all enrichment courses (e.g., physical education, music, art, robotics, engineering) The general education teachers (homeroom teacher and enrichment teachers) responsible for implementing a child’s IEP will have access to the IEP document and will have support from I3 Academy lead special education teacher to understand their role in providing accommodations when the student is within the general education setting (homeroom class and enrichment classes). The objectives, considerations, and teacher support described above are designed to ensure that special education students are not simply “placed” within the least restrictive environment. When students’ needs necessitate placement in a setting other than the general education classroom the IEP team will determine the appropriate time and support that will be needed to meet annual IEP goals.

d. Plans regarding continuum of placements, access to the general education curriculum, and the opportunity for students with disabilities to be educated with non-disabled peers to the greatest extent appropriate.

Per Alabama State Board of Education guidelines, instruction for special education students will occur within the general education setting unless “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. (Alabama Administrative Code (AAC) chapter 290-8-9) At I3 Academy, this means that special education students will learn alongside their nondisabled peers for all core content subjects (e.g.,

English Language Arts, Math, Science, Social Studies, Social Emotional Learning) and all enrichment courses (e.g., physical education, music, art, robotics, engineering). The general education teachers (homeroom teacher and enrichment teachers) responsible for implementing a child's IEP will have access to the IEP document and will have support from I3 Academy's lead special education teacher to understand their role in providing accommodations when the student is within the general education setting (homeroom class and enrichment classes).

A culture of teacher professional development and collaboration at I3 Academy further supports opportunities for special education students to learn alongside their non-disabled peers. Special education teachers receive the same professional development (e.g., curriculum training, research-based strategies for instruction and assessment) as general education teachers to ensure they have a deep understanding of the general education program. They participate in curriculum development meetings with grade-level teams to inform instructional planning that will be accessible to all students (general education and special education). This collaboration also allows the special education teachers to anticipate and plan for any services or supplementary aids their special education students may need to succeed within this general education curriculum.

This continuum of services for special education students that results leverages a variety of settings (whole-group settings, small-group settings, one-on-one settings), instructional delivery strategies (e.g., co-teaching) and resources (aids and technology to supplement general education strategies) depending on the students' needs. These special education services will be based on peer-reviewed research to the extent practicable and designed for each special education student with the following considerations to ensure every opportunity for their success within the general education setting:

- consideration of behavioral needs
- consideration of language needs
- consideration of visual impairment
- consideration of communication needs
- consideration of need for assistive technology

e. Plans for monitoring and evaluating the progress and success of students with disabilities.

I3 Academy administrators and the Special Education Lead will collaborate to manage implementation of special education services at I3 Academy. Responsibilities within this leadership structure include the following during the identification, evaluation, and implementation processes:

- Conducts activities related to the identification, evaluation, placement and provision of a "fair and appropriate public education" in the "least restrictive environment" for students with disabilities
- Receives and reviews referrals from the Problem Solving Team for students suspected of/identified as having a disability
- Secures pertinent and comprehensive data necessary for decision-making

- Facilitates the eligibility determination process and the completion of related reports
- Facilitates the establishment and maintenance of Special Education confidential records/folders and IEP Online records, including locking records and ensuring their accuracy at appropriate times during the school year
- Schedules and facilitates IEP Team meetings
- Ensures that appropriate and comprehensive evaluations are scheduled and conducted at required intervals
- Ensures that all aspects of the IEP are followed
- Collects student data and maintains the Infinite Campus reporting information
- Maintains In-School Suspension and Out-of-School Suspension records for students with disabilities
- Communicates with Birmingham City Schools as needed and attends required system Special Education meetings
- Provides a report of student progress on the same schedule as students in general education
- Evaluates special education teachers and pertinent staff using the district-mandated evaluation tools
- Provides ongoing support and supervision to the special education staff
- Provides ongoing professional development for teachers in the areas of co-teaching, differentiation, and other areas pertinent to Tier 3 and special education students

The IEP Team structure allows for regular sharing and reviewing of student progress with the school’s administration, the student’s special education and general education teachers, and the student’s parent(s). I3 Academy will follow all requirements included within the Alabama Administrative Code (AAC) chapter 290-8-9 for the IEP Team membership, team meeting frequency, team meeting structure, and team meeting attendance.

f. Plans for promoting college- and career-readiness for students with disabilities, including high school graduation and post-school indicators. Plans regarding self-monitoring of disproportionality in the areas of identification, least restrictive environment, and disciplinary actions, including suspension/expulsion of students with disabilities.

Like their general education peers, special education students will build college and career readiness through 21st Century skills development. In the elementary grades, special education students will participate in the general education curriculum which is designed to build 21st century competencies in students. These skills (communication, collaboration, creativity, and critical thinking) will equip all students for future success in post-secondary education opportunities and the workforce. This curriculum will align to the Comprehensive Counseling and Guidance State Model for Alabama Public Schools and will include specific activities designed to help students establish personal goals and develop future college and career plans. Assessment tools (e.g. Kuder assessment) will be used to help students align their post-high school career paths with their personal interests. Content for this curriculum includes career awareness, career exploration and career management. Instruction around 21st Century skill

development and college and career counseling will be delivered in compliance with the requirements of special education students' IEPs.

I3 Academy will comply with any federal law regarding student discipline for children with disabilities, and will stay apprised of any changes in the law. Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses. If a student with disabilities has an IEP that includes disciplinary guidelines, that student will be disciplined according to those guidelines as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policies discussed within the "Student Discipline" section of this application.

Any student who is receiving special education services or has been identified as a student with a disability under the Individuals with Disabilities Act (IDEA) and whose acts are determined by the Principal to have violated any rules, regulations or laws as alleged, shall be referred to the IEP Team. The IEP Team will be responsible for determining if the student's conduct is a manifestation of his/her disability and whether such conduct warrants a change in placement, amendments to the individual educational plan (IEP) and/or disciplinary actions. If the IEP Team determines that the student's conduct is not a manifestation of the student's disability, the discipline process as described in the "Student Discipline" section of this application will be applicable for the student. However, in accordance with IDEA, services must be provided to students with disabilities on the 11th day of exclusion; cessation of services is prohibited. The IEP Team shall also have the authority to consider, recommend and implement any changes in a student's IEP or educational placement. Nothing in these rules shall alter or adversely affect the rights of students with disabilities under applicable federal and state laws.

g. Self-monitoring of disproportionality should include an understanding of the coordinated early intervening services (CEIS) requirements when significant disproportionality has been determined by the Alabama State Department of Education/Special Education Services.

As required by IDEA, I3 Academy will collect and maintain the following information on students with disabilities:

- The count of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are Limited English Proficient
- The number of students provided with test modification, the types, and the number of students assessed on state-mandated alternative assessments
- The setting in which students with disabilities receive their services, specifically the portion of the day they receive services with non-disabled peers, including time away from the regular classroom
- The number of students with disabilities suspended in-school and out-of-school, organized by disability and length of suspensions

In the event that these data reveal disproportionality in the areas of identification, least restrictive environment, and disciplinary actions for students with disabilities, I3 Academy will:

- launch an official review of its policies, procedures, and practices for identification or placement and revise if necessary to better align with IDEA requirements
- Fund and provide coordinated early intervening services particularly, but not exclusively, for students at I3 Academy in those groups that were significantly over-identified (in compliance with Alabama State Board of Education CEIS requirements)

h. Self-monitoring methods to evaluate procedural and substantive compliance with special education rules and regulations.

I3 Academy administrators and the Special Education Lead Teacher will collaborate to manage implementation of special education services at I3 Academy. Self-monitoring documents prepared for state monitoring will inform each area of compliance that will continually be monitored at I3 Academy. This program oversight will ensure compliance with special education rules and regulations through specific leadership responsibilities:

- Conducts activities related to the identification, evaluation, placement and provision of a “free and appropriate public education” in the “least restrictive environment” for students with disabilities
- Receives and reviews referrals from the Problem Solving Team for students suspected of/identified as having a disability
- Secures pertinent and comprehensive data necessary for decision-making
- Facilitates the eligibility determination process and the completion of related reports
- Facilitates the establishment and maintenance of Special Education confidential records/folders and IEP records, including locking records and ensuring their accuracy at appropriate times during the school year
- Schedules and facilitates IEP Team meetings
- Ensures that appropriate and comprehensive evaluations are scheduled and conducted at required intervals
- Ensures the provision of special education and related services are based on peer-reviewed research
- Ensures that all services outlined in IEPs are implemented as written
- Collects student data and maintains the Infinite Campus reporting information
- Maintains In-School Suspension and Out-of-School Suspension records for students with disabilities
- Communicates with Birmingham City Schools as needed and attends required system Special Education meetings
- Provides a report of student progress on the same schedule as students in general education
- Evaluates special education teachers and pertinent staff using the district-mandated evaluation tools
- Provides ongoing support and supervision to the special education staff
- Provides ongoing professional development for teachers in the areas of co-teaching, differentiation,

and other areas pertinent to Tier 3 and special education students

4. Explain how the school will identify and meet the needs of intellectually gifted learners, including the following:

- a. Approach to defining gifted, methods for ensuring equity and comparability in identification of students in need of gifted services, and methods for monitoring and ensuring racial equity in the gifted program.
 - b. Certification requirements (*if applicable*) for gifted specialists and professional development targets for general education teachers who teach gifted learners.
 - c. Methods for ensuring the needs of gifted learners are met and continuum of service delivery options that will be offered (e.g., pull-out classes, advanced classes, interest clusters, cluster grouping with differentiated curriculum for gifted learner, acceleration procedures, field studies, mentors, all of the above).
 - d. Methods for determining cognitive and affective growth among gifted learners.
 - e. Procedures related to the monitoring of achievement data for gifted learners, including plans for disaggregation and distribution of results to parents.
 - f. Self-monitoring methods for the gifted program, including what, when, and by whom.
- a. Approach to defining gifted, methods for ensuring equity and comparability in identification of students in need of gifted services, and methods for monitoring and ensuring racial equity in the gifted program.

The definition of gifted in the Alabama Administrative Code is:

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

In order to meet the needs of a diverse school population, I3 Academy’s Gifted Education Program identifies students consistent with Alabama Administrative Code (AAC) chapter 290-8-9. The program for gifted students:

- Teaches the Alabama Courses of Study with appropriate enrichment, acceleration and in-depth study.
- Cultivates and encourages intellectual and creative abilities in a stimulating and challenging learning

environment.

- Fosters self-awareness, social awareness, and respect for all.
 - Emphasizes problem-solving, critical thinking, creativity, concept development, and process skills.
- Methods for identifying students in need of gifted services at I3 Academy will comply with Alabama Administrative Code (AAC) chapter 290-8-9 to ensure equity within the identification process and the resulting student population identified to receive gifted services. These methods include:
- Opportunities for parents to learn about the gifted program and the referral process (e.g., information sessions, printed materials)
 - Second Grade Child Find process to review all 2nd grade students for fit within the gifted education program (using standardized gifted behavior checklist from the Alabama State Department of Education)
 - Required activities for Child Find
 - Collaboration and training for 2nd grade teachers in child find activities
 - Schoolwide training on the nature and needs of gifted learners
 - Professional development for I3 Academy teachers, counselors, and administrators about the profile of a gifted learner and the identification process to better equip them to make program referrals
 - Gifted Referrals Screening Teams comprised of individuals knowledgeable about gifted education and/or knowledgeable about the student being referred
 - Structured evaluation process that includes review of a student’s aptitude, performance, and behavioral characteristics and uses measures that are sensitive to cultural, economic, and linguistic differences or disabling conditions that might affect student performance in the areas evaluated
 - Eligibility Determination Team to facilitate gifted eligibility process in compliance with timelines and criteria approved by the Alabama State Department of Education

b. Certification requirements (if applicable) for gifted specialists and professional development targets for general education teachers who teach gifted learners.

All gifted specialists hired will have earned a gifted endorsement or certification recognized by the State of Alabama. I3 Academy gifted education teachers will support general education teachers in implementing best practices for gifted learners. In grades K-2, general education teachers will deliver all gifted education services to their gifted learners. I3 Academy’s gifted education teachers will consult with these K-2 teachers to develop differentiated lessons, activities, and centers. Gifted learners in grades 3-5 will receive services directly from the gifted education teachers through a pull-out model. Gifted education teachers will also consult with general education teachers in these grades to inform the design of differentiated learning opportunities for gifted learners within the general education setting. Gifted specialists will attend ongoing professional development that will help them stay up to date with the landscape of gifted and talented education in Alabama and around the country. As part of their responsibility as a gifted educator, they will help to equip teachers with tools they need to be successful with gifted and talented learners.

I3 Academy administrators and gifted education teachers will facilitate professional development for all faculty to support teachers in understanding the profile of the gifted learner and that learner's needs (within and across different subgroups - e.g., under-achieving, low socioeconomic, under-represented).

The following professional development opportunities will expand the capacity of I3 Academy to work with gifted learners:

- Differentiating instruction for gifted learners
- Tools for developing creativity and critical thinking
- Twice exceptional learners
- Underachievement
- Perfectionism
- Social-Emotional Learning for gifted students
- Acceleration
- Compacting

c. Methods for ensuring the needs of gifted learners are met and continuum of service delivery options that will be offered (e.g., pull-out classes, advanced classes, interest clusters, cluster grouping with differentiated curriculum for gifted learner, acceleration procedures, field studies, mentors, all of the above).

The I3 Academy model lends itself to gifted and talented education. The additional enrichment offerings provide enrichment opportunities for all students that extend beyond the traditional offerings. Here gifted learners can excel but other learners have the access to opportunity. These enrichment periods are daily rather than the traditional one day per week gifted program. They are also offered to learners before grade 3 when gifted programming typically begins.

The other component of the model that supports gifted learners is the multi-tiered system of support. Because the model is set up for differentiated instruction gifted learners also benefit from working in centers, in small groups with their academic peers, and pull-out class with their gifted teacher to help with independent projects, academic competitions, etc.

Gifted education students have unique social-emotional needs. Perfectionism, anxiety, sensitivity can be challenges for intellectually gifted learners. (National Association for Gifted Children) A social-emotional learning curriculum for all students that is delivered daily through the Second Step program addresses the affective needs of gifted learners. Additional social-emotional support provided by the gifted teacher provides a tiered system of social-emotional support for gifted learners that is not offered in traditional schools.

In grades K-2 at I3 Academy, general education teachers will deliver all gifted education services to their

gifted learners. I3 Academy gifted education teachers will consult with these K-2 teachers to develop differentiated lessons, activities, and centers to support these students. Gifted learners in grades 3-5 will receive services directly from the gifted education teachers through a pull-out model. Gifted education teachers will also consult with general education teachers in these grades to inform the design of differentiated learning opportunities for gifted learners within the general education setting. The pull-out model for grades 3-5 will comply with state regulations around time/frequency and will leverage a curriculum that may include (but will not be limited to) the following components:

- concept-based learning experiences
- opportunities for problem-solving
- opportunities for service learning
- regular field experiences

Students receiving gifted services within this pull-out model will have those services documented within an individualized Gifted Education Plan (GEP). Regular meetings to review and revise a student's GEP will be held and will comply with regulations outlined within Alabama Administrative Code (AAC) chapter 290-8-9.

d. Methods for determining cognitive and affective growth among gifted learners.

I3 Academy will monitor the cognitive and affective growth among gifted learners. When gifted students have reached a goal or are performing at high levels academically on assessments, educators will find other assessments in order to determine what gifted students need to learn to move forward towards mastery. For example if a student has reached the highest level on a reading assessment for their grade level, the teacher may provide a more challenging assessment in order to determine areas of growth for the student. This can help inform instruction for the gifted student in order to provide additional enrichment in the content area or a differentiated instructional experience that is challenging so that the student can continue learning.

For affective growth I3 Academy has a focus on social-emotional learning and assesses all students' growth in that area. This is helpful for gifted students as they often experience maturity in some domains over others and may be at greater risk for specific social-emotional difficulties if their needs are not met. Through a tiered approach to social-emotional needs all students will have Tier 1 instruction in the classroom for social-emotional learning. Students' social-emotional needs will be assessed daily through the Second Step program. Where support is needed students will receive additional assistance in their affective needs.

e. Procedures related to the monitoring of achievement data for gifted learners, including plans for disaggregation and distribution of results to parents.

Student achievement data for gifted learners at I3 Academy will be used to inform instruction within both

general education (grades K-5) and gifted education settings (grades 3-5). General education teachers will collaborate around this performance data within their grade-level Professional Learning Communities. In the event that data from gifted learners suggests they are in need of additional support to master grade-level skills, I3 Academy's Response to Intervention model will be applied.

In addition to the performance data reports that parents of general education students receive throughout the school year (e.g., progress reports, summative assessment performance), parents of gifted learners will receive information about their child's performance during regular Gifted Education Plan (GEP) meetings. I3 Academy gifted education teachers will maintain performance documentation for gifted learners within their individual GEP.

I3 Academy will disaggregate student performance data in order to evaluate the efficacy of its specific instructional programs (general education, special education, gifted education, Limited English Proficiency). This process will inform revisions to these programs (e.g., staffing, curricula, delivery methods) and will fulfill student data reporting requirements from the Alabama State Board of Education.

f. Self-monitoring methods for the gifted program, including what, when, and by whom. Performance and placement for each gifted education student will be reviewed annually at a formal convening of his/her GEP committee. Oversight of the gifted program at I3 Academy in general will be the shared responsibility of I3 Academy administration and the lead gifted education teacher. Components of the program that will be monitored through classroom evaluations and student performance data include, but are not limited to:

- Gifted education teacher performance
- Implementation of gifted education curriculum and standards within pull-out settings
- General education teacher performance with differentiating for gifted learners
- Gifted education service comparability across classrooms and grade-levels
- Equity within population of students referred for gifted services
- Equity within population of students qualifying for gifted services

All areas of state monitoring will be self-monitored in advance utilizing the state-provided checklist.

5. Explain how the school will meet the needs of English Learner (EL) students, including the following:

- a. Methods for notifying parents/caregivers in a language they understand about the procedures that the school will use to identify EL students for possible language acquisition support.
- b. Methods for identifying and evaluating EL students with disabilities in a timely manner by

administering special education evaluations in the child’s native language, unless it is clearly not feasible to do so (ensuring that a student’s language needs can be distinguished from a student’s disability related needs).

c. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

d. Plans for monitoring and periodic evaluation of the progress and success of EL students, including using a reliable English language proficiency (ELP) assessment that tests in the four language domains, identifying benchmarks for exiting students from EL services, and defining plans for providing follow-up support for at least two years after students exit the program;

e. Means for providing qualified staffing for EL students. Please refer to the Alabama Department of Education for guidance regarding how teacher certification and other teacher qualification requirements in the state’s accountability plan apply to charter schools.

a. Methods for notifying parents/caregivers in a language they understand about the procedures that the school will use to identify EL students for possible language acquisition support.

