

Alabama Charter School Application for an Opening in Fall 2026 or Fall 2027

Invictus Career Institute

Submitted to: *Alabama Public Charter School Commission*

Submitted by: *Harriette Thompson*

Submitted at: *03/14/2025 02:03 PM*

Application Elements

Elements Reviewed: 1 / 31

1. GENERAL

Status: Reviewed

Form Result

Please provide the following information to support the processing of this application. By signing and submitting this application you are giving permission for Commission staff to review the application and contact you for further information and clarification.

School Information

Proposed School Name	Invictus Career Institute
School Type	☒ Middle/High School
Grade Levels Served at	☒ 6th
Capacity	☒ 7th
	☒ 8th
	☒ 9th
	☒ 10th
	☒ 11th
	☒ 12th
School District Name	Bessemer City Schools
Neighborhood / Community	Bessemer Alabama
Physical Address	995 Ninth Avenue SW, Bessemer, Alabama, 35022
Phone Number	-
Web Site	www.invictuscareerinstitute.org
If a Letter of Intent (LOI) was submitted, please attach a copy	

Contact Person Information

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

Contact Name	Harriette Thompkins
Title / Relation to School	School Leader
Mailing Address	968 Thomas Drive, Birmingham, Alabama, 35215
Primary Phone Number	+1(205) 585-8386
Email Address	hthompkins@invictuscareerinstitute.org
Preferred Method of Contact	☒ email

Operational Information

Anticipated Opening Year	☒ Fall 2027
Operator Type	☒ New Operator
Is the entity behind the school out of state?	No
Is the school part of a network, such as a CMO, EMO?	No
	-
School Calendar Type	☒ Standard Instructional Days
Number of instructional days in a school year	180

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Switch

I Agree

Harriette Thompkins

School Leader

03/13/2025 (UTC)

Switch

On

Element Review

Rating/Description

Complete -  Final Rating

Added by Logan Searcy at 03/17/2025

2. EXECUTIVE SUMMARY

Reviewer Instructions

Rate the Executive Summary below

Status: **Not Reviewed****Form Result**

1) Mission Statement. The mission statement is a brief description of the fundamental purpose of the school and should include any organizing theme or concept if applicable. The statement is the expressed public purpose of the school defining its culture, goals and values.

Mission Statement

Our mission is to empower students in grades 6-12 with the knowledge, skills, and hands-on experiences necessary for success in health and medical careers. Through rigorous academics, real-world learning, and industry partnerships, we cultivate compassionate, skilled professionals who are prepared to lead, innovate, and serve their communities in the ever-evolving healthcare field.

2) School Vision. Identify the community being served and provide a brief statement on how the proposed school would operate within that community. Include long-term goals for how the school would enhance and provide a service to the community. Define benchmarks

for what a successful endeavor entails. Align with the stated goals of the Alabama School Choice and Student Opportunity *Act. Ala. Code § 16-6F-3 (2023)*.

School Vision

Our vision is to be a premier institution that inspires and prepares the next generation of healthcare leaders in Jefferson County, Alabama. Invictus Career Institute (ICI) will serve a diverse student population, including economically disadvantaged students and those historically underrepresented in healthcare careers. By providing a rigorous, hands-on curriculum aligned with industry standards, ICI will equip students with the skills, knowledge, and professional network necessary to excel in the healthcare field.

Operating as a career-focused educational institution, ICI will collaborate with local hospitals, clinics, colleges, and community organizations to offer students early exposure to healthcare professions through dual enrollment, internships, and work-based learning experiences. The school will provide a structured pathway from middle school through high school, ensuring students receive foundational knowledge, technical training, and essential soft skills, including leadership, empathy, and cultural competency.

Long-Term Community Impact and Service:

ICI will enhance Jefferson County's healthcare workforce by addressing critical shortages of skilled professionals, particularly in underserved areas. Through community outreach initiatives, health education programs, and partnerships with healthcare providers, ICI will contribute to public health improvements and workforce development in the region. Our graduates will not only be workforce-ready but also prepared to continue their education in postsecondary institutions or enter healthcare careers directly.

Benchmarks for Success:

- **Student Achievement:** 90% of students will meet or exceed proficiency levels in math and literacy, closing achievement gaps and ensuring college and career readiness.
- **Career Readiness:** 100% of graduates will earn at least one industry-recognized credential in healthcare.
- **Postsecondary and Workforce Placement:** 85% of graduates will enroll in postsecondary education or secure employment in a healthcare-related field within one year of graduation.
- **Community Engagement:** ICI students will participate in a minimum of 20 hours of community-based healthcare service annually.
- **Retention and Graduation Rates:** Maintain a student retention rate of 90% and a high school graduation rate of 95%.

ICI's mission aligns with Alabama's commitment to expanding high-quality educational options by providing a specialized, career-oriented curriculum that meets the needs of students and employers. The school will promote educational innovation, workforce development, and academic excellence, ensuring that all students—regardless of background—have access to a pathway toward economic mobility and professional success. Through a rigorous and equitable approach, ICI will serve as a model for career-focused education, demonstrating how targeted instruction and industry partnerships can drive meaningful student and community outcomes.

3) Educational Need and Anticipated Student Population. Describe the anticipated student population, 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 applicable restrictions on enrollment eligibility and selection. As an attachment, provide evidence of the educational need in the community.

Educational Need and
Anticipated Student
Population

The healthcare sector in the United States is experiencing rapid growth, yet African Americans remain significantly underrepresented in medical professions. Despite comprising approximately 12.1% of the U.S. working-age population, Black individuals account for only 5.7% of physicians nationwide. This underrepresentation is particularly pronounced in Alabama, where Black residents face substantial health disparities, including higher rates of chronic illnesses and limited access to quality healthcare.

Communities like Bessemer, Alabama, with significant African American populations, confront numerous healthcare challenges. These include elevated incidences of chronic conditions such as hypertension, diabetes, heart disease, and maternal health disparities. Social determinants of health—such as economic instability, educational gaps, and limited access to preventive care—further exacerbate these inequities. Studies have shown that increasing the number of Black healthcare professionals leads to improved health outcomes in African American communities by fostering trust, enhancing patient compliance, and reducing disparities in treatment and diagnosis.

Subgroup Populations

Anticipated Student Demographics at Invictus Career Institute (ICI)

The student demographic at Invictus Career Institute (ICI) is expected to reflect the diversity of Bessemer and the surrounding areas, mirroring demographic trends and shifts observed in Bessemer City Schools, Jefferson County Schools, and nearby districts. More specifically, according to the Alabama Department of Education (ALDE) report card, over the past decade, Bessemer has seen shifts in its student population, including an increase in Hispanic/Latino and multiracial student enrollment and a continued predominance of Black or African American students. Jefferson County Schools, which serves a broader regional population, has also seen growth in minority student enrollments, particularly among Hispanic and multiracial students.

These demographic shifts are significant because they reflect broader societal and cultural changes that impact both educational needs and opportunities. As these trends evolve, they underscore the importance of ensuring that the academic environment is reflective of, and responsive to, the changing needs of the student body. It is crucial that ICI proactively adapts its programs, support services, and outreach strategies to meet the needs of these diverse populations.

Given outreach and education need, we anticipate the majority of ICI's students are anticipated to come from Bessemer City

Schools, Jefferson County Schools, and other local districts, with a smaller percentage potentially transferring from surrounding areas such as Shelby County. Based on current demographic trends and our target location, ICI expects that the largest racial group will be Black or African American students, followed by Hispanic/Latino students and white students, with less than 5% enrollment from other racial groups.

Demographic Projections

Race/Ethnicity	Bessemer City Schools (2023-24)	Jefferson County Schools (2023-24)	ICI Year 1 Estimate	ICI Year 5 Estimate
Black or African American	78%	52%	75%	70%
Hispanic/Latino	18%	15%	15%	20%
White	3%	42%	7%	10%
Two or More Races	<5%	3%	<5%	<5%
Asian	<1%	<1%	<1%	<1%
American Indian/Alaska Native	<1%	<1%	<1%	<1%

<https://reportcard.alsde.edu/>

Additionally, ICI expects its student population will nearly mirror the districts of location, expecting similar trends to those across Alabama, including:

- **An increase in English Language Learner (ELL) populations, particularly among Hispanic/Latino students.**

- A steady rise in students with disabilities, aligning with statewide and local increases.
- A high percentage of economically disadvantaged students, similar to Bessemer City Schools and other surrounding districts

More specifically, [longitudinal data](#) shows, Hispanic and Latino students now make up over 12% of the student population – nearly doubling their enrollment over the past decade. Across the state, local districts have been [enrolling more and more immigrant students](#) and English learners, who typically come from Spanish-speaking countries.

The population of English Language Learner (ELL) students in U.S. schools has been steadily increasing over the past few decades, reflecting broader demographic shifts driven by immigration, globalization, and the growing diversity of the U.S. population. According to the National Center for Education Statistics (NCES), the percentage of ELL students in public schools rose from 8.1% in 2000 to 10.1% in 2017, with the number of ELL students growing from 3.8 million to 5 million during that time—a 31.6% increase (NCES, 2023). This trend is expected to continue, with some projections suggesting that ELL students could make up 25% of the total student population by 2025 (Pew Research Center, 2018). States like California, Texas, Florida, New York, and Illinois have historically had the highest ELL populations, but states in the Southeast, such as Alabama, Georgia, and North Carolina, have also seen significant growth due to changing migration patterns and refugee resettlement programs (Migration Policy Institute, 2016).

In Alabama, for example, the ELL student population has grown dramatically over the past two decades. In 2005, there were approximately 12,000 ELL students in Alabama public schools, but by 2015, that number had surged to over 30,000—a 150% increase (Alabama State Department of Education, 2015). This growth is attributed to increased immigration and the state's participation in refugee resettlement programs. Nationally, the Pew Research Center reports that between 2000 and 2015, the number of ELL students grew by 1.2 million, accounting for a disproportionate share of total enrollment growth during that period (Pew Research Center, 2018). Similarly, the Migration Policy Institute (MPI) found that ELL student populations increased by 28% between 2000 and 2016, compared to just a 4% increase in the overall student population (MPI, 2016).

These trends have significant implications for schools, particularly in terms of resource allocation, teacher training, and community engagement. Schools must invest in bilingual

education programs, English as a Second Language (ESL) instruction, and culturally responsive teaching practices to meet the needs of ELL students. Additionally, there is a growing demand for teachers trained in ESL strategies and culturally competent practices to support this diverse student population. States and districts must also develop policies that address the unique needs of ELL students, such as language assessments, graduation requirements, and access to advanced coursework. By proactively addressing these trends, schools can ensure that ELL students achieve academic success and contribute meaningfully to their communities.

References

- National Center for Education Statistics (NCES). (2023). English Language Learner (ELL) Student Enrollment Trends. Retrieved from <https://nces.ed.gov>
- Pew Research Center. (2018). 6 Facts About English Language Learners in U.S. Public Schools. Retrieved from <https://www.pewresearch.org>
- Migration Policy Institute (MPI). (2016). English Learners and the Growing Student Population. Retrieved from <https://www.migrationpolicy.org>
- Alabama State Department of Education. (2015). ELL Data and Reports. Retrieved from <https://www.alsde.edu>

Recent data indicates a consistent increase in the number of students with disabilities both nationally and within Alabama. Nationally, the number of students aged 3–21 served under the Individuals with Disabilities Education Act (IDEA) rose from 6.4 million in the 2012–13 school year to 7.5 million in 2022–23, increasing from 13% to 15% of total public school enrollment. nces.ed.gov

In Alabama, 13.3% of public school students were identified with disabilities in 2022–23, totaling approximately 99,900 students. [Stacker](#)

Regarding economic disadvantage, Bessemer City Schools reported that 60.1% of its 3,246 students were economically disadvantaged. [usnews.com](#)

These statistics highlight a significant presence of economically disadvantaged students in Bessemer City Schools, reflecting broader trends observed in similar districts across Alabama.

Student Category	Bessemer City Schools (2023-24)	Jefferson County Schools (2023-24)	ICI Year 1 Estimate	ICI Year 5 Estimate
Limited English Proficiency (ELL)	10%	9%	10%	10%
Students with Disabilities	15%	19%	15%	15%
Economically Disadvantaged	85%	71%	85%%	85%%

*

Addressing Academic Challenges & Opportunities

ICI is being established to meet the urgent need for high-quality, career-focused education in healthcare and related fields for underserved students in Bessemer and surrounding areas. Currently, Bessemer City Schools and Jefferson County Schools face significant academic achievement gaps, particularly in math, reading, and science proficiency. No high school within Bessemer City, Midfield City, Fairfield City, or Jefferson County Schools consistently outperforms the Alabama state average in these subjects.

Bessemer, Alabama, faces notable socioeconomic challenges when compared to state averages.

Poverty Rates:

- Approximately 45.5% of adults in Alabama report difficulties affording typical expenses, indicating significant financial strain statewide.
- Approximately 30.7% of the adults in Bessemer lived below the poverty line

Per Capita Income:

- Alabama's per capita income is \$34,835, with a median household income of \$62,027.

- **As of the 2000 census, the median household income in Bessemer was \$37,844, with a per capita income of \$24,074.**

Educational Attainment:

- **In Bessemer, 86.9% of residents aged 25 and over have at least a high school diploma, and 14.4% hold a bachelor's degree or higher.**
- **Approximately 88.1% of Alabama residents aged 25 and over have attained at least a high school diploma, and 27.8% have earned a bachelor's degree or higher.**

These statistics highlight the socioeconomic and educational challenges faced by Bessemer relative to Alabama's state averages.

Despite recent gains in high school graduation rates, proficiency levels in core subjects remain low, underscoring the need for targeted, high-quality academic and career training programs. By providing rigorous curricula, and including hands-on medical pathways, certifications, and real-world healthcare experiences to maintain student engagement, ICI aims to bridge these gaps and prepare students for post-secondary success in high-demand healthcare fields.

Through a focus on equity, inclusion, and workforce readiness, ICI will ensure that students of all backgrounds have access to high-quality education, career training, and opportunities for upward mobility.

File Upload

ICI Education Need.pdf

53.71 KB • Added 4 days ago

4) Education Plan/School Design. Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that suggests the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would measure its progress.

Education Plan/School
Design

Invictus Career Institute (ICI) is committed to addressing the educational challenges faced by students in Bessemer, Alabama, and surrounding areas, by equipping them with the skills, knowledge, and professional mindset necessary to excel in the healthcare industry. ICI aims to close achievement gaps, advance academic excellence, and prepare students for successful careers in nursing, patient care, health information technology, biotechnology, and human services.

Through strong partnerships with healthcare institutions, local colleges, and community organizations, ICI provides a dynamic learning environment that integrates classroom instruction with hands-on experience, professional mentorship, and real-world applications.

By offering an industry-driven, student-centered curriculum, ICI ensures that its graduates are career-ready, college-prepared, and capable of making meaningful contributions to their communities. At Invictus Career Institute (ICI), students in grades 6 through 8 are immersed in a dynamic learning environment that brings healthcare education to life. Building on strong partnerships with local healthcare institutions, colleges, and community organizations, ICI offers more than just classroom instruction—it provides students with hands-on experiences, professional mentorship, and real-world applications that ignite a passion for the health sciences.

Students participate in interactive health science workshops where they delve into topics like anatomy, nutrition, first aid, and basic medical procedures. These workshops, led by healthcare professionals from partnering institutions, allow students to explore the human body, learn essential life-saving skills, and understand the basics of patient care in a hands-on setting.

To broaden their horizons, students take part in Health Career Exploration Days, where they meet nurses, pharmacists, physical therapists, public health officials, and other healthcare professionals. These events offer students the chance to learn about various roles within the healthcare field, ask questions, and gain valuable insights into potential career paths.

ICI also encourages students to apply their learning outside the classroom through community health projects. Whether participating in wellness fairs, conducting health education campaigns, or volunteering at local clinics, students experience the impact of healthcare firsthand, reinforcing their classroom lessons with real-world applications.

To enhance practical skills, students engage in simulated medical scenarios using state-of-the-art simulation labs. Here, they practice responding to medical emergencies, conducting

health assessments, and caring for patients using medical mannequins and virtual reality tools, fostering critical thinking and problem-solving skills in realistic healthcare settings. Recognizing the importance of STEM in healthcare, ICI integrates science, technology, engineering, and math into its health curriculum. Students explore fields such as biomedical engineering, medical technology, and health informatics, discovering how technology and science intersect with healthcare to improve patient outcomes.

Mentorship is a cornerstone of the program, with students paired with healthcare professionals who provide ongoing guidance, career advice, and support. These mentors serve as role models, inspiring students to pursue their healthcare dreams and offering valuable advice as they navigate their educational journey.

Health literacy is woven into the curriculum, teaching students about personal health management, mental health awareness, and disease prevention. These lessons empower students to make informed health choices and promote lifelong wellness practices.

Field trips to hospitals, laboratories, and research centers give students an up-close look at the healthcare industry in action. Whether observing surgeries, touring medical labs, or learning about the latest in medical technology, these experiences deepen students' understanding and excitement for healthcare careers.

To foster leadership and community engagement, ICI offers health science clubs and hosts health education competitions, where students can showcase their knowledge, develop leadership skills, and collaborate with peers who share their interests.

Finally, an elective course on healthcare careers allows students to explore different professions, understand educational requirements, and stay informed about industry trends. This course equips students with the knowledge and tools they need to plan their futures in healthcare confidently. Through these comprehensive programs, Invictus Career Institute ensures that students in grades 6 through 8 receive a well-rounded, engaging, and inspiring education in the health sciences—preparing them for a future where they can make a meaningful impact in the healthcare field.

At the high school level, Invictus Career Institute (ICI) elevates its healthcare-focused career pathways by providing students with advanced, hands-on experiences, professional mentorship, and opportunities for real-world application that prepare them for healthcare careers and post-secondary education.

High school students at ICI engage in clinical internships at local hospitals, clinics, and healthcare facilities, where they shadow professionals in various roles, such as nurses, doctors, physical therapists, and medical lab technicians. These internships allow students to apply classroom learning in real healthcare settings, observe patient care, and gain valuable insights into daily healthcare operations.

The program offers specialized health science courses, including Anatomy and Physiology, Medical Terminology, Pharmacology, and Health Informatics. These courses deepen students' understanding of the human body, medical language, drug interactions, and the role of technology in healthcare delivery. Advanced courses like Medical Ethics and Healthcare Management introduce students to the critical thinking and administrative aspects of the field.

Students participate in hands-on laboratory experiences, using medical simulation labs equipped with high-fidelity mannequins, diagnostic tools, and virtual reality technology. These labs allow students to practice patient assessments, emergency response techniques, and medical procedures in a controlled, realistic environment.

To enhance their learning, ICI offers certification programs in areas such as Basic Life Support (BLS), First Aid, CPR, and Certified Nursing Assistant (CNA) training. Earning these industry-recognized credentials before graduation gives students a competitive edge when entering the workforce or pursuing further education.

Health Science Capstone Projects challenge students to apply their knowledge by identifying healthcare issues in their communities and developing evidence-based solutions. These projects foster critical thinking, research skills, and community engagement, culminating in presentations to healthcare professionals and community leaders.

Through mentorship programs, students are paired with healthcare professionals who provide guidance on career pathways, college applications, and job shadowing opportunities. Mentors help students set realistic career goals and offer advice on navigating the healthcare industry.

ICI facilitates dual-enrollment programs with local colleges and universities, allowing students to earn college credits in healthcare-related courses while still in high school. This partnership gives students a head start on their post-secondary education and exposes them to advanced healthcare studies.

Students are also encouraged to participate in healthcare-related extracurricular activities, such as Health Occupations Students of America (HOSA) clubs, where they can compete in

healthcare science events, leadership challenges, and community service initiatives.

Guest speaker series bring healthcare professionals from various specialties, including doctors, surgeons, public health experts, and healthcare administrators, to speak with students about industry trends, technological advancements, and career opportunities. These sessions provide students with up-to-date industry knowledge and networking opportunities. Field experiences include visits to pharmaceutical companies, public health organizations, biomedical research labs, and health tech startups. These trips expose students to the breadth of the healthcare industry beyond traditional roles and highlight emerging fields like telehealth and personalized medicine.

Recognizing the importance of holistic health, ICI incorporates mental health education into the curriculum, covering topics such as stress management, mental health disorders, and access to mental health resources. Students learn to recognize mental health issues in themselves and others and understand the role of healthcare professionals in mental wellness.

For students interested in healthcare administration, the program offers courses in Healthcare Finance, Policy, and Ethics, preparing them for leadership roles in healthcare settings. Students learn about healthcare laws, insurance systems, and the ethical considerations of patient care.

Finally, students are encouraged to participate in healthcare outreach programs, where they educate their communities on health topics such as nutrition, disease prevention, and wellness practices. These initiatives reinforce students' roles as future healthcare leaders and build strong community ties. By integrating advanced coursework, practical experiences, professional mentorship, and community engagement, Invictus Career Institute equips high school students with the knowledge, skills, and confidence to pursue healthcare careers, excel in higher education, and make meaningful contributions to the healthcare industry.

Core Educational Strategies

ICI's educational approach is built on three core pillars:

- 1. Academic Excellence & Career Readiness**
- 2. Social-Emotional Learning & Student Support**
- 3. Community & Industry Partnerships**

Academic Excellence & Career Readiness

ICI's rigorous curriculum is designed to provide students with the academic foundation and technical skills required to thrive

in the healthcare field. The school offers specialized career pathways in:

- 1. Nursing (LPN) – Prepares students with foundational nursing knowledge and clinical experience for Licensed Practical Nurse certification.**
- 2. Patient Care Technician (PCT) – Focuses on essential patient care skills, including vital signs monitoring, phlebotomy, and EKG administration.**
- 3. Health Information Technology (HIT) – Develops students' proficiency in medical coding, data management, and electronic health records.**
- 4. Biotechnology – Provides instruction in laboratory procedures, medical research, and pharmaceutical sciences.**
- 5. Human Services – Equips students with the skills needed for roles in counseling, community health, and social work.**

ICI's curriculum (See Curriculum Section) integration strategy ensures that students receive:

- Core academic instruction aligned with Alabama Department of Education state standards and Alabama College & Career Ready Standards.**
- Dual enrollment opportunities with local colleges to earn college credits before graduation beginning in grade 10**
- Industry-recognized certifications, such as Certified Nursing Assistant (CNA), EKG Technician and Medical Coding Specialist.**
- Clinical rotations, internships, and job shadowing experiences with hospitals, clinics, and healthcare agencies.**
- To close proficiency gaps in literacy and math, ICI will implement targeted tutoring, academic interventions, and a structured ACT preparation program to support students in meeting college entrance requirements.**
 - To close proficiency gaps in literacy and math, Invictus Career Institute (ICI) will implement a comprehensive strategy that combines targeted tutoring, personalized academic interventions, and**

a structured ACT preparation program. This multifaceted approach is designed to ensure that all students develop the skills necessary to meet college entrance requirements and excel academically.

- **Targeted Tutoring Program:** ICI will establish a robust tutoring system where students receive individualized and small-group support in literacy and math. Qualified educators and trained peer tutors will deliver these sessions, focusing on foundational skills and addressing specific areas where students struggle. Tutoring sessions will be scheduled both during and after school hours, providing flexibility to accommodate students' needs. The program will use data from formative assessments to identify students who require additional support and tailor the tutoring sessions accordingly. This targeted approach ensures that students receive focused assistance in areas where they need the most help, reinforcing classroom instruction and building confidence in their abilities.
- **Personalized Academic Interventions:** Recognizing that each student learns differently, ICI will implement academic interventions tailored to individual learning styles and needs. These interventions include differentiated instruction within the classroom, where teachers modify lesson content, pacing, and teaching strategies to address varying skill levels. Additionally, students performing below grade level in literacy and math will participate in specialized intervention programs, such as small-group workshops and remedial classes, which provide targeted practice in reading comprehension, vocabulary development, mathematical reasoning, and problem-solving skills. Intervention plans will be developed collaboratively by teachers, instructional coaches, and parents, ensuring that students receive consistent support across all learning environments.
- **To support ongoing progress,** ICI will schedule regular data review sessions where educators analyze assessment results, track student growth, and adjust intervention strategies as needed. These data-driven practices will help identify trends,

measure the effectiveness of interventions, and ensure that no student falls behind.

- **Structured ACT Preparation Program:** To help students meet college entrance requirements, ICI will introduce a structured ACT preparation program starting in the junior year, with opportunities for students to begin earlier if needed. The program will include weekly ACT prep classes that cover core subjects—English, Math, Reading, and Science—aligning with the content and format of the exam. These classes will incorporate practice tests, targeted skill-building exercises, and test-taking strategies to enhance students' familiarity with the ACT format and improve their test performance.
- In addition to classroom instruction, ICI will organize periodic full-length ACT practice exams under real test conditions, allowing students to gauge their progress and identify areas for improvement. After each practice test, students will receive detailed feedback and targeted interventions in the areas where they need the most support.
- To further enhance college readiness, the program will offer workshops on college application processes, time management, and stress reduction strategies, ensuring that students are well-prepared both academically and emotionally for the college admissions process.
- **Integration of Literacy and Math Skills Across Disciplines:** ICI will embed literacy and math skills across all subject areas, emphasizing reading comprehension in science and health courses and integrating mathematical reasoning in lab activities and healthcare analytics. This cross-disciplinary approach helps students apply core skills in real-world contexts, reinforcing their learning and demonstrating the practical applications of literacy and math in healthcare and other academic disciplines.
- **Parental and Community Engagement:** ICI will engage parents and guardians in the academic support process through regular informational sessions and workshops that highlight strategies for supporting literacy and math skills at home. Community partners, including local colleges and

healthcare organizations, will be invited to participate in literacy and math-focused community events, such as reading nights and math fairs, to foster a culture of academic excellence.

- **By implementing targeted tutoring, personalized academic interventions, and a structured ACT preparation program, Invictus Career Institute aims to close proficiency gaps in literacy and math, ensuring that all students are well-equipped to meet college entrance requirements and succeed in their academic and professional futures.**

Social-Emotional Learning & Student Support at ICI, student success extends beyond academics. Social-Emotional Learning (SEL) and Soft Skills are embedded into daily instruction to develop well-rounded individuals with essential life skills.

Social-Emotional Learning (SEL) and soft skills are integral components of Invictus Career Institute's (ICI) approach to education, seamlessly embedded into daily instruction to cultivate well-rounded individuals equipped with essential life skills. Recognizing that academic success is closely tied to emotional intelligence, interpersonal skills, and personal well-being, ICI's comprehensive strategy focuses on developing students' resilience, self-awareness, leadership, and emotional intelligence—skills critical for both professional and personal success.

Individualized Counseling Services: ICI provides personalized counseling services that address academic planning, career guidance, and mental health support. Students work closely with trained counselors who help them set academic goals, explore healthcare and other career pathways, and develop personalized plans to achieve college and career aspirations. Mental health support is an essential component of this service, with counselors available to assist students in managing stress, anxiety, and other emotional challenges. This individualized approach ensures that every student receives the support they need to thrive academically and personally.

Restorative Practices: To foster a positive and inclusive school culture, ICI implements restorative practices that emphasize relationship-building, conflict resolution, and accountability. Restorative circles, peer mediation, and conflict resolution workshops are part of the school's approach to address interpersonal conflicts constructively. These practices encourage students to reflect on their actions, understand the impact of their behavior, and actively participate in repairing

harm. This creates a culture of respect, empathy, and community within the school, enabling students to develop strong interpersonal skills and emotional intelligence.
Cultural Competency and Trauma-Informed Care Training for Staff: ICI prioritizes equity and inclusivity by training all staff members in cultural competency and trauma-informed care. Educators and support staff learn to recognize and address the unique cultural, social, and emotional needs of each student. Trauma-informed practices ensure that students who have experienced adverse events receive support in a sensitive and understanding environment. This training equips staff to create safe, supportive learning spaces where every student feels valued and understood, contributing to both academic success and emotional well-being.

Mentorship Programs: ICI offers robust mentorship programs that pair students in grades 6 through 12 with industry professionals in healthcare and related fields for career coaching and personal development. These mentors serve as role models, offering guidance on career pathways, sharing insights into the healthcare industry, and providing practical advice on leadership, communication, and professional behavior. Mentorship sessions include career exploration, goal setting, resume building, and soft skills development, such as effective communication, teamwork, problem-solving, and adaptability. These relationships foster students' professional growth and enhance their confidence in navigating future career landscapes.

Soft Skills Integration in Daily Instruction: Soft skills—such as teamwork, communication, problem-solving, time management, and adaptability—are embedded into daily classroom instruction across all subjects. Teachers use collaborative projects, group discussions, and problem-based learning activities to develop these skills naturally within the academic context. For example, students may work in teams to complete healthcare case studies, participate in role-playing exercises to practice patient communication, and engage in critical thinking challenges to enhance problem-solving skills. Time management and organizational skills are reinforced through structured classroom routines and goal-setting exercises.

Leadership Development Programs: ICI offers leadership workshops and student leadership roles, encouraging students to take initiative and develop leadership skills early. Students participate in leadership training sessions that cover conflict resolution, effective communication, decision-making, and ethical leadership. Leadership opportunities include serving as peer mentors, leading school health initiatives, and

organizing community health events, which instill confidence and a sense of responsibility in students.

SEL-Focused Curriculum: Social-Emotional Learning is woven into the school's curriculum through dedicated SEL lessons and integration across all subject areas. Lessons focus on building self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Activities include mindfulness practices, reflective journaling, emotional regulation exercises, and group discussions on empathy and social responsibility. This holistic approach helps students manage stress, set and achieve goals, and maintain healthy relationships, preparing them for both academic challenges and life beyond school.

Career Readiness Workshops: In addition to academic and SEL support, ICI hosts career readiness workshops that teach soft skills such as professional communication, workplace etiquette, teamwork, leadership, and adaptability. These workshops include mock interviews, resume writing clinics, networking skills training, and workplace simulations, helping students develop the interpersonal and professional skills essential for success in any career.

Community Engagement and Service Learning: To reinforce SEL and soft skills, students participate in community health outreach programs and service-learning projects. These initiatives involve educating the community on health topics, organizing health fairs, and volunteering at local clinics, which foster empathy, leadership, teamwork, and a sense of civic responsibility.

ICI's holistic approach ensures that students develop not only academic proficiency in literacy and math but also the critical soft skills necessary to excel in their future careers and personal lives. By integrating SEL and soft skills into daily instruction, ICI prepares students to navigate professional and personal challenges with resilience, leadership, and emotional intelligence, positioning them for lifelong success.

Community & Industry Partnerships: Strong partnerships are central to ICI's mission of providing hands-on, career-focused education. The school collaborates with:

- **Healthcare institutions, such as local hospitals, nursing homes, and clinics, to provide internships, apprenticeships, and on-the-job training. (MOU's Attached)**
- **Higher education institutions, such as community colleges and universities, to offer dual credit courses and continuing education pathways. (MOU's Attached)**

- **Community organizations, including nonprofits and government agencies, to engage students in service-learning and volunteer opportunities.**
- **Local businesses and industry professionals, who serve as guest speakers, mentors, and advisory board members to align curriculum with workforce needs.**

Technology Integration: Technology is a key component of ICI's educational model at all grade levels, ensuring students are proficient in industry-relevant tools and digital literacy. The school will:

- **Utilize electronic health record (EHR) systems in health information technology coursework. At Invictus Career Institute (ICI), the Health Information Technology (HIT) coursework is designed to prepare students for the evolving healthcare landscape by integrating Electronic Health Record (EHR) systems into the curriculum. Recognizing the critical role that EHRs play in modern healthcare, ICI ensures that students gain hands-on experience with industry-standard systems like Epic and Cerner, which are widely used in healthcare settings.**
- **Throughout the coursework, students learn to manage essential tasks such as patient registration, documenting medical histories, clinical encounters, medication management, and lab results. These skills are taught through practical, real-world exercises, allowing students to enter and update patient information accurately, record symptoms and diagnoses, manage prescriptions, and review lab results—mirroring tasks they would perform in actual healthcare environments.**
- **To enhance learning, students engage in simulated clinical scenarios where they apply EHR skills in settings such as outpatient clinics, hospitals, and specialty practices. These simulations help students build confidence by practicing tasks like patient check-ins, documentation of physician assessments, and chronic disease management, providing a realistic and hands-on experience.**
- **The curriculum emphasizes how EHR systems improve healthcare workflows by streamlining communication between providers, reducing errors, and enhancing care coordination. Students learn how EHRs support better decision-making by providing real-time access to patient**

data and evidence-based decision support tools, which are critical for improving patient outcomes.

Understanding the importance of data security and patient privacy, ICI incorporates HIPAA compliance and cybersecurity training into the coursework. Students are taught best practices for maintaining patient confidentiality, securing access to electronic records, and recognizing cybersecurity threats, ensuring they are prepared to handle sensitive information responsibly. Additionally, students learn to generate and interpret data reports, which are vital for quality improvement and population health management. They practice extracting data to identify care gaps, analyze patient outcomes, and support healthcare decision-making, equipping them with valuable analytical skills.

The coursework also fosters interdisciplinary collaboration by simulating teamwork between healthcare providers, administrative staff, and IT professionals, highlighting the importance of communication and teamwork in healthcare settings.

To enhance career readiness, students have the opportunity to earn industry-recognized certifications such as Certified EHR Specialist (CEHRS), positioning them for immediate employment upon graduation. By integrating EHR systems into the HIT curriculum, ICI equips students with the technical skills, practical experience, and confidence needed to excel in healthcare roles. This hands-on training ensures that students are well-prepared to meet the demands of the healthcare industry and deliver high-quality patient care from day one.

- **Incorporate virtual simulations and digital labs to enhance healthcare training. At Invictus Career Institute (ICI), virtual simulations and digital labs are integral to healthcare training, providing students with hands-on, risk-free learning experiences.**

Virtual simulations enable students to assess virtual patients, make real-time clinical decisions, and respond to emergencies like cardiac arrest or trauma, enhancing critical thinking and decision-making skills. They practice medication administration, surgical procedures, and infection control protocols in realistic scenarios, while mental health simulations teach therapeutic communication and crisis management.

Digital labs complement this by offering interactive 3D anatomy models, diagnostic test interpretation, and pharmacology exercises, allowing students to explore human anatomy, analyze lab results, and understand drug interactions

in detail. Labs for vital signs monitoring, telehealth consultations, pathology, and radiology prepare students for modern healthcare practices by simulating the use of medical devices, remote patient care, and diagnostic imaging. By integrating these technologies, ICI equips students with practical skills and confidence, ensuring they are well-prepared for the demands of the healthcare industry.

- **Provide one-to-one devices for students to access online resources, research, and complete coursework.**

Extracurricular Opportunities

Beyond academics, ICI offers a variety of extracurricular activities to enrich student experiences:

- **Health Science Club – Encourages students to explore medical careers through guest speakers, field trips, and hands-on projects.**
- **Future Health Professionals (HOSA) – Prepares students for leadership roles in the healthcare industry.**
- **Community Service Initiatives – Provides opportunities for students to engage in volunteer work at local hospitals and nonprofit organizations.**
- **Student Government & Leadership Programs – Develops communication, teamwork, and problem-solving skills essential for future healthcare professionals.**

Invictus Career Institute is committed to preparing students for successful careers in the healthcare industry by providing a rigorous, hands-on, and supportive learning environment. Through academic excellence, career readiness programs, social-emotional learning, and strong industry partnerships, ICI will empower students to become skilled professionals, compassionate caregivers, and engaged citizens.

With a commitment to equity, innovation, and real-world experience, ICI ensures that every student graduates prepared for college, career, and community leadership in the ever-evolving field of healthcare.

Invictus Career Institute (ICI) will be strategically located in the UAB West Medical Building at 995 9th Ave SW, Bessemer, AL 35022. This location provides a unique and financially advantageous opportunity by repurposing a former medical facility into an immersive learning environment tailored to health career education. The existing infrastructure of the building, designed for medical use, significantly reduces

renovation costs while allowing students to train in a setting that closely mirrors real-world healthcare environments. One of the building's floors will be maintained with its original hospital-style layout, including patient rooms, nursing stations, and clinical lab spaces. This will enable students to gain hands-on experience in simulated healthcare scenarios, providing them with a seamless transition from classroom learning to practical application. The facility's existing medical-grade equipment, patient examination rooms, and training labs will be utilized to support instruction in nursing, patient care technology, health information technology, biotechnology, and human services pathways.

Additionally, the location within a former medical complex fosters direct partnerships with healthcare providers, offering students internship, job shadowing, and mentorship opportunities with medical professionals. This proximity to working healthcare facilities strengthens ICI's ability to provide industry-aligned training, ensuring students are well-prepared for both certification exams and real-world employment.

By leveraging the UAB West Medical Building's assets, ICI creates a cost-effective, high-quality training hub that immerses students in a professional healthcare environment from day one. This innovative approach enhances student learning, increases engagement, and provides graduates with a competitive advantage as they enter the workforce.

The Invictus Career Institute (ICI) campus will be strategically located near Lawson State Community College, providing students in grades 10-12 with a unique advantage by granting access to dual enrollment courses, advanced medical training labs, and mentorship opportunities from experienced college students and faculty. This location will also benefit student in grades 6-8 through exposure to guest speakers, access to tours on campus and participation in hands-on workshops, fostering early interest in healthcare careers. Additionally, middle school students will have opportunities to engage in interactive learning experiences, such as lab demonstrations and healthcare-focused seminars, further enhancing their understanding of the medical field. This proximity to Lawson State Community College creates a seamless pathway for students to explore and pursue healthcare careers from an early age, reinforcing ICI's commitment to providing a comprehensive and immersive healthcare education.

1. Seamless Dual Enrollment Access

- **Students at ICI will have the opportunity to enroll in college-level courses at Lawson State while still in**

high school, allowing them to earn college credits and industry certifications ahead of graduation. (See Attached MOU)

- **This early exposure to higher education not only reduces the time and financial burden of post-secondary education but also increases college readiness and confidence.**
- **Dual enrollment pathways will include Nursing (LPN), Patient Care Technician, Health Information Technology, Biotechnology, and Human Services, ensuring a direct pipeline from high school to the workforce or higher education.**

2. Access to State-of-the-Art Medical Training Labs

- **Lawson State's cutting-edge medical training facilities will serve as an extended learning environment for ICI students, allowing them to train with industry-standard equipment and participate in hands-on clinical experiences that mirror real-world healthcare settings.**
- **This exposure will provide ICI students with a competitive edge in workforce readiness, equipping them with skills that align with modern healthcare industry demands.**

3. Mentorship and Professional Networking

- **ICI students in grades 10-12 will benefit from mentorship programs that connect them with high-achieving college students and faculty at Lawson State.**
- **Through structured mentoring, students will receive guidance on career pathways, college success strategies, and hands-on insights from those who have navigated similar educational journeys.**
- **Additionally, networking opportunities with healthcare professionals, alumni, and employers will enhance students' career prospects and open doors to internships and employment opportunities.**

4. Collaboration on Research and Community Health Initiatives

- **ICI and Lawson State will collaborate on community health projects, research initiatives, and outreach programs that allow students to gain experience in public health, patient care, and medical research. For example, opportunities can include participate in community health fairs, where they assist with health screenings, provide educational materials, and engage with residents to promote wellness. They could be involved in research initiatives, such as collecting and analyzing data on local health trends or supporting studies on chronic disease management. Additionally, students might join outreach programs that deliver healthcare services to underserved communities, participate in vaccination drives, or assist in health education workshops at local schools and community centers. These collaborative efforts will provide ICI students with valuable hands-on experience, reinforcing their classroom learning and preparing them for future careers in healthcare.**
- **These partnerships will further reinforce hands-on learning, civic engagement, and professional development, ensuring that ICI graduates are prepared to serve their communities as skilled healthcare professionals.**

By leveraging its proximity to and partnership with Lawson State Community College, ICI will create a robust educational ecosystem where students gain early college exposure, advanced medical training, and strong mentorship support. This strategic collaboration ensures that ICI graduates are highly prepared, professionally connected, and fully equipped to excel in healthcare careers. By leveraging its proximity to and partnership with Lawson State Community College, Invictus Career Institute (ICI) will create a robust educational ecosystem where students gain early college exposure, advanced medical training, and strong mentorship support. Research shows that dual enrollment programs significantly improve high school graduation rates and increase college enrollment and completion. According to the Community College Research Center (CCRC), students who participate in dual enrollment are 19% more likely to graduate from high school and 29% more likely to earn a bachelor's degree compared to their peers.

Additionally, access to advanced medical training labs allows students to develop hands-on skills early, aligning with findings from the Journal of Allied Health, which highlight that early exposure to clinical environments enhances students' confidence, practical skills, and career readiness. Mentorship programs further support professional growth; the National Mentoring Partnership reports that mentored students are 55% more likely to enroll in college and 78% more likely to volunteer, demonstrating the importance of strong mentorship in shaping successful careers.

This strategic collaboration ensures that ICI graduates are highly prepared, professionally connected, and fully equipped to excel in healthcare careers, bridging the gap between education and the demands of the healthcare industry.

Community Needs and Representation

ICI aims to address these pressing community needs by expanding the pipeline of African American students entering healthcare careers. By offering comprehensive, career-focused training in fields such as nursing, patient care technology, health information technology, biotechnology, and human services, ICI empowers students from Bessemer and surrounding areas to acquire the necessary skills, certifications, and hands-on experience to thrive in the medical workforce.

Representation in Healthcare

A diverse healthcare workforce is essential for delivering culturally competent care and mitigating racial health disparities. Research indicates that Black patients are more likely to seek medical care, adhere to treatment plans, and report positive healthcare experiences when treated by professionals who share their racial or cultural background. However, systemic barriers—including financial constraints, limited access to medical education, and underrepresentation in pre-med and health science programs—have historically impeded the entry of African Americans into healthcare professions.

ICI directly confronts this issue by providing high-quality training in an environment that emphasizes representation, mentorship, and professional development. Through strategic partnerships with hospitals, clinics, and medical institutions, students gain access to Black healthcare professionals who serve as role models, mentors, and instructors, reinforcing the critical importance of diversity in the medical field. The presence of these role models not only inspires students to persist in their education but also contributes to a long-term

transformation of the healthcare industry by cultivating a workforce that reflects the communities it serves.

Creating Pathways for Economic Mobility

Healthcare careers offer some of the most stable and well-compensated job opportunities, making them viable pathways for economic mobility, especially for overlooked populations. Bessemer, Alabama, like many communities, faces a growing need for healthcare professionals to meet the demands of its population. According to the Alabama Department of Public Health and recent labor market analyses, the healthcare sector in Bessemer and the surrounding Jefferson County area is experiencing significant growth due to an aging population and increasing healthcare needs.