I3 Academy will contract with translators to support any communication (written or verbal) about the program for English Language Learners (ELLs) to their families. Methods/forums for communication that translators may support include in-person parent conferences (pertaining to or not pertaining to ELL services), printed materials with information about the school (e.g., events, policies, announcements), and school events (e.g., open house, curriculum nights).

b. Methods for identifying and evaluating EL students with disabilities in a timely manner by administering special education evaluations in the child’s native language, unless it is clearly not feasible to do so (ensuring that a student’s language needs can be distinguished from a student’s disability related needs).

Identification of students in need of ELL services begins at the enrollment process at I3 Academy. All incoming students will complete the state-mandated Home Language Survey which will help I3 Academy identify “language-minority” students whose primary home language is a language other than English. To qualify for English Language services, language-minority students will be screened using the state adopted WIDA ACCESS Placement Test (W-APT) to determine their English proficiency level. Students whose English proficiency is below level 5 on the state adopted WIDA ACCESS Placement Test (W-APT) will be eligible for language assistance services.

A student’s English proficiency level not only informs their placement within the ELL program at I3 Academy but it is also critical knowledge to the special education identification process if the need for such screening arises. The school’s robust Response to Intervention model ensures that students are only

considered for evaluation after sufficient intervention has been implemented and ample data has been collected to support this decision. Students considered for these services (whether they be English proficient or identified ELLs) will have a documented history of little academic progress resulting from Tier 1, Tier 2, and Tier 3 instruction. Performance data for ELLs at this point will show minimal progress even with appropriate accommodations and aids provided in the general education classroom. The school's Problem Solving Team will have been convened multiple times to collaboratively review the student's lack of progress, design more intensive intervention when applicable, and communicate areas of concern to parents (Note: ELLs cannot be referred to the Problem Solving Team if language is their only barrier to success). When even the most-intensive Tier 3 interventions prove unsuccessful at meeting a student's needs, the Problem Solving Team (with consent from a parent) will refer the student to I3 Academy's IEP Team for evaluation consideration.

A student's English proficiency level and home language are considered during the Special Education evaluation process. I3 Academy will use measures that are sensitive to cultural, economic, and linguistic differences that might affect student performance in the areas evaluated. For ELLs, this means the assessments will be administered in their native language 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.

c. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

The ELL program offers support through a combination of self-contained services, push-in services and pull-out services based on individual students' English proficiency levels. This individualized instruction will be designed and delivered by ESL certified teachers. The purpose of this program is to assist such students to develop proficiency in the English language, including listening, speaking, reading and writing, sufficient to perform effectively at their currently assigned grade level. All students will be instructed using a state recommended program (e.g., SDAIE, Sheltered Instruction) as well as through use of modified materials from content area classes with an emphasis on language learning. Program selection will follow a comprehensive needs assessment to determine the language proficiency profiles of the students it will serve. Using the program, Grades K-3 will receive no less than 225 minutes instructional time with an ESL endorsed teacher per week; grades 4-5 will receive no less than 250 minutes instructional time per week with an ESL endorsed teacher.

Whenever possible, ELLs will learn alongside their English-proficient peers for all core content subjects (e.g., English Language Arts, Math, Science, Social Studies, Social Emotional Learning) and all enrichment courses (e.g., physical education, music, art, robotics, engineering) The general education teachers (homeroom teacher and enrichment teachers) who deliver instruction to ELLs will have access to the I-

ELP document and will have support from I3 Academy' ESL teachers to understand their role in providing accommodations when the student is within the general education setting (homeroom class and enrichment classes).

A culture of teacher professional development and collaboration at I3 Academy further supports opportunities for ELLs to learn alongside their English-proficient peers. ESL teachers receive the same professional development (e.g., curriculum training, research-based strategies for instruction and assessment) as general education teachers to ensure they have a deep understanding of the general education program. They participate in curriculum development meetings with grade-level teams to inform instructional planning that will be accessible to all students (English-proficient students and ELLs). This collaboration also allows the ESL teachers to anticipate and plan for any services or supplementary aids their students may need to succeed within this general education curriculum. Instructional strategies may include the following:

- Pre-activities to preview content/language demands before instruction
- Explicit teacher modeling
- Access to reading material in a student's native language for classroom and homework assignments
- Availability of bilingual books
- Meaningful hands-on activities that contextualize abstract concepts
- Use of student's native language in writing and speaking activities (even if the teacher does not know this language).

Training will be provided for general education implementing these ELL strategies. (2015-2016 EL Policy and Procedures Manual Instructional Services Division)

d. Plans for monitoring and periodic evaluation of the progress and success of EL students, including using a reliable English language proficiency (ELP) assessment that tests in the four language domains, identifying benchmarks for exiting students from EL services, and defining plans for providing follow-up support for at least two years after students exit the program;

The ELL program implementation and evaluation will be the shared responsibility of I3 Academy administration and ESL teachers. Data will be collected and analyzed yearly to determine the program's success at meeting goals set by this leadership team. Goal-setting and program evaluation will align with state-adopted WIDA English Language Proficiency (ELP) Standards designed to assess the progress of children in attaining English proficiency, including a child's level of comprehension in the four recognized domains of speaking, listening, reading, and writing. The WIDA English Language Proficiency Standards are based on the academic language content of PreK-12 students.

Students receiving ELL services will be assessed annually by the state adopted test ACCESS for ELLs which assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains of

speaking, listening, reading, and writing. All ELL students at I3 Academy will participate in this assessment except to the extent that ELL students may receive deferment from tests administered during the 12-month period following their initial entry into U.S. schools if testing is not in their best interest. ELLs who score at or above proficiency level 5 on ACCESS (Tier C) and at or above proficiency on state assessment of reading comprehension will be considered English proficient and no longer in need of language assistance service. However, students who have exited the ESL program will be monitored for two years to ensure they are successful in their core curriculum classrooms. Regular data collected through the Response to Intervention program will facilitate this progress monitoring. ESL teachers and administration will continue to support professional development for general education teachers in best practices and strategies for ELLs so that they may continue supporting their ELLs even after they achieve English proficiency.

e. Means for providing qualified staffing for EL students.

Ahead of receiving definitive data about the needs of its student populations in Year 1 of operation, I3 Academy is already heavily staffed to serve students with special needs. Four specialized teachers (a combination of special education, ELL, and gifted teachers), a qualified social worker, and a qualified counselor will serve students in the school's founding year. All teachers working with students with special needs will be hired based on their credentials and demonstrated success working with special populations. All ESL teachers hired will have earned an ESL endorsement or certification recognized by the State of Alabama. This staff will be hired through a process that includes a robust faculty recruitment strategy to ensure that educators of the highest quality teach at I3 Academy (See the "Staffing Plans, Hiring, Management, and Evaluation" section for more details about the hiring process).

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Student Recruitment and Enrollment

1. Explain the plan and timeline for student recruitment and marketing that will provide equal access to interested students and parents.

Explain how recruitment efforts align with enrolling the ideal composition of students the program requires. Specifically describe the plan for outreach to students and families who have an economic or academic disadvantage that requires special services and assistance to succeed in educational programs. Those students include, but are not limited to, students who are members of economically disadvantaged families, students who are identified as having special needs, students who are limited in English proficiency, students who are at risk of dropping out of high school, and students who do not

meet minimum standards of academic proficiency.

I3 Academy seeks to serve as an educational solution for the cradle-to-college pipeline within the holistic Woodlawn neighborhood revitalization. I3 Academy will recruit students in the revitalization footprint. The profile of these students and families would be characterized as economically and academically disadvantaged. I3 Academy seeks to recruit ALL students, including, but not limited to, students who are economically or academically disadvantaged, students who are identified as having special needs, students who are limited in English proficiency, and students who do not meet minimum standards of academic proficiency. A staffing structure that supports these students will support recruiting and retaining these families.

Timeline for Student Recruitment and Marketing

In order to serve the anticipated academic and non-academic needs of children in Woodlawn, efforts for recruitment and marketing will be focused in the Woodlawn community. As part of an overall communications plan, community engagement activities will begin in Fall 2018 and continue annually to recruit new families to I3 Academy. Leading up to the launch of the school, recruitment and marketing events have two primary goals:

- a) Introduce and get to know the school's leadership team, and allow leaders to hear from the community what they desire for their children.
- b) Help families visualize and experience aspects of the school model.

These goals shape the recruitment events and efforts leading up to the school launch. Family recruitment is a critical component within the larger community engagement timeline. Family recruitment events are highlighted.

Community Engagement Timeline

Summer 2018

- Identification and conversations with community leaders.
- Collaboration with community partners to create community engagement plans.

Fall 2018

- Focus groups and surveys conducted through community organizations
- Refining community engagement plans and organizing events
- Developing communication platforms and material assets to communicate to residents.
- Soliciting feedback on school name, mission, vision, values, beliefs.
- Planning Winter and Spring family engagement opportunities
- School leaders table at community events, meet residents, share materials and information about I3 Academy

Academy

- Door-to-door networking in the neighborhood.
- School leaders attend neighborhood association meetings

- Community leader lunch and learns
- Identify potential community partners and develop relationships

Winter 2019

- Continued feedback forums and educational events.
- Pop-up weekend and after-school activities for families to experience and provide feedback on various components of the school model (Makerspace, Robotics, Arts)
- Plans and communications for Spring Break and Summer experiences for prospective parents.

Spring 2019

- Spring Break experiences for prospective parents and learners to meet the team and experience the I3 Academy program. Planning continued engagement events for Summer and Fall.

Summer 2019 · Summer experiences for prospective parents and learners to meet the team and experience the I3 Academy program.

Fall 2019 · Targeted student recruitment communications and events

- Targeted teacher recruitment communications and events
- Weekend workshops and pop-up events for students
- Community meet-the-leaders events

Winter 2020

- Targeted student recruitment communications and events
- Targeted teacher recruitment communications and events
- Student application available
- Targeted promotion of student application through multiple outlets

Spring 2020

- Continued student recruitment events and family events
- Spring break camp for prospective students
- Enrollment lottery

Summer 2020

- Registration events
- Family orientation events
- Meet the teacher events
- Formation of I3 Academy PTA

Recruiting students who require special services

I3 Academy is committed to identifying and meeting the learning needs of all students, including students with Individualized Education Programs (IEPs), Section 504 plans, English Language Learners, student identified as gifted, and students at risk of academic failure. No students will be denied admission due to special needs or abilities. Marketing efforts will highlight the programs available to serve the needs of students who require special services.

2. Explain the plan and timeline for admitting students based on a random selection process if more students apply for admission than can be accommodated.

Please refer to the Alabama Department of Education for guidance regarding whether and how native language might be weighted in the random selection process.

Application Procedure

The application period for new students seeking to enroll in the 2020-2021 school year shall begin in the February/March 2020 timeframe and end in April 2020. If the number of applications exceed the projected enrollment at that time a lottery will be put in place for any grade level where applications exceed available spots. If enrollment is not met at that point, the application period will remain open. Parents or guardians seeking to enroll children will submit an application during this period. During the enrollment period, applications will be made widely available and there will be sites and support available for parents who need assistance with applying for the school.

Lottery Procedures

If the number of applications exceed capacity student enrollment will be selected by a random lottery. The lottery application is a simple online form designed to decrease barriers to entry for families. Parents who do not have internet access or require help to fill out the form may do so at the school.

The lottery will be performed in the middle of May 2020 and will be conducted electronically. Every child will be assigned a number. The lottery uses a random number generator to choose students. Acceptance and waitlist letters are sent following the lottery. Within one week of being accepted, parents must submit a completed enrollment packet, which includes proof of residency. Once all acceptances are confirmed, students from the waitlist are contacted to fill any open spots. I3 Academy will contract with an experienced provider to conduct the lottery.

Registration and Waitlist Procedure

After completion of the lottery, parents or guardians of students offered admission will be mailed an admission letter in mid to late May. Parents or guardians will then have one week to submit an enrollment packet. The enrollment packet will contain: (1) proof of residence; (2) birth certificate; (3) immunization certificate (or religious exemption); (4) certificates of vision, hearing, and dental exam; (5) social security card; (6) transcripts/report cards from previous school; (7) discipline report; and (8) proof of legal guardianship or custody (if applicable). All of the above information will only be sought and accepted after a student receives a registration letter.

The school will maintain a written wait list of students who applied but were not enrolled due to lack of space. Openings created during the school year may be filled from the waitlist. The order of the wait list will be determined by the lottery. The school may also accept applications for the wait list after the enrollment period. Students seeking to join the wait list after the enrollment period will be added to the end of the list. The wait-list expires at the end of each school year.

3. Explain the school’s policy regarding enrollment preferences with respect to students who resides within the former attendance area; students within the local school system; students outside of the local school system; previously enrolled students; siblings of students; and children of founders, governing board members, and full-time employees.

I3 Academy is a community school in Woodlawn. I3 Academy will open in Fall 2020 as a K-5 school. In accordance with Act 2015-3 Section 5(a)(3), I3 Academy will not limit admission based on ethnicity, national origin, religion, gender, income, disability, English language proficiency, or academic or athletic ability. Though the school will ultimately be open to all students, I3 Academy will first enroll students within the Birmingham City Schools zoning area, as per Ala. Code § 16-6F-1. As a community school serving Woodlawn, the I3 Academy enrollment plan is built upon the anticipated academic and non-academic needs of students in the Woodlawn area. Marketing efforts and recruitment in the area will assist in gauging the anticipated enrollment in the community. The school will be open to all students whose grade level is served and will enroll all students who wish to attend as long as enrollment does not exceed capacity.

4. Attachment 7: Enrollment Policy

Provide the school’s **enrollment policy** which should include:

- a. The school’s plan for maintaining records on all enrolled students utilizing the state-adopted Alabama Student Information System (ASIM);
- b. Tentative dates for the application period;
- c. Enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
- d. A timeline and plan for student recruitment/engagement and enrollment;
- e. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
- f. Explanation of the purpose of any pre-admission activities for students or parents.

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Student Discipline

1. Describe in detail the school’s approach to student discipline.

The description of the school’s approach and the proposed policy should address each of the following:

- a. Practices the school will use to promote good choices, including both penalties for infractions and incentives for positive behavior.
- b. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.
- c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
- d. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation or disciplinary rules or regulations, including a description of the appeal process that the school will employ for students facing expulsion, and a plan for providing services to students with disabilities who are expelled or out of school for more than ten days.
- d. Describe how students and parents will be informed of the school's discipline policy.

At the heart of student discipline is the relationship students have with adults in school. Positive relationships among all staff and students and a strong school culture provide the base from which discipline and behavior are addressed at I3 Academy. We believe that discipline and behavior procedures are an opportunity to learn and grow and are an integral part of building a positive school culture, providing a safe and nurturing experience for all learners. The School's Code of Conduct addresses consequences for inappropriate behavior; however, it also explains the support students will receive as we seek to understand the causes of the inappropriate behavior. Through a multi-tiered system of support that starts in the classroom with the Second Step social-emotional curriculum, learners develop high expectations for their behavior, which promotes positive attitudes and good choices. By utilizing programs and procedures that provide children with coaching, reflection, and the opportunity to recover from mistakes the I3 Academy's discipline policies and programs are integral to school culture and outcomes for students.

The systems and processes put in place will allow teachers and administrators to respond quickly to any disciplinary incidents. Families are an integral part of student discipline and can be expected to partner with staff to ensure that high expectations are continued from school to home. A clear system of communication between staff, administrators, counselors, and families ensures consistent and clear expectations from all stakeholders. Attachment 8 outlines the Discipline Policy and Code of Conduct.

- a. Practices the school will use to promote good choices, including both penalties for infractions and incentives for positive behavior.

The school and classroom will have a set of norms that are agreed upon by the students and the community. Each class will develop these norms, in alignment with the School's values, as expectations for behavior. Based on these norms teachers and students reinforce group behavior. When we see children following the norms, or exemplifying them they will be complimented. Positive reinforcement for positive behavior will occur frequently from all adults in the building. Morning announcements, screens in the hallways, thank you notes or positive phone calls home are all ways in which good choices and

following school and class norms will be celebrated.

Conflicts among students will utilize restorative practices in order to help repair relationships and provide students with the opportunity to move forward from an incident. I3 Academy will be intentional in these practices and utilize recognized tools to implement these practices. The counselor and teachers will have specialized training in these practices.

b. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.

Offenses are categorized into Class I, II, and III. Each is defined within the Code of Conduct and there is also a list of possible interventions or sanctions. Each incident will be considered on a case-by-case basis and with the child's social-emotional needs in mind. The Code of Conduct will be communicated to students and families in advance so that parents and students have clear expectations about what can be expected from teachers and leaders. We believe that students will rise to high expectations when they know what those expectations are and are supported in reaching them. Attachment 8 outlines all areas of offenses.

c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.

I3 Academy will comply with any federal law regarding student discipline for children with disabilities, and will stay apprised of any changes in the law. Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses. If a student with disabilities has an IEP that includes disciplinary guidelines, that student will be disciplined according to those guidelines as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policies. In all situations, the School will follow state and federal laws.

Any student who is receiving special education services or has been identified as a student with a disability under the Individuals with Disabilities Act (IDEA) and whose acts are determined by the Head of School to have violated any rules, regulations or laws as alleged, shall be referred to an IEP committee. The IEP committee will be responsible for determining if the student's conduct is a manifestation of his/her disability and whether such conduct warrants a change in placement, amendments to the individual educational plan (IEP) and/or disciplinary actions. If the IEP committee determines that the student's conduct is not a manifestation of the student's disability, the discipline process as described above will be applicable for the student. The IEP committee shall also have the authority to consider, recommend and implement any changes in a student's IEP or educational placement. Nothing in these rules shall alter or adversely affect the rights of students with disabilities under applicable federal and

state laws.

d. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation or disciplinary rules or regulations, including a description of the appeal process that the school will employ for students facing expulsion, and a plan for providing services to students with disabilities who are expelled or out of school for more than ten days.