Key Factors Driving the Need for Healthcare Professionals in Bessemer:

- 1. Aging Population: Bessemer has a higher proportion of residents aged 65 and older compared to the national average. As this population grows, there is an increased demand for healthcare services, including primary care, chronic disease management, and long-term care.**
- 2. Chronic Health Conditions: Jefferson County reports higher-than-average rates of chronic conditions like diabetes, hypertension, and heart disease. This trend heightens the need for healthcare professionals specializing in primary care, nursing, and chronic disease management.**
- 3. Primary Care Shortage: The Health Resources and Services Administration (HRSA) designates parts of Jefferson County, including Bessemer, as a Health Professional Shortage Area (HPSA) for primary care, indicating a critical need for more primary care physicians, nurse practitioners, and physician assistants.**
- 4. Growth in Healthcare Services: Bessemer is home to healthcare facilities like UAB Medicine West, which continues to expand its services. The expansion increases the need for healthcare professionals across various disciplines, including nursing, medical technology, allied health, and healthcare administration.**
- 5. Workforce Projections: The Alabama Department of Labor projects that healthcare occupations will be among**

the fastest-growing sectors in the region, with roles such as registered nurses, medical assistants, and healthcare support staff expected to see significant job growth through 2030.

- 6. Impact of COVID-19: The pandemic highlighted the need for more healthcare workers, particularly in roles related to infection control, public health, and mental health services, areas that continue to see heightened demand.**

By focusing on healthcare education and training, programs like those at Invictus Career Institute (ICI) are vital in addressing this workforce gap. ICI's healthcare pathways will prepare students for these high-demand roles, ensuring that Bessemer's healthcare needs are met by a skilled and locally trained workforce.

Many healthcare roles provide family-sustaining hourly wages between \$13 and \$42/hour for entry level position and clear avenues for career advancement, enabling individuals to continue their education while gaining valuable work experience. By offering dual enrollment, credentialing programs, and hands-on clinical training, ICI ensures that students graduate with industry-recognized certifications, rendering them immediately employable upon program completion.

Moreover, ICI's strategic location within the UAB West Medical Building positions students in close proximity to one of Alabama's leading healthcare networks, granting direct access to job shadowing opportunities, internships, and employment opportunities. This model not only addresses the immediate workforce needs of local hospitals and medical centers but also establishes a sustainable cycle of career progression for African Americans in healthcare.

A Vision for the Future

ICI's mission is to empower students in grades 6-12 with the knowledge, skills, and hands-on experiences necessary for success in health and medical careers. Through rigorous academics, real-world learning, and industry partnerships, we cultivate compassionate, skilled professionals who are prepared to lead, innovate, and serve their communities in the ever-evolving healthcare field.

Through community engagement, mentorship programs, and practical training opportunities, ICI not only alters the career trajectories of its students but also transforms the healthcare

landscape by ensuring that more African Americans have a voice, presence, and leadership within the industry. The impact of this initiative extends beyond individual graduates, fostering improved patient care, bolstering the local economy, and promoting long-term health equity within the community. **The Need for Cultural Relevance and Engagement in Healthcare Education**

Cultural relevance in healthcare education is critical to ensuring that students not only acquire technical skills but also develop the cultural competency necessary to provide effective, empathetic, and equitable care. In communities like Bessemer, Alabama—where African Americans comprise a significant portion of the population—ensuring that healthcare professionals understand the unique social, historical, and economic factors affecting health outcomes is essential. Due to Bessemer’s population being majority African American, cultural relevance in healthcare is an important aspect of the students learning experience.

The Impact of Cultural Relevance in Healthcare

- 1. Improved Patient Trust and Communication –** Studies show that patients who receive care from providers who are knowledgeable about their specific backgrounds are more likely to seek medical treatment, adhere to prescribed care plans, and experience positive health outcomes. Healthcare workers who understand these factors can help bridge gaps in trust that exist due to historical medical mistreatment and systemic challenges.
- 2. Addressing Health Disparities –** African American communities experience higher rates of chronic illnesses such as hypertension, diabetes, and maternal health complications. Training healthcare professionals to recognize and address the social determinants of health that contribute to these disparities ensures that care is tailored to community needs.
- 3. Empowering Future Healthcare Professionals –** Representation in the healthcare workforce is vital for inspiring future generations to pursue careers in medicine. When students see professionals from similar backgrounds in leadership and medical roles, it fosters confidence and motivation to enter and succeed in the field.

Relevant Curriculum

ICI will integrate a curriculum that ensures students learn about the health challenges affecting African American and underserved communities. Course content will cover:

- **The historical context of healthcare disparities in the U.S. and how they impact modern healthcare delivery.**
- **Case studies that highlight the unique medical concerns and treatment approaches for diverse populations.**
- **African American contributions to medicine, including the work of pioneering Black physicians and medical researchers.**

Instruction and Mentorship

ICI is committed to hiring faculty and staff who reflect the backgrounds and experiences of the students they serve. Additionally, partnerships with Black healthcare professionals will provide mentorship opportunities, allowing students to connect with role models who understand their cultural and professional challenges.

Community Engagement and Service-Learning

Students at ICI will actively engage with the community through service-learning projects, health fairs, and partnerships with local clinics. These initiatives will:

- **Provide hands-on experience in addressing real-world healthcare challenges.**
- **Reinforce the importance of culturally competent patient care.**
- **Strengthen ties between future healthcare providers and the communities they will serve.**

Culturally Responsive Support Services

To ensure student success, ICI will implement:

- **Mental Health and Wellness Support – Counseling services that address the unique challenges faced by students of color, including navigating systemic barriers and imposter syndrome.**
- **Financial Assistance and Career Guidance – Support programs that help students access scholarships, internships, and employment opportunities in culturally competent healthcare settings.**
- **Professional Development Workshops – Training on topics such as cultural humility, implicit bias, and community-centered care to prepare students for careers in diverse medical environments.**

Cultural relevance in healthcare education is not just an added benefit—it is a necessity for improving healthcare outcomes, building trust within marginalized communities, and fostering a new generation of healthcare professionals committed to equity and inclusion. Invictus Career Institute’s holistic approach—through an inclusive curriculum, diverse mentorship, community engagement, and robust student support—ensures that graduates are not only skilled professionals but also culturally competent and socially responsible caregivers.

Invictus Career Institute (ICI) is dedicated to fostering a culturally inclusive learning environment that prepares students for success in healthcare careers while addressing disparities in medical treatment and access. Through strategic partnerships, student engagement initiatives, and culturally responsive education, ICI will ensure that students are well-equipped to serve diverse populations effectively.

Healthcare Institutions and Professional Organizations
ICI plans to collaborate with medical institutions, professional organizations, and advocacy groups to provide students with mentorship, internships, and clinical experiences. These partnerships will include:

- **University of Alabama at Birmingham (UAB) Health System – Facilitating shadowing opportunities, apprenticeships, and guest lectures from healthcare professionals who serve diverse populations. (See Attached MOU)**
- **Medical Associations – Connecting students with Black physicians and healthcare leaders for mentorship and career development.**
- **Nurses Association – Offering networking opportunities, scholarship access, and culturally informed training sessions.**
- **Community Medical Organizations – Collaborating on community health initiatives that provide hands-on experience addressing public health disparities.**

Community-Based Partnerships

To deepen students' understanding of health inequities, ICI will work with local organizations to offer service-learning experiences, including:

- **Federally Qualified Health Centers (FQHCs) – Students will engage in job shadow experiences at community**

clinics to gain experience working with underserved populations.

- **Faith-Based Organizations – Partnering with churches and community centers to conduct public health informational programs.**
- **Local HBCUs (Historically Black Colleges and Universities) – Establishing pipeline programs with institutions such as Lawson State Community College, Miles College and Alabama State University to provide early college credit and advanced healthcare training opportunities.**

Industry and Government Collaboration

ICI will seek partnerships with healthcare employers and policymakers to create pathways to employment and policy influence, including:

- **Alabama Hospital Association and Local Medical Facilities – Providing externship opportunities and career pipelines for students in nursing, biotechnology, and patient care pathways.**
- **State and Federal Health Agencies – Ensuring that students are engaged in policy discussions regarding healthcare disparities and workforce diversity initiatives.**

Experiential Learning and Clinical Exposure

ICI will immerse students in real-world healthcare settings that allow them to apply their skills in culturally relevant ways, such as:

- **Simulated Patient Encounters – Using case studies featuring diverse patient demographics to train students on culturally competent care.**
- **Global Health Initiatives – Offering elective programs that expose students to healthcare challenges and practices in different cultural contexts.**

Cultural Competency Workshops and Training

ICI will provide training sessions on:

- **Implicit Bias and Health Disparities – Helping students recognize and address biases in medical treatment.**
- **Cultural Humility in Patient Care – Teaching students to listen to and respect patients' diverse experiences and beliefs.**

- **History of Medical Mistrust and Ethics in Healthcare – Exploring topics such as the Tuskegee Syphilis Study and Henrietta Lacks' story to foster ethical and informed medical practices.**

Mentorship and Career Development

ICI will ensure that students receive culturally responsive guidance by:

- **Implementing a Peer Mentorship Program – Pairing upper-level students with incoming students to foster a supportive learning environment.**
- **Providing Career Coaching for Underrepresented Students – Offering specialized advising for students navigating career pathways in fields where African Americans are underrepresented.**
- **Hosting an Annual Healthcare Leadership Summit – Featuring Black and minority healthcare leaders who share insights, challenges, and career advice.**

Hiring Diverse Faculty and Staff

ICI is committed to hiring educators and administrators who reflect the student population, ensuring that students see representation in leadership roles. The school will:

- **Recruit Healthcare Professionals from Underrepresented Backgrounds – Actively seek diverse instructors with experience in cultural competency.**
- **Provide Faculty Development on Culturally Responsive Teaching – Train staff on inclusive instructional strategies and equitable assessment practices.**

Incorporating Community Voices into School Decision-Making

ICI will establish an Advisory Board composed of community leaders, healthcare professionals, and local voices to provide ongoing input on curriculum and engagement initiatives. This will ensure that the school remains responsive to the evolving needs of the local healthcare landscape.

ICI will honor the contributions of African Americans in healthcare through:

- **Annual Black Health and Wellness Month – Highlighting Black medical pioneers, hosting community health events, and featuring student-led research presentations.**

- **Schoolwide Cultural Celebrations – Showcasing diverse traditions through food, music, and storytelling to foster an inclusive school culture.**
- **Recognition of Student Achievements in Healthcare – Celebrating students who demonstrate excellence in culturally competent care.**

Cultural relevance and engagement are at the heart of ICI's mission to develop the next generation of healthcare professionals. Through strategic partnerships, hands-on experiences, mentorship, and institutional commitments, ICI ensures that students are prepared to provide equitable and compassionate care in diverse communities. By fostering an environment that values cultural awareness, ICI will empower students to become change-makers in healthcare, improving both individual lives and public health outcomes.

5) Community Engagement. Describe the relationships within the community that you have established to generate community support for the proposed school. Briefly describe and provide evidence of these activities and summarize their results. Examples of community engagement evidence are documents such as community meeting sign in sheets, agendas, and survey results.

Community Engagement Throughout 2004 Lifting As We Climb has included information about the Invictus Career Institute in 5 of their meeting. The purpose of these meetings was share information regarding the progress of the school and charter application so that those attending could share the information with communities in which they reside.

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LAWCF_January 2024 Meeting Agenda(1).pdf

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LAWCF_July 2024 Meeting Agenda.pdf

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LAWCF_May 2024 Meeting Agenda.pdf

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LAWCF_September 2024 Meeting Agenda.pdf

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6) Leadership and Governance. In an attachment list the members of the school's proposed leadership team and governing board, including their roles with the school and their current job title and employer.

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Leaders-Governing Board.pdf

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7) Leadership Narrative. Provide a brief summary of how the leadership and board's collective experience and expertise is well suited to support the operation of a high-quality charter school

Leadership Narrative

The proposed leadership team and governing board for the Invictus Career Institute (ICI) bring a diverse and highly skilled set of experiences and expertise that align perfectly with the operation of a high-quality charter school. Their collective backgrounds in education, community engagement, nonprofit leadership, healthcare, business operations, and technology provide a strong foundation for ensuring the school's success in achieving its mission of preparing students for careers in aerospace and aviation. Here's a summary of how their expertise supports the school's goals:

1. Educational Leadership and Administration

Harriette Thompkins brings extensive experience in K-12 education, including school leadership, curriculum development, and improving student outcomes. Thompkins' success in elevating school performance ensure that ICI will have strong instructional leadership and a focus on academic excellence.

Andrew B. Loehr and Delicia Mason, with their backgrounds in healthcare operations and nursing leadership, bring expertise in organizational management, professional development, and creating systems that support high-quality service delivery—skills that are transferable to managing a school's operations and staff.

2. Community Engagement and Nonprofit Leadership

Dr. Connie Hill (CEO of Girls Inc. of Central Alabama) and Joe Hampton (President of Spire's Alabama and Mississippi utilities) have deep roots in community service and nonprofit leadership. Hill's work in mentoring young women and Hampton's commitment to servant leadership and community partnerships ensure that ICI will have strong ties to the local community and a focus on equity and inclusion.

Their experience in building relationships with stakeholders and fostering collaboration will be critical for engaging parents, local businesses, and community organizations in supporting the school's mission.

3. Business and Technology Expertise

Kamau Witherspoon (CEO of Shipt) brings expertise in retail technology, innovation, and operational efficiency. His experience in leading a fast-growing company will be invaluable in ensuring that ICI leverages technology effectively and operates efficiently as it scales.

Witherspoon's focus on diversity, equity, and inclusion as a business leader aligns with ICI's goal of creating a diverse pipeline of students prepared for high-demand careers.

4. Workforce Development and Industry Partnerships

Joe Hampton and Kamau Witherspoon have strong connections to industry leaders and a track record of building partnerships. Their expertise will help ICI establish meaningful collaborations with aerospace, aviation, and technology companies, ensuring that students have access to real-world experiences, internships, and career pathways.

Andrew B. Loehr and Delicia Mason's experience in healthcare operations also highlights their ability to manage complex systems and ensure high-quality outcomes—skills that will translate well to overseeing the school's workforce development initiatives.

5. Strategic Planning and Financial Management

The leadership team's collective experience in strategic planning, budgeting, and operational management (e.g., Andrew B. Loehr, Kamau Witherspoon, and Joe Hampton) ensures that ICI will have the financial and operational oversight needed to sustain long-term growth and success. Their ability to manage large budgets, implement strategic initiatives, and drive organizational change will be critical as ICI expands to serve more students across multiple counties.

6. Commitment to Equity and Inclusion

The leadership team's shared commitment to diversity, equity, and inclusion (e.g., Dr. Connie Hill, Kamau Witherspoon, and Joe Hampton) ensures that ICI will prioritize creating an inclusive environment where all students can thrive. Their experience in mentoring underserved communities and addressing systemic barriers aligns with ICI's mission to create opportunities for students from diverse backgrounds.

7. Innovation and Forward-Thinking Leadership

The team's collective experience in driving innovation (e.g., Kamau Witherspoon in retail technology and Andrew B. Loehr in healthcare operations) ensures that ICI will embrace innovative approaches to education, such as personalized learning, workforce development, and partnerships with industry leaders.

Their forward-thinking leadership will help ICI stay ahead of trends in education and workforce needs, ensuring that students are prepared for the future.

The leadership team and governing board's collective experience in education, community engagement, business operations, and workforce development positions ICI to operate as a high-quality charter school. Their expertise ensures that the school will have strong academic programs, effective operational systems, meaningful industry partnerships, and a commitment to equity and inclusion. This diverse and skilled team is well-suited to support ICI in achieving its vision of creating a diverse pipeline of students prepared to succeed in the aerospace and aviation industry.

8) Revenue Sources. A brief description of the school's anticipated revenue sources. Distinguish between the pre-opening and after opening periods. This includes, but is not limited to, state funding, federal funding, grant and other large or small philanthropic funding.

Revenue Sources

Revenue projections are based on the last five years of confirmed revenue data from the ALSDE, adjusted upward to account for enrollment growth and a conservative annual inflation rate of 3%. The model does not include any local tax funding. Foundation allowance funding is calculated in accordance with ALSDE guidelines, which allocate funds on a "unit" basis rather than per student. For FY26, each unit is estimated to provide approximately \$110,000 in funding. Philanthropic support, including startup grants from the Federal CSP program and contributions from national and local donors, is expected to play a significant role in the initial years. This support will phase out by year three, transitioning to the planned sustainable fundraising target of \$100,000 annually already in place. Most of the philanthropic funding is anticipated to materialize following formal approval. By year five, total funding from all sources is projected to stabilize at approximately \$12,000 per student. While the budget does not currently include any borrowing, a line of credit may be necessary if facilities costs exceed projections.

9) Enrollment Summary. Give the grades served and enrollment projections for both the first year of operation and when at full capacity

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ICI Enrollment.pdf

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Notes

 Note was added at 03/18/2025 10:29 AM by Victoria Bowen Boman

Lack of Multiple Significant Community Connections

- The response only mentions one organization (Lifting As We Climb) holding meetings that included information about Invictus Career Institute.
- There is no mention of other community organizations, local leaders, parents, or businesses supporting the school.
- Multiple significant connections within the community need to be demonstrated to reach the highest rubric level.

Element Review

Reviews is not provided

3. EDUCATIONAL PROGRAM DESIGN AND CAPACITY

The Educational Program Design and Capacity section is a critical component of the application, demonstrating the school's readiness to provide a high-quality educational experience. This section emphasizes research-based instructional methods, assessment strategies, curriculum alignment with state standards, and the implementation of culturally responsive teaching practices. It aims to establish a strong foundation for academic excellence, equity, and the comprehensive development of all students. Applicants must present a well-rounded educational framework that meets the needs of the anticipated student population while adhering to state requirements.

1. Program Overview

Reviewer Instructions

Please rate the application using the provided rubric.

Status: Not Reviewed

Form Result

Summarize the unifying theoretical educational framework of the school model, ensuring it is evidence-based and aligns with best practices.

Overarching Standard/Criteria: Compelling evidence of a unifying educational framework that will directly and consistently address the needs of the anticipated population and that clearly demonstrates the likelihood of all students meeting or exceeding the state standard.

Evidence needed for addressing the overarching standard:

a) Provide compelling evidence of a theoretical educational framework that includes current best practices for high quality primary instructional methods, assessment strategies, and other elements of the school model. There must be evidence that it is research based, so it must be cited.

Education Framework
Narrative

ICI's structured dual enrollment model enables students to take college-level courses at Lawson State Community College, focusing on key areas such as healthcare, technology, and other career-aligned disciplines. This opportunity allows students to earn both high school and college credits simultaneously, effectively accelerating their educational journey while reducing the time and costs associated with earning a degree. Through collaborative coursework with university faculty, students will engage in hands-on projects, utilize cutting-edge technology, and participate in industry-relevant discussions that prepare them for the workforce.

College and Career Readiness

ICI's dual enrollment program is designed to ensure that students are well-prepared for successful transitions into post-secondary education and the workforce. The program includes workshops focused on critical areas such as college readiness, career exploration, and scholarship opportunities, equipping students with essential knowledge and resources to navigate their academic and professional futures. By implementing this Accelerated Learning Dual Enrollment Opportunity, ICI empowers students with the skills, confidence, and practical experience necessary to achieve their career aspirations.

Dual Enrollment / Curriculum Alignment

All dual enrollment courses at ICI are aligned with state standards, maintaining high academic rigor while integrating hands-on, project-based learning experiences. Students will explore vital industry topics such as health sciences, digital technology, business entrepreneurship, and technical trades. Through this program, students will develop essential industry-relevant skills, including technical competencies, problem-solving abilities, and teamwork skills. Engaging in practical applications, simulations, and real-world case studies will enrich their learning experience and better prepare them for careers in their chosen fields.

ICI's established partnerships with industry leaders and higher education institutions ensure that students receive specialized instruction and access to expert faculty, advanced resources, and mentorship opportunities. These collaborations facilitate a seamless transition into higher education and the workforce, enhancing students' readiness for success in their industries.

Internship Opportunities

ICI's dual enrollment program actively connects high school students with local businesses, healthcare organizations, and technology firms, offering valuable real-world experiences that enhance their resumes and career prospects. These internships provide practical skills, industry insights, and

mentorship from professionals, bridging the gap between education and industry. By engaging in hands-on experiences, students gain the confidence and expertise needed to excel in their future careers.

Invictus Career Institute remains committed to delivering a rigorous and practical educational experience that empowers students to develop the skills and knowledge required to thrive in today's competitive job market.

Special Programs: Equitable Education

Creating an inclusive and equitable high school curriculum requires a comprehensive plan that addresses the diverse needs of all students, including those in special education (SPED), English Language Learners (ELL), gifted programs, and students under Section 504. Below is a structured approach to ensuring that Invictus Career Institute (ICI) integrates these programs effectively to support all learners.

Assessment Data Collection

ICI will systematically collect and analyze student data to identify inequities and make informed decisions that support the unique needs of students in special programs. This data-driven approach ensures a more equitable and inclusive educational environment, providing the necessary resources for students to succeed.

A key component of this strategy is the Comprehensive Needs Assessment (CNA)—a structured process designed to evaluate strengths, challenges, and specific needs within ICI's special programs. The CNA will guide decision-making and resource allocation, ensuring equitable support for students in SPED, ELL, gifted, and 504 programs. Through collaboration with stakeholders, data analysis, and prioritized action plans, ICI will foster an educational environment that supports all learners.