I3 Academy’s procedures for due process align with local and state regulations, federal law, and the School’s values. Care will be given to afford due process to students who have been suspended or expelled as a result of a code of conduct violation or disciplinary rules and regulations. I3 Academy parents/guardians have a right to be notified when their child faces disciplinary action. Students have a right to a fair hearing before being suspended, expelled, or referred to an alternate school setting, and to appeal suspensions, expulsions, and referrals to alternative schools. The Special Education Lead will help develop a plan to ensure that students with disabilities continue to have access to quality education that works toward IEP goals.

e. Describe how students and parents will be informed of the school’s discipline policy.

At the beginning of each year, families will be provided with the Code of Conduct and Student Handbook. In addition all teachers will review the Code of Conduct with students in an age-appropriate way in order to make sure that they know what is expected of them and what the consequences are for violations of the Code of Conduct.

1.1 Attachment 8: School’s Proposed Discipline Policy

Provide the **school’s proposed discipline policy**. The proposed policy must comply with any applicable state and federal laws and authorizer policies.

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Parent and Community Involvement

1. Describe the role of any parents and community members involved to date in developing the proposed school.

Multiple organizations and individuals have contributed information, insights and aspirations that have guided the design process for I3. In addition to working with Purpose Built Schools, the I3 board members have contributed and provided a line of communication to the broader community. Through the community engagement process, focus groups and surveys were administered to parents in Woodlawn and surrounding communities to help gather insights into parent’s wishes for their child’s education. These insights were used in developing plans for the school.

Leading up to the application, several visits to charter and public schools in Atlanta, including Drew Charter School were conducted with parents in the community. These visits are ongoing as parents continue to visit schools in Atlanta, Nashville, and nearby cities. Efforts to bring parent and community voice into the development of the school are ongoing.

2. Describe what you have done to assess and build parent and community support for your school and how you will engage parents and community members from the time that the school is approved through opening.

In fall of 2018 a multi-pronged engagement campaign was launched in order to determine interest in the proposed school. In addition to small group meeting and engagements with potential partners and community members, there have been and will continue to be a series of structured activities designed to gather data from the community in a systematic way. The following activities have been conducted and are currently being conducted in order to engage parents and community members in the founding of I3 Academy.

Parent Surveys and Focus Groups

Focus groups and surveys among parents have revealed key insights into the elements of an educational experience that parents are hoping to provide their children.

Teacher Surveys and Focus Groups

Current and retired educators have provided powerful commentary on the teaching profession and the culture they were seeking in a school. These insights will be invaluable in developing and implementing the hiring and recruiting process as well as the organizational culture of I3 Academy.

Education Provider Surveys and Focus Groups

A series of focus groups with representatives from local organizations ranging from academic enrichment programs, museums, parks, camps, and cultural institutions gathered to discuss the potential of the proposed school. These dynamic conversations led to ideas about how I3 Academy could be enriched by local organizations. Over thirty-three individuals attended representing twenty-four local organizations.

Small Business and Community Leader Focus Groups

A focus group for small businesses, faith-based organizations, and wraparound service organizations in Woodlawn helped to illuminate local resources that could help to support the non-academic needs of children or provide potential partners for programming. Fifteen individuals attended this meeting.

Neighborhood Meetings

School leadership is attending neighborhood meetings to introduce the concept of the proposed school in order to inform residents of the current plans for the school and to develop relationships among neighborhood leaders.

At the point of application submission these activities have been conducted and will continue to be conducted into the upcoming year. Attachment 9 provides community support for the school in letters of interest and support.

2.1 Attachment 9: Evidence of Community Demand

Provide existing **evidence of community demand** for the school including but not limited to intent to apply forms from families and students, and support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, and/or contracts).

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3. Describe how you will engage parents in the life of the school (including any proposed governance roles described in Act 2015-3).

Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

Community engagement does not end once school has started. I3 Academy will work especially hard to ensure all community members have the chance to connect to and participate in the life of the school. A new engagement plan will be developed and will include the following action items:

- Create a welcoming environment at the school so that every parent feels comfortable in the building and is more likely to visit with leadership, teachers and staff. Within this context, it will also be communicated to parents there are some boundaries they must observe so that teachers can work in the absence of distractions.
- Establish numerous, more formal vehicles for parent engagement so that anyone can find a way to connect to the school. Methods include:
 - Quarterly meetings between teachers and parents to provide an accurate and vivid assessment of a child's accomplishments and needs.
 - A strong Parent Teachers Association (PTA)
 - A partnership with the PTA designed to bridge the gap between parent and teacher communication.
 - A Parent Volunteer Program to maximize parental participation through volunteer hours. The Parent Volunteer Program also ensures that all families feel respected and welcomed in the school and become active supporters of their child's education.
 - A Problem Solving Team (in accordance with Alabama's Response to Intervention model) comprised of teachers and parents to ensure that all students (especially those whose families cannot be significantly involved in the educational process) have an educational advocate to pay close attention to their schoolwork and physical and emotional development. The Problem Solving Team will also intervene to help solve students' problems, including poor attendance, behavior issues, poor health or nutrition.
 - A Dads' volunteer group that engages dads and other men in the community to work with students and volunteer in the school.

- Frequent parent communication on multiple platforms to ensure that parents are well informed of all events and programs.
- Parent education on curriculum, assessment, and technology tools.
- Ensure that the governance model meaningfully engages community leaders and stakeholders (See “Governance” section for more information about I3 Academy governance structure)
- Use an instructional program that intentionally invites the larger community to become involved in the school on a regular basis. Project-based learning provides a framework to invite community stakeholders and experts to play a role in student learning. Teachers can bring experts into the project design process to help sort through how the project handles the content and skills. Appropriate experts can be invited into a project to give students feedback on their work. Finally, a public audience, which could include parents and experts, can be invited to the final project presentation and project evaluation. With these different examples of how the community might be involved, it is important to remember that the teachers are the designers of the project and are responsible for being sure students master the standards covered.

4. Discuss the community resources that will be available to students and parents.

Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments.

The I3 Academy Leadership Team and I3 Academy Board of Directors are developing relationships with potential partners in the Woodlawn footprint. Initial conversations and focus groups have helped to understand the available offerings in Woodlawn and surrounding areas. These conversations have helped the applicant team to determine where organizations may be aligned with various elements of the school model and mission. Representatives from local organizations ranging from academic enrichment programs, museums, parks, camps, and cultural institutions gathered to discuss the potential of the proposed school. These dynamic conversations led to ideas about how I3 Academy could be enriched by local organizations. Over thirty-three individuals attended representing twenty-four local organizations. A focus group for small businesses, faith-based organizations, and wraparound service organizations in Woodlawn helped to illuminate local resources that could help to support the non-academic needs of children or provide potential partners for programming. Fifteen individuals attended this meeting. Upon approval, I3 Academy will continue these conversations and develop partnerships with organizations that are aligned with the mission of the school. Attachment 9 illustrates initial community organizations and businesses that have shown support for I3 Academy.

Educational Program Capacity

1. Identify the key members of the school's leadership team.

Identify *only* individuals who will play a substantial and ongoing role in school development, governance, and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school instructional leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.

A team of education leaders has been assembled to develop I3 Academy. These individuals have been selected for their knowledge, expertise and unique contributions to each area of work essential for building a school. Collectively, this team has a combined 100+ years serving in Alabama public schools. Each employee of the school and board member have been carefully selected for particular areas of expertise and the diversity of knowledge that it takes to found and open a new school. Areas of expertise in business, law, operations, leadership, education, and development are represented among the school board.

Key members of the school leadership team include Dr. Tommy Bice, Dr. Martin Nalls, and Dr. Dylan Ferniany. Dr. Becky Lee is serving in the start-up phase to develop the budget and financial plans for I3 Academy and creating an effective transition to a Chief School Finance Officer.

Dr. Tommy Bice will serve as the President of the Board of Directors. Tommy Bice is the Education Director for the Mike and Gillian Goodrich Foundation in Birmingham. Prior to joining the Goodrich Foundation in 2016, Dr. Bice served as the Alabama State Superintendent culminating a 39-year career in public education that included serving as a special education teacher at the Alabama Institute for the Deaf and Blind, Director of the Allan Cott School, Alternative School Director, Career and Technical School Director, High School Principal, Superintendent of the Alexander City School System, and Deputy State Superintendent for Instruction. Dr. Bice has served as an adjunct professor in education leadership at University of Alabama at Birmingham, Samford University, and Auburn University. He is involved in multiple civic and professional organizations.

Dr. Martin Nalls will serve as the Head of School and acting Principal of the school. Dr. Nalls has over twenty years of public school education experience; seventeen of those years have been devoted to leadership. His experience in school operations, finance, and instructional leadership makes him poised to lead the founding faculty of I3 Academy. Dr. Nalls founded and directed the non-profit College Admissions Made Possible (CAMP). Dr. Nalls participated in the New School Venture Fund Design Camp in 2017.

Dr. Dylan Ferniany will serve as the Director of Student and Adult Learning. Dr. Ferniany has eleven years experience in public education as a gifted education specialist, a central office coordinator for gifted

education, and an assistant principal. In addition to these roles, Dr. Ferniany has been involved in leadership in multiple civic organizations including Young Education Professionals-National, Alabama Association for Gifted Children, and TEDxBirmingham. Dylan has been recognized as a TED-Ed Innovative Educator.

Dr. Becky Lee is supporting the I3 Academy team in developing a sustainable school financial plan. Dr. Lee brings to the team deep expertise in school finance and operations. She has served as Deputy Superintendent for School and Community Support, Chief of Staff, Deputy Chancellor for Fiscal Affairs and Operation, Chief Financial Officer, and Superintendent of Schools. Dr. Lee is working alongside the school leadership team throughout the development of the proposal and start-up phase.

2. Describe the team’s individual and collective qualifications for successfully implementing the school design, including capacity in areas such as:

- School leadership, administration, and governance.
- Curriculum, instruction, and assessment.
- Performance management.
- Parent and community engagement.

School Leadership, Administration, and Governance

Dr. Bice has a wealth of experience in school, district, and state level leadership. As President of the governing board Dr. Bice will be leading the development of governance structure and will work to lead the governing board. He will work in an advising role for the school leadership team as they build all aspects of the school. As State Superintendent Dr. Bice was responsible for the administration of the Alabama State Department of Education, an organization of 400+ employees. His experience in school leadership, administration, and governance spans over 30 years of experience in public education.

Dr. Nalls is an experienced administrator with 6 years of experience as a school principal. As a principal Dr. Nalls was responsible for developing the career academies at Hoover High School, providing funding for smaller learning communities through federal and local grants, and leading faculty towards instructional goals. He served on the CLAS (Council of Leadership in Alabama Schools) Board of Directors and served on the Alabama Council of Leadership Development.

Dr. Lee has over 20 years experience in district leadership and governance in Alabama and beyond. As Deputy Superintendent for School and Community Support in Jefferson County Dr. Lee was responsible for the instructional operational oversight in 33 schools. In Birmingham City Schools she served as Chief of Staff overseeing operation of 44 schools. Dr. Lee has experience outside of Alabama in school districts with charter schools.

Curriculum, Instruction, and Assessment

Dr. Bice has led all levels of curriculum, instruction, and assessment from the school system level to the state level. Dr. Bice was a special education teacher at Alabama School for the Blind, Regional Director for the Alabama Institute for the Deaf and Blind, Director of the Allan Cott School and Director of the Fairfield Alternative School. He served as Principal of Benjamin Russell High School in Alexander City and Superintendent of Alexander City Schools. From the Superintendency he moved to the Alabama State Department of Education where he served as the Chief Instructional Officer for all state programs and initiatives.

Dr. Nalls served on the Alabama State Department of Education Assessment and Accountability Committee, which was responsible for identifying state assessments as well as developing the state accountability measures. Dr. Nalls founded and led College Admissions Made Possible (CAMP)- an organization that prepares students on ACT test preparation, college tours, and scholarship searches. Dr. Nalls has led professional learning communities in the schools he has led, which is a hallmark of the I3 Academy academic model.

Dr. Ferniany will provide leadership for curriculum, instruction, and assessment. With a background in gifted and talented education Dr. Ferniany has eleven years of experience in project-based learning and integrated studies through gifted and talented education, key components of the I3 Academy academic model. Dr. Ferniany has experience leading teams of educators in Birmingham City Schools and Pike Road Schools.

Performance Management

As instructional leaders the team has expertise in performance management. As State Superintendent Dr. Bice provided leadership for the development and implementation of Alabama's K-12 public education system and the implementation of a multi-year strategic plan for K-12 education.

As principal Dr. Nalls led performance management of faculty through school-wide continuous improvement and accreditation initiatives. As a principal, Dr. Nalls set school-wide goals that teachers worked toward in professional learning communities.

Dr. Lee has experience in accreditation, district-wide continuous improvement, and managing performance in multiple district operations. As Superintendent of the Russell County Board of Education, Dr. Lee led the school system to be the first to achieve Advanc-ED (SACS) District Accreditation.

Parent and Community Engagement

As education leaders Dr. Nalls and Dr. Ferniany have both had experience developing plans for parent and community engagement. As Principal Dr. Nalls has worked with Parent Teacher Associations and developed and executed plans for community engagement within schools. He has coordinated and led

parent involvement events and worked with parent volunteers to support teachers. Dr. Ferniany has conducted and coordinated parent engagement events while coordinating a district-wide gifted and talented education program and as an Assistant Principal.

3. Describe the team's ties to and/or knowledge of the target community.

In order to better understand the target community, comprehensive market research was conducted throughout the community in October and November 2018. Focus groups and surveys of parents, community members, and educators helped to determine overall perceptions about what parents are seeking in educational opportunities. The applicant team is working closely with individuals and organizations that have knowledge of the target community in order to design and implement community engagement opportunities.

Dr. Nalls has worked in and among the Birmingham community through College Admissions Made Possible- an organization committed to preparing students for college through ACT test preparation. Through this work he has worked in several city school systems including Birmingham City.

As the Program Specialist for Gifted and Talented Education (GATE) Dr. Ferniany was responsible for the oversight of the GATE program within Birmingham City Schools. Through this work she coordinated 12 gifted teachers who worked in all elementary and middle schools to provide gifted services to students. She also coordinated the Superintendent's Academy, a summer learning program for high achieving students.

4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles, and any resources they have contributed or plan to contribute to the school's development.

Purpose Built Schools is serving as the lead advisor for the applicant team in developing the plans for the launch of I3 Academy. Purpose Built Schools, a part of Purpose Built Communities, is an Atlanta-based non-profit committed to breaking the cycle of poverty through high-performing schools. They work with a range of public, partnership, and charter school models in order to develop high-performing neighborhood schools based on Drew Charter School's academic model. The staff is comprised of professional educators and community developers with decades of experience achieving extraordinary results in neighborhood public schools in low-income communities. Through Purpose Built Schools Dr. Nalls and Dr. Ferniany are participating in a year-long principal residency learning every aspect of launching a school. Purpose Built Schools is working with the team to develop a model and program that is unique to Birmingham.

In addition to the intensive and ongoing partnership with Purpose Built Schools, the leadership team and board have been working the National Alliance for Charter Schools by attending their conferences and forums, meeting with their Regional Staff who has provided support throughout the application process. They have also participated in Alabama State Department of Education and Birmingham City Schools meetings regarding the application process and expectations for charter school applicants. Board members and leadership have visited the University Charter School in Sumter County and numerous high performing charter schools in New Orleans, Nashville and Memphis and have developed partnerships with those school leaders who will serve as informant consultants as the school plans continue to be developed. The board chair also participated in the KIPP Fellowship program this past year focused on the components required to operate a high-performing charter school with a major emphasis on the human resource component as the key to long-term success.

5. Identify the principal/head of school candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission.

Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing public charter school. If the proposed leader has never managed a school, describe any previous leadership roles or leadership training programs that (s)he is currently participating in or has completed.

Dr. Martin Nalls, hired to serve as the Head of School and Founding Principal for I3 Academy, brings over seventeen years of public education leadership experience to the teachers, students, and families of I3 Academy. Dr. Nalls has experience in school leadership, district leadership, and founding and leading an education non-profit. A common thread in Dr. Nalls' career is an unwavering commitment to students. His years of experience in school leadership and in central office administration, combined with founding a

non-profit, make him exactly the type of innovative and entrepreneurial founder with deep education leadership expertise that is necessary to found a new school.

Dr. Nalls served as an Assistant Principal in both Fairfield City Schools and in Hoover City Schools. At Hoover High School Dr. Nalls coordinated and developed several programs including founding a Freshman Academy. He then moved into the role of Principal for the Freshman Academy at Hoover High School. After seven years in Hoover City Schools he transitioned to Homewood City Schools to serve as Principal for Homewood Middle School for three years. From his principalship at Homewood Middle School Dr. Nalls moved into a central office role as the Director of Student Support Services where he coordinated several initiatives related to research and program evaluation with a strong emphasis on college readiness. Dr. Nalls was in Homewood City Schools for eight years. Most recently Dr. Nalls founded a non-profit- College Admissions Made Possible or CAMP. In this role he managed all aspects of the organization from human resources to programming to development. Few educational leaders have the breadth of experience in instructional leadership and school administration that Dr, Nalls has. He demonstrates the capacity to design, launch, and manage a high-performing public charter school.

Dr. Nalls has developed strong networks throughout the state. He is a civic leader and has served on several state boards and task forces:

- Alabama Association of Secondary School Principals
- Council for Leaders in Alabama Schools
- Alabama Association of Middle School Principals
- Spina Bifida Association or Alabama Board of Directors
- Alabama ACT Council
- Alabama Accountability Task Force

With respect to his education background, Dr. Nalls received his Masters in Education in Secondary Education at University of Montevallo, his Ed.S. in Educational Leadership, and Ed.D. in Educational Leadership from University of Alabama at Birmingham.

5.1 Attachment 10: Principal/Head of School

Provide the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader’s ability to effectively serve the anticipated population.

If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school instructional leader/administrator.

<https://BCSCSA.fluidreview.com/resp/20289624/2GMrMaPaLz/>

6. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school.

If known, identify the individuals who will fill these positions and provide, as **Attachment 11**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

Dr. Dylan Ferniany has been hired to serve as the school's Director of Student and Adult Learning. Dr. Ferniany has eleven years of experience in public education with four years of experience in school and district leadership. Dr. Ferniany spent her teaching career in Gifted and Talented education at the elementary and middle school level in Homewood City Schools. In 2013, Dr. Ferniany moved into a leadership role in Birmingham City Schools where she coordinated the Gifted and Talented Education (GATE) Program. After three years, Dr. Ferniany transitioned to school leadership as an Assistant Principal at Pike Road Elementary School, a new public school system in its third year of operation.