Goals of the Comprehensive Needs Assessment

- Improving academic achievement
- Enhancing social-emotional support
- Evaluating accessibility and inclusion
- Fostering parent and community engagement
- Monitoring compliance and regulations

Improving Academic Achievement

Prioritizing academic achievement for students in special programs at ICI (including Title I, At-Risk, Alternative, and Charter students) is crucial for closing achievement gaps and expanding future opportunities. Students in special programs

often face unique challenges, making targeted interventions essential.

ICI will implement personalized learning plans and adaptive curriculum tools, such as IXL, which provides customized learning paths tailored to individual skill levels. This ensures that students receive instruction and practice aligned with their specific learning needs. By creating a supportive and inclusive environment, ICI will empower students to achieve academic success, boost motivation, and develop confidence in their abilities.

Ultimately, academic success in special programs leads to greater long-term opportunities, including higher education and career readiness. By equipping students with the skills and knowledge necessary to excel, ICI will contribute to lasting positive change within communities.

Enhancing Social-Emotional Support

Fostering social-emotional well-being is essential for student success, particularly for those in special programs. ICI will integrate Social-Emotional Learning (SEL) surveys to assess students' emotional regulation, social skills, and overall mental health.

Additionally, observations in multiple settings (classrooms, lunchrooms, and extracurricular activities) will provide insights into students' interactions and behaviors. This holistic approach enables educators to develop targeted interventions, ensuring that instructional methods and classroom management strategies align with student needs.

By prioritizing social-emotional support, ICI will cultivate a positive school climate where students feel valued, understood, and empowered to succeed.

Evaluating Accessibility and Inclusion

ICI is committed to ensuring equitable access for all students by evaluating physical environments, instructional materials, and teaching practices. Research shows that when schools enhance accessibility, students with disabilities achieve higher academic outcomes and feel more engaged in their education. By systematically assessing barriers to learning, ICI will implement necessary adaptations to create a more inclusive environment. Prioritizing inclusion benefits all students by fostering a culture of respect, acceptance, and belonging.

Research shows. xxx

Additionally, strong partnerships between ICI, families, and the community will enhance advocacy and access to resources, ensuring that all students receive the support they need to thrive.

Fostering Parent and Community Engagement

Engaging parents and the community is essential for student success. ICI will actively involve families, local organizations,

and industry partners to enhance academic performance and social-emotional development for students in special programs.

This partnership will ensure that educators understand students' unique strengths and challenges, allowing for more personalized instructional strategies. By fostering strong relationships between families and the school, ICI will promote inclusivity, shared decision-making, and a collaborative approach to student success.

Monitoring Compliance and Regulations

Adhering to state and federal regulations is critical to ensuring that students in special programs receive legal protections and equitable educational opportunities. Schools that actively monitor compliance with laws such as the Individuals with Disabilities Education Act (IDEA) see improved educational outcomes for students with disabilities.

ICI will implement systematic reviews of policies and procedures to ensure compliance, protecting student rights and promoting best practices in special education, accessibility, and inclusion.

At Invictus Career Institute, we are committed to creating a rigorous, equitable, and supportive educational experience that empowers all students to reach their full potential.

Through strategic planning, inclusive practices, and strong community partnerships, we will provide the resources, opportunities, and support needed to ensure every student thrives.

b) Provide compelling evidence of success for this theoretical framework with the anticipated student population. Comprehensively summarize the essential design elements of the school model and provide at least three (no more than five) specific and measurable goals for the anticipated student population.

The Invictus Career Institute (ICI) is designed to prepare students for successful careers in healthcare and related fields by offering a structured dual enrollment model, career-aligned internships, and equitable education programs. The anticipated student population, including those from economically disadvantaged backgrounds and special populations, will benefit from early exposure to college-level coursework, hands-on learning, and industry mentorship.

Success Evidence & Research-Based Justification

1. Dual Enrollment Increases College and Career Readiness

- **According to research by the Community College Research Center (CCRC), students who participate in dual enrollment programs are more likely to graduate high school, enroll in college, and complete a degree.**
- **A study published in the Journal of College Student Retention found that students with dual enrollment experience had a 10-15% higher persistence rate in postsecondary education compared to peers who did not participate.**
- **Anticipated Impact at ICI: 85% of ICI graduates will enroll in postsecondary education or secure employment in healthcare within one year of graduation.**

2. Work-Based Learning & Internships Improve Career Readiness

- **Research from the National Research Center for Career and Technical Education (NRCCTE) shows that students with internship experience demonstrate higher levels of workforce readiness, including problem-solving, teamwork, and communication skills.**
- **The Association of American Colleges and Universities (AAC&U) highlights that practical, hands-on experience leads to stronger career outcomes and higher employability rates.**
- **Anticipated Impact at ICI: 100% of students will complete a work-based learning experience, such as internships with healthcare organizations,**

technology firms, or local businesses before graduation.

3. Equitable Education Enhances Learning Outcomes

- **A report by the National Center for Learning Disabilities (NCLD) indicates that inclusive education models improve academic performance, social-emotional development, and long-term success for students with special needs.**
- **Schools that implement targeted support programs (such as Individualized Learning Plans, adaptive curriculum, and SEL initiatives) see higher retention and graduation rates.**
- **Anticipated Impact at ICI: Graduation rate of at least 95% with a 90% retention rate among students receiving specialized support services.**

Essential Design Elements of ICI's School Model

1. Dual Enrollment & College Readiness Pathway

- **ICI students will take college-level courses at Lawson State Community College, earning credits toward both a high school diploma and a postsecondary degree.**
- **Curriculum aligns with state and industry standards, emphasizing healthcare, technology, and business entrepreneurship.**

2. Career-Aligned Learning & Industry Partnerships

- **Collaboration with local healthcare providers, technology firms, and businesses will provide students with internships, mentorship, and job shadowing opportunities.**
- **Project-based learning will emphasize problem-solving, hands-on technical skills, and real-world case studies.**

3. Comprehensive Student Support & Equity Initiatives

- **Personalized learning plans will support special education (SPED), English Language Learners (ELL), gifted students, and Section 504 students.**
- **ICI will implement data-driven assessment models to track student progress and adjust support strategies accordingly.**
- **Social-Emotional Learning (SEL) programs will enhance student resilience, communication, and mental health.**

Measurable Goals for Student Success

1. Academic Excellence & Credential Attainment

- **90% of ICI students will meet or exceed proficiency levels in core subjects (math, science, literacy) by aligning coursework with state benchmarks and college-level rigor.**
- **100% of graduates will earn at least one industry-recognized credential in healthcare, technology, or a related field.**

2. College & Career Readiness

- **85% of graduates will enroll in postsecondary education or secure employment in a healthcare or technology-related field within one year of graduation.**
- **100% of students will complete an internship, apprenticeship, or work-based learning experience to build professional skills before graduating.**

3. Student Retention & Graduation Rates

- **Maintain a graduation rate of 95% and a student retention rate of at least 90%, ensuring long-term student engagement and success.**

By combining a structured dual enrollment model, career-driven internships, and equitable education initiatives, ICI will create a transformative learning environment that ensures students—particularly those from underrepresented backgrounds—are well-prepared for higher education,

workforce success, and leadership in healthcare and technology fields. These strategic initiatives align with best practices in career-technical education and support Alabama's goals for expanding school choice, educational equity, and workforce development.

c) Describe the population specific instructional aspects of the framework and provide evidence of the expected impact on the anticipated student population.

To effectively meet the needs of the anticipated student population at Invictus, a comprehensive instructional design framework will be established. This framework will focus on four key components: differentiated personalized learning pathways, integration of technology, industry-based learning/real-world application, and industry collaboration in health science.

Differentiated Personalized Learning Pathways:

Recognizing the diversity of students' backgrounds, learning styles, and abilities, personalized learning pathways will be crucial for success. Educators will implement various instructional strategies such as tiered assignments, flexible grouping, and individualized learning plans to ensure that each student receives tailored support.

Differentiated learning pathways begin with an initial assessment of students' strengths, weaknesses, interests, and career goals. Based on this assessment, personalized learning plans will be developed, incorporating specific academic objectives, recommended courses, and additional support services. Strategies like flexible grouping, tiered assignments, and varied assessment methods will be used to address diverse learning needs. For example, some students may benefit from hands-on lab experiences in health science, while others may excel with online modules allowing for self-paced learning. This approach ensures that each student engages meaningfully with the curriculum and progresses toward meeting or exceeding academic standards while fostering a collaborative environment where students learn from each other.

Industry-Based Learning/Real-World Application:

Industry-based learning connects students to real-world work environments, giving them hands-on experience in their chosen health science careers. This approach blends academic theory with practical, job-specific skills, helping students develop competencies, build professional networks, and understand industry practices.

Key components of industry-based learning include:

- Internships
- Apprenticeships
- Cooperative education programs
- Workplace projects
- Mentorship

- **Case studies that simulate real-world health care challenges**

This type of learning enhances students' job readiness, employability, and familiarity with current trends in the health science field. It provides a significant advantage in the competitive job market by helping students transition smoothly from education to employment.

Integration of Technology:

The integration of technology is a critical aspect of the instructional framework. Given the rapid advancements in the health science field, the use of cutting-edge tools and resources will enhance students' learning experiences. This includes virtual simulations, interactive software, and online collaboration platforms that enable hands-on learning and provide real-time feedback.

By incorporating technology into the curriculum, educators can engage students more deeply, allowing them to interact with realistic, industry-standard tools and resources.

Additionally, this approach helps develop essential digital literacy skills, which are crucial for success in the modern workforce and vital in health care settings where technology is increasingly integrated into patient care and management.

Industry Collaboration:

Industry collaboration is vital to bridging the gap between education and the health science workforce. Invictus will partner with local health care providers, medical organizations, and health professionals to create a network of resources and opportunities for students.

Collaborations will include:

- **Guest lectures and workshops from health industry experts**
- **Mentorship programs providing real-world insights**
- **Access to internships and job-shadowing experiences that allow students to apply their skills in actual health care settings**

This partnership will enrich the curriculum, providing students with practical experiences and industry connections that enhance their employability. By integrating industry collaboration into the instructional design framework, Invictus ensures that students not only meet academic proficiency standards but are also well-prepared for successful careers in the health science field.

Through this comprehensive instructional framework, Invictus will provide students with a robust, industry-aligned education

that equips them with the knowledge, skills, and real-world experience necessary for success in health science careers. By combining personalized learning pathways, technology integration, industry-based learning, and strong industry partnerships, Invictus prepares students to excel in the evolving health care sector and make meaningful contributions to the workforce.

Notes

 Note was added at 03/18/2025 10:49 AM by Victoria Bowen Boman

The response outlines key elements such as dual enrollment, curriculum alignment, career readiness, special education inclusion, and social-emotional support. However, it does not clearly specify three to five measurable goals.

The response discusses research-supported strategies (e.g., dual enrollment, SEL, hands-on learning, equity initiatives), but does not cite specific studies, theories, or sources to provide strong, direct evidence.

The response mentions inclusive education (SPED, ELL, gifted students), social-emotional support, and accessibility efforts, which contribute to culturally responsive instruction. However, the impact on the specific anticipated student population is not comprehensively explained.

Part B: The goals lack specific benchmarking comparisons (e.g., how do these rates compare to similar schools?). Limited discussion on long-term success tracking (e.g., post-graduation follow-up data, industry placement tracking). It does not fully describe how culturally responsive teaching adapts to specific community needs (e.g., language barriers, socio-economic factors).

Part C: While personalized learning is discussed, there is limited data or evidence on its effectiveness for this student population. No comparative success data (e.g., how does this approach improve student success rates compared to traditional models?). Impact measures are general (e.g., How does mentorship improve retention? Are there statistics on this from similar programs?).

Element Review

Reviews is not provided

2. Curriculum and Instructional Design

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Not Reviewed

Form Result

Propose an implementation of the educational framework as a curriculum that both reflects the needs of the anticipated population and ensures that all students will meet or exceed the state

standard.

Overarching Standard/Criteria: Compelling evidence of a curriculum implementation of the unifying educational framework that will directly and consistently address the needs of the anticipated population and that clearly demonstrates the likelihood of all students meeting or exceeding the state standard.

Evidence needed for addressing the overarching standard:

a) Describe the proven methods employed to transform the unifying educational framework into a school curriculum. Describe how the mission, vision and framework inform the planning of the curriculum.

Curriculum

Implementation Narrative

To enhance cognitive performance and promote deeper learning, Invictus integrates additional strategies focused on problem-solving, physical activity, and stimulating curiosity. These strategies are designed to foster a dynamic learning environment that encourages active engagement, critical thinking, and overall cognitive development. Below are key approaches, supported by relevant research, that have been shown to enhance cognitive performance:

1. Active Learning

Active learning involves engaging students directly in the learning process through activities that promote analysis, synthesis, and application of knowledge (Freeman et al., 2014). This approach contrasts with traditional passive learning, where students primarily listen and take notes.

- **Key Practices:** Think-pair-share, problem-solving tasks, group discussions, and peer teaching.
- **Research Support:** Freeman et al. (2014) demonstrated that active learning increases student performance in STEM courses, improving understanding and retention of content.

2. Spaced Learning (Spaced Repetition)

Spaced learning involves distributing study sessions over time rather than cramming information in a single sitting. This technique capitalizes on the brain's ability to retain information more effectively when it is revisited periodically (Cepeda et al., 2006).

- **Key Practices:** Periodic quizzes, scheduled review sessions, and spaced-out practice exercises.
- **Research Support:** Cepeda et al. (2006) found that spacing out learning significantly improves long-term retention and recall of information compared to massed learning.

3. Growth Mindset

The concept of a growth mindset, introduced by Carol Dweck, suggests that intelligence and abilities can be developed through effort and perseverance. Students with a growth mindset view challenges as opportunities for growth rather than as insurmountable obstacles (Dweck, 2006).

- **Key Practices:** Emphasizing effort over innate talent, providing constructive feedback, and encouraging resilience in the face of setbacks.

- **Research Support:** Studies show that fostering a growth mindset can lead to higher academic achievement and greater persistence in challenging tasks (Yeager & Dweck, 2012).

4. Metacognition

Metacognition refers to the awareness and control of one's own learning processes. Students who engage in metacognitive practices are better able to plan, monitor, and evaluate their learning strategies, leading to more effective study habits and improved performance (Flavell, 1979).

- **Key Practices:** Self-reflection, goal setting, self-assessment, and teaching students strategies to monitor their understanding and adjust their learning methods.
- **Research Support:** Studies show that teaching metacognitive strategies can improve student learning outcomes and help them become more independent learners (Dunlosky et al., 2013).

5. Cognitive Load Theory

Cognitive Load Theory (CLT) focuses on the limitations of working memory and emphasizes the need for instructional designs that reduce unnecessary cognitive load, allowing students to focus on the material that enhances learning (Sweller, 1988).

- **Key Practices:** Breaking down complex information into manageable chunks (chunking), using visual aids (e.g., diagrams, charts), and avoiding information overload.
- **Research Support:** Sweller (1988) showed that reducing cognitive load through effective instructional design leads to better learning outcomes, especially when teaching complex concepts.

6. Promoting Problem-Solving Skills

Problem-solving is a critical cognitive skill that requires students to analyze, evaluate, and synthesize information to arrive at solutions. By actively engaging students in real-world problems, Invictus encourages critical thinking and enhances cognitive performance.

- **Key Practices:** Case studies, inquiry-based learning, project-based learning, and collaborative problem-solving activities.
- **Research Support:** Studies show that problem-based learning improves students' problem-solving abilities and

promotes deeper understanding (Hmelo-Silver, 2004).

7. Incorporating Physical Activity

Incorporating physical activity into the learning environment has been shown to enhance cognitive function, increase attention, and reduce stress. Physical activity can stimulate brain function and improve memory, focus, and academic performance (Donnelly et al., 2016).

- **Key Practices:** Movement-based learning, incorporating short physical activity breaks, and hands-on learning experiences that involve physical tasks.
- **Research Support:** Donnelly et al. (2016) found that physical activity has a positive impact on students' cognitive performance, particularly in tasks requiring focus and memory.

8. Stimulating Curiosity

Stimulating curiosity is key to fostering an engaging and motivating learning environment. Curiosity-driven learning encourages students to explore topics independently and be more motivated to engage with the material.

- **Key Practices:** Inquiry-based learning, open-ended questions, opportunities for self-directed exploration, and fostering a sense of wonder through real-world applications.
- **Research Support:** Research has shown that stimulating curiosity not only enhances learning but also increases long-term retention and academic achievement (Gruber et al., 2014). Curiosity-driven approaches lead to greater student engagement and motivation to explore complex concepts.

9. Collaborative Learning

Collaborative learning involves students working together in small groups to solve problems, share knowledge, and teach each other. This approach not only improves understanding but also builds social and communication skills (Johnson & Johnson, 1989).

- **Key Practices:** Group projects, cooperative problem-solving, and peer feedback.
- **Research Support:** Johnson and Johnson (1989) found that collaborative learning promotes deeper cognitive processing and enhances critical thinking skills, as students learn from diverse perspectives.

10. Dual Coding

Dual Coding Theory posits that combining verbal and visual information enhances learning by engaging both verbal and visual cognitive pathways (Paivio, 1986). This approach encourages the integration of words with images to create more meaningful learning experiences.

- **Key Practices:** Using diagrams, flowcharts, and other visuals alongside textual explanations in lessons.
- **Research Support:** Paivio (1986) demonstrated that dual coding improves memory retention by reinforcing learning through multiple channels, leading to a richer and more comprehensive understanding.

11. Retrieval Practice

Retrieval practice involves actively recalling information from memory rather than passively reviewing notes. This strategy strengthens memory and enhances long-term retention by reinforcing neural connections associated with the material (Roediger & Butler, 2011).

- **Key Practices:** Frequent quizzes, flashcards, and practice tests.
- **Research Support:** Roediger and Butler (2011) found that retrieval practice significantly improves learning outcomes, especially when spaced over time.

12. Inquiry-Based Learning

Inquiry-based learning encourages students to ask questions, explore topics of interest, and engage in problem-solving. This approach promotes critical thinking and deepens understanding by allowing students to construct their own knowledge through exploration and discovery (Bransford et al., 2000).

- **Key Practices:** Student-driven research projects, problem-based learning tasks, and open-ended questions.
- **Research Support:** Bransford et al. (2000) found that inquiry-based learning fosters higher-order thinking skills and prepares students to apply knowledge in real-world contexts.

13. Emotionally Supportive Learning Environments

An emotionally supportive learning environment is one in which students feel safe, valued, and respected. Positive emotional experiences have been shown to enhance cognitive

performance by reducing anxiety and increasing motivation (Immordino-Yang & Damasio, 2007).

- **Key Practices:** Building rapport with students, promoting a growth-oriented classroom culture, and offering emotional support when students face challenges.
- **Research Support:** Immordino-Yang and Damasio (2007) demonstrate that emotional well-being is deeply intertwined with cognitive functioning, and students perform better when they feel emotionally supported.

By integrating these strategies into the learning framework at Invictus, we aim to foster a dynamic and effective learning environment that enhances cognitive performance. Supported by robust research, these strategies ensure that students develop critical thinking, problem-solving, and collaborative skills necessary for success in their academic and future career pursuits.

How the Mission, Vision, and Framework Inform Curriculum Planning

Mission-Driven Curriculum Development Invictus Career Institute's mission to empower students in grades 6-12 with knowledge, skills, and hands-on experiences in health and medical careers directly informs the design of its curriculum. The focus on rigorous academics, real-world learning, and industry partnerships ensures that every course and learning activity aligns with career readiness in healthcare. To achieve this, the curriculum incorporates:

- **Healthcare-Focused Pathways:** Courses are designed to provide foundational knowledge in medical sciences, patient care, and health technology.
- **Certification Opportunities:** Ensuring all students graduate with at least one industry-recognized credential in healthcare.
- **Experiential Learning:** Hands-on experiences through clinical rotations, simulations, and laboratory work.

Vision Alignment with Instructional Strategies The vision of Invictus Career Institute—to prepare the next generation of healthcare leaders, particularly from underrepresented backgrounds—guides the instructional strategies and support systems in place. The curriculum is structured to ensure:

- **Equity in Access:** Providing students from diverse and economically disadvantaged backgrounds with opportunities to excel in healthcare careers.

- **Dual Enrollment and Internships:** Partnerships with colleges and healthcare providers allow students to gain early exposure and practical experience.
- **Development of Soft Skills:** Leadership, empathy, and cultural competency are embedded into the curriculum through service-learning projects and patient interaction simulations.

Framework for Enhanced Cognitive Performance and Student Success

The research-backed framework at Invictus Career Institute ensures that students are engaged in meaningful learning experiences that enhance cognitive development and career readiness. The following instructional strategies are integrated into the curriculum:

1. **Active Learning:** Encouraging student engagement through problem-solving tasks, peer discussions, and hands-on activities.
2. **Spaced Learning:** Scheduling periodic review sessions and assessments to reinforce long-term knowledge retention.
3. **Growth Mindset Development:** Emphasizing effort-based learning to build resilience and academic perseverance.
4. **Metacognitive Strategies:** Teaching students self-assessment techniques to enhance their ability to monitor and regulate their learning.
5. **Cognitive Load Management:** Designing lessons that break complex information into digestible components using visuals and hands-on demonstrations.
6. **Problem-Based Learning:** Presenting students with real-world healthcare challenges to develop critical thinking and decision-making skills.
7. **Physical Activity Integration:** Utilizing movement-based learning techniques to enhance focus and cognitive performance.
8. **Curiosity-Driven Learning:** Encouraging inquiry-based exploration of healthcare topics to deepen understanding and motivation.
9. **Collaborative Learning:** Facilitating teamwork through group projects and cooperative problem-solving exercises.
10. **Dual Coding Theory Application:** Combining verbal explanations with visual representations like diagrams and simulations to enhance comprehension.
11. **Retrieval Practice:** Implementing regular low-stakes quizzes and flashcards to reinforce knowledge retention.
12. **Inquiry-Based Learning:** Encouraging student-led investigations and research projects to promote higher-order thinking skills.