Dr. Ferniany received her Ed.D. from Vanderbilt University's Peabody College of Education in Leadership, Policy, and Organizations in 2013. She has her certificate in Instructional Leadership from Samford University and certificate in Gifted Education from Samford University.

Dr. Ferniany has been involved locally and nationally in multiple education initiatives. In 2012 Dr. Ferniany founded Young Education Professionals-Birmingham, a national organization that connects tomorrow's education leaders. She served as President-Elect for the Alabama Association for Gifted Children. Dylan was selected as one of the Birmingham Business Journal's Top 40 under 40 in 2016. Dr. Ferniany served on the organizing team of TEDxBirmingham, a local independently organized TED-style event. Through TEDxBirmingham Dr. Ferniany learned about TED-Ed Clubs and sponsored one of the first clubs in the nation. These clubs prepare students to deliver their own TED-style talk. In 2016 Dylan was selected to be one of 25 TED-Ed Innovative Educators globally.

She has also participated in fellowships through 4.0 Schools, a nationally recognized organization that assists education entrepreneurs in developing their vision for the future of schools. Dylan participated in the Essentials fellowship and was in the first cohort of the Tiny Fellowship program.

Dr. Ferniany has a track record of innovation in schools that will help identify innovative teacher leaders to work at I3 Academy and foster an environment of collaboration among them.

6.1 Attachment 11

Please save the required documentation as **1 single file** and **upload as 1 single file**.

<https://BCSCSA.fluidreview.com/resp/20289624/STEXs1pPkl/>

7. Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals.

Dr. Nalls and Dr. Ferniany are working full-time as employees of I3 Academy. They will work on a full-time basis to lead the development of the school. They are currently applying to be part of the New Schools Venture Fund Innovative Schools grant, which will provide \$200,000 in startup funding. The Purpose Built Schools residency also provides comprehensive support for the work of founding a school.

Performance Track Record

(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

NOTE: BCS will use the information provided in this section to assess the academic, organizational, and financial performance record of the organization, and the organization’s schools or the school model that the organization proposes to replicate. The applicant must provide all of the requested information for all of its organization’s schools. BCS may subsequently select a subset of schools for which the applicant will be required to provide additional performance information.

1. Attachment 12: Existing Schools Information

Provide a summary of the applicant’s complete current and historical portfolio of schools. Prepare your submission using the Existing Schools Information Template provided by BCS.

[Click here](#) for template.

(No response)

2. Select a consistently high-performing school from the organization’s portfolio, and discuss its performance.

Be specific about the results which provide the basis for judgment that the school is high-performing. Include student achievement status, growth, absolute, and comparative academic results, as available.

- a. Discuss the primary causes of the school’s distinctive performance.
- b. Discuss any notable challenges that the school has overcome to achieve these results.
- c. Identify any ways in which this school’s success has informed or affected how other schools in the portfolio have performed.
- d. Explain how effective practices, structures, or strategies were identified and how they were implemented in other schools.

N/A

3. Discuss a school with relatively low or unsatisfactory performance.

Be specific about the results which provide the basis for judgment that performance is unsatisfactory. Include student status, growth, absolute, and comparative academic results, as available.

- a. Describe the primary causes of the school's problems.
- b. Explain the specific strategies that are being employed to improve performance.

N/A

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Section 2. Operations Plan & Capacity

Governance

Legal Status and Governing Documents

1. Describe the proposed school's legal status, including 501(c)3 non-profit status and federal tax-exempt status.

The I3 Academy 501(c)3 has been submitted, and the federal ID number assigned. I3 Academy is waiting on final IRS approval slated for December 10. See Attachment 13 for the Articles of Incorporation.

1.1 Attachment 13: Proof of 501(c)3 Non-Profit Status and Federal Tax-Exempt Status

Provide proof of 501(c)3 non-profit status and federal tax-exempt status (or copies of filings for the preceding items). Also, include any governing documents already adopted, such as board policies.

Please save the required documentation as **1 single file** and **upload as 1 single file**.

<https://BCSCSA.fluidreview.com/resp/20289624/Ur2FDFKWxt/>

Organizational Charts

1. Attachment 14: Organizational Charts

Submit **organizational charts** that show the school governance, management, and staffing structure in:

- a. The first year of school operation;
- b. At the end of the charter term; and
- c. When the school reaches full capacity, if in a year beyond the first charter term.

The organizational charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. The organizational chart should also document clear lines of authority and reporting within the school.

Please save the required documentation as **1 single file** and **upload as 1 single file**.

<https://BCSCSA.fluidreview.com/resp/20289624/e9TE1q9PDL/>

Governing Board

1. Explain the governance bylaws that will guide the board, including the nature and extent of involvement by key stakeholder groups.

The governance bylaws were based on a review of the current best practices for charter schools from the National Charter School Association in consideration of the Alabama Association of School Boards recommended bylaws and governance policies. The bylaws will be regularly reviewed by the board and shared with parents and constituents for input as the school and school board mature to insure quality school governance focused on increased student outcomes and fiduciary stability. See Attachment 15 for Board bylaws.

1.1 Attachment 15: Board's Bylaws

Provide the governing board's **bylaws**.

<https://BCSCSA.fluidreview.com/resp/20289624/we0KPXCUyh/>

2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.

I3 Academy’s governance structure is strategically designed to ensure the school upholds its mission, vision and purpose while achieving excellent outcomes for students. The composition of the I3 Academy board reflects the diverse areas of expertise including finance, human resources, education, community development and law. Under this structure, I3 Academy has assembled the resources, human capital and managerial skills necessary to operate an excellent public charter school. The governing board sets policy (See Attachment 15 for the governing board’s bylaws), provides financial oversight, and evaluates the school’s principal. The Board leads the strategic planning process, which is reviewed annually, revised every five years along with the school’s charter, and includes all stakeholders.

3. Describe the governing board’s size, current composition, and desired composition; powers; and duties. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.

The I3 Academy Board of Directors will be made up of eleven individuals representative of Woodlawn and the greater Birmingham area. The composition will have representation from parents, local community leaders, community organizations and educational leaders. The information regarding individual board members and their background and expertise can be found in the attached resumes and board member bios.

4. Explain how this governance structure and composition will help ensure that:

- a. The school will be an educational and operational success;
- b. The board will evaluate the success of the school and school leader(s); and
- c. There will be active and effective representation of key stakeholders, including parents.

a. The school will be an educational and operational success;

The board will ensure that the vision and mission of the school remain the guiding statements of purpose and will align financial, programmatic and human resources around fulfilling those aspirations. In addition, the Board will agree to certain outcomes as part of the contract with the authorizer and will receive regular updates regarding attainment of those goals from the school leadership. The Board will also ensure that the school is operated as a public, nonsectarian, nonreligious nonprofit school organized and operated under the laws of Alabama.

b. The board will evaluate the success of the school and school leader(s); and

The Board will contract for a Head of School, Chief Financial Officer and Director of Teaching and Learning who will collectively and individually be responsible for the implementation of the contract with the authorizer and the student and programmatic outcomes contained within the contract. The Board will regularly receive updates from the school leadership team which in turn will be used, in part, to guide their evaluation of them individually and collectively.

c. There will be active and effective representation of key stakeholders, including parents.

Parent and community members will be represented on the board. Input from the broader community will be sought as the progress and success of the school is measured.

5. List all current and identified board members and their intended roles.

Summarize members' interests in and qualifications for serving on the school's governing board.

Dr. Tommy Bice is currently the Education Director for the Mike and Gillian Goodrich Foundation and the former State Superintendent of Education for Alabama. Dr. Bice brings a career of experience working in schools and with school boards. As State Superintendent of Education Dr. Bice provided leadership for the development, implementation, and strategic planning for Alabama's K-12 public education system. At the Alabama State Department of Education Dr. Bice led a staff of 400+ employees who were responsible for supporting 136 school districts, 1500 schools, and 744,000 students. Prior to this role Dr. Bice was the Superintendent of Alexander City Schools, and the Director of the Fairfield Alternative School, Director of the Allan Cott School, and the Regional Director for the Alabama Institute for the Deaf and Blind.

Shun Boler, founding board member, is a lifelong community resident of Woodlawn. Shun has served and worked in the neighborhood for the past twenty-five years building, mentoring, creating and promoting educational opportunities for youth and adults. Shun is a neighborhood community activist, committed to

enhancing opportunities within the community. Shun has collaborated with local agencies and served as a liaison between community organizations and residents. She has volunteered her time in Birmingham City Schools. Mrs. Boler has provided insights into all areas of school planning from seeking school leadership to feedback on facilities. She has frequent conversations with parents in the community about the proposed school and what parents wish for their children's education. Shun has long-standing relationships with community leaders and stakeholders. She is currently working closely alongside the school leaders to ensure that community voice is reflected in school decision-making and design.

Bobby Humphrey was born and raised in Birmingham, Alabama. He attended Glenn High School and in 1985 signed a College football scholarship to attend the University of Alabama. He played running back there from 1985-1988. After his career at Alabama he went on to the NFL to play for the Denver Broncos and the Miami Dolphins. After spending 5 years in the NFL, Bobby moved back home and currently lives in Birmingham with his wife and five children. Bobby's life after football has been just as stellar, after retirement he went back to the University of Alabama and finished his Bachelor's Degree in Social Science. In 2000, he was hired as the first Head Coach of the Birmingham Steeldogs Arena Football 2 team. In 2004, he was inducted into the Alabama Sports Hall of Fame. Bobby is very engaged and involved with his community. He serves on many boards, and speaks to youth through-out the Southeast Region. He believes his message of positive goal-setting and making good decisions in life choices is the fundamental basic for success. He is currently the Vice-President of Business Development for Bryant Bank.

Deidre Clark is a native of Ensley, a community in Birmingham AL. Over the years she has developed a strong sense of responsibility to her community. This has led her to found Kuumba Community Art, an organization that teaches creativity and design to encourage young people to be brave, approach problems creatively and pursue fulfilling lives. Deidre is also a proud co-founder of Ensley Alive, a grass roots movement powered by both individuals and organizations dedicated to Ensley's renaissance. She enjoys reading Brené Brown, watching TED Talks and gave a talk of her own at TEDxBirmingham. Deidre enjoys learning about community building, leadership and how art can be a conduit for change. She's an 2018 Aspen Ideas Scholar and a Tiny Fellow with 4.0 Schools. As the mother of two boys Deidre is most interested in innovations in education. She has been inspired by Tony Wagner, Ken Robbins as well as every parent and educator that want to see educational systems that serve our students well.

5.1 Attachment 16: Board Member Information Sheet

Provide the following documents for each individual identified here: a completed and signed **Board Member Information Sheet and Board Member Acknowledgment Form, resume professional biography**. *(if a board member's documentation is attached elsewhere in this proposal, state so on the Information Sheet).*

[Click here](#) for the template.

Please save the required documentation as **1 single file** and **upload as 1 single file**.

<https://BCSCSA.fluidreview.com/resp/20289624/casltBiqdl/>

6. Explain the procedure by which governing board members have been, and will be, selected. How often will the board meet?

Discuss the plans for any committee structure.

Board members have been strategically selected for a variety of skills necessary to provide oversight for the work of developing I3 Academy and staying true to the mission and vision as the school grows. The Board meets bi-monthly from August through June and holds special called meetings as needed. I3 Academy Board members are elected at the annual meeting of the I3 Academy Board of Directors in August of each year from recommendations received by current and past board members, members of the school faculty and students, and members of the Woodlawn community. In the event of a vacancy on the board, the vacancy may be filled at any board meeting. Regular Board meetings will be held monthly.

7. If the current applicant entity or interest group does not include the initial governing board, explain how, and when, the transition to the formal governing board will take place.

This applicant includes the initial governing board.

8. If this application is being submitted by a pre-existing non-profit organization, respond to the following:

- a. Was the pre-existing non-profit formed for a purpose other than operating schools? If so, please provide the mission of the organization and explain how operating charter schools serves that mission.
- b. Will the pre-existing non-profit board govern the new school, or will the charter be held by a new non-profit corporation governed by a separate board?
- c. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
- d. If a new board has been, or will be formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

This application is not being submitted by a pre-existing non-profit organization.

9. Describe how the governing board will provide evidence of its compliance and adherence to the Alabama State Ethics Law, Open Meetings Act, Public Records Law, and all other specific state laws referenced in Act 2015-3, if applicable.

All Board meetings will be subject to and comply with the Open Meetings Law of the State of Alabama. The Board will conduct regular meetings consistent with principles of transparency and avoidance of actual or apparent conflicts of interest in the governance of the school.

10. Describe plans for increasing the capacity of the governing board.

How will the board expand and develop over time? How, and on what timeline, will new members be recruited and added? How will vacancies be filled? What are the priorities for recruitment of additional board members? What types of orientation or training will new board members receive, and what type of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

NOTE: If a single board will govern multiple schools, or there will be a network-level or ESP-level board, you may reference responses to Addendum 1, providing a sub section and page note.

Board members will be expected to participate in professional learning and capacity building opportunities provided by organizations with expertise and experience in boardsmanship.

11. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest.

Identify any existing relationships that could pose actual or perceived conflicts of interest if the application is approved. Discuss specific steps that the governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.

The Board shall establish a formal policy to prevent and disclose conflicts of interest. Members and all individuals employed by the school shall abide by such conflicts of interest policy. Upon request, the Board and school employees shall provide conflict of interest forms to local and state entities demonstrating that Board members and employees are in compliance with conflicts of interest policy.

The Board shall not be compensated other than reasonable expenses incurred in connection with actual attendance at board meetings and/or professional development opportunities afforded to board members.

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Advisory Bodies

1. Describe any advisory bodies or councils (e.g., parent and educator councils) to be formed, and include the roles and duties of any such body.

For each identified group describe:

- a. The planned composition of each advisory body;
- b. The strategy for achieving that composition;
- c. The role of parents, students, and educators (if applicable); and
- d. The reporting structure as it relates to the school’s governing body and leadership.

Advisory Councils will be created as follows:

Student Advisory Council composed of student selected representatives from each advisory to meet regularly with the school leader and others regarding student rules and regulations, academic and enrichment opportunities, and other items as identified by the students. Minutes of these meetings will be kept and shared with the Governing Board by the school leader.

Parent/Guardian Advisory Council composed of one parent representing each advisory to meet regularly with the school leader and others regarding the school program, support programs and other items as identified by the parents. Minutes of these meetings will be kept and shared with the Governing Board by the school leader.

Community Advisory Council composed of leaders of the Neighborhood Councils and other established community organizations within Woodlawn to meet regularly with the school leader and others regarding the school program, community support and other items as identified by the community leaders. Minutes of these meetings will be kept and shared with the Governing Board by the school leader.

Grievance Process

1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

I3 Academy is committed to providing the best possible conditions for all members of the school community including students, families, visitors, teachers and administrators. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion or question receives a timely response from school supervisors and administrators. Fair and honest treatment of all students, family members, visitors and employees is our goal. In pursuit of that end, we encourage everyone to treat the other with respect.

If a student, parent/guardian, or visitor disagrees with established rules of conduct, policies or practices, or feel that he/she have been treated unfairly, he or she may express his or her concerns through the a grievance resolution procedure. A student, parent or guardian may initiate the grievance procedure to appeal any final decision of school personnel. A person may initiate the grievance procedure to resolve complaints of discrimination based upon race, color, national origin, sex, age or disability.

I3 Academy will develop a grievance process that clearly articulates the formal channels of communication that a student or parent would follow to voice concerns. The Board of Directors will approve the grievance policy.

Network Governance and Legal Status

(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

1. Explain what entity will hold the charter for each of the proposed schools.

N/A

2. Describe the governance structure at both the network and individual school levels and the plan for satisfying all applicable statutory requirements for composition of charter school governing boards.

Explain whether each school/campus will have an independent governing board, whether there will be a single network-level board governing multiple schools, or both a network-level board and boards at individual schools. If there will be both a network-level board and boards at each school, describe the organizational relationship between the boards, the legal status of each board, and the scope of authority of each. If each school will have an independent governing board but no network-level board, explain how the network will be governed and how decisions that affect the network as a whole will be made.

N/A

3. Attachment 17: Network Organization Charts

Provide the following **network organization charts**:

- a. Year 1 network as a whole (including both network management and schools within the network)
- b. Year 3 network as a whole
- c. Year 5 network as a whole

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the network/management organization, schools, governing board(s), staff, any related bodies (such as advisory bodies), and any external organizations that will play a role in managing the school(s).

Please save the required documentation as **1 single file** and **upload as 1 single file**.

(No response)

4. If an existing board will govern the proposed school(s), discuss the plan to transform that board’s membership, mission, and by-laws to support the charter school expansion/replication plan, as necessary.

Describe the plan and timeline for completing the transition and orienting the board to its new duties. If a new board will be formed, describe how and when the new board will be created and what, if anything, its ongoing relationship to the existing non-profit’s board will be.

N/A

5. Describe plans for increasing the capacity of the governing board (if not fully addressed in the primary application).

How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization’s proposed growth and governance needs.

N/A

6. Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.

N/A

7. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; and b) the board will evaluate the success of the school and school leader.

N/A

Staffing

Staff Structure

1. Attachment 18: Staffing Chart

Provide a complete **staffing chart** for the school (prepared using the Staffing Chart Template provided by BCS).

The staffing chart and accompanying notes or roster should identify the following:

- a. Year one positions as well as staffing plan for the term of the charter.
- b. Administrative, instructional, and non-instructional personnel.
- c. The number of classroom educators, paraprofessionals, and specialty educators.
- d. Operational and support staff.

[Click here](#) for template.

Please save the required documentation as **1 single file** and **upload as 1 single file**.

<https://BCSCSA.fluidreview.com/resp/20289624/RMRH59zPLX/>

2. Explain how the relationship between the school's leadership/administrative team and the rest of the staff will be managed.

Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

Head of School/Principal at I3 Academy is ultimately responsible for the oversight and management of all school employees, teaching and non-teaching staff. With respect to accountability procedures, the Head of School/Principal oversees all policies and procedures that guide the day-to-day operations of I3 Academy.

I3 Academy has a support structure that ensures teachers have the necessary coaching and support. In addition to the Head of School/Principal and the Director of Student and Adult Learning, and a designated lead teacher in Math and Literacy. Classroom teachers each have a paraprofessional in the classroom in grades K-3. In each grade level an Academic Integration Specialist (AIS) will receive an additional stipend to lead the Professional Learning Communities at each grade level. This structure provides support for teachers and for students that is reflected in the staff-to-student ratios.

There are 47 instructional FTE's allocated for a total of 420 students. This results in a ratio of 8.9 students/FTE. The student-teacher ratio is 20:1 in grades K-1 and 25:1 in grades 2-5. The student-adult ratio in grade K-1 is 10:1, and the student-adult ratio in grade 2 is 12.5:1 with paraprofessional staff. A highly capable leadership team and their capacity to develop teacher leaders drive the success of I3 Academy school model.

Head of School/ Principal, Dr. Martin Nalls

The Head of School/Principal is the instructional leader of the school and holds primary responsibility for ensuring the high-level, academic achievement of all students. The Principal will guide the instructional vision and develop and manage the school's academic program. In addition, the Principal will hire, support, develop, and evaluate instructional staff.

Director of Student and Adult Learning, Dr. Dylan Ferniany

The Director of Student and Adult Learning supports the principal in managing structures and decision-making processes that facilitate the school's instructional program. The Director of Student and Adult Learning will be responsible for professional development of staff and for facilitating and coordinating the Professional Learning Communities. In addition, this individual creates and implements effective systems to build, maintain, and celebrate positive culture among students and staff within a 21st Century learning environment.

Literacy Lead Teacher

The Literacy Lead Teacher leads implementation of a school-wide literacy program to improve and accelerate student achievement through quality curriculum and instruction in the areas of language development, reading, and writing. This individual manages and monitors the program's components: curriculum implementation, student assessment and progress monitoring, professional development for faculty and staff in research-based best practices in literacy, and a Response to Intervention (RTI) model including the operation of a Tier 3 Literacy Center.

Math Lead Teacher

The Math Lead Teacher leads implementation of a school-wide literacy program to improve and accelerate student achievement through quality curriculum and instruction in mathematics. This individual manages and monitors the program's components: curriculum implementation, student assessment and progress monitoring, professional development for faculty and staff in research-based best practices in literacy, and a Response to Intervention (RtI) model including the operation of a Tier 3 Math Center.

As part of the principal residency year, Dr. Nalls and Dr. Ferniany will spend time at Drew Charter School to develop a deep understanding of the positions within I3 Academy leadership team structure. Once the leadership team is hired and onboarded, the principal will collaborate with Purpose Built Schools to develop operational norms with the team for how they will successfully collaborate internally and with the other staff at I3 Academy. Strategies to manage the relationship between leadership and staff include the following:

- Regular professional learning community meetings among faculty and among school leaders
- Consistent coaching methods across all leadership positions
- Clear channels of communication between leaders and faculty (emails, notices, meetings, etc.)
- Regular coaching for the leadership team provided by school principal and/or outside partner (e.g., Purpose Built Schools)
- Shared professional development experiences for faculty and leaders

The school leaders will work to develop the capacity and leadership of the teachers through Academic Integration Specialist roles. These are teachers who take on a facilitator role within their grade level to lead the work of Professional Learning Communities. These teacher leaders are provided specific leadership development and training on facilitating teams, coaching, and instructional leadership. Frequent lines of communication and collaboration among all levels of leadership will provide feedback loops that foster continuous improvement among the I3 Academy team.

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Network Vision, Growth Plan, and Capacity

(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

1. Describe the organization or network strategic vision, desired impact, and five-year growth plan for developing new schools within the local community, state, and region, including other states if applicable.

Include the following information, regardless of school location: proposed years of opening; number and types of schools (divisions, grade levels served); any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.

N/A

2. If the existing portfolio or growth plan includes schools in other states, explain specifically how growth within Alabama fits into the overall growth plan.

N/A

3. Provide evidence of organizational capacity to open and operate high-quality schools in Alabama and elsewhere in accordance with the overall growth plan.

Outline specific timelines for building or deploying organizational capacity to support the proposed schools.

N/A

4. Discuss the results of past replication efforts and lessons learned - including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed schools.

N/A

5. List any schools that were previously approved by this or another authorizer but which failed to open or did not open on time, and explain the reasons for the failure or delay.

N/A

6. Discuss the greatest anticipated risks and challenges to achieving the organization's desired outcomes over the next five years and how the organization will meet these challenges and mitigate risks.

N/A

7. Attachment 19: Annual Reports

Provide the organization's **annual reports** for the last two years and any current business plan for the organization or network.

(No response)

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.

All I3 Academy employees will sign a one-year contract including an "at will" provision. This agreement means that the employee is not guaranteed employment for any fixed or definite length of time and that either party is free to terminate the employment relationship at any time for any reason, with or without cause or advanced notice. This policy and others will be captured in an employee handbook. See Attachment 20 for a sample employee manual.

1.1 Attachment 20: Personnel Policies Or An Employee Manual

Provide any **personnel policies or an employee manual** if developed

<https://BCSCSA.fluidreview.com/resp/20289624/kBI28Elqu3/>

2. Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system.

Explain the school’s strategy for retaining high-performing educators.

The following outlines salary schedules and benefits for employees. Employees will be part of the state retirement system and will enrolled PEEHIP health insurance.

Table 2. Minimum Salary Schedule Classroom Teachers Public School Experience - 187 Day Contract

	BS	MS	ED. S.	DO	ND
< 3 yrs	40,000	46,000	49,450	52,912	40,000
< 6 yrs	41,200	47,380	50,934	54,499	41,200
< 9 yrs	42,436	48,801	52,462	56,134	42,436
< 12 yrs	43,709	50,265	54,035	57,818	43,709
< 15 yrs	45,020	51,773	55,656	59,552	45,020
< 18 yrs	46,371	53,327	57,326	61,339	46,371
< 21 yrs	47,762	54,926	59,046	63,179	47,762
< 24 yrs	49,195	56,574	60,817	65,074	49,195
< 27 yrs	50,671	58,271	62,642	67,027	50,671
27+ yrs	52,191	60,020	64,521	69,038	52,191

I3 Academy will seek to recruit and retain the best and brightest educators. Focus groups conducted with local educators indicated that an important factor in job satisfaction for educators was support. With this in mind the structures in place for paraprofessionals in the classroom and administrative coaching structure provide teachers with support. In addition to administrative and classroom supports, teachers have the support of the math and literacy labs where students get additional small group and one-on-one attention. I3 Academy seeks to recruit teacher leaders. In order to develop teacher leaders the Academic Integration Specialist role will provide strong teacher leaders with an additional leadership role where they will gain experience and training leading their peers. Teachers at I3 Academy will have access to professional development opportunities and individualized pathways for professional development in areas that are aligned with the mission and vision of the school.

3. Describe the proposed school’s strategy, plans, and timeline for recruiting and hiring teaching staff who are well qualified in terms of both the school’s legal obligations and its programmatic needs.

Explain other key selection criteria and any special considerations relevant to your school design.

Please refer to the Alabama Department of Education for guidance regarding how teacher certification

and other teacher qualification requirements in the state's accountability plan apply to charter schools.

The prevailing belief at I3 Academy is that teacher quality is the single most important factor driving student achievement. In describing the attributes of an ideal teacher, I3 Academy looks for the following:

- Teachers with I3 Academy core beliefs, attitudes, values and character
- Teachers with teaching skills and competencies that ensure success:
 - Planning skills
 - Classroom management
 - Ability to differentiate instruction
 - Partnership with families
 - Integrating technology
- Teachers with the ability to express themselves clearly, both orally and through writing, and who demonstrate:
 - Standard English
 - Proper grammar
 - Correct spelling and punctuation
- Teachers who are able to prepare and execute a meaningful lesson
- Teachers with strong teaching and classroom management skills
- Teachers with a successful employment history

Teacher Recruitment and Selection

Each year, a comprehensive recruitment plan will be developed and implemented to bring quality talent to I3 Academy. Recruitment strategies may include (but will not be limited to) the following activities:

- Working with partners to build a pipeline for new teachers
 - Student Teachers - Through university partnerships, I3 Academy will host student interns and student teachers, thus creating a pool of potential teacher candidates.
 - Alternative Teacher Certification Programs - will establish relationships with programs for new teachers in Birmingham (e.g., Teach for America).
 - Creating an incentive program to attract high-quality veteran teachers
 - Tour of School and Community - I3 Academy believes that prospective employees should visit the school and meet students, parents and faculty and staff. I3 Academy will host an Open House for prospective employees during a special event, allowing them to see the school in full operation.
 - School Literature, Including Annual Report - I3 Academy will produce a comprehensive Annual Report and other collateral.
 - Classroom Observation (In Year 1 and beyond) - In order to ensure that prospective teachers understand the expectations for planning and delivering instruction at I3 Academy, each candidate participates in a classroom observation.
 - Presentation on the History of I3 Academy and its Mission - I3 Academy and the Woodlawn community it serves has a rich history. To impress upon each candidate the importance of I3 Academy role within the

holistic neighborhood revitalization of the Woodlawn community, I3 Academy provides a presentation of the history of the school and community to prospective employees.

- Conducting and attending recruitment fairs to widen the candidate pool across the city of Birmingham and beyond
- I3 Academy Recruitment Fair – Each year, I3 Academy will host a recruitment fair that is broadly publicized, locally through Alabama-based media and nationally through event posting platforms.
- Participation in University Job Fairs – I3 Academy will participate in university job fairs.
- Networking with Top Universities – In addition to job fairs, I3 Academy reaches out to select universities with noteworthy teacher education programs to expand its networking efforts.
- Conducting a refined interview process to identify the highest-capacity teachers within the applicant pool where applicants get to know the I3 Academy vision, mission, and values and the leadership team.

4. Outline the school’s procedures for hiring and dismissing school personnel.

- Oral Interview – I3 Academy will conduct team interviews of each candidate, with teachers, instructional specialists and administrators serving on the interview team. I3 Academy adheres to a structured interview process with a carefully designed comprehensive rating system.
- Writing Sample – I3 Academy believes that written communication is an important requirement for a teacher and requires a writing sample to confirm a candidate’s written communication ability.
- Demonstration Lesson (Year 1 and beyond)– Every prospective I3 Academy teacher is required to conduct a demonstration lesson in a classroom at I3 Academy. This enables the I3 Academy hiring team to determine each candidate’s ability to conduct a quality lesson, manage the classroom and most importantly, motivate the students. Prior to Year 1 teachers will be asked to submit a video of their instruction.
- Principal Interview – All candidates who successfully complete the Oral Interview, Writing Sample and Demonstration Lesson participate in an interview with the Principal. The Principal makes the final decision regarding employment.
- Reference and Background Check – The hiring team completes a reference and background check on all candidates recommended for employment at I3 Academy.

Once hired, I3 Academy faculty and staff have the support of a highly capable leadership team and a robust offering of job-embedded professional development opportunities to support their success at I3 Academy. In the event that this support is not enough, I3 Academy’s leadership team will collaborate to design an individualized plan for any teachers struggling to perform their roles and responsibilities successfully. These efforts and their outcomes will be documented to inform decisions around hiring and termination of employees. As “at will” employees, I3 Academy faculty and staff are not guaranteed employment for any fixed or definite length of time. Either party is free to terminate the employment relationship at any time for any reason, with or without cause or advanced notice.

5. Explain how the school instructional leader(s)/administrator(s) will be supported, developed, and evaluated each school year.

In the first three years, Purpose Built Schools will provide ongoing professional development for I3 Academy leadership team to support implementation of the school’s academic and operational models. This support will be tailored to the individual needs of the school leader and will align with the school’s goals set within the charter.

I3 Academy Board of Directors will facilitate an annual review of the principal. This review will evaluate the principal’s performance as a measure of his/her efficacy at moving the school towards the academic and operational goals set within its charter. Specific tools for this process will be developed or selected by the I3 Academy board. Tools should be aligned to the performance goals of the school.

Dr. Nalls and Dr. Ferniany will also apply for fellowships and participate in networks for school leaders that support their continuing development and provide support during the planning year and early years of the school. They are currently applying for a grant from the NewSchools Venture Fund for innovative schools.

5.1 Attachment 21: Leadership Evaluation Tool(s)

Provide any **leadership evaluation tool(s)** that already exist(s) for the school.

(No response)

6. Explain how educators will be supported, developed, and evaluated each school year.

Once onboarded, the faculty has the support of robust professional development bolstered by internal staff expertise, external partnerships with selected educational providers, and instructional resources. This professional development is embedded into the daily schedule of the school through a common planning block. Faculty members will have access to a number of best-in-class programs, including local and state conferences and programming offered by local partners.

Within the staffing model are key positions whose roles are to support the professional development of teachers through coaching and collaboration. This curriculum leadership team will facilitate collaboration around evaluating student work and data through Professional Learning Communities (PLCs), planning curriculum, learning to use assessment data to inform instruction, and sharing best teaching practices across the school. This team will consist of the Director of Student and Adult Learning, the Literacy and Math Leads, and the Academic Integration Specialists (AIS). This robust support system will provide teachers with instructional support.

With respect to supervision and evaluation of the instructional staff, I3 Academy will adopt tools and procedures that allow our leadership team to give teachers targeted and specific feedback on their teaching so that each teacher realizes his or her full potential. We will research different options for supervision and evaluation. We will research the effectiveness of the Danielson model, the Marzano framework, and Kim Marshall's strategies for supervision and evaluation. Our aim will be to adopt a model that: (1) includes a self-evaluation process; (2) relies on classroom observations based on a teaching framework with associated rubrics; (3) integrates PBL into our feedback protocols; (4) aligns to our charter and strategic goals; and (5) supports the growth-oriented approach to supervision and evaluation. These tools will be selected by the leadership team and approved by the I3 Academy board.

6.1 Attachment 22: Educator Evaluation Tool(s)

Provide any **educator evaluation tool(s)** that already exist(s) for the school.

(No response)

7. Explain how the school intends to handle unsatisfactory instructional leadership/administrator or educator performance, as well as instructional leadership, administrator, and/or educator changes and turnover.

Once hired, I3 Academy faculty and staff have the support of an experienced leadership team and a robust offering of job-embedded professional development opportunities to support their success at I3 Academy. In the event that this support is not enough, I3 Academy leadership team will collaborate to design an individualized plan for teachers struggling to perform their roles and responsibilities successfully. These efforts and their outcomes will be documented to inform decisions around hiring and termination of employees. As “at will” employees, I3 Academy faculty and staff are not guaranteed employment for any fixed or definite length of time. Either party is free to terminate the employment relationship at any time for any reason, with or without cause or advanced notice. Our supervision and evaluation process will allow for a tiered-approach to offering feedback and support to teachers. Teachers who are performing at a high level, meeting their goals and aligning to the schools’ strategic goals will move through the evaluation process with relative ease. Teachers who are struggling to perform their roles and responsibilities or who struggle meeting their goals, will be guided through the supervision and evaluation process in a more formal and targeted manner.

I3 Academy anticipates that some staff may join the school after the initial staff onboarding in Summer 2019. To prepare for any of this turnover, I3 Academy’s leadership team will design additional onboarding activities for new staff each year to receive the same kind of training provided in the school’s founding year. This will ensure that new staff members are prepared to implement I3 Academy curricular program successfully. These new faculty members will receive the same opportunities for coaching as their veteran peers, and the I3 Academy leadership team will tailor their coaching support to meet any needs that arise from new staff onboarding. The collaborative culture among faculty at I3 Academy will further support those educators new to I3 Academy as grade-level teams work together to improve practice and performance across all classrooms in their grade level.

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Network-Wide Staffing

(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract.)

1. Attachment 23: Network-Wide Staffing Template

Complete the following table in the Network-Wide Staffing Template indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

[Click here](#) for template.

(No response)

Network Management

(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

1. Identify the organization's leadership team and their specific roles and responsibilities.

N/A

2. Explain any shared or centralized support services the network organization will provide to schools.

Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services?

N/A

2.1 Attachment 24: Draft Contract

In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the draft contract.

(No response)

3. Summarize school- and organization-level decision-making responsibilities as they relate to each following key function.

Performance Goals:

Network/Management Organization Decision-Making	N/A
School Decision-Making	N/A

Curriculum:

Network/Management Organization Decision-Making	N/A
School Decision-Making	N/A

Professional Development:

Network/Management Organization Decision-Making	N/A
School Decision-Making	N/A

Data Management and Interim Assessments:

Network/Management Organization Decision-Making	N/A
School Decision-Making	N/A

Promotion Criteria:

Network/Management Organization Decision-Making	N/A
School Decision-Making	N/A

Culture:

Network/Management Organization Decision-Making	N/A
School Decision-Making	N/A

Budgeting, Finance, and Accounting:

Network/Management Organization Decision-Making	N/A
School Decision-Making	N/A

Student Recruitment:

Network/Management Organization Decision-Making	N/A
School Decision-Making	N/A

School Staff Recruitment and Hiring:

Network/Management Organization Decision-Making	N/A
School Decision-Making	N/A

H/R Services (payroll, benefits, etc.):

Network/Management Organization Decision-Making	N/A
School Decision-Making	N/A

Development/ Fundraising:

Network/Management Organization Decision-Making	N/A
School Decision-Making	N/A

Community Relations:

Network/Management Organization Decision-Making	N/A
School Decision-Making	N/A

I/T:

Network/Management Organization Decision-Making	N/A
School Decision-Making	N/A

Facilities Management:

Network/Management Organization Decision-Making	N/A
School Decision-Making	N/A

Vendor Management/ Procurement:

Network/Management Organization Decision-Making	N/A
School Decision-Making	N/A

Other operational services, if applicable:

Network/Management Organization Decision-Making	N/A
School Decision-Making	N/A

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Professional Development

Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.

Dr. Nalls, Head of School, and Dr. Dylan Ferniany, Director of Student and Adult Learning, will be leading the design and implementation of professional development in alignment with the mission, vision, and strategic plan of the school. Dr. Nalls and Dr. Ferniany each have experience leading faculty and coordinating professional development activities. Dr. Ferniany will coordinate professional development activities, managing professional development logs and credits for teachers, coordinating professional development days and facilitating the work of professional learning communities.

In order to expand the capacity of professional development among teacher leaders there are two coaching positions whose work will be dedicated full-time to coaching and developing the staff in the areas of literacy and math. The literacy and math coaches will also facilitate the professional development of teachers for Tier 1 and Tier 2 instruction, and embedded training of the Tier 3 Literacy and Math Lab staff. In addition to coaches, a group of lead teachers-one from each grade level- will be identified as Academic Integration Specialists (AIS). These teachers will be charged with leading their grade levels in areas of literacy, math and SEL learning in partnership with the Director of Student and Adult Learning, as well as the coaches. They will serve as the "master teachers" at their grade level. AIS teachers will be provided with training on coaching and facilitating professional learning communities. Within a culture of learning and growth for adults, professional learning will be integral to daily life of educators at I3 Academy.