- 13. Emotionally Supportive Environments:** Creating a culture of encouragement and emotional well-being to foster motivation and engagement.

Measuring Success and Continuous Improvement The success of the curriculum is measured against the established benchmarks, ensuring that:

- 90% of students meet or exceed proficiency in math and literacy.
- 100% of graduates earn an industry-recognized credential.
- 85% of graduates enroll in postsecondary education or secure employment in healthcare within one year.
- Students engage in a minimum of 20 hours of community-based healthcare service annually.
- A 90% retention rate and 95% high school graduation rate are maintained.

By integrating the mission, vision, and research-based framework into curriculum planning, Invictus Career Institute ensures that students not only achieve academic success but also develop the skills and experiences necessary for long-term career achievement in the healthcare industry. This structured, career-focused approach positions students for economic mobility while addressing critical workforce needs in Jefferson County and beyond.

b) Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure. Demonstrate alignment to the school's mission and vision.

Learning Environment

The learning environment at Invictus is designed to foster engagement, collaboration, and real-world application in the context of health science education. It is based on several research-driven educational models that prioritize active learning, student-centered pedagogy, and industry alignment. These models emphasize the importance of creating a supportive, flexible, and technology-enhanced environment that prepares students for success in their academic journeys and future health science careers.

1. Active Learning Model

Active learning, as defined by Bonwell and Eison (1991), involves students engaging directly with the content, ideas, and issues they are studying rather than passively receiving information. This model has been shown to enhance critical thinking, deepen understanding, and improve retention (Freeman et al., 2014). At Invictus, the learning environment is designed to support active learning through hands-on experiences, collaborative projects, problem-based learning (PBL), and real-world health science simulations.

In the classroom, this means that students are not merely receiving lectures but are actively involved in discussions, peer teaching, group research projects, and case-based learning scenarios. For instance, students may work together to solve a health care-related case study, simulating real-world challenges they might face in the field. The environment encourages problem-solving, critical thinking, and team collaboration, all of which are vital skills for success in health care settings (Prince, 2004). This emphasis on active engagement aligns with research demonstrating that students learn more effectively when they interact with the material in a dynamic, hands-on way.

2. Constructivist Learning Theory

Constructivism, championed by theorists such as Piaget (1972) and Vygotsky (1978), posits that learners build new knowledge based on their prior experiences. In this framework, education is not a process of transferring knowledge from teacher to student, but one where students actively construct their own understanding. The learning environment at Invictus incorporates constructivist principles by recognizing the diverse backgrounds and learning styles of students. Teachers serve as facilitators who guide students through explorations, discussions, and practical experiences rather than simply delivering information.

The physical layout of Invictus classrooms is also designed to promote collaborative learning. Classrooms are flexible, with movable furniture that allows for group work and interactive

learning. This configuration supports collaborative activities such as peer feedback, small-group discussions, and team-based problem-solving tasks, ensuring that learning is a social and cooperative process. This approach is supported by research showing that collaborative learning not only fosters deeper understanding but also develops critical soft skills such as communication, teamwork, and leadership (Johnson & Johnson, 1989).

3. Blended Learning Environment

The blended learning model, which integrates traditional face-to-face instruction with online learning, has become increasingly popular in recent years due to its ability to offer personalized and flexible learning experiences. According to Graham (2006), blended learning can provide a rich educational experience by combining the best of in-person and digital learning environments. At Invictus, this model is used to ensure that students can learn both in the classroom and remotely, facilitating individualized learning pathways and accommodating diverse needs.

In this environment, students have access to a variety of digital resources such as virtual labs, health science simulations, and online case studies, which complement in-person instruction. The integration of technology in the classroom not only supports engagement but also helps develop digital literacy skills, an essential competency in today's health science fields (Zhao, 2015). Through platforms such as Learning Management Systems (LMS) and online collaboration tools, students can access resources at their own pace, participate in virtual discussions, and complete interactive assignments that simulate real-world health care challenges.

Research has shown that blended learning increases student engagement, improves learning outcomes, and allows for more personalized instruction (Horn & Staker, 2014). Invictus' integration of both online and in-person learning provides students with flexibility and a variety of learning modalities, making it an inclusive and adaptive environment.

4. Industry-Aligned Learning

A cornerstone of the Invictus learning environment is its alignment with the health science industry. Industry-based learning is an approach that connects classroom learning to real-world applications, allowing students to experience the realities of their chosen field before entering the workforce. The learning environment at Invictus includes partnerships with local health care providers, medical organizations, and professionals, creating opportunities for internships, mentorships, and job-shadowing experiences.

According to a study by Cummings et al. (2012), industry collaboration in education provides students with relevant

experiences that bridge the gap between academic knowledge and practical application. At Invictus, students have the opportunity to participate in simulations and hands-on activities designed in collaboration with health industry partners, ensuring they acquire practical skills that are directly applicable in their future careers.

Additionally, the learning environment includes industry-standard technologies and equipment used in health care settings. Whether through virtual simulations that replicate hospital environments or direct exposure to medical tools during internships, Invictus ensures that students are immersed in an environment that mirrors their future workplace, thereby enhancing their job readiness.

5. Supportive and Inclusive Learning Environment

The learning environment at Invictus is intentionally designed to be supportive and inclusive, recognizing the diverse needs of students. Based on research in inclusive education (Tomlinson, 2001), Invictus strives to create a space where all students, regardless of their background or ability level, feel valued and capable of achieving success. Teachers are trained in differentiated instruction strategies, and classroom environments are structured to provide both academic and emotional support.

For example, students who need additional assistance in mastering complex concepts may receive targeted support through small group work, tutoring, or digital resources that reinforce the material. The inclusion of social-emotional learning (SEL) in the curriculum further strengthens this environment, preparing students to navigate challenges both inside and outside the classroom. SEL has been shown to improve academic performance, reduce behavioral issues, and increase positive student outcomes (Durlak et al., 2011).

The learning environment at Invictus is built on research-based models that prioritize active engagement, personalized learning, technology integration, industry collaboration, and inclusivity. By fostering an environment that actively involves students in their learning, supports diverse needs, and aligns with real-world industry standards, Invictus prepares its students for successful careers in the health science field.

This approach not only enhances student outcomes but also ensures that students are equipped with the critical skills necessary for both academic and professional success. Instructional staff at Invictus will utilize a comprehensive understanding of Bloom's Taxonomy and Webb's Depth of Knowledge to design lesson plans and learning tasks. The primary objective is to engage students in higher-order thinking, but students must first master the foundational skills essential for critical thinking and problem-solving.

Recognizing that many of the students Invictus serves may be performing below state benchmark standards, considerable emphasis will be placed on developing skills at the initial levels of Bloom’s Taxonomy—levels one, two, and three.

This approach is grounded in the belief that students progress more rapidly when they have a strong grasp of essential skills and knowledge. Specifically:

- **Students who are ready to tackle more challenging material are more confident in their abilities and less likely to become frustrated by increasingly complex tasks.**
- **Mastering prerequisite concepts enables students to participate meaningfully in collaborative learning, enhancing both their own learning and the learning of their peers.**
- **Errors that arise from gaps in foundational knowledge are minimized, preventing these errors from becoming barriers to advancing to more complex material.**
- **The integration of recall, retention, and conceptual understanding works together to deepen students’ exploration of content and foster a greater understanding of the subject matter.**

In addition to applying Bloom’s Taxonomy and Webb’s Depth of Knowledge, teachers will receive training in the Concrete-Representational-Abstract (CRA) methodology. This model, particularly useful in math and other disciplines, supports differentiation and accommodates diverse learning styles by allowing students to explore concepts through tactile, visual, and abstract representations.

The CRA model ensures a natural progression from concrete experiences, such as hands-on activities or physical manipulation of materials, to more abstract thinking, such as theoretical understanding and problem-solving. This method aligns with the Alabama Math, Science, and Technology Initiative, which has demonstrated success in enhancing students’ mathematical understanding through its application. By using CRA, Invictus creates an environment where students can build upon their knowledge progressively and intuitively, supporting both skill development and conceptual learning in ways that cater to varied learning styles.

At Invictus, we are committed to providing students with a rich and diverse set of learning opportunities that extend beyond the traditional classroom experience. These opportunities are designed to immerse students in real-world applications of health science and career-readiness skills. By leveraging

community partnerships, hands-on learning, and structured exploration, Invictus aims to equip students with the knowledge, experience, and connections they need to thrive in their chosen fields.

Invictus is committed to ensuring that class sizes do not exceed 25 students per classroom with a maximum of 12 students in CTE Pathway courses. This structure enhances the quality of education by promoting personalized instruction, mentorship, and hands-on learning experiences. Smaller class sizes are particularly crucial in technical fields like health sciences, where individualized support is essential for mastering both academic content and industry-specific skills. For students in health-focused pathways, cohort sizes will be even small due to the rigorous training and certification requirements. By prioritizing a low student-to-teacher ratio, Invictus ensures that students receive the targeted instruction and career preparation necessary for success in the healthcare industry.

c) Provide an overview of the planned curriculum. Attach a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. In addition, identify course outcomes and demonstrate alignment with applicable state standards.

Core Subjects

2021 Alabama Course of Study: English Language Arts

The Grades 6-12 Recurring Standards for English Language Arts, paraphrased below, are an important part of every course. Through these recurring standards, students learn and practice active listening, read a variety of workplace and literary texts, learn and practice essential digital skills, utilize a process to create and modify written work, implement conventions of language and usage, and utilize context to decipher word meanings. The recurring standards are to be incorporated throughout the course.

English 6 Students will demonstrate the ability to comprehend and analyze various types of literature, both fiction and non-fiction, recognizing themes, character development, and plot structures. They will begin to interpret more complex texts with an understanding of context and author's purpose. In writing, students will express their ideas and opinions with clear reasoning, justifying their points of view while creating structured compositions such as essays or research projects. They will participate in discussions, asking and answering questions, justifying their viewpoints with evidence, and expressing themselves persuasively. Active listening will also be a key focus, as students will engage with oral presentations by summarizing main ideas and supporting details.

Additionally, students will apply appropriate grammar, syntax, and vocabulary in both writing and speech, understanding how language functions within sentences. They will also utilize research skills to gather and evaluate information from multiple sources, integrating this knowledge into their work while expanding their vocabulary.

Grade 7 Students will continue to interpret and analyze more complex texts, identifying subtle nuances in language, themes, and structure. They will also be able to identify the author's perspective and analyze how it shapes the text. Writing skills will advance, with students developing their ability to express and justify ideas more deeply, using increasingly sophisticated argumentation and supporting their views with relevant examples. In speaking, students will engage in discussions with greater sophistication, defending their viewpoints and offering detailed analysis of ideas presented by others. Active listening will also involve evaluating spoken information critically, distinguishing between biases and assessing the strength of arguments. Students will demonstrate an increasing command of grammar, syntax, and vocabulary, using figurative language and more complex sentence structures effectively. Their research skills will expand, synthesizing information from

multiple sources, while vocabulary development will focus on understanding context clues and applying precise words. Grade 8 Students will critically analyze and evaluate a variety of texts, understanding how authors craft their message and how different literary elements function together. They will interpret complex themes and apply these insights to their own life experiences. Writing will be increasingly sophisticated, as students will refine their ability to argue, persuade, or inform with well-supported evidence, using varied sentence structures and transitions. In discussions, students will demonstrate the ability to lead with poise, considering others' perspectives while presenting their own viewpoints logically and persuasively. Active listening will include the evaluation of complex spoken material, distinguishing between fact and opinion, recognizing emotional appeals, and assessing credibility. Students will continue to expand their command of grammar, syntax, and vocabulary, using these elements effectively for both academic and creative purposes. Their research skills will involve thorough organization and synthesis of information from multiple sources, while vocabulary development will focus on applying a broad range of words accurately in both writing and speaking tasks. Throughout these grades, students will be expected to develop critical thinking, communication, and research skills, with an increasing ability to express themselves in more sophisticated and reflective ways.

English 9: Students will engage in a range of activities to enhance their communication and comprehension skills. They will read a variety of print and nonprint documents, such as emails, directions, diagrams, and charts, to acquire new information and respond effectively to societal and workplace demands. Additionally, they will read and comprehend various literary texts, including prose, poetry, and dramas, to develop both literal and figurative understandings tailored to the text's purpose and context. Active listening skills will be utilized in formal and informal conversations, adhering to established norms. In terms of expression, students will use digital and electronic tools appropriately, safely, and ethically. They will follow a structured writing process that includes planning, revising, editing, and rewriting to produce focused, organized, and coherent writing aimed at a specific audience. To communicate effectively, they will employ proper grammar, mechanics, and usage, such as punctuation, capitalization, spelling, and sentence structure, while also using context clues to decipher the meanings of unfamiliar spoken or written words.

English 10: Students will engage in various activities to enhance their communication and comprehension skills. They

will read a diverse range of print and nonprint documents, such as emails, directions, diagrams, and charts, to acquire new information and address the needs of society and the workplace. Additionally, they will explore a variety of literary texts, including prose, poetry, and dramas, to develop both literal and figurative understandings relevant to the text's purpose and context. Active listening skills will be utilized in both formal and informal conversations, adhering to established norms. In terms of expression, students will appropriately, safely, and ethically use digital and electronic tools. They will follow a structured writing process that encompasses planning, revising, editing, and rewriting to produce focused, organized, and coherent pieces tailored for specific purposes and audiences. To communicate effectively, they will employ conventions of grammar, mechanics, and usage, such as punctuation, capitalization, spelling, and sentence structure, while also using context clues to understand unfamiliar spoken or written words.

English 11: Students will engage in a variety of activities to develop their communication and comprehension skills. They will read an array of print and nonprint documents, such as emails, directions, diagrams, and charts, to acquire new information and respond effectively to the needs of society and the workplace. Additionally, they will explore a diverse selection of literary texts, including short and long prose, poetry, and dramas, to cultivate both literal and figurative understanding appropriate to each text's purpose and context. Active listening skills will be practiced in formal and informal conversations, adhering to established norms. In terms of expression, students will use digital and electronic tools in an appropriate, safe, and ethical manner. They will follow a structured writing process that includes planning, revising, editing, and rewriting to produce focused, organized, and coherent writing tailored for specific audiences and purposes. To ensure effective communication, they will apply conventions of grammar, mechanics, and usage, such as punctuation, capitalization, spelling, and sentence structure, while also utilizing context clues to decipher the meanings of unfamiliar spoken or written words.

English 12: Students will actively develop their communication and comprehension skills through various activities. They will read a wide range of print and nonprint documents, including emails, directions, diagrams, charts, and other common workplace materials, to acquire new information and respond to the needs of society and the workplace. In addition, they will engage with a variety of literary texts, such as short and long prose, poetry, and dramas, to foster both literal and figurative understanding

appropriate to each text's purpose and context. Students will practice active listening skills in both formal and informal conversations, adhering to established norms. They will also utilize digital and electronic tools in an appropriate, safe, and ethical manner. The writing process will involve planning, revising, editing, and rewriting to create focused, organized, and coherent pieces tailored to specific purposes and audiences. To communicate effectively, they will employ conventions of grammar, mechanics, and usage—such as punctuation, capitalization, spelling, and effective sentence structure—while using context clues to decipher the meanings of unfamiliar spoken or written words.

Instructional Approach:

- Differentiated instruction to meet the diverse needs of all learners, ensuring that every student can engage with the material at their level.
- Project-based learning assignments that encourage collaboration, creativity, and critical thinking.
- Technology integration to enhance learning experiences, including digital storytelling, online discussions, and research tools.

Assessment:

- Formative and summative assessments methods, including essays, presentations, projects, and exams, to measure student understanding and growth.
- Feedback and reflection on students' work, encouraging them to reflect on their learning and set goals for improvement.

Our English course offerings for grades 6-12 aim to provide students with a rich and engaging literary experience while developing essential communication skills. ICI commitment is to foster a joy for reading and writing that will prepare students for success in their academic and future endeavors.

English Language Arts - [Carnegie Learning Lenses on Literature](#); [Savvas](#)

In our proposed 6th-12th grade English curriculum, we will incorporate Savvas and Carnegie Learning Lenses on Literature as a foundational component. This approach emphasizes critical engagement with texts, fostering deeper understanding and analysis among our students.

The Carnegie Learning Lenses framework encourages students to explore literature through multiple perspectives, including:

1. **Character Lens:** Students analyze characters' motivations, actions, and development throughout the text, fostering empathy and personal connection.
2. **Theme Lens:** This lens allows students to identify and interpret central themes, enhancing their ability to connect literature to broader societal issues and personal experiences.

3. Context Lens: Understanding the historical and cultural context of a work is crucial. This lens helps students appreciate how context influences literature and its relevance today.

4. Craft Lens: Students examine the author's choices in language, structure, and style, developing their own writing skills and appreciation for the art of storytelling.

By employing these lenses, our curriculum will promote critical thinking, encourage diverse interpretations, and enhance students' analytical skills. We believe that this approach not only aligns with state standards but also prepares students for higher-level academic work and informed citizenship.

Savvas Learning Company's Curriculum:

Savvas offers K-12 literacy solutions that are explicitly aligned with the 2021 Alabama Course of Study ELA Standards. Their programs combine scientifically based research with personalized learning experiences to enhance reading fluency, comprehension, writing skills, and 21st-century competencies. The company emphasizes high-quality, Alabama standards-aligned curricula, including core, supplemental, and intervention programs. Their award-winning Savvas Realize® Learning Management System supports seamless integration with district learning management systems, further ensuring alignment with Alabama's educational standards.

The benefits of using both Carnegie Learning's Lenses on Literature and Savvas Learning Company's curriculum are rooted in their complementary strengths and their alignment with Alabama's educational standards. By combining the two curricula, educators can create a well-rounded and robust literacy experience for students. Here are some of the key benefits:

1. Diverse Perspectives and Critical Thinking

- **Carnegie Learning's Lenses on Literature provides multiple lenses through which students can explore literature. These lenses—Character, Theme, Context, and Craft—encourage deep, analytical thinking. Students learn to interpret texts from various angles, developing empathy, understanding, and critical thinking skills.**
- **The Character Lens promotes personal connection with texts by focusing on characters' motivations and actions, helping students see the world through others' experiences. The Theme Lens allows students to connect literature to societal issues and personal experiences, enhancing their ability to think critically about the world around them.**

- **The Context Lens gives students a more comprehensive understanding of historical and cultural settings, fostering an appreciation for literature’s relevance in modern contexts. Finally, the Craft Lens helps develop writing skills by examining authorial choices in language, structure, and style.**

2. Research-Based and Standards-Aligned Approach

- **Savvas Learning Company's curriculum is grounded in scientifically based research, focusing on building literacy skills like reading fluency, comprehension, and writing. Its alignment with the 2021 Alabama Course of Study ELA Standards ensures that students meet state requirements while engaging in high-quality learning experiences.**
- **The curriculum emphasizes personalized learning, enabling students to progress at their own pace, which can be especially beneficial for learners with varying levels of proficiency.**
- **The Savvas Realize® Learning Management System supports seamless integration with district learning management systems, providing easy access to materials, assessments, and progress tracking. This system also ensures that lessons are consistently aligned with Alabama’s educational standards.**

3. Bridging the Gaps

- **The concerns raised by the Alabama State Textbook Committee regarding Carnegie Learning’s Lenses on Literature—such as deviations in rigor for grades 8-10 and a lack of focus on digital literacy, speaking, and listening skills—can be addressed by incorporating Savvas’ research-backed and comprehensive literacy programs, which offer strong support for digital literacy, speaking, and listening competencies.**
- **Savvas’ K-12 literacy solutions focus on reading comprehension and writing skills, which can complement Carnegie Learning’s literary analysis focus, providing a more holistic approach to language arts education.**

4. Enhanced Student Engagement and Motivation

- **Carnegie Learning’s digital-first approach ensures that students have access to engaging, interactive materials that promote a deeper connection with texts. The ability**

to explore literature through multiple lenses fosters critical thinking, making learning more engaging and meaningful.

- **The integration of Savvas' personalized learning tools can cater to diverse student needs, providing individualized support that helps keep students motivated and on track. Its focus on fluency and writing skills also reinforces the more complex, thematic elements taught through Carnegie's lenses.**

5. Balanced Focus on Critical and Creative Skills

- **By using both curricula, teachers can strike a balance between analytical thinking (as emphasized in Carnegie's Lenses on Literature) and practical literacy skills (highlighted in Savvas' standards-aligned content). This allows for a more well-rounded education that nurtures both creative expression and academic rigor.**
- **The integration of Savvas' writing-focused materials can reinforce Carnegie's Craft Lens, helping students refine their own writing through the examination of authorial technique, while also providing the foundational skills needed for success in both reading and writing.**

By combining the strengths of both Carnegie Learning's Lenses on Literature and Savvas Learning Company's curriculum, educators can offer students a richer and more comprehensive literacy experience, fostering both critical thinking and practical literacy skills that are aligned with state standards and student needs.

2023 Alabama Course of Study Science

The high school science standards provide essential preparation for academic and career success for all students in Grades 6-12. The courses are designed to enable students to understand the disciplinary core ideas by engaging in science and engineering practices. Students will build upon content knowledge from the middle grades through increased rigor and complexity to deepen their understanding of high school science courses. High school graduates should have an adequate scientific background to be active, informed citizens and to succeed in both the workplace and postsecondary courses. High school science courses continue to build and enhance scientific literacy. To be scientifically literate, students should have the ability to formulate and pose scientific inquiries that establish what is known and what still needs to be understood. They should be able to conduct investigations based on well-developed hypotheses, construct

models that demonstrate abstract concepts, and use appropriate tools to obtain numerical measurements that explain mathematical relationships. Additionally, students should formulate explanations of scientific phenomena using academic language, and be able to apply problem-solving skills to create innovative solutions. Finally, students should be able to obtain, assess, and communicate knowledge from scientific literature and construct and engage in evidence-based arguments. The standards are designed to empower educators to present content in ways that inspire students to be inquisitive, take initiative to investigate, and critically engage with scientific content. The instructional environment of the science classroom should be student-centered, collaborative, and inquiry-based. All science courses in Grades 9-12 should include a laboratory-based component that encourages students to apply investigation and reasoning skills to develop explanations and propose solutions. Conceptual learning should be supported by computational and graphical representations, and students should be able to apply data analysis techniques and demonstrate mathematical thinking. Specific scientific practices are included in course overviews.

Earth and Space Science (Grade 6) Earth and Space Science content focuses on the disciplinary core ideas in the Earth and space sciences domain. The first core idea, "Earth's Place in the Universe," describes the universe as a whole and addresses its grand scale in both space and time. The second and third core ideas, "Earth's Systems: Materials and Processes" and "Earth's Systems: Energy and Weather," encompass the processes that produce Earth's continuously changing conditions. The fourth core idea, "Earth and Human Activity," addresses society's interactions with the planet. Sixth grade students will develop and use models, analyze and interpret data, and construct explanations to gain a better understanding of Earth's systems and Earth's place in the universe. They will carry out investigations and utilize their findings as evidence in order to construct their own understanding of Earth. As they obtain, analyze, and utilize data, students are encouraged to develop solutions to conserve Earth's natural resources and limit the negative impact humans may have on the planet.

Life Science (Grade 7) Grade 7 Life Science is designed to provide students with a foundation of scientific knowledge and ways of exploring the world. It provides an understanding of living organisms, from the smallest cells to complex ecosystems, allowing students to appreciate the diversity and complexity of life on Earth. Life Science not only imparts knowledge about the natural world but also nurtures critical

thinking, ethical reasoning, and practical skills that are valuable in numerous aspects of life and future career paths. This course requires comprehensive learning and the use of reading, writing, and mathematics skills to enhance scientific literacy. Life Science content focuses on the disciplinary core ideas in the life sciences domain. The first disciplinary core idea, "From Molecules to Organisms: Structures and Processes," focuses on cellular structures, energy, mitosis, and interaction of body systems necessary for growth, development, and maintenance of homeostasis, emphasizing how each system interacts with the others and with external stimuli. The concepts of mitosis and meiosis are presented separately to establish that meiosis is a process of inheritance. Detailed anatomy of organs will be taught in high school Human Anatomy and Physiology, which extends the content of Life Science. The second disciplinary core idea, "Ecosystems: Interactions, Systems, and Dynamics," is a broad look at energy and ecosystem relationships that impact populations and environments. The third core idea, "Heredity: Inheritance and Variation of Traits," focuses on inheritance of traits, variations, meiosis, and biotechnology as a foundation for the details of nucleotide structure, DNA replication, base-pairing, and protein synthesis, which will come in high school Biology. The fourth core idea, "Unity and Diversity," illustrates classification of organisms and adaptations of organisms due to natural selection.

Physical Science (Grade 8) Grade 8 Physical Science is designed to help students apply physical science concepts to daily life, including electricity, thermal energy transfer, and the acceleration of objects such as a car. It also provides students with the skills and content knowledge necessary to be successful in high school chemistry, physics, and physical science courses. Physical Science requires comprehensive learning and the use of reading, writing, and mathematics skills. This course focuses on four disciplinary core ideas from the physical sciences domain. In "Matter and Its Interactions," students study the structure and function of matter and their effects on chemical reactions. In the second core idea, "Motion and Stability: Forces and Interactions," students explore different forces and various types of interactions. They also engage in predicting and developing explanations for changes in motion. The "Energy" core idea involves the conservation of energy, energy transformations, and applications of energy to everyday life. In the final core idea, "Waves and Their Applications in Technologies for Information Transfer," students examine the relationships between wave properties, types of signals, and their interactions with different instruments.

Biology (Grade 9) Biology is an inquiry-based course focused on providing all high school students with foundational life science content about the patterns, processes, and interactions among living organisms. It emphasizes depth and detail in a limited number of core ideas rather than memorization of broad factual content. Each standard's foundational knowledge is integrated with the science and engineering practices to provide students with opportunities to engage in scientific inquiry. Students use both new and prior knowledge to build conceptual understandings based on evidence from their own and others' investigations. They use their own learning and experiences to support claims and engage in argument from evidence and to produce innovative solutions that reflect how scientists formulate explanations. The standards provide opportunities to create deeper conceptual understanding and foster scientific literacy for college, career, and citizenship. Resources specific to the local area, scholarly resources (including evidenced-based literature from scientific journals, real-world data, industry studies, and scientific reports), and laboratory investigations should be used to extend and increase the complexity of the core ideas. The Biology course incorporates safe laboratory investigations where students can actively explore the aspects of living things. Students are encouraged to apply evidence-based reasoning to investigate various structures, processes, and interactions in organisms. Hands-on experiences in the lab spark curiosity and build interest in learning about living things and are especially valuable for students interested in biology-related science, technology, engineering, and mathematics (STEM) careers. Content standards within this course are organized according to the disciplinary core ideas for the life sciences domain. The first core idea, "From Molecules to Organisms: Structures and Processes," emphasizes the structure of cells and how their functions are necessary for supporting life, growth, behavior, and reproduction. The second core idea, "Ecosystems: Interactions, Energy, and Dynamics," investigates the positive and negative interactions between living organisms and other biotic and abiotic factors, as well as investigating and celebrating Alabama's biodiversity. The third core idea, "Heredity: Inheritance and Variation of Traits," centers on the formation of proteins that affect trait expression (also known as the central dogma of molecular biology); the passing of genetic information through generations; and how environmental factors and errors in DNA replication can contribute to genetic variation. The fourth core idea, "Unity and Diversity," examines the variation of traits within a population that results in diversity among organisms

over a long period of time. This core idea also focuses on analyzing the relatedness between organisms and groups of organisms using phylogenetic trees and cladograms. This approach moves away from the shifting nomenclature in hierarchical taxonomies toward the use of technologies to determine species relatedness.

Chemistry (Grade 10) Chemistry is a physical science course that focuses on the properties and behavior of matter. The concepts explored in chemistry are fundamental to understanding all areas of science and the components of the universe at both the microscopic and macroscopic levels. Chemistry encompasses both qualitative and quantitative analysis of scientific processes, supported by inquiry-based learning and laboratory experiences. In Chemistry, students use the academic language of science in context to communicate claims, evidence, and reasoning for chemical phenomena. The course provides in-depth investigations of the properties and interactions of matter, allowing students to acquire prerequisite skills for postsecondary studies and careers in science, technology, engineering, and mathematics (STEM) fields. External resources, including evidence-based research published in scientific journals, should be utilized to provide students with a broad scientific experience which will adequately prepare them for college, careers, and citizenship. Content standards within this course are organized according to three of the disciplinary core ideas for physical science. The first core idea, "Matter and Its Interactions," deals with the substances and processes encompassing our universe on microscopic and macroscopic levels. The second core idea, "Motion and Stability: Forces and Interactions," concentrates on forces and motion, types of interactions, and stability and instability in chemical systems. The third core idea, "Energy," involves conserving energy, energy transformations, and energy applications to everyday life. Embedded in the content standards are the disciplinary core ideas of the Engineering, Technology, and Applications of Science (ETS) domain, which require students to use design strategies in conjunction with knowledge and understanding of science and technology to solve practical problems. Engineering standards are denoted with a gear icon . Through guided participation in the engineering design process, students will design and conduct experiments to evaluate the effect of solute concentration on the colligative properties of a solution. Although not included as discrete standards, these scientific practices should be embedded throughout the course:

- **Measurement** - Choose appropriate tools and record measurements with the correct number of significant figures to show measured and estimated digits and units.

- **Significant figures** - Record the correct number of significant figures after performing mathematical calculations with the data.
- **Dimensional analysis** - Perform unit conversions using dimensional analysis, including conversions of derived units such as g/cm³ and molar conversions.
- **Scientific notation** - Use scientific notation to report very large or small quantities with the correct number of significant figures, and carry out multiplication, division, addition, and subtraction calculations with scientific notation.
- **Graphing** - Create graphs to determine and communicate relationships between variables and analyze graphs to make predictions about unknown data points.

Earth and Space Science (Grade 11) Earth and Space Science is based on the Earth and space science domain, with content focused on our ever-changing planet and its weather, Earth's place in the universe, and the integration of its constantly evolving systems. Content also includes historical perspectives on the universe and Alabama's contributions to space exploration. Earth and Space Science is strongly recommended for all high school students. The course is based on two disciplinary core ideas in the earth and space science domain. The first core idea, "Earth's Place in the Universe," addresses stars and star properties, the solar system and the universe, and historical astronomical perspectives. The second core idea, "Earth's Systems," examines the composition and history of the Earth, plate tectonics, weather, climate, and severe weather. Embedded in the content standards are the disciplinary core ideas of the Engineering, Technology, and Applications of Science (ETS) domain, which require students to use design strategies in conjunction with knowledge and understanding of science and technology to solve practical problems. Teachers are encouraged to incorporate current, relevant information from scientific literature and draw upon local resources to engage students and extend the disciplinary core ideas. Standards are written so students can access and expand upon prior knowledge, incorporate personal experiences, and integrate new learning to build conceptual understanding. The content standards foster scientific, mathematical, and graphical literacy to prepare students for post-secondary study, careers, and citizenship. Although not included as discrete standards, these practices should be embedded throughout each unit:

- **Measurement** - Choose appropriate tools and record measurements with the correct units.
- **Mathematics** - Calculate ratios, rates, percentages, and unit conversions to represent and solve scientific and engineering problems.

- **Graphic literacy-** Read, analyze, and interpret graphs, charts, and tables to address a scientific question or solve a problem.
- Environmental Science (Grade 12)** Environmental Science introduces students to a broad view of the biosphere and the physical attributes that affect it. The standards include the study of ecosystems and natural resources, human impacts on Earth's systems, and changing patterns of weather and climate. Environmental Science provides a "deep dive" into the ways systems interconnect, interact, and influence events over long and short periods of time. Students are challenged to evaluate and synthesize current findings from multiple sources of reliable, scholarly information to address issues or suggest possible solutions for environmental problems. The Environmental Science course incorporates safe laboratory investigations that enable students actively to explore the environment. Students are encouraged to apply evidence-based reasoning to investigate how Earth's systems interact with biotic, abiotic, and anthropogenic influences. Hands-on experiences in the lab spark curiosity and build interest in learning about the environment. These hands-on experiences are especially valuable for students interested in science, technology, engineering, and mathematics (STEM) careers related to environmental science. Although environmental legislation is not included in the standards, the exploration and application of these laws and policies can be an extension of learning environmental science. The disciplinary core ideas in Environmental Science are "Ecosystems: Interactions, Energy, and Dynamics," "Unity and Diversity," "Earth's Systems," and "Earth and Human Activity." The academic language of core ideas is used in context to communicate claims, evidence, and reasoning for phenomena and to engage in argument from evidence to justify and defend claims. Embedded in the content standards are the disciplinary core ideas of the Engineering, Technology, and Applications of Science (ETS) domain, which require students to use design strategies in conjunction with knowledge and understanding of science and technology to solve practical problems. Engineering standards are denoted with a gear icon . Through participation in the engineering design process, students will evaluate and refine a current solution designed to protect natural resources and design and defend a sustainability plan to reduce an individual's ecological footprint. Although not included as discrete standards, these practices should be embedded throughout each unit:
- **Measurement -** Choose appropriate measurement tools and record measurements with the correct units.
 - **Mathematics -** Calculate ratios, rates, percentages, and unit conversions to represent and solve scientific and engineering problems.

- **Graphic literacy** - Read, analyze, and interpret graphs, charts, and tables to address a scientific question or solve a problem.

Physics

Physical Science is a conceptual, inquiry-based course that investigates the basic concepts of chemistry and physics, including energy, waves, electricity and magnetism, atomic structure, nuclear chemistry, matter, and solutions. This course is designed to prepare students for further studies in chemistry and physics by building upon content knowledge, including chemical bonding and reactions and Newton's laws of motion, from Grade 8 Physical Science. In this course, students use evidence from their own investigations and the work of others to develop and refine knowledge of the disciplinary core ideas. They apply mathematical and language skills to create increasingly more sophisticated model-based explanations and arguments. The standards promote a depth of conceptual understanding and scientific literacy that will adequately prepare students for college, career, and citizenship. Various resources, including those specific to the local area and evidence-based literature found within scientific publications, should be used to extend and increase the complexity of the core ideas. Content standards are organized according to the disciplinary core ideas for the physical science domain. The first core idea, "Matter and Its Interactions," deals with the substances and processes of the universe on microscopic and macroscopic levels. The second one, "Energy," involves conserving energy, energy transformations, and energy applications to everyday life. The third core idea, "Waves and Their Applications in Technologies for Information Transfer," examines wave properties, electromagnetic radiation, information technologies, and instrumentation. Embedded in the content standards are the disciplinary core ideas of the Engineering, Technology, and Applications of Science (ETS) domain, which require students to use design strategies in conjunction with knowledge and understanding of science and technology to solve practical problems. Engineering standards are denoted with a gear icon . Through participation in the engineering design process, students use data to justify the selection of a particular material for a specific application and evaluate the effects of using ions or isotopes of elements as a solution to a complex real-world problem. Although not included as discrete standards, these scientific practices should be embedded throughout the courses:

- **Measurement** - Choose appropriate tools and record measurements with the correct number of significant figures to show measured and estimated digits and units.

- **Dimensional analysis** - Perform unit conversions using dimensional analysis.
- **Scientific notation** - Use scientific notation to report very large or small quantities with the correct number of significant figures and carry out multiplication, division, addition, and subtraction calculations with scientific notation.
- **Graphing** - Create graphs to determine and communicate relationships between variables, and analyze graphs to make predictions about unknown data points.

Instructional Approach:

- **Hands-on labs** that allow students to apply theoretical knowledge in practical settings.
- **Project-based learning** that fosters collaboration, creativity, and problem-solving skills.
- **Technology integration** to enhance learning, including simulations, digital tools, and data analysis software.

Assessment:

- **Formative and Summative Assessments:** A variety of assessment methods, including lab reports, quizzes, exams, and projects, will be used to measure student understanding and progress.
- **Feedback and Reflection:** Students will receive constructive feedback on their work, promoting self-assessment and continuous improvement.

Science - [Discovery Education](#); [Amplify Science](#) (6-8)

Our approach to 6th-8th grade Science Curriculum incorporates Amplify Science, which according to Ed Reports meets Alabama alignment guidelines for science while the 9th-12th grade Science curriculum incorporates Discovery Education as a key resource. This innovative platform provides a wealth of interactive content, tools, and resources designed to enhance student engagement and understanding of scientific concepts.

Key Features of Discovery Education in Our Curriculum:

- 1. Interactive Multimedia Resources:** Discovery Education offers a diverse range of videos, simulations, and virtual labs that bring scientific concepts to life. This multimedia approach helps cater to various learning styles, making science accessible and engaging for all students.
- 2. Real-World Connections:** The platform emphasizes real-world applications of science, allowing students to connect theoretical knowledge to practical scenarios. This relevance is crucial in fostering student interest and motivation.
- 3. Standards-Aligned Content:** All resources provided by Discovery Education are aligned with state and national science standards. This ensures that our curriculum meets educational requirements while also promoting a comprehensive understanding of essential scientific principles.

4. Data-Driven Insights: Discovery Education includes assessment tools that allow teachers to track student progress and adapt instruction based on individual needs. This data-driven approach supports differentiated learning and targeted interventions.

5. Collaboration and Inquiry-Based Learning: The platform encourages collaboration among students through group projects and discussions, fostering a sense of community and enhancing critical thinking skills.

Discovery Education:

- **Curriculum Overview: Discovery Education provides digital curriculum resources, including content in science, that are designed to support inquiry-based learning and enhance literacy and critical thinking skills.**
- **Standards Alignment: While Discovery Education emphasizes alignment with educational standards, specific references to Alabama's state standards are not detailed in the provided information. However, the platform's emphasis on inquiry-based approaches suggests a commitment to fostering critical thinking skills, which are integral to Alabama's educational objectives.**

Amplify Science:

- **Curriculum Overview: Amplify Science is a K–8 science curriculum that combines hands-on investigations, literacy-rich activities, and interactive digital tools to engage students in scientific inquiry.**
- **Standards Alignment: Amplify Science is designed to meet the Next Generation Science Standards (NGSS), focusing on three-dimensional learning that integrates science and engineering practices, crosscutting concepts, and disciplinary core ideas. Although direct alignment with Alabama's state standards is not explicitly stated, the NGSS framework's emphasis on scientific inquiry and critical thinking aligns with Alabama's educational goals.**

Both Discovery Education and Amplify Science offer curricula that emphasize inquiry-based learning and critical thinking, aligning with broader educational standards that value these

skills. While direct references to alignment with Alabama's specific educational standards are not provided, the focus of these platforms on inquiry and critical thinking suggests compatibility with Alabama's educational objectives.

2019 Alabama Course of Study Mathematics

The course of study for Grades 6-8 Mathematics focuses on solidifying the foundations of mathematics, empowering students for high school mathematics, and broadening their understanding of mathematics in relation to everyday life. Ensuring that each and every student receives the preparation they deserve will require focus on developing conceptual understanding of the mathematics they will need for a lifetime. These standards build on critical areas of focus for each grade level.

The high school mathematics course of study in this document focuses on empowering students in three areas: • meeting their postsecondary goals, whether they pursue additional study or enter the workforce; • functioning as effective citizens who can use mathematics to make responsible decisions about their own lives and about society as a whole; and • recognizing mathematics as an inspiring, enjoyable, and significant human achievement. Meeting these goals requires students to understand that “mathematics is more than finding answers; mathematics requires reasoning and problem-solving in order to solve real-world and mathematical problems.” (see Teaching and Learning Mathematics Position Statement on p. 7). Thus, students must be consistently engaged in the Student Mathematical Practices, which are listed as standards for every course. At the high school level, it is particularly important that students consistently use technology and other appropriate mathematical tools to explore and develop a deep understanding of the mathematics they are studying. A particular emphasis on mathematical modeling (using mathematics to solve real world problems) is also incorporated throughout the courses.

Math 6: Grade 6 content is organized into five Alabama Content Areas as outlined below: Proportional Reasoning; Number Systems and Operations; Algebra and Functions; Data Analysis, Statistics, and Probability; and Geometry and Measurement. Related standards are grouped into clusters.

Math 7 In Grade 7, content is organized into five Alabama Content Areas as outlined below: Proportional Reasoning; Number Systems and Operations; Algebra and Functions; Data Analysis, Statistics and Probability; and Geometry and Measurement. Related standards are grouped into clusters.

Math 8 In Grade 8, content is organized into four Alabama Content Areas outlined below: Number Systems and Operations; Algebra and Functions; Data Analysis, Statistics,

and Probability; and Geometry and Measurement. Related standards are grouped into clusters.

Geometry (Grade 9) Geometry with Data Analysis is a newly-designed course which builds on the students' experiences in the middle grades. It is the first of three required courses in high school mathematics, providing a common Grade 9 experience for all students entering high-school-level mathematics. If students need additional support while taking Geometry with Data Analysis, schools are encouraged to offer a concurrent "lab course" to meet their specific needs. The lab course might review prior knowledge for upcoming lessons, reinforce content from previous lessons, or preview upcoming content to ensure that students can fully participate in the required class. Since the lab course does not cover additional mathematical standards, students can receive only an elective credit for each lab course, not a mathematics credit. See further details on the lab courses in the High School Overview. Note that school systems will not offer Geometry with Data Analysis as "A" and "B" courses in which the content is spread over two courses. Geometry with Data Analysis builds essential concepts necessary for students to meet their postsecondary goals (whether they pursue additional study or enter the workforce), to function as effective citizens, and to recognize the wonder, joy, and beauty of mathematics (NCTM, 2018). It is important because it develops mathematical knowledge and skills through visual representations prior to the more abstract development of algebra. Beginning high school mathematics with Geometry with Data Analysis in Grade 9 offers students the opportunity to build their reasoning and sense-making skills, see the applicability of mathematics, and prepare more effectively for further studies in algebra. The course also focuses on data analysis, which provides students with tools to describe, show, and summarize data in the world around them.