2. Discuss the components of professional development and how these components will support effective implementation of the educational program.

Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

In order to support the teaching and learning at I3 Academy a professional development and teacher

support program is critical. Each component of the academic model will be supported through professional development. Major areas in which faculty will be expected to develop their knowledge and skills are among the following:

- Understanding and unpacking standards and authoring standards in student-friendly language
- Professional Learning Community Training with Solution Tree's PLC at Work
- Project-Based Learning training with the Buck Institute for Education.
- Response to Intervention Training with Purpose Built Schools or Solution Tree's RtI at Work
- Tier 1 Literacy and Math training by the publisher
- Universal Screening training by the publisher
- Singapore Math training
- Training in Project-Based Learning planning and lesson design framework
- Training in Second Step and implementing a Social-Emotional Learning practice
- Creating assessments and analyzing data
- Technology training

Avenues for delivering I3 Academy faculty professional development include (but are not limited to):

Dedicated Professional Learning Days:

Professional learning is integrated through all learning environments. Workshops can provide valuable information, and I3 Academy provides a week of training every year prior to the start of school. In addition, believes it is necessary to follow up with modeling, coaching, mentoring, co-teaching and collaborative planning. Professional learning is provided through a variety of formats, including workshops, professional learning teams, book studies, collaborative planning, action research and coaching. Due to the additional hours in the schedule there is flexibility in the number of days and half days that can be dedicated to professional learning. I3 Academy will work with other service providers to ensure that families who need it will still have access to childcare on professional development days.

Professional Learning Communities:

The school's schedule allows for daily collaborative team meetings of teachers and the school's leadership team. These meetings are both structured and informative. Professional learning is provided in such areas as benchmark review; integrating technology into daily lessons; identification, modification and accommodation for students with different learning needs; creating effective learning environments and general curriculum suggestions. Just as I3 Academy believes that instruction should be data-driven and map backwards from student needs, the foci of professional learning should be derived from student data. By using data on students and teachers, professional learning can be ongoing and targeted to the areas most likely to impact student achievement. The data wise process provides a structure from which leadership, coaches, and academic integration specialists are able to work through specific needs of students and provide responsive interventions based on the need. (<https://datawise.gse.harvard.edu/>)

Mentoring and Coaching

I3 Academy is building a structure of leadership capacity where leadership is shared among the faculty. There is a built in shared leadership model that allows teachers to gain leadership skills and to support other teachers. The Director of Student and Adult Learning will support the literacy and math coaches lead teachers and the AIS team. The group will learn together on facilitating professional learning communities and will design targeted and differentiated support for teachers. A mentoring program for new teachers that begins with a summer orientation provides support for faculty in onboarding and throughout the year. Frameworks and protocols from Jim Knight and Elena Aguilar will inform the development of mentoring and coaching at I3 Academy.

Utilizing Community Partners

I3 Academy will partner with professional learning programs to support its teachers' growth in research-based practices. Possible partners include local universities, non-profit educational organizations, and curriculum/professional development vendors. External professional development opportunities that are made available will be aligned to the mission, vision, and goals of I3 Academy and fit within the academic model.

3. Provide a schedule and explanation of professional development that will take place prior to school opening.

Explain what will be covered during this induction period and how educators will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

I3 Academy anticipates a heavy lift around professional development in its founding year when it has the unique opportunity to onboard an entirely new staff. Below are the examples of professional development that will be provided prior to school opening to ensure successful implementation of I3 Academy academic model:

A. Team building experiences

This program would help establish effective collegial relationships among faculty and develop foundation for positive school culture

Summer 2020 (All staff)

B. Tier 1 curricula vendor trainings (literacy, math, social emotional)

Training on tier 1 curricula would put all faculty on common footing with respect to new resources and will help with their instructional planning

Summer 2020 (additional training provided for teachers onboarded after)

(All core classroom teachers, special populations teachers, school leadership team)

C. Tier 3 curricula vendor trainings (literacy, math)

Training on tier 3 curricula would prepare Literacy Center and Math Center instructors to design and implemented effective interventions for struggling students

Summer 2020 (Literacy Coach, Math Coach, Literacy/Math Lab Teachers)

D. Professional Learning Communities (PLCs) training

This model will position future collaboration among leaders and faculty for success. This training will begin with the leadership team to build their capacity to support PLCs among their grade-level teams

Summer 2020 (Leadership Team)

E. Singapore Math training

PD in these strategies will prepare the Math Center staff to design and implement effective intervention strategies that complement the Tier 1 curriculum

Summer 2020 (Math Coach, Math Center staff)

F. Assessment training (MAP, Aimsweb Plus, other state-mandated summative assessments)

PD in these testing programs and platforms will ensure the leadership team is well-versed in the tools used to measure and provide feedback on student learning

Summer 2020 (Leadership Team)

Through its relationship with Purpose Built Schools, I3 Academy also has the unique opportunity to learn directly from Drew Charter School's example. PBS will facilitate experiences on and off of Drew's campus for I3 Academy leaders to deepen their understanding of the school model that inspires their work.

Specific leadership activities include, but are not limited to, the following:

A. Team building experiences

This program would help establish effective collegial relationships among the leadership team and will develop foundation for positive school culture

Spring - Summer 2020

B. On-site visits to Drew Charter School

Visits to Atlanta will give I3 Academy leadership team the opportunity to witness the school model that inspires their own in full implementation. Visit activities include curriculum implementation observations, building walk-throughs, and job-alike shadowing with Drew's instructional leaders

Spring - Summer 2020

C. Leadership team planning meetings

PBS will facilitate these meetings to develop strategic plans for the school's academic and operational models in its founding year and beyond

Spring - Summer 2020

D. Content-area specific professional development

I3 Academy leadership team will attend national conferences and professional learning opportunities to build their capacity to lead curriculum implementation at I3 Academy (e.g., Singapore Math conference, Response to Intervention conference, PLCs conference)

Spring - Summer 2020

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan.

Include time scheduled for common planning or collaboration and describe how such time will typically be used.

The extended day at I3 Academy and the longer enrichment block provide seventy minutes daily for professional collaboration and Professional Learning Community meetings. This common planning time provides over five hours of time each week. Recognizing that teachers have other administrative tasks a portion of planning time each day will be dedicated to teachers coordination on administrative tasks. See Attachment 6 for the daily and weekly schedule that allows for Professional Learning Communities.

Before the first day of school, teachers will receive six days of professional development and one workday. Throughout the year teachers will have one additional day throughout the school year. This provides seven days of professional learning throughout the school year in addition to the daily Professional Learning Community meetings. This does not include professional development opportunities for teachers offsite.

Network Leadership Pipeline

(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

1. Describe the organization’s current or planned process for sourcing and training potential school leaders for schools opening in subsequent years.

Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

N/A

Performance Management

The authorizer will continually monitor the performance and legal compliance of the public charter schools it oversees, including collecting and analyzing data to support ongoing evaluation according to the charter contract.

The authorizer shall have the authority to conduct or require oversight activities that enable it to fulfill these responsibilities, including conducting appropriate inquiries and investigations, so long as those activities are consistent with the intent of the Alabama School Choice and Student Opportunity Act, adhere to the terms of the charter contract, and do not unduly prohibit the autonomy granted to public charter schools.

The authorizer shall annually publish and provide, as part of its annual report to the department and the Legislature, a performance report for each public charter school it oversees, in accordance with the performance framework set forth in the charter contract and Alabama Code Section 16-6F-6. The authorizer may require each public charter school it oversees to submit an annual report to assist the authorizer in gathering complete information about each school, consistent with the performance framework.

1. Describe the school's mission-specific educational goals and targets. State goals clearly in terms of the measures or assessments the school plans to use.

The mission of I3 Academy is to empower learners to be agents of change for the problems they see in their world. We envision a time when learners are equipped to excel in a global society. The academic model outlines the many components that come together to develop these problem-solving and critical thinking skills. Strong literacy and math foundation, social-emotional learning, project-based learning and STEAM integrated curricula provide learners with the experiences necessary to excel in a global society. Strategic planning and continuous improvement processes will be aligned to the mission, vision, and model of the school.

Assessment in each area of the academic model will help to track progress of mission-specific educational goals and targets. I3 Academy leverages assessment practices for learning. All assessment tools utilized are selected and designed with the intent of understanding what students know and are able to do. Conversations about student learning in PLC's are evidence-based, helping educators to reflect on their teaching practice and make decisions that reach the immediate needs of students. Consistent formative assessment practices that measure student progress provide a picture of student growth. The Data Wise process provides a framework from which educators at I3 use assessment to guide instructional decisions. (Boudett, City, & Murnane, 2015)

Schools have learned that students who are engaged in the process of their own assessment are more invested in the process of learning. Students who are taught to construct meaning and deepen their understanding of their progress and of themselves as learners during the assessment process are more likely to succeed in school. (John Hattie, Visible Learning)

In I3 Academy's K-5 program, we will build a structure that utilizes portfolio conferences, held twice a year, which will give a rounded picture of the student's learning process with teacher written narratives, rubrics, work samples, and progress reports. Students will set and review goals with teachers. The portfolio will be used to give the child and his or her parents a snapshot of a student's progress at a specific point in time. Portfolios will also be used for students and teachers to reflect on student learning accomplished over the school year.

Teachers will assess student progress regularly through informal observations, discussions, reading inventories, comparing written assignments to previous work, formative assessments of standards to be mastered, beginning and end of unit assessments, and more formal assessments, such as our benchmark testing with AIMSweb, MAP, or other assessment tools used for Tier 2 and Tier 3 instruction.

Our goal will be to build a robust assessment system that is responsive to students' needs and collects the necessary evidence to measure where students are on their learning journey. Most importantly, this evidence will be shared on an ongoing basis with students and parents, and teachers will use the evidence to inform their instruction. The following performance management metrics will help I3 teachers and leadership to track progress on each element of the academic model.

Strong Literacy and Strong Math Program.

I3 Academy will demonstrate an annual increase in the percentage of students scoring proficient or above in reading, language arts and mathematics on the current state adopted and/or locally adopted measures of student achievement over the term of the charter. The percentage will be determined once a baseline is established based on the current academic ability of enrolled students.

Specifically, I3 Academy will work toward the following:

- Increase student proficiency by 10% annually the number of 1st and 2nd graders scoring at or Above Benchmark range on the universal screening report.
- Increase the number of students in grades 3-5 who score in Low-Average to Above Average range on the Scantron Performance Series Assessment by 5% annually in the area of reading.
- Increase the number of students in grades 3-5 who score in the Low-Average to Above Average range on the Scantron Performance Series Assessment by 5% annually in the area of mathematics.
- Increase the number of English-Language Learners meeting the state and district language proficiency goals as measured by the state adopted ELL language assessment based on a baseline obtained upon competed enrollment for the school and an agreed projection of growth based on that baseline.

Strong Social-Emotional Learning Program

In collaboration with Alaquest Collaborative for Education (ACE) I3 Academy will utilize Culture Coaches to facilitate stakeholder meetings. ACE works with schools to develop benchmarks for school climate and social-emotional learning. ACE utilizes Panorama Education-a school survey collection that allows school leaders to use data to measure climate and culture. Culture coaches facilitate conversations around social-emotional learning data gathered in surveys. The following measures will assist in providing a picture of the effectiveness of I3 Academy's Social-Emotional Learning Program.

Students

- Student Competencies Survey (asks students to rate themselves on the the social, emotional, and motivational skills that help students succeed at school, in their careers, and in life--these may include self-management, self-awareness, social awareness, emotional regulation, etc.)
- Student Supports and Environment Survey (asks students questions to determine the extent to which the environment in which students are learning influences their academic success, their social-emotional development, and their growth. Includes questions related to teacher-student relationships, sense of belonging, school safety, etc.)

Teachers

- Teacher Skills and Perceptions Survey (asks teachers about their readiness and preparation to support SEL on campus and perceptions of school climate and SEL supports available for teachers and students)

Families

- Family-School Relationships Survey (depending on the needs of the school asks family member questions related to family engagement, family efficacy, family support, school climate, school fit, learning behaviors and grit. Families can reflect on their ability to support students, their student's SEL competencies and what affects their relationship with the school and its staff.)

Alaquest Culture Coaches will work with staff to help identify specific needs of I3 Academy students and families. Culture Coaching goes beyond identifying the SEL needs of school communities and engages stakeholders in determining appropriate interventions as well as measuring the effectiveness of chosen interventions over time. The data collected during the process includes Panorama surveys as well as stakeholder interviews and SEL Walkthrough observations.

Project-based Learning and STEAM curricula

Exhibition nights will provide performance assessments for learners. The gold standard for project-based learning from the Buck Institute for Education requires learners prepare their work for the community. I3 Academy will hold an exhibition night at the culmination of each project. Learner reflections, community surveys, and student-designed assessments will determine the continuous improvement of exhibitions.

Additional Student Performance Goals

The following performance goals describe metrics that support the academic model.

- I3 Academy students will be engaged scholars who attend school regularly. The measure of success for this performance goal will be increasing the attendance rate across all grades each year. The goal for attendance in Year One is 90% average daily attendance rate or higher.

- I3 Academy students will be responsible scholars who adhere to school and classroom expectations. The measure of success for this performance goal will be decreasing the number of office referrals from a baseline to be established after year one.

- I3 Academy students will be proficient in the use of technology. The measure of success for this performance goal will be student's access to and use of available technology to access information to complete academic and career assignments and archive a portfolio of student work for presentation to faculty, parents and others as evidence of student learning.

- I3 Academy students will be grounded in community service. The measure of success for this performance goal will be evidenced by each student or group of students development of a community service project each year of the charter. Projects can be multi-year in duration and include partnerships with community organizations and/or individuals.

2. Describe any mission-specific organizational goals, internal and external measures, and assessments the school plans to use.

State goals clearly in terms of the measures or assessments the school plans to use.

External Measures

I3 Academy will seek to apply for AdvancED accreditation. AdvancED is a rigorous research-based evaluation that will provide an external accountability system. AdvancED Performance Accreditation examines the policies, programs, practices, learning conditions and cultural context of the organization. The process of AdvancED accreditation and resulting reports will provide a pathway for continuous improvement.

Internal Measures

The following measures of performance outline those developed and monitored by the I3 Academy Team:

Recruit & Develop Strong Teachers and Leaders

- I3 Academy staff will participate in professional learning that is driven by the mission of the school, ongoing, embedded and consistent with the National and Alabama Staff Development Standards. The measure of success for this goal will be the completion of personal professional development plans by each faculty and staff member.
- I3 Academy will strive to recruit and retain the most qualified and effective teachers for placement in the school. The measure of success for this goal will be the number of teachers whose students meet annual academic growth projections and who remain with the school over the duration of the charter.
- I3 Academy will strive to ensure student success by consistent and sustained teacher attendance. The measure of success for this goal will be the percentage of teachers whose absences are limited to medical and/or planned professional and personal absences.

Community Engagement

- Families will be active participants and effective advocates in their children's learning. The measures of success for this goal will be family participation in at least one teacher conference and/or school activity per year.
- Community Partners will be active participants in the programs and services for the school. The measure of success for this performance goal will be the number of formalized community partnerships to provide academic support and other non-academic services to students and their families.

3. Describe the assessments the school will use to assess English Learner (EL) students (e.g. in-take or benchmarking assessments) and discuss the rationale for choosing those assessments.

Clearly state the goals and objectives for acquisition of English language proficiency.

To qualify for English Language services, language-minority students will be screened using the state adopted WIDA ACCESS Placement Test (W-APT) to determine their English proficiency level. Students whose English proficiency is below level 5 on the state adopted WIDA ACCESS Placement Test (W-APT) will be eligible for language assistance services. Students receiving ELL services will be assessed annually by the state adopted test ACCESS for ELLs which assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains of speaking, listening, reading, and writing. All ELL students at I3 Academy will participate in this assessment except to the extent that ELL students may receive deferment from tests administered during the 12-month period following their initial entry into U.S. schools if testing is not in their best interest. ELLs who score at or above proficiency level 5 on ACCESS (Tier C) and at or above proficiency on state assessment of reading comprehension will be considered English proficient and no longer in need of language assistance service.

4. In addition to all applicable mandatory state assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year.

Explain how these interim assessments align with the school’s curriculum, performance goals, and applicable state standards.

A comprehensive approach to assessment drives all components of the school’s instructional program. Research-based measures implemented at strategic intervals throughout the school year allow for close monitoring of student progress and frequent evaluation of instructional resources and strategies.

Components of the assessment program (with potential assessment resources noted) include:

- Universal screener/benchmark assessment
- NWEA’s Measures of Academic Progress (K-5)
- Aimsweb PLUS(K-2)
- Diagnostic assessments
- Decoding surveys
- High-frequency word inventory
- Running records
- Formative/progress monitoring
- Aimsweb Plus progress monitoring
- Easy CBM
- Common formative assessments
- Summative assessments
- Scantron Performance Series Assessment (3-5)
- NWEA’s Measures of Academic Progress (K-5)

“Communities of practice” among teachers and administrators leverage data collected from these measures to inform instructional decision I3 Academy will use DuFour and Eaker’s Professional Learning Communities model during daily professional development time to “work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve” (Dufour et. al, 2010).

In addition to these assessments students will assess utilizing rubrics and portfolios. Projects and STEAM activities will assess student understanding of standards and ability to apply standards to real-world problems. Exhibition nights allow learners to showcase their projects to an authentic audience.

5. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.

Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

I3 Academy will use a comprehensive assessment system to measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract. I3 Academy will identify an appropriate tool to house data from the formative and summative assessments administered. The platform will allow for teachers, students, and parents to have access to assessment data in real time. I3 Academy will seek a tool that provides an easy-to-use dashboard, which provides a holistic picture of an individual child, class, cohort, or of the entire school.

Data at I3 Academy will be accessible and readily available to teachers. Through Professional Learning Communities teachers will meet weekly to analyze reports on student progress through formative assessment data. In PLC meetings teachers may develop an assessment, review the results of an assessment, and make decisions about instruction or grouping strategies based on student needs. In accordance with RtI, progress-monitoring data will be tracked, analyzed and shared with the Problem Solving Team as students move through the tiers of RtI.

The Head of School and Director of Student and Adult Learning will be responsible for managing school-wide assessment data. Reports for school-wide data will be presented to the board and the community after school-wide benchmarks. Reports will provide snapshots as well as growth over time throughout an academic year or across academic years over the term of the charter. Academic Integration Specialists will be responsible for analyzing and aggregating grade level data to facilitate PLC discussions. Teachers will be responsible for managing classroom assessment data and communicating regular progress to parents. Standards-based reports compiling the variety of formative assessments will be provided to parents quarterly. Two parent conference days and the ability for parents and teachers to schedule conferences throughout the year will provide open and frequent communication regarding academic progress.