In Geometry with Data Analysis, students incorporate knowledge and skills from several mathematics content areas, leading to a deeper understanding of fundamental relationships within the discipline and building a solid foundation for further study. In the content area of Geometry and Measurement, students build on and deepen prior understanding of transformations, congruence, similarity, and coordinate geometry concepts. Informal explorations of transformations provide a foundation for more formal considerations of congruence and similarity, including development of criteria for triangle congruence and similarity. An emphasis on reasoning and proof throughout the content area promotes exploration, conjecture testing, and informal and formal justification. Students extend their middle school

work with conjecturing and creating informal arguments to more formal proofs in this course.

Algebra I (Grade 10) Algebra I with Probability is a newly-designed course which builds upon algebraic concepts studied in the middle grades. It provides students with the necessary knowledge of algebra and probability for use in everyday life and in the subsequent study of mathematics. This is one of three courses required for all students. Students can obtain the essential content from this course either by taking the course after completing Geometry with Data Analysis in Grade 9 or by completing the middle school accelerated pathway. Alternatively, students who did not take the accelerated pathway in middle school may choose to accelerate in high school by taking Algebra I with Probability in Grade 9 along with Geometry with Data Analysis.

If students need additional support while taking Algebra I with Probability, schools are encouraged to offer a concurrent "lab course" to meet their specific needs. The lab course might review prior knowledge needed for upcoming lessons, reinforce content from previous lessons, or preview upcoming content to ensure that students can fully participate in the required class. Since the lab course does not cover additional mathematical standards, students can receive only an elective credit for each lab course, not a mathematics credit.

Algebra I with Probability builds essential concepts necessary for students to meet their postsecondary goals (whether they pursue additional study or enter the workforce), to function as effective citizens, and to recognize the wonder, joy, and beauty of mathematics (NCTM, 2018). The ability to understand and apply algebraic thinking is a crucial stepping stone on a successful journey in life. Algebra is a collection of unifying concepts that enable one to solve problems flexibly. This course provides experiences for students to see how mathematics can be used systematically to represent patterns and relationships among numbers and other objects, analyze change, and model everyday events and problems of life and society. Algebra I with Probability emphasizes functions including linear, absolute value, quadratic, and exponential; and functions as explicit (relation between input and output) and recursive (relation between successive values). Properties of algebra are applied to convert between forms of expressions and to solve equations (factoring, completing the square, rules of powers, and radicals). Graphing is an important component of study in Algebra I with Probability. Graphs of equations and inequalities consist of all points (discrete or continuous) whose ordered pairs satisfy the relationship within the domain and range. Students find points of intersection between two graphed functions that

correspond to the solutions of the equations of the two functions, and transform graphs of functions (through translation, reflection, rotation, and dilation) by performing operations on the input or output.

Algebra II (Grade 11) Algebra II with Statistics is a newly-designed course which builds on the students' experiences in previous mathematics coursework. It is the third of three required courses, and it is to be taken following the successful completion of Geometry with Data Analysis and either Algebra I with Probability or the middle school accelerated sequence. It is the culmination of the three years of required mathematics content and sets the stage for continued study of topics specific to the student's interests and plans beyond high school. If students need additional support while taking Algebra II with Statistics, schools are encouraged to offer a concurrent "lab course" to meet their specific needs. The lab course might review prior knowledge needed for upcoming lessons, reinforce content from previous lessons, or preview upcoming content to ensure students can fully participate and succeed in the course. Since the lab course does not cover additional mathematical standards, students can receive only an elective credit for each lab course, not a mathematics credit. See further details on the lab courses in the High.

Algebra II with Statistics builds essential concepts necessary for students to meet their postsecondary goals (whether they pursue additional study or enter the workforce), function as effective citizens, and recognize the wonder, joy, and beauty of mathematics (NCTM, 2018). In particular, it builds foundational knowledge of algebra and functions needed for students to take the specialized courses which follow it. This course also focuses on inferential statistics, which allows students to draw conclusions about populations and cause-and-effect based on random samples and controlled experiments. In Algebra II with Statistics, students incorporate knowledge and skills from several mathematics content areas, leading to a deeper understanding of fundamental relationships within the discipline and building a solid foundation for further study. In the content area of Algebra and Functions, students explore an expanded range of functions, including polynomial, trigonometric (specifically sine and cosine), logarithmic, reciprocal, radical, and general piecewise functions. Students also solve equations associated with these classes of functions. In the content area of Data Analysis, Statistics, and Probability, students learn how to make inferences about a population from a random sample drawn from the population and how to analyze cause-and-effect by conducting randomized experiments. Students are introduced

to the study of matrices in the Number and Quantity content area. A focus on mathematical modeling and real-world statistical problem-solving is included across the course; see Appendix E for more information on the modeling cycles for mathematics and statistics. It is essential for students to use technology and other mathematical tools such as graphing calculators, online graphing software, and spreadsheets to explore functions, equations, and analyze data.

Pre-Calculus (Grade 12) Precalculus is designed for students who intend to pursue a career in science, technology, engineering, or mathematics (STEM) that requires the study of calculus. It prepares students for calculus at the postsecondary level or AP Calculus at the high school level. Students must successfully complete Algebra II with Statistics before enrolling in Precalculus. Precalculus builds on the study of algebra and functions in Algebra II with Statistics, adding rational functions, all trigonometric functions, and general piecewise-defined functions to the families of functions considered. In addition to focusing on the families of functions, Precalculus takes a deeper look at functions as a system, including composition of functions and inverses. Precalculus also expands on the study of trigonometry in previous courses and considers vectors and their operations. Other topics, such as statistics, that are frequently added to precalculus courses are not included because the course's primary focus is preparing students for the study of calculus. In particular, a focus on mathematical modeling is included across the course; see Appendix E for more information on the Mathematical Modeling Cycle. Students' use of technology (such as graphing calculators, online graphing software, and spreadsheets) is essential in exploring the functions and equations addressed in Precalculus. The eight Student Mathematical Practices listed in the chart below represent what students are doing as they learn mathematics. Students should regularly engage in these processes and proficiencies at every level throughout their mathematical studies. Proficiency with these practices is critical in using mathematics, both within the classroom and in life.

Instructional Approach:

- Problem-based learning will develop critical thinking and analytical skills. Students will work on real-world problems to apply mathematical concepts.
- Collaborative learning will encourage peer interaction and foster teamwork.
- Technology integration, including graphing calculators and software, to enhance their learning and explore mathematical concepts interactively.

Assessment:

- **Formative and summative assessments, including quizzes, tests, projects, and presentations, will be used to gauge student understanding and growth.**
- **Feedback and reflection will be provided to support student learning, encouraging self-assessment and continuous improvement.**

Our mathematics course offerings for grades 9-12 aim to provide students with a rigorous and engaging educational experience that fosters a love for mathematics and prepares them for future academic and career pursuits. We are committed to equipping students with the skills necessary to succeed in a rapidly changing world.

Mathematics - [Flipped Math](#) and [McGraw Hill program-overview-9-12.pdf](#), [Reveal Math \(6-8\)](#)

Our approach for the 6th-12th grade Mathematics curriculum, will integrate both Flipped Math and McGraw Hill Math resources. This combination aims to create a comprehensive and engaging learning experience that caters to diverse learning styles and promotes mastery of mathematical concepts.

Flipped Math Model:

The Flipped Math approach transforms traditional learning by delivering instructional content through video lessons and online resources outside of the classroom. This allows students to learn at their own pace and come to class prepared to engage in collaborative problem-solving activities. In-class time is dedicated to active learning, where students can work on exercises, participate in discussions, and receive immediate feedback from their teachers. This model fosters deeper understanding and application of mathematical concepts.

McGraw Hill Math Curriculum:

McGraw Hill, shown to meet Alabama standards via Ed Reports, provides a comprehensive and standards-aligned curriculum that includes a variety of instructional materials, practice problems, and assessments. The curriculum is designed to build a strong foundation in mathematics through rigorous content and real-world applications.

The resources include interactive digital tools that allow students to visualize and manipulate mathematical concepts, enhancing their learning experience. Additionally, the curriculum emphasizes critical thinking and problem-solving skills, which are essential for success in higher education and beyond.

Reveal Math, developed by McGraw Hill and shown to meet Alabama Standards according to Ed Reports, is a comprehensive K-12 mathematics curriculum designed to foster active student engagement and deepen conceptual

understanding. It emphasizes exploration, conversation, and reflection in math learning.

Assessment and Feedback:

Our curriculum will incorporate ongoing assessments from McGraw Hill to monitor student progress. This data-driven approach allows educators to adjust instruction based on student needs, ensuring that all learners achieve mastery of the content. By implementing the Flipped Math model alongside the McGraw Hill Math curriculum, we are committed to providing an engaging and effective mathematics education that prepares our students for future academic and career success.

2010 Alabama Course of Study Social Studies

United States Studies: The Industrial Revolution to the Present (Grade 6) Sixth-grade content standards focus on the history of the United States from the Industrial Revolution to the present. Historical events studied by sixth graders include the rise of the United States as an industrial nation, World War I, the Great Depression, World War II, and the Cold War Era. Furthermore, the economic, political, social, and technological issues and developments from postWorld War II to the present are explored. Emphasis is placed on economic, geographic, historic, and civic and governmental changes that have influenced every aspect of life during these events, including communication and technological advances, reorganization of national boundaries, and the movement of the United States into the role of world leader. Sixth-grade students are interested in acquiring a deeper understanding of cultures and political opinions that differ from their own. Students at this age benefit from a positive learning environment that challenges and encourages their efforts and progress. As they enter into a transitional stage characterized by physical, cognitive, and social changes, they begin to analyze and evaluate relationships between ideas and practices. Sixth-grade instruction should provide constant opportunities for students to explore prior knowledge and opinions. Teachers should maximize and expand students' knowledge through the use of integral tools, including cooperative learning, large- and small-group discussions, hands-on activities, current technology, and the use of primary sources.

1 semester Geography and 1 semester Civics (Grade 7) In seventh grade, geography and civics are each taught as a one-semester course. In the one-semester seventh-grade geography course, students study world geography using a thematic approach. They focus on Earth as the subject matter that involves people, places, and environments and learn that geography seeks meaning in spatial patterns and processes that involve asking questions regarding where and why.

World History to 1500 (Grade 8) The study of world history in Grade 8 addresses the time period from prehistoric man to the 1500s. Content standards for this grade incorporate the strands of economics, geography, history, and political science, with an emphasis on the history and geography strands. Course content focuses on the migrations of early peoples, the rise of civilizations, the establishment of governments and religions, the growth of economic systems, and ways in which these events shaped Europe, Asia, Africa, and the Americas. Unique to this course are experiences that provide for the study of the how human beings view themselves over time.

World History from 1500 to the Present (9th Grade) In the ninth grade, students develop strong personal opinions, beliefs, or positions on current issues and events of the past. Teachers capitalize on this developmental stage to stress the importance of grounding positions and opinions in knowledge. As students transition from middle school to high school, they can understand and use complex concepts such as adaptation, assimilation, acculturation, diffusion, and historical knowledge and inquiry to study the past, including its relationship to the present and its impact on the future. Students in Grade 9 are able to think critically and logically about personal, national, and global issues. This enables them to apply and utilize their knowledge and curiosity to develop informed opinions about issues such as the quest for peace, human rights, trade, and global ecology.

At this grade level, students continue the study of world history from 1500 to the present. Through historical inquiry, students gain an understanding and appreciation of history as a story of people much like themselves, and they become increasingly able to understand global interdependence and connections among world societies. The course directs students to think critically about the forces that combined to shape the world today. It allows them to analyze development and changes in the European, Asian, African, and American civilizations and ways in which interactions of these cultures have influenced the formation of today's world. Knowledge of other cultures enables students to develop a better appreciation for the unique American heritage of liberty. Geographic concepts increase learners' comprehension of global connections as they expand their knowledge and understanding of a wide variety of cultures, both historical and contemporary.

Ninth-grade students continue to have preferred learning styles. Therefore, the use of a variety of instructional strategies and techniques is effective in helping students gain the knowledge and skills this course requires. Well-equipped

classrooms include an array of visual stimuli such as charts, globes, graphs, and maps whereby multiple opportunities are provided for students to participate in instructional activities that include the use of electronic and print media and small-group interaction.

United States History I (10th Grade) The study of the early history of the United States in Grade 10 forms the foundation for understanding the development and principles of modern American society. Beginning with the earliest explorations of American continents, this course offers a chronological study of major events, issues, movements, individuals, and diverse groups of people in the United States from a national and an Alabama perspective. In addition to gaining essential knowledge regarding this period of our nation's past, students develop historical-thinking skills, which include chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and analysis and decision making. Content standards build on foundational knowledge and skills learned in the study of United States history in Grade 5 and world history in Grade 8. In addition, content rigor is designed to be developmentally appropriate in order to prepare students for increasingly challenging courses at the high school level.

Students in Grade 10 benefit from a classroom environment that provides activities to facilitate historical inquiry. Teachers challenge students with a variety of instructional methods to enhance the development of critical-thinking skills. Methods include analysis of historical documents, map-reading activities, and the use of current technologies. Students are encouraged to explore historical topics and begin thinking like historians while studying key events, people, and ideas in this period of American history.

Process skills are an important part of the content of this course. Students are able to understand the importance of learning history and have a deeper understanding of history by using these skills. These process skills, located in Appendix B of this document, are incorporated into this course and are referenced in brackets following each content standard.

United States History II (11th Grade) This course builds upon the foundation of knowledge and skills gained in the Grades 9 and 10 United States history curricula by providing a study of the modern history of the United States that expands students' understanding of the principles of American society. Beginning with America's shift to a more industrialized society, this course offers a chronological study through the twenty-first century of major events, issues, movements, individuals, and diverse groups of people in the United States from a

national and an Alabama perspective. While learning essential knowledge regarding this period in America's past, students develop historical-thinking skills, including chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and analysis and decision making. In addition, content rigor is developmentally appropriate and prepares students for increasingly challenging courses at the high school level.

Students in Grade 11 benefit from a classroom environment that provides activities to facilitate historical inquiry. Teachers challenge students with a variety of instructional methods to enhance development of critical-thinking skills. Methods include analysis of historical documents, map-reading activities, creative problem solving, simulations, and use of current technologies such as interactive digital video sources. Students are encouraged to explore historical topics and continue thinking like historians while studying key events, people, and ideas in this period of American history. Process skills are an important part of the content of this course. Students are able to understand the importance of learning history and have a deeper understanding of history by using these skills. These process skills are incorporated into this course and are referenced in brackets following each content standard.

United States Government (12th Grade) United States Government is a one-semester required course for students in Grade 12. The course goal is for students to develop the civic knowledge necessary for becoming active participants as citizens of this nation. Achievement of this goal prepares students to participate as informed citizens through voting, serving on a jury, holding political office, and deliberating public policy.

In this course, students broaden knowledge and critical-thinking skills learned in Grades 9-11 and deepen their understanding of the origin, structure, and function of government at all levels. Content focuses on intellectual, political, and economic factors that influenced the development of a republic based on rule of law, freedom of opportunity, individual liberty, and representative government. Democratic principles that served as a foundation for the development of our nation are embedded in a detailed study of the Constitution of the United States, a key component of the course.

Twelfth-grade students are developing a sense of maturity necessary for analysis of the role of government in the lives of individuals and in the nation. An effective instructional environment promotes critical thinking and research and provides opportunities for civic participation. Classroom

activities that include debate, creative problem solving, collaborative group work, and evaluation of electronic and print media foster long-term learning of content and encourage students to understand the value of their roles as citizens in a democracy.

Economics (12th Grade) Economics is a one-semester required course for students in Grade 12 that addresses essential concepts necessary for students to completely and effectively participate in a complex global society. Content encompasses both microeconomic and macroeconomic principles. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students use knowledge and

critical-thinking skills learned in previous social studies courses to analyze issues and problems and contemporary economic systems. They examine consequences of public policies and their impact on a free market economy. Mastering economics knowledge and skills enables students to anticipate changes in economic conditions and take appropriate action to improve not only their lives, but also society in general.

Students in Grade 12 are developmentally capable of sophisticated analytical thinking and are active participants in the current economy as consumers, employees, or both.

Instruction that combines required content and effective strategies encourages students to develop skills for understanding how economies function, recognizing economic and social problems, and evaluating costs and benefits of choices. Instructional activities address decisions made regarding public policy, including their impact on current economic issues. Grade 12 economics instruction includes an analysis of primary sources and economic data, economic research using technological resources, group presentations using computer technology, and other active learning opportunities.

Social Studies - [Savvas](#) or [McGraw Hill](#)

[index.html secondary-social-studies-9-12-program-overview.pdf](#)

<https://www.mheducation.com/unitas/school/explore/sites/networks/secondary-social-studies-6-8-program-overview.pdf>

Both Savvas Learning Company and McGraw Hill offer Social Studies curricula designed to align with Alabama's educational standards for grades 6–12.

Savvas Learning Company:

[\(https://www.savvas.com/alabama/solutions/social-studies?utm_source=chatgpt.com\)](https://www.savvas.com/alabama/solutions/social-studies?utm_source=chatgpt.com)

- **Alignment with Alabama Standards:** Savvas provides K–12 Social Studies solutions that are specifically aligned with the 2024 Alabama Course of Study: Social Studies standards. These resources are designed to promote active student engagement through inquiry-based learning, emphasizing democratic values, cultural diversity, and community.
- **Curriculum Features:** The Savvas Social Studies curriculum supports the National Council for the Social Studies (NCSS) standards and the C3 Framework, ensuring a comprehensive approach to civic education and global awareness.

McGraw Hill: (https://www.mheducation.com/prek-12/states/alabama.html?srsId=AfmBOoqwfcav-GBN-Nosn2ZiBzws_NYesbJF057D1JUizVQYUrve-d9s&utm_source=chatgpt.com)

- **Alignment with Alabama Standards:** While McGraw Hill emphasizes its commitment to aligning educational programs with state standards, specific documentation detailing the alignment of their Social Studies curricula with Alabama's standards for grades 6–12 is not readily available in the provided information.
- **Curriculum Features:** McGraw Hill's Social Studies programs are designed to engage students in rigorous learning experiences, preparing them for college, careers, and civic life. The curriculum emphasizes active learning through inquiry, presenting multiple perspectives, and integrating primary sources to bring the subject matter to life.

Savvas Learning Company offers Social Studies curricula with explicit alignment to Alabama's 2024 Course of Study standards for grades 6–12, emphasizing inquiry-based learning and civic engagement. McGraw Hill provides comprehensive Social Studies programs focused on active learning and critical thinking; however, specific alignment details with Alabama's standards are not provided in the available information. For precise alignment and curriculum details, educators are encouraged to consult the official resources or representatives from each publisher.

Inquiry-Based Learning:

Both curricula emphasize inquiry-based learning, encouraging students to ask questions, conduct research, and engage in discussions. This approach promotes critical thinking and helps students develop the skills necessary for effective citizenship.

Assessment and Feedback:

Ongoing assessments are integrated into both curricula, providing educators with valuable insights into student progress. This data-driven approach enables teachers to adjust instruction as needed to support all learners effectively. By integrating either Savvas or McGraw Hill Social Studies curriculum, we are committed to providing an enriching educational experience that prepares our students for informed and active participation in a diverse and complex society.

Access Franchise Courses

- **Career Preparedness**
- **Beginning Kinesiology**
- **Health Education**

Career Preparedness

Career Preparedness focuses on three integrated areas of instruction: academic planning and career development, financial literacy, and technology. Course content includes college and career preparation, computer literacy skills, and personal finance. Technology topics are interwoven throughout course instruction. These standards are designed to provide a strong foundation for student acquisition of the skills, attitudes, and knowledge that enable them to achieve success in school, at work, and across the life span. Other topics addressed in Career Preparedness are business and industry, continuing education, and lifelong learning. Partnerships and alliances between educational institutions, governmental entities and employers can support these standards and connect students to potential career opportunities.

Course structure: This course is divided into 11 units covering the important concepts of the course. The units are

- 1. Unit 1 Online Environment**
- 2. Unit 2 Technology Basics**
- 3. Unit 3 Office Applications**
- 4. Unit 4 Career Planning**
- 5. Unit 5 Employment Process**
- 6. Unit 6 Managing Finances and Budgeting**
- 7. Unit 7 Saving and Investing**
- 8. Unit 8 Banking and Financial Services**
- 9. Unit 9 Credit and Debt**
- 10. Unit 10 Risk Management**
- 11. Unit 11 Post-Secondary Options**

Each unit is broken down into individual lessons. These lessons cover essential concepts, skills, and content. Most lessons have the following structure.

- 1. Introduction:** At the beginning of each lesson, you'll find an introduction that sets the stage and outlines the lesson objectives.
- 2. Learn:** The Learn explores the core content of the lesson. It may include text, external resource links, interactive elements, or videos. As you go through the Learn, take notes!
- 3. Knowledge Checks:** Throughout the lesson, you'll encounter Knowledge Checks like multiple-choice questions, fill-in-the-blanks, or drag-and-drop activities. These allow you to practice applying what you've learned and receive feedback, all without affecting your grade. If you struggle with the Knowledge Checks, you can review the Learn or ask your teacher for help.
- 4. Tasks:** To demonstrate mastery of the lesson objectives, each lesson concludes with one or more graded assignments known as Tasks. Detailed instructions and the actual Task can be found in the Schoology Learning Management System (LMS).