6. Identify who will be responsible for managing the data, interpreting it for classroom educators, and leading or coordinating professional development to improve student achievement.

The Director of Student and Adult Learning will be responsible for managing academic data and coordinating the development of educators in interpreting and managing data for students. The Director of Student and Adult Learning will facilitate the professional development of Academic Integration Specialists to analyze data so that they will be equipped to lead grade-level PLC teams. It is important at I3 Academy that data is accessible and responsibility for student data is shared among staff. A data governance policy will be developed to guide the protection of information about students in compliance with the Family Educational Rights and Privacy Act (FERPA). All staff will be trained on the data governance policy

7. Explain the training and support that school leadership and educators will receive in analyzing, interpreting, and using performance data to improve student learning.

Teachers will be trained in analyzing, interpreting, and using performance data specific to the assessment tools that are selected. The data wise process provides a structure from which leadership, coaches, and academic integration specialists are able to work through specific needs of students and provide responsive interventions based on the need. This process will provide a framework from which teachers will review and analyze performance data on a regular basis.

(<https://datawise.gse.harvard.edu/>) Professional Learning Communities at Work training will provide school leadership and educators with protocols and frameworks for analyzing, interpreting, and using performance data to improve student learning.

8. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the schoolwide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

I3 Academy is committed to continuous improvement. The I3 Academy improvement process involves every area of the school model. Through the performance management goals listed above regular check-ins towards goals and improvement will help to inform progress and set new goals when goals have been reached. I3 Academy will develop a culture around evolution and growth- where all staff are committed to improving outcomes for students.

The AdvancED Continuous Improvement System provides a framework to guide I3 Academy as it grows and changes. A clearly set of student, classroom, and school-wide goals will be developed based on the internal and external performance management systems outlined. I3 Academy staff will continuously collect and analyze data from a range of sources to make decisions about student learning and create continuous improvement plans annually.

The Head of School and the Director of Student and Adult Learning will monitor and communicate aggregated information about student learning, the progress toward improvement goals, and the achievement of goals. They will facilitate quarterly team meetings to review the goals that were identified, what interventions were put in place to meet the goals, and what progress has been made toward goals. If goals were not met by the intended date the faculty and staff will develop an improvement plan to be implemented with specific timelines and persons responsible. These goals will become a priority for the upcoming quarter.

If I3 Academy falls short of academic goals, the Head of Schools and Director of Student and Adult Learning will be responsible for implementing a correction plan which will be based on the data that illustrates which goals have not been reached. The plans could be for a specific grade level, subject area, or for individual teachers. The plan could also be for a schoolwide improvement process.

Teacher corrective actions could include:

- Targeted professional development
- Mentor teacher provided for additional support
- Teacher-Administrator/Coach Conference Schedule
- Termination

Grade level corrective actions could include:

- Additional coaching support
- Grade-Level/Administrator/Coach Conference Schedule
- Targeted professional development

School-wide corrective actions could include:

- Targeted Professional Development
- Additional Coaching Support
- Placement on a School Improvement Plan

Facilities

If the school is seeking to utilize an existing public school facility made available by the charter authorizer, complete Part A and Part B.

If the school intends to identify and operate in an independent facility, complete only Part B.

Part A. Existing Public Facilities (if available)

1. Describe the basic facilities requirements for accommodating the school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

N/A

2. Type of Anticipated Specialty Classrooms

List anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following:

	Number	Number of Students to be Accommodated at One Time
a. Scient lab		
b. Art room (with or without kiln)		
c. Computer lab		
d. Library/media center		
e. Performance/dance room		
f. Auditorium		
g. Other (please list below)		

If other specialty classrooms indicated above, please list them here

N/A

3. Anticipated Administrative/Support Space Needs

a. Main office	(No response)
b. Satellite office	(No response)
c. Work room/copy room	(No response)
d. Supplies/storage rooms	(No response)
e. Educator work rooms	(No response)
f. Other (please list below)	(No response)

If other administrative/support space needs indicated above, please list them here

N/A

4. List which, if any, of the following are essential to fulfillment of the school's athletic program:

No Responses Selected

5. Identify any other significant facilities needs not already specified, including:

No Responses Selected

Does the applicant have specific desired location(s) different from those being made available by the authorizer?

(No response)

Is the applicant willing to share a facility with another school?

(No response)

Please identify funding sources to be used for facility upgrades and/or new construction.

N/A

Discuss contingency plans in the event you do not receive a facility from the authorizer.

N/A

Part B. Independent Facilities

1. If you intend to operate in an independent facility, describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, and financing.

The property was discovered during a community drive through by members of the board and discussions with the WF Real Property Resources, LLC. ARC Realty agents arranged a walk through and it was determined that the location and building were desirable for a school and community revitalization effort. The property was purchased through the WF Real Property Resources, LLC and will be leased to the board for operation of a charter school.

2. Briefly describe the facility including location, size, and amenities.

The proposed facility is an adaptive reuse of an existing building formerly the home of First Baptist Church in the Woodlawn community at 235 48th Street N, Birmingham, AL. This new elementary school facility would include renovations of and additions to the existing 2-story church building, as well as new construction of a stand-alone multipurpose structure that will also serve as the required storm shelter for the school. The facility will consist of 18 classrooms for grades K through 5, a media center, special education rooms, offices for educators, administration and support staff, as well as other support spaces, including the aforementioned multipurpose/safe room. The facility will be approximately 41,000 sf in size, on two levels, broken down roughly into 27,700 sf renovation area, 8,800 sf addition/infill at existing building and 4,400 sf stand-alone new construction.

3. Attachment 25: Proof of Commitment

If you currently hold a facility or have a Memorandum of Understanding or other proof of intent to secure a specific facility, please provide **proof of the commitment**.

Provide supporting documents providing details about the facility, as needed. Public charter school facilities must comply with applicable state, local and authorizer health and safety requirements. In addition, applicants must be prepared to follow applicable city planning review procedures.

NOTE: Public charter school facilities shall comply with Act 2015-3, Section 11. (a), regarding access to Alabama Public School and College Authority (PSCA) funds.

(No response)

Start-Up & Ongoing Operations

1. Attachment 26: Start-Up Plan

Provide a detailed **start-up plan** for the school, specifying tasks, timelines, and responsible individuals.

<https://BCSCSA.fluidreview.com/resp/20289624/yl66tongTA/>

2. Attachment 27: Transportation Plan

2. Provide the school's **transportation plan** (including field trips, extra-curricular and co-curricular activities, food services, and all other significant operational and auxiliary services).

<https://BCSCSA.fluidreview.com/resp/20289624/GB2RwVAJHi/>

3. Provide the school's plan for safety and security for students, staff, facility, and property.

Explain the types of security personnel, technology, equipment, and policies that the school will employ.

The safety and security for students and staff is a top priority for I3 Academy. From the initial design of the school creating an environment that is safe and inviting is critical to the design of the school. In accordance with Alabama Administrative Code 16-1-44 , I3 Academy will adopt a comprehensive school safety and security plan that includes health, safety and security, risk management policies and procedures, necessary security personnel, and the associated technology and equipment needed to implement this plan effectively. Other necessary safety and security measures include background checks, health policies and procedures, emergency preparedness plans, and facility safety and security procedures.

Goals of the Safety Plan

- Provide I3 Academy with a campus environment where students and families feel safe and secure.
- Promote and enhance community partnerships
- Promote the use of appropriate security technology for policing and safety.
- Understand and promote an environment in which all personnel are committed to a professional code of ethics, accountability, and personal responsibility.

I3 Academy's Safety Plan will determine hazards to student and staff safety and propose solutions that promote the prevention of dangerous problems and circumstances. The plan will specifically include:

- A protocol for addressing serious threats to the safety of school students, employees, administrators, and property including but not limited to, a specific code red school safety plan.
- A protocol for responding to emergency events that compromise the safety of students, employees, and school property including such action as notification of appropriate law enforcement and emergency response personnel for assistance, and informing parents of affected students.

I3 Academy will seek safety and security input on facility plans throughout the development of the

facility to ensure that the campus meets appropriate safety codes.

13 Academy safety plan will also include provisions to:

- Provide a copy of the developed safety plan to law enforcement and safety officials; and,
- Grant access to the school to law enforcement and fire department personnel to enable them to prepare for responding to threats and emergency events affecting the school.

The school safety plan will specifically address the following:

- School Resource Officers
- Security Personnel
- Equipment (Alarm systems, emergency phone, speaker system, cameras, alerts, radios)
- Background Checks
- Health
- Emergency Preparedness (power outage, fire, tornado, weapon on campus, active shooter)
- Facility safety
- Security and building access

This security outline was developed based on the University Charter School application. The school safety plan will be developed and approved by the Board of Directors.

4. Attachment 28: Types of Insurance Coverage

4. Provide a list of the types of **insurance coverage** the school will secure, including a description of the levels of coverage.

<https://BCSCSA.fluidreview.com/resp/20289624/SL28AqAu85/>

Operations Capacity

1. Describe the applicant team’s individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:

- a. Staffing
- b. Professional development
- c. Performance management
- d. General operations
- e. Facilities management

Staffing

Dr. Becky Lee, Dr. Tommy Bice, and Dr. Martin Nalls each have strong experience with staffing an educational program.

As Deputy Superintendent for School and Community Support, Chief of Staff, Deputy Chancellor for Fiscal Affairs and Operations, and Chief Financial Officer, Dr. Lee has an understanding of the financial and operational aspects of staffing an education program. Her knowledge of staffing at a school and system level is a valuable asset for the design of finance and operations for a startup charter school.

As a Principal, Superintendent, and State Superintendent Dr. Tommy Bice has wide-ranging experience with education staffing at all levels of school operations. As President of the Board of Directors he can provide a perspective on staffing decisions informed by experience staffing at all levels of the education system (school, system, state). He has led a developed and led a staff of over 400 at the Alabama State Department of Education.

As a school and district leader, Dr. Martin Nalls has experience recruiting, hiring, and retaining staff both in a school and in a non-profit organization. Dr. Nalls experience as a school leader has prepared him to design a staffing model that maximizes instruction.

Professional Development

Dr. Martin Nalls and Dr. Dylan Ferniany have each developed, coordinated, and delivered professional development opportunities for teachers and will be responsible for mission-aligned professional development at I3 Academy.

Dr. Martin Nalls has led his staff in Professional Learning Communities and Data Teams to develop teachers professionally while providing opportunities for teacher leadership. Through his work with College Admission Made Possible he has coordinated professional development for teachers and staff to prepare students for success on the ACT. As a school leader Dr. Nalls has coordinated and led professional development to drive the school mission. At I3 Academy he will guide this work with the Director of Teaching and Learning.

Dr. Dylan Ferniany has led and coordinated professional development programs in a variety of roles. As an adjunct professor at Samford University Dr. Ferniany has taught Differentiating Instruction in the Classroom and Education Leadership. While coordinating the Gifted & Talented Education (GATE) program Dr. Ferniany coordinated training and development of staff. At Pike Road Schools Dr. Ferniany coordinated Title II funding and was responsible for assisting the CFO in approving funding for professional development for the school district, ensuring that purchases were aligned to continuous improvement goals.

Performance Management

As instructional leaders the team has expertise in performance management. As a school district and state Superintendent Dr. Bice has led the performance improvement of a school district and the entire

state of Alabama by leading Plan 2020, which increased the graduation rate from 72 percent to 89 percent in five years and is continuing to have an impact on education in Alabama.

As Principal Dr. Nalls led performance management of faculty through school-wide continuous improvement and accreditation initiatives. As a principal, Dr. Nalls set school-wide goals that teachers worked toward in professional learning communities.

Dr. Lee has experience in accreditation, district-wide continuous improvement, and managing performance in multiple district operations. As Superintendent of the Russell County Board of Education, Dr. Lee led the school system to be the first to achieve Advanc-ED (SACS) District Accreditation.

General Operations

Dr. Tommy Bice, Dr. Martin Nalls, and Dr. Becky Lee all have a combined experience of administration where they have had to manage operations in all areas of the education program. As Superintendents Dr. Lee and Dr. Bice have led operations personnel and made decisions regarding all areas of school and district operations. As a building administrator Dr. Martin Nalls has run the school-level operations required of the incoming Head of School.

Facilities Management

Dr. Tommy Bice and Dr. Becky Lee have managed multiple facilities in their experience as Superintendents. Dr. Martin Nalls has managed and maintained the facilities in which he was a building administrator.

2. Describe the organization’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

As Chief of Staff, Deputy Superintendent, and Superintendent Dr. Becky Lee has experience in facilities acquisition and management. As a district Superintendent and Director of schools, Dr. Bice has experience in facilities acquisition and management. As a Principal, Dr. Nalls has experience with facilities management.

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Section 3. Financial Plan & Capacity

Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

The Head of School and Chief School Financial Officer shall create annual budgets along with all supporting financial information and forecasts, with the support and guidance of the I3 Academy Board of Directors Treasurer and the I3 Academy Board of Director's Finance Committee. Once developed and approved by the Finance Committee, it shall be submitted to and approved by the I3 Academy Board of Directors at a regularly scheduled annual meeting of the corporation. The Board of Directors shall annual adopt an annual budget and maintain an operating budget as required by their fiduciary responsibilities. In addition to the annual budget, the Head of Schools shall present a multi-year model for context and planning.

The finance committee and Board of Directors will have the responsibility to review and monitor the financial condition, statements and supporting information monthly, reporting to the board at regular scheduled meetings of the board of directors. The Board of Directors will develop and adopt the financial and internal controls of the school, while the Head of Schools and CSFO will be responsible for the implementation.

A complete financial management process will be developed and implemented to cover all aspects of the organization, including but not limited to processes for contract review and approval, purchasing, bank account authorizations and oversight, accounts receivable and payables, cash receipts oversight, payroll processing selection of bank institutions, retention of records, payroll and all other financial management elements.

The Chief School Financial Officer for I3 Academy will be certified by the State of Alabama Department of Education for financial training. The CSFO will provide training, guidance and technical support for the Head of Schools, and the Board of Directors in areas of budgeting, budget analysis and forecasting, financial management, financial systems development and accounting and reporting procedures, until such time the leadership and staff of I3 Academy have successfully implemented a complete finance and accounting system, approved by the Board of Directors. Focus on ensuring a transparent, timely and effective financial management system will be a priority of the corporation's Board of Directors. In addition, I3 Academy's Application Team will provide ongoing support, advisory services and guidance as an Advisory Council in coordination with the Treasurer, Head of Schools, and the CSFO to insure continuity of mission, purpose and approved application and developed plans for I3 Academy.

Accounting and Audit

The Board of Directors shall cause and approve the employment and retention of services from an independent, certified public accountant or auditor for an annual external audit of the corporation. The

Head of School, in coordination with the Board of Directors and CSFO, will cause the annual audit and financial review to be completed in a timely manner, to meet requirements and regulations of the Alabama State Board of Education, Alabama Charter School Commission, and IRS 501(c)3 rules. Within a designated period as set by the corporation's Board of Directors, appropriate systems for accounting, financial 100 management, reporting, technical support, and other related procedures and processes will be developed and implemented.

Purchasing

Purchase orders and contracts within the approved budget will be required for all expenditures and will be reviewed and pre-approved by the Head of Schools and/or CSFO and presented to the Treasurer for final review and approval. A complete monthly report of these expenditures shall be made available to the finance committee and Board of Directors as directed. Purchase order and contracts will be prepared in duplicate, with one going to the vendor and the other remaining on file in the offices of the school. Any purchase order totaling more than the limit set by the Board of Directors will require board approval. Checks will be signed by two individuals designated and approved by the Board of Directors. The Board of Directors will be responsible for compliance with all applicable state and federal competitive bid laws.

Payroll

The Chief School Financial Officer will prepare timely monthly payroll reports that will include all salaries and wages, withholding summaries and any other required payroll information. The Head of Schools will cause and authorize the CSFO to issue monthly checks and process federal, state and local payroll taxes. The CSFO will prepare the state and federal quarterly and annual tax forms, review the forms with the Head of Schools, and submit forms to the required and appropriate agencies in a timely manner.

Financial Reporting

In coordination with the Head of Schools, CSFO and Treasurer, regular financial reports will be provided to the Board of Directors, including budget comparisons, statement of income and expenditures, balance sheet, ongoing financial forecasts and other related information. Reports will be reviewed monthly or as needed by the Finance Committee and the Board of Directors. The review of financial reports should be related to the annual goals and strategic objectives as approved by the board of directors. All financial statements will be available to the public through the school's website.

2. Describe the roles and responsibilities of the school's administration and governing board for the school finances, and distinguish between each party.

Financial Roles, Accountability, and Responsibilities

The following is a preliminary general summary of roles and responsibilities for the administrative staff and the Board of Directors. It is not intended to be a comprehensive list, which will be developed as the implementation of the approved charter school plan is addressed.

Instructional Leadership and Management Team (Head of Schools and CSFO)

- Financial goals and budget development
- Management of day-to-day operations
- Prepares all required financial reports
- Monitors budgets and expenditures daily
- Head of Schools/CSFO oversee financial management
- CSFO maintains budget forecasting
- Principal implements compensation process
- COO manages accounts receivables/accounts payable, purchasing, and related operations
- Principal and COO authorize purchasing within makes recommendations for approval
- Ensures transparency and openness of finances
- COO oversees bank accounts in coordination with Treasurer and Principal
- COO oversees and manages all insurance
- Identifies grants and applies as approved.
- Implements board approved controls

Board of Directors

- Establish and approve financial policies
- Approve annual budget
- Review monthly financial performance
- Appoint finance committee led by Treasurer
- Appoints auditor
- Accepts/approves audit/directs action needed
- Reviews and approves annual budget
- Board approves all contracts, agreements, etc.
- Establishes budget and internal controls
- Finance committee/treasurer reviews monthly financial statements, balance sheet, income and expenditures per budget
- Board approves all compensation
- Treasurer reviews monthly expenditures, account receivables and payables, and all transactions.
- Approves grants.
- Develops long-range resource development strategies.

3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.

I3 Academy Board of Directors will maintain and cause to be implemented effective, transparent and strict financial policies and administrative operational guidelines for the school in compliance with the adopted mission, objectives and strategies of I3 Academy, as well as, in compliance with standard and required operating procedures of an IRS 501(c)3 nonprofit corporation and any state and federal agency requirements. The cost-effective and efficient financial and operational management of the school is a primary responsibility of the Board of Directors and those employed and appointed to insure implementation and management of approved policies and procedures, effective use of all resources, and stewardship at the highest level to support the mission of I3 Academy. It will be a priority to ensure that all funds are budgeted, expended, accounted for and maintained appropriately.

The financial policies and procedures of the school will be developed and formulated by the Treasurer and finance committee in coordination with the Head of Schools and Chief School Financial Officer and approved by the Board of Directors. The Principal and chief operating officer will be responsible for a regular review of operations, financial management and all other activities on a regular basis as directed by the Board of Directors.

The Head of Schools will have the responsibilities for all day-to-day operations and financial management of the I3 Academy. Financial duties and responsibilities, however, must and will be separated to meet appropriate fiscal management guidelines; and will be separated so that no one employee has sole control over cash receipts, disbursements, payroll, bank deposits, bank reconciliations or other matter requiring appropriate division of responsibilities.

Appropriate technology and technical systems will be established to support and manage all financial related matters and required reporting, including the necessary and approved computer systems, equipment, processors, and other related equipment.

The Board of Directors will employ and retain the services of an independent certified public accountant or auditor for an annual external financial audit and management review. The auditor will report to the Board of Directors in accordance with their fiduciary responsibilities. The Head of School, in coordination with the Chief School Financial Officer will be responsible for the timely, accurate and fair presentation of financial statements in accordance with all appropriate accounting principles and requirements. The Head of Schools will have the responsibility to work with the Board of Directors to review the audit report and to act immediately to insure audit findings and recommendations are addressed and implemented appropriately and in a timely manner.

4. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit, annual financial report, monthly check register, and monthly financial reports.

To build community support, parental involvement, trust, and community engagement, transparency and openness will be essential. These elements have been key principles supported and sustained throughout the entire planning process of the I3 Academy.

Therefore, annually, the I3 Academy Board of Directors will adopt its annual budget in an open public meeting. Public notice of the meeting will be given in a timely and appropriate manner. The board will post copies of the annual budget, annual audit, monthly financial statements, and monthly check register on-line for public transparency. All meetings of the Board of Directors will be open to the public with timely and appropriate notices posted on the website.

In addition, I3 Academy will prepare all required annual financial and management reports and forms to the Alabama Charter School Commission, IRS forms as a 501(c)3 nonprofit corporation, and for any other identified public records to insure transparency and openness.

5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

It is anticipated that I3 Academy will contract for audit services, banking, and payroll services. Other necessary services (lawn care, maintenance, trash removal, pest control, transportation and food service) will be obtained through required or appropriate procedures for a public school, including meeting any bid requirements and final approval by the Board of Directors. Any other business-related services will be managed and handled in-house and are included in the plans and budget for the charter school.

6. Describe the school’s plans for obtaining liability insurance to indemnify the school, its board, staff, and educators against tort claims.

I3 Academy will secure and maintain appropriate insurance coverages as required to protect I3 Academy from claims that may arise from operations. The charter school will maintain insurance coverage limits that either meet or exceed the minimum insurance limits required. I3 Academy will obtain types of insurance and coverage limits similar to other public and independent schools in Alabama and in accordance with national best practices for charter schools.

I3 Academy will monitor its vendors, contractors, partners and/or sponsors for compliance with the insurance requirements; and will provide appropriate indemnities in its contracts with external vendors. (See Attachment 27) Appropriate and required insurance will be provided. Solicitation, review and approval of appropriate insurance coverage is underway and will be in place prior to beginning operations of the school.

7. Present a detailed budget narrative that describes assumptions and revenue and expense estimates, including, but not limited to, the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).

- a. Per-Student State Revenue. Use the figures below in developing your budget assumptions.
- b. Anticipated Funding Sources. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school’s operation depends.
- c. Discuss the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
- d. Year one cash flow contingency in the event that revenue projections are not met in advance of opening.
- e. Start-up and five-year budgets with clearly stated assumptions.

a. Per-Student State Revenue. Use the figures below in developing your budget assumptions. Funding for I3 Academy will be generated from 3 primary sources: 60% state, 30% Local and 10% federal. It is projected that this combination of funding will result in approximately \$10,000 per student in per student funding. This figure will vary depending on the number of students enrolled with disabilities (funded through the Individual with Disabilities Education Act). I3 Academy will apply for and is expected to receive several grants to supplement the funding model. These grants include both state (\$240,000 start-up costs) and federal (\$1.2 million for start-up costs) applicable grants. In addition, the Mike and Gillian Goodrich Foundation and other local philanthropists are committed to supplement funding for I3 Academy.

b. Anticipated Funding Sources. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's operation depends.

c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. As stated in previous question, the Mike and Gillian Goodrich Foundation is committed to ensuring that the contingency fund will be maintained yearly. This fund will safeguard the financial integrity of I3 Academy.

d. Year one cash flow contingency contingency in the event that revenue projections are not met in advance of opening.

The Budget Attachment reflects the start-up budget that is supplemented with grants and foundation and/or philanthropic funding. That, along with per pupil funding from State, Local and Federal sources, ensures a positive cash flow for I3 Academy.

e. Start-up and five-year budgets with clearly stated assumptions.

Start Up Budget / Cashflow
FY 2020

SUMMARY NOTES and Assumptions:

REVENUE: 420 Students Projected

Federal, State and/or Local Revenue \$4,200,000 Rev Per Pupil

Federal Grant \$240,000

Meal Fees \$302,400 Federal Child Nutrition

Total Revenue \$4,742,400

Expenses:

Personnel \$3,584,640 Certified and Classified

Instruction \$210,400 Textbooks, student supplies,
furniture, and equipment

Services & Supplies \$280,410

Contracted Services \$575,900

Facilities \$149,935 Rent, utilities, and maintenance

Total Expenses: \$4,801,285

Contingency Fund \$400,107 1 Month Operating Expenses

Total Expenses and Contingency: \$5,201,392

Surplus (Deficit) (\$458,992)

Beginning Cash \$240,000 Federal Grant

Additional Grants Required \$250,000

Ending Cash \$31,008

EXPENSES:

ADMINISTRATIVE COSTS:

Head of School \$125,000

Director of Teaching and Learning \$90,000

CSFO / Business manager \$90,000

TOTAL ADMINISTRATIVE COSTS: \$305,000

EXPENSES:

ADMINISTRATIVE COSTS:

Head of Schools \$125,000

Director of Teaching and Learning \$90,000

CSFO / Business manager \$90,000

TOTAL ADMINISTRATIVE COSTS: \$305,000

CERTIFIED PERSONNEL COSTS:

Director of Development \$75,000 Base \$75,000

Teachers (18) \$810,000 Base \$45,000

Gifted / Makers' Space \$45,000 Base \$45,000

ELL / Foreign Language \$45,000 Base \$45,000

Music/Arts/PE/ (4) \$180,000 4 PE/1 Art @ \$45,000

Guidance Counselor \$45,000 Base \$45,000

Literacy / Math Lab Teachers (2) \$90,000 Base \$45,000

Special ED Teacher \$90,000 Base \$45,000

Media / Instructional Tech Specialist \$45,000 Base \$45,000

Salary plus benefits for July 2020 \$120,000 Teachers & Social Worker @\$4000

TOTAL CERTIFIED PERSONNEL COSTS: \$1,545,000

CLASSIFIED PERSONNEL COSTS:

Technology Support \$18,000 Base \$18,000
Community Liaison \$50,000 Base \$50,000
Clerical Assistants (3) \$105,000 Base \$35,000
Para K - 1 (6) \$150,000 Base \$25,000
Math Para (3) \$75,000 Base \$25,000
Literacy Para (3) \$75,000 Base \$25,000
SPED Para (2) \$50,000 Base \$25,000
Social Worker \$40,000 Base \$40,000
Security Services (2) \$72,000 \$25/hour 180 days Contracted
Nurse (RN) \$50,000 Base \$50,000
Nurse Aide \$25,000 Base \$25,000
TOTAL CLASSIFIED PERSONNEL COSTS: \$710,000

TOTAL PERSONNEL EXPENSES \$2,560,000

PAYROLL TAXES AND BENEFITS: Total 52 Employees

Retirement Benefits \$320,000 Employer Contribution
12.5% of Salaries
Health Benefits \$508,800 \$9,600/Year/Employee
FICA \$195,840 Employer Contribution
7.65% of Salaries
TOTAL PAYROLL TAXES AND BENEFITS: \$1,024,640

TOTAL PERSONNEL, TAX, \$3,584,640

& BENEFIT EXPENSES:

CONTRACTED SERVICES:

Audit \$12,000 Contracted
Payroll Services \$3,000 ADP contract
Banking Fees \$600 Contracted
Legal Services \$2,400 Contracted
Paras Classrooms (3) \$30,000 Base \$10,000 Contracted
Food Service \$302,400 Total students * \$4 * 180 days
Contracted
Food Service \$30,000 Base \$30,000 Contracted
Maintenance - 2 Custodians \$72,000 Base \$36,000 Contracted
Transportation \$100,000 Contracted

Pest Control \$1,000 Contracted
Waste Disposal \$2,500 Contracted
Special Education \$20,000 Testing, OT, PT
TOTAL CONTRACTED SERVICES: \$575,900

SCHOOL OPERATIONS:

Classroom/Teaching Supplies & Materials:

Textbooks \$29,400 Textbooks @ \$70/Student
Classroom Supplies \$21,000 \$50 per student
Servers & Software \$10,000 Start-up \$300/Classroom
Field Trips \$2,400 \$200 /Field Trip - 2 Trips/grade
Instructional Equipment \$21,600 \$1,200/Classroom
Library and Media Center \$11,550 \$27.50 / student
Student Assessment \$4,200 \$10 / student
PE Equipment \$21,000 \$50/Student Start-up
Art Supplies \$10,500 \$25/Student Start-up
Supplementary Instruction \$78,750 Licensing Fee @\$350ea. for
each student Grades 3-5
Classroom/Teaching Supplies \$210,400
& Materials Total:

Services and Supplies:

Student Uniforms \$18,900 \$45/Student + replacement cost
Office Supplies \$5,250 \$12.50 / student
Office Furniture \$3,000
Office Computers & Software \$10,000 10 @\$400ea Clerical &
Adm. Plus 10% Replacement
Printing and Copy Services \$10,600 \$200 / employee
Postage and Shipping \$1,260 \$3 / student
Janitorial Supplies & Services \$8,400 \$20 /student
Prof. Development \$79,500 \$1,500 / FTE \$1,500 / FTE
Health Services \$500
Staff Recruitment \$20,000
Student Recruitment \$20,000
Tech Support \$6,000 Computer Hardware Maintenance
Marketing \$80,000

Health Supplies \$1,000
Phone/Internet Service \$6,000
Liability & Property Insurance \$10,000
Services and Supplies Total: \$280,410

Facilities:

Rent/Lease/Mortgage \$40,000 Lease Agreement
Grounds Maintenance \$7,500 Grounds Upkeep
Maintenance & Repair \$36,499 0.3% of expenses
Utilities \$60,000 @ 5,000/month
Fire Safety and Compliance \$6,000 (\$500/Mo)
Facilities Total: \$149,999

8. Attachment 29: Financial Plan Workbook

Submit the completed **Financial Plan Workbook**. In developing your budget, please use the per-pupil revenue projections provided by the authorizer and included with this application.

Prepare your submission using the Financial Plan Workbook Template provided by BCS.

Complete ALL sheets in the workbook.

NOTE: Applicants for multiple schools should complete all sheets in the workbook for all schools opening in year one.

[Click here](#) for template.

<https://BCSCSA.fluidreview.com/resp/20289624/UV9nQ1dlyT/>

Network Financial Plan

(For applicants proposing to replicate an existing school model or to operate multiple schools under a single contract)

1. Describe the roles and responsibilities of the school versus the network with respect to school finances and distinguish between each.

N/A

2. Discuss any material audit findings for your organization or any school that you operate.

N/A

3. Describe how the organization will provide and publish an independent annual audit of the organization-level financial and administrative operations.

N/A

4. Attachment 30: Detailed Budget for the Network Level.

Include the following, in individual sheets:

- a. Start-up Budget: The start-up budget should list all anticipated revenue and expenditures for the network in the period leading up to the first fiscal year in which the school(s) listed in this proposal would open. In other words, this budget demonstrates how the organization will support pre-opening activities until the first school(s) proposed in this proposal open.
- b. Year one budget
- c. Startup/year one monthly cash flow projection

(No response)

5. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

N/A

6. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met or are not met on time.

N/A

7. Attachment 31: Budget Narrative for Network-Level Budgets

Submit a clearly labeled **budget narrative for network-level budgets**, including detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which budgets will rely on variable income (e.g., grants, donations, fundraising) and how the organization will meet fundraising goals. Include the following:

- a. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the network's core operation depends.
- b. Discuss contingency plans to meet financial needs if anticipated revenues are not received or are lower than estimated.
- c. Year one cash flow contingency, in the event that revenue projections are not met in advance of the proposed school(s) opening.

(No response)

Financial Management Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

- a. Financial management.
- b. Fundraising and development.
- c. Accounting and internal controls.

a. Financial management.

Becky Lee has experienced managing finances in schools, school districts, and in State Departments of Education. She has worked both in and out of the state of Alabama and has knowledge of a variety of school and system models. Dr. Lee's financial projections are based on a career of experience in education finance and operations.

Dr. Tommy Bice has experience with financial management at the school, system, and State Department level. In addition to Dr. Lee, Dr. Bice brings a career of experience with education finance as the President of the Board of I3 Academy.

Dr. Martin Nalls Head of Schools has experience managing finances at the school and system level, as well as managing finances for the non-profit he founded, College Admissions Made Possible.

b. Fundraising and development.

As the founder and director of a non-profit Dr. Nalls has experience in fundraising and development that he will bring to I3 Academy.

As the Education Director for the Mike and Gillian Goodrich Foundation Dr. Bice oversees development and fundraising for education programs in Birmingham.

I3 Academy will have a Development Coordinator to coordinate all local, state, and federal grant opportunities. The Board and Head of School has begun the process of fundraising and development, and two grants have been applied for.

c. Accounting and internal controls.

In her multiple roles in education finance at district and state level Dr. Lee has experience overseeing accounting and monitoring internal controls in public schools. Dr. Lee will be assisting the applicant team in setting up a sustainable system and hiring a CSFO with experience in the area of accounting and internal controls.

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List of Addenda

The following addenda should be completed as applicable by start-up operators. Note that some addenda require additional attachments.

1. Addendum 1: For proposals from applicants using EDUCATION SERVICE PROVIDERS

1. Attachment ESP-1: ESP audited financial statements and annual report
2. Attachment ESP-2: ESP contract

Addendum 1: For applicants using EDUCATION SERVICE PROVIDERS

This addendum is required of every operator that proposes school operation or management via contract with a third-party education service provider (ESP).

An ESP is any third-party entity that provides comprehensive education management services to a school VIA CONTRACT with the school's governing board. (In essence, an ESP does not propose to hold the charter, but rather to contract with the charter holder.)

Complete each section as applicable. All applicable sections of this addendum **MUST** be completed in order for the proposal as a whole to be deemed complete. If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state **AND** explain why the applicant believes the particular question does not apply. If a question has been thoroughly answered earlier in the narrative proposal, the applicant should so state **AND** reference the section, question number, and page number. If an applicant is unsure as to whether or not a particular section is required, it is the responsibility of the applicant to contact BCS for guidance.

ESP Selection

1. Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.

N/A

2. Explain how and why the ESP was selected, including when and how the applicant learned of the ESP, which other ESPs were considered, why the ESP was selected over other ESPs, and what due diligence was conducted.

N/A

ESP Prior History

1. Explain the ESP's success in serving student populations similar to the target population of the school, including demonstrated academic achievement.

Describe the ESP's demonstrated academic track record as well as successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs). Provide summary information from reference checks conducted by the applicant (regarding the third-party ESP), identifying each reference.

N/A

2. List all schools currently or formerly operated by the ESP.

Identify those schools that serve the same grade levels *and* student populations demographically similar to the anticipated population of the proposed school. Include name, year opened, contact information, location, number of students, and contact information for the authorizer for each currently operating school.

N/A

3. Attachment ESP-1: ESP audited financial statements and annual report

Provide evidence of the financial health of the ESP. Attach the most recent **independent financial audit report of the ESP and its most recent annual report.**

(No response)

4. List and explain any management contract terminations as well as any charter revocations, non-renewals, or withdrawals/non-openings that the proposed ESP has experienced in the past five (5) years.

N/A

Legal Relationship with ESP

1. Provide evidence that the board is independent from the ESP and self-governing, including evidence of independent legal representation and arm's-length negotiating.

N/A

2. Describe any existing or potential conflicts of interest between the school's governing board, proposed school employees, proposed ESP, and any affiliated business entities.

N/A

3. List all subsidiaries or related entities that are affiliated or owned in whole or in part by the ESP, and identify the nature of those entities' business activities.

N/A

4. Explain whether the school has or will have any relationship with or receive any services from any of the entities listed in the previous question.

N/A

5. Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the charter school board will oversee the ESP's supervisory responsibilities.

N/A

6. If the school's governing board intends to execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement, or any other facility or financing relationships with the ESP, provide evidence that such agreements are separately documented and not part of or incorporated in the school management contract.

Any facility or financing agreements must be consistent with the school governing board's authority and practical ability to terminate the management agreement and continue operation of the school.

N/A

7. Describe and provide documentation of any loans, grants, or investments made between the ESP and the school, including an explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.

N/A

ESP Management Plan

1. Provide a detailed description of the roles and responsibilities of the ESP.

N/A

2. Describe the scope of services and costs of all resources to be provided by the ESP.

N/A

3. Describe the oversight and evaluation methods that the Board will use to oversee the ESP.

What are the school-wide and student achievement results that the management organization is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals? Will there be an external evaluator to assess the ESP's performance? What are the conditions, standards, and procedures for board intervention, if the management organization's performance is deemed unsatisfactory?

N/A

4. Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the ESP.

N/A

5. Describe the respective financial responsibilities of the school governing board and the ESP.

Who will own property purchased with public funds? Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?

N/A

6. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract.

How often will the management agreement be renewed? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the school terminate the management agreement for cause, and without cause? List any indemnification provisions in the event of default or breach by either party.

N/A

7. Describe the plan for the operation of the school in the event of termination of the management agreement.

N/A

8. Attachment ESP-2: ESP Contract

Provide a draft of the **proposed management agreement** with the ESP.

(No response)