Course Objectives: The course objectives are based on the standards from ALSDE: [Career Preparedness](#):

Beginning Kinesiology

Course description: Students will experience significant physical, intellectual, and emotional growth and development during their high school years. A high-quality physical education program will help them to manage these changes and establish a healthy lifestyle as adults.

Beginning Kinesiology is the physical education course required for graduation. It is a stand-alone course which encompasses the basic concepts of athletics and fitness, and introduces students to the basic physiological, psychological, sociological, and mechanical principles of human movement. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. It is highly recommended that students take Beginning Kinesiology in Grade 9. It is the prerequisite for all physical education elective courses.

Course structure: This course is divided into 9 units covering the important concepts of the course. The units are

- 1. Unit 1: Benefits of Active Lifestyle and General Fitness**
- 2. Unit 2: Fitness Basics**
- 3. Unit 3: Motor Skills and Movement**
- 4. Unit 4: Fitness Through Dance**
- 5. Unit 5: Muscular Strength versus Muscular Endurance**
- 6. Unit 6: Nutrition and Stress Management**

7. Unit 7: Fitness Testing and Goal Setting

8. Unit 8: Fitness for Life – Developing a Personal Fitness Plan

9. Unit 9: Life Choices

Each unit is subdivided into lessons. Each lesson covers one or more important concepts, skills, or content. Most lessons have four parts.

Course Objectives: The course objectives are based on the standards from ALSDE: Beginning Kinesiology
Health Education

Course description: The required high school course, Health Education, encompasses the eight anchor standards with the ultimate goal of successful application and mastery of health-enhancing skills. Health education is addressed in a way that allows students to obtain and interpret basic health information and apply it effectively to their daily lives as they deal with such issues as bullying, substance abuse, mental health, and sexual activity. Students are encouraged to become health-literate and self-directed learners while establishing a basic understanding of health promotion and disease prevention. The maturation of the student, the intensity of instruction, and the level of integration of content across the high school curriculum all influence the impact of this course.

Health instruction leads high school students to understand basic concepts of health literacy. Students develop skills for accessing health information, products, and services to meet current and future health needs. They also distinguish between positive and negative impacts of family, culture, mass media, and technology on health. In addition, students gain knowledge of global environmental issues, learn to administer cardiopulmonary resuscitation (CPR) and other first aid procedures, and gain an understanding of the importance of recognizing, avoiding, and reporting types of abuse.

Other goals for fostering health literacy for students in Grades 9-12 include becoming competent in making health-enhancing decisions, such as avoiding substance use and abuse.

Students become informed about factors that impact nutrition and gain knowledge of acute and chronic health conditions, including HIV and AIDS. They also apply decision-making skills, set goals, and work cooperatively to advocate for healthy students, schools, and communities. It is suggested that students take Health Education in Grade 10. Students completing this class earn one-half credit toward graduation and meet the prerequisite for enrolling in the two health education electives, Leaders in Health Advocacy and World Health.

Course structure: This course is divided into 4 units covering the important concepts of the course. The units are

- 1. Unit 1: Health Aspects and Influences**
- 2. Unit 2: Making Good Choices**
- 3. Unit 3: Health Promotion and Disease Prevention**
- 4. Unit 4: Mental Health and Communication**

Each unit is broken down into individual lessons. These lessons cover essential concepts, skills, and content. Most lessons have the following structure.

Course Objectives: The course objectives are based on the standards from ALSDE: [Health Education](#)
CTE Pathways

- Nursing
- Patient Care Technician
- Health Informatics Technician
- Biotechnology
- Human Services

Alabama Course of Study Health Science

Biotechnology

PLTW Biomedical Science

Rigorous, Standards-Aligned Curriculum:

PLTW's curriculum is aligned with national and state standards, ensuring that our program meets educational requirements while providing a solid foundation in computer science and cybersecurity principles.

Hands-On, Project-Based Learning:

The PLTW curriculum emphasizes project-based learning, where students engage in real-world challenges that require them to apply their knowledge and skills. This hands-on approach enhances engagement and retention of key concepts.

Development of 21st Century Skills:

PLTW fosters essential 21st-century skills such as collaboration, communication, and creativity. Students work in teams to tackle complex problems, preparing them for future work environments where these skills are vital.

Career Exploration and Pathways: The curriculum provides insights into various careers in computer science and cybersecurity, helping students explore their interests and identify potential career paths. This exposure is invaluable for informed decision-making about their futures.

PLTW Biomedical Science Standards

Principles of Biomedical Science (PBS) is a full-year high school course in the PLTW Biomedical Science Program.

This course serves to provide foundational knowledge and skills in fields such as biology, anatomy & physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real-world situations, cases, and problems.

Through both individual and collaborative team activities, projects, and problems, students will tackle real-world challenges faced by biomedical professionals in the field. They will work with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. Students will develop skill in technical documentation to represent and communicate experimental findings and solutions to problems. In addition, students will explore how connections to other disciplines such as computer science and engineering shape the future of medicine and practice collaboration techniques that will help them connect with professionals across any field. The course requires a rigorous pace, and it is likely to contain more material than a skilled teacher new to the course will be able to complete in the first iteration. Building enthusiasm for and a real understanding of the role, impact, and practice of biomedical scientists is a primary goal of the course.

Analyze the evidence found at a crime scene and help the medical examiner uncover clues left on a body to solve a mystery. Question, diagnose, and propose treatment and care for patients in a family medical practice. Track down the source of a mysterious outbreak at a local hospital. Access and stabilize a patient during an emergency and prepare for medical surge and mobile medical care. Collaborate with professionals in other fields to innovate and design solutions to local and global medical problems.

Whether seeking a career in medicine or healthcare or simply looking to for the challenge of real-world problems, students in Principles of Biomedical Science will practice how to think creatively and critically to innovate in science and will gain practical experience with experimental design and the design process.

PBS Unit Summary

Unit 1 Medical Investigation

Unit 2 Clinical Care

Unit 3 Outbreaks & Emergencies

Unit 4 Innovation, Inc.

[Human Body Systems](#)

Human Body Systems (HBS) is a full-year high school course designed to follow Principles of Biomedical Science (PBS) in the PLTW Biomedical Science pathway. The HBS course provides foundational knowledge and skills in anatomy and physiology, clinical medicine, and laboratory research. The course engages students in how this content can be applied to

real-world situations, cases, and problems. The HBS course includes interviews, challenges, and testimonials from biomedical professionals in a variety of settings—clinical, research, and public health.

Through both individual and collaborative team activities, projects, and problems, students tackle real-world challenges that biomedical professionals face in the field. Students work with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. They explore BioDigital™ 3D interactive models, simulations, and assessments to visualize human anatomy and physiology. Students develop skill in technical documentation to represent and communicate experimental findings and solutions to problems, as well as skill in ethical reasoning and clinical empathy.

Course content is aligned with NGSS, Common Core, National Consortium for Health Science Education, and other standards as appropriate. Activities, projects, and problems are provided to the teacher and students through an online delivery system, PLTW Courses.

The HBS course requires a rigorous pace and contains more material than a skilled teacher new to the course will be able to complete in their first experience. However, building enthusiasm for and a real understanding of the role, impact, and practice of biomedical scientists is a primary goal of the course.

Join a team of physical therapists and other medical professionals to diagnose and provide treatment and rehabilitation to patients at an outpatient center. Work as an intern in a research center and design a comprehensive laboratory investigation using a model organism. Keep clients safe and healthy on adventure trips in remote locations. Showcase a medical story or mystery at an interactive exhibit about the human body. Solve mini cases and medical challenges at the Quick Clinic!

Whether seeking a career in medicine or healthcare or just looking for the challenge of real-world problems, students in Human Body Systems will practice how to think creatively and critically to innovate in science, while gaining practical experience with clinical medicine and experimental design.

HBS Unit Summary

Unit 1 Road to Rehabilitation

Unit 2 Research Ready

Unit 3 Adventure Awaits

Unit 4 Patient Perspectives

Medical Interventions

Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis,

and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions, reinforce concepts learned in the previous two courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future.

Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

The following is a summary of the units of study that are included in the course for the academic year. Alignment with NGSS, Common Core, and other standards are available through the PLTW Alignment web-based tool.

Activities, projects, and problems are provided to the teacher in the form of student-ready handouts, teacher notes, and supplementary materials, including resource documents, student response sheets, and presentations.

Unit 1 How to Fight Infection (25%)

Unit 2 How to Screen What is in Your Genes (15%)

Unit 3 How to Conquer Cancer (30%)

Unit 4 How to Prevail When Organs Fail (30%)

Biomedical Innovation

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician’s office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include

representatives from the local business and healthcare community.

In the Biomedical Innovation course, students will be asked to apply what they have learned in the previous three courses to solve unique problems in science, medicine, and healthcare. Students will work systematically through required problems before completing optional directed problems or independent work. Each problem is staged as a mission – a unique set of tasks the students must work through to achieve their desired objective. Students are presented with each problem in a Mission File – a document that includes a case brief, a list of completion tasks, links to available resources, as well as a reflection section. Working through the missions not only exposes students to current issues in biomedical science, but it also provides skills-based instruction in research and experimentation – tools students will use to design innovative solutions to real-world problems. Students will use what they learn in these missions as they develop and implement their independent project at the end of the year. A teacher may use additional resources in the community – the guidance of other teachers in the school, the advice of scientists or biomedical professionals, or the knowledge presented in scientific literature to help students achieve each goal.

The following is a summary of the units of study that are included in the course for the academic year. Alignment with NGSS, Common Core, and other standards are available through the PLTW Alignment web-based tool. Activities, projects, and problems are provided to the teacher in the form of student-ready handouts, teacher notes, and supplementary materials, including resource documents, student response sheets, and presentations.

Problem 1 Design of an Effective Emergency Room

Problem 2 Exploring Human Physiology

Problem 3 Design of a Medical Innovation

Problem 4 Investigating Environmental Health

Problem 5 Combating a Public Health Issue

Problem 6 Molecular Biology in Action (Optional)

Problem 7 Forensic Autopsy (Optional)

Problem 8 Independent Project (Optional)

PLTW Capstone

PLTW Capstone is a capstone course for students who are completing any of PLTW's high school programs. It is an open-ended research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem.

Teams draw on the knowledge, skills, and interests of each member, as they perform research to select, define, and justify a problem. Given this collaboration, team members leave the

course with a broadened skillset and an appreciation for learning from their peers. After carefully defining the design requirements and creating multiple solution approaches, student teams select an approach, create, and test or model their solution prototype. As they progress through the problem-solving process, students work closely with experts and continually hone their organizational, communication, and interpersonal skills, creative and problem-solving abilities, and their understanding of the integration of processes such as the design process, experimental design, and the software development process. At the conclusion of the course, teams present and defend their original solution to an outside panel. PLTW Capstone is appropriate for 12th grade students who are interested in any technical career path because the projects students work on can vary with student interest, and the curriculum focuses on collaborative problem solving and project management. Students should take PLTW Capstone as the final PLTW course, because it requires application of the knowledge and skills introduced during the PLTW foundation courses.

This course is not designed to teach additional content, but to empower students to find resources—mentors, subject matter experts, research articles, peers, and teachers—to meet their needs, bolster their skills, and solve the problem they have selected.

Common Capstone Course Subjects/Subject Areas

Innovation and Problem-solving

- Design Process
- Experimental Design
- Software Development Process
- Project Management
- Professional Documentation
- Technical Writing
- Ethical Reasoning

Independent Problem Design and Execution

- Problem Identification and Justification
- Research
- Identification of Design Requirements
- Project Proposal
- Design, Prototyping, and Testing
- Design Review
- Presentation of the Process and Results

- **Teamwork and Collaboration**

Nursing

Pending approval of the Alabama Board of Nursing, high school students will have a dual enrollment option for Practical Nursing. Courses could begin with pre-requisites as early as 10th grade depending on the developed pathway of the college institution. Pre-requisite courses may include Biology 103 and Psychology 200 in 10th grade. Math 100, Biology 201, and Speech class in 11th grade. By 12th grade, special admission may include NUR 112.

Patient Care Technician/Nursing Aide

The Patient Care Technician program is part of the state's Health Science cluster within CTE and prepares high school students for entry-level healthcare careers while providing foundational knowledge for further education. The coursework spans two to three years and includes classroom instruction, laboratory practice, clinical experiences, ends in industry certification opportunities, and follows the Alabama Course of Study for Health Science.

Core Content Areas:

Medical terminology, Anatomy and physiology, Healthcare safety protocols, Basic patient care skills (vital signs, patient positioning, personal care), Medical of CPR and First Aid certification, Basic phlebotomy techniques, EKG fundamentals, Clinical procedures

Common Course Sequence:

Foundations of Health Science (introduction course)

The Foundations of Health Science course serves as the introductory class for the Health Science cluster, exposing students to a variety of health-related careers. It aims to equip students with a strong foundation for pursuing any healthcare path they choose. The curriculum encompasses topics such as safety, infection control, legal and ethical practices, career exploration, employability skills, medical mathematics, healthcare delivery systems, health and wellness, communication and teamwork, medical terminology, body organization, and an overview of basic anatomy and physiology for each major body system, along with entry-level technical skills. This course is a prerequisite for all subsequent health science classes and is recommended for students

seeking to further their education in a wide range of health-related fields at the postsecondary level.

Human Body Structures and Functions

Human Body Structures and Functions aims to equip students with fundamental knowledge of the normal anatomy and physiology of the human body. This course builds upon and expands the concepts and terminology introduced in Foundations of Health Science by focusing on how the eleven body systems work together to maintain homeostasis, as well as how pathophysiological changes in each system can result in disease. A solid understanding of the body's structures and functions is crucial for students as they progress to advanced studies and pursue careers in healthcare.

Nurse Aide Training

Nurse Aide Training is designed to prepare students for careers as nurse aides and to take the Alabama Certified Nurse Aide (CNA) examination. Instruction occurs in both classroom and laboratory settings, as well as in long-term clinical care environments. The curriculum covers essential topics such as basic nursing and personal care, residents' rights, support for individuals with cognitive impairments, and mental health, social, and restorative services. Additionally, the course requires students to complete at least eight more hours of clinical training than the minimum contact hours mandated by the Alabama Department of Public Health.

To be eligible for the National Nurse Aide Assessment, both the nurse aide training program and the health science instructor must be approved by the Alabama Department of Public Health (ADPH), Division of Healthcare Services. Students must complete an approved program and successfully pass the National Nurse Aide Assessment certification exam to become Certified Nurse Aides (CNAs). Up-to-date guidelines and information can be accessed on the Alabama Department of Public Health website.

The course adheres to the Health Department's requirement that students complete a minimum of 16 hours of training in key areas before having any direct contact with patients or residents. These areas include communication and interpersonal skills, infection control, safety and emergency procedures, promoting residents' independence, and respecting residents' rights.

Senior Career Pathway Project or healthcare internship/clinical

This capstone course is intended to equip advanced students with the practical knowledge and skills necessary for further education and employment in the healthcare field. The practicum components of the course are designed to be carried out in local healthcare settings, including hospitals, medical offices, or long-term care facilities. When offered as a

two-credit course, the work must be completed within a single academic year, and credits will be awarded accordingly. Additionally, the two-credit course will feature a summary project that showcases the extended learning experiences and time spent in the clinical setting.

Certification Opportunities:

Certified Patient Care Technician (CPCT)

Certified Nursing Assistant (CNA)

Basic Life Support/CPR certification

Detailed course content for specific classes

Clinical requirements and experiential learning components

Industry certification pathways and requirements

Work-based learning opportunities

Program standards and objectives

Implementation resources for educators

Credit requirements and graduation pathways

Articulation agreements with post-secondary institutions

Primary certification pathways and their requirements:

Certified Patient Care Technician/Assistant (CPCT/A)

Certifying Body: National Healthcareer Association (NHA)

Requirements:

Complete approved Patient Care Technician/Nursing Assistant program

High school diploma or equivalent (or scheduled to graduate)

Minimum of 18 years of age

Pass the CPCT/A examination (both written and skills components)

Content Areas:

Patient care and communication

Safety and infection control

Phlebotomy procedures

EKG procedures

Basic patient care skills

Certified Nursing Assistant (CNA)

Certifying Body: Alabama Department of Public Health

Requirements:

Complete minimum 75 hours of instruction (theory and clinical)

Pass the Alabama Nurse Aide Competency Evaluation (written and skills)

Background check required

Content Areas:

Basic nursing skills

Personal care skills

**Mental health and social service needs
are of cognitively impaired residents
Basic restorative services**

Basic Life Support (BLS)/CPR Certification

**Certifying Body: American Heart Association or American Red
Cross**

Requirements:

Complete training course (typically 4-6 hours)

Pass written and skills assessments

Renewal: Typically every 2 years

EKG Technician Certification (CET)

Certifying Body: National Healthcareer Association (NHA)

Requirements:

Complete approved EKG technician program

High school diploma or equivalent

Pass the CET examination

Content Areas:

Cardiac anatomy and physiology

EKG equipment operation

Rhythm interpretation basics

Phlebotomy Technician Certification (CPT)

Certifying Body: National Healthcareer Association (NHA)

Requirements:

Complete approved phlebotomy program

High school diploma or equivalent

Pass the CPT examination

Content Areas:

Venipuncture techniques

Specimen handling

Safety and infection control

**For all certifications, students must typically complete the full
Patient Care Technician program coursework and clinical
requirements before being eligible to sit for certification
exams. Most Alabama high school CTE programs coordinate
testing dates and may cover or subsidize examination fees.**

Health Informatics CTE Curriculum

**Alabama's Health Informatics program falls under the Health
Science career cluster and prepares students for careers in
healthcare information management and technology. It is a 2-**

3 year sequential program, beginning in grades 10th-12th. The curriculum will include:

Core Courses

Foundations of Health Informatics - Introduction to healthcare data management and technology

Health Information Technology - Medical terminology, electronic health records, and basic coding

Advanced Health Informatics - Database management, healthcare analytics, and compliance

Elective Courses

Medical Office Management

Healthcare Coding and Reimbursement

Healthcare Data Analytics

Work-Based Learning

Internship opportunities at local healthcare facilities

Job shadowing experiences

Industry certifications preparation

Technical Skills Taught

Electronic Health Records (EHR) management

Medical coding (ICD-10, CPT)

Healthcare data security and privacy (HIPAA)

Database management

Healthcare information systems

Career Readiness Elements

Professional communication

Ethics in healthcare

Problem-solving in healthcare settings

Technical writing

Industry Certifications

Students can prepare for certifications such as:

Certified Electronic Health Records Specialist (CEHRS)

Certified Medical Administrative Assistant (CMAA)

Microsoft Office Specialist

Human Services

Alabama's Career and Technical Education (CTE) program for Health Sciences and Human Services provides high school

students with pathways to explore healthcare careers while developing relevant knowledge and skills. Here's an overview of the curriculum structure:

- **Pharmacy Technology**
- **Dental Services**

Emergency Medical Services

Emergency Medical Services provides students with insights into careers in the emergency medical sector. The prerequisite for this course is The curriculum highlights the importance of safety for both patients and providers, the anatomy and physiology of the human body, the evaluation of emergency patients, ethical practices, and procedures for emergency care. Additionally, the course emphasizes the communication and interaction between emergency medical staff and other first responders.

- **Therapeutic Services**

Integrated Resources/Programs/ SPED Curriculum [Life Skills Curriculum](#)

The A Love for Special Learning Life Skills Curriculum for students with special needs, focuses on equipping students with essential health knowledge and life skills. This course aims to promote overall well-being, empower students to make informed health decisions, and develop practical skills for daily living.

Course Objectives:

1. **Understand basic health concepts, including nutrition, hygiene, and personal safety.**
2. **Develop skills for making healthy lifestyle choices.**
3. **Learn how to manage emotions and stress effectively.**
4. **Foster interpersonal skills for communication and relationships.**
5. **Promote awareness of community resources and support systems.**

Curriculum Components:

- **Nutrition and Healthy Eating:**
- **Understanding food groups and balanced meals.**
- **Simple cooking skills and meal preparation.**

- **Personal Hygiene:**
 - Importance of hygiene in daily life.
 - Practical activities for grooming and self-care.
- **Safety Awareness:**
 - Recognizing safe and unsafe situations.
 - Basic first aid and emergency response skills.
- **Emotional Well-Being:**
 - Identifying and expressing emotions.
 - Strategies for managing stress and anxiety.
- **Interpersonal Skills:**
 - Building communication skills.
 - Understanding boundaries and healthy relationships.
- **Community Resources:**
 - Awareness of local health services and support organizations.
 - How to seek help and access resources.

Teaching Strategies:

- Use of hands-on activities and real-life scenarios.
- Visual aids and interactive lessons to enhance understanding.
- Collaborative projects to build teamwork and communication skills.
- Individualized support and accommodations to meet diverse learning needs.

This Health Education course aims to create a supportive and engaging learning environment where students can develop crucial life skills that promote their health and independence.

IXL - [IXL](#)

IXL is an excellent tool for students with IEPs, as it offers adaptive learning paths tailored to individual skill levels. This personalization ensures that students who need extra support can engage with targeted practice that meets their specific

learning needs. Adjusting in real-time to each student's progress, IXL creates a customized learning experience that promotes growth and confidence, making it an effective resource in inclusive educational settings. This adaptability can be particularly beneficial for helping students with varying abilities achieve their learning goals.

Personalized Learning Paths:

IXL offers adaptive learning paths that adjust to each student's skill level. This personalization allows students who require additional support to receive targeted practice while also providing advanced learners with challenging content to deepen their understanding.

Comprehensive Skill Coverage:

The platform covers a wide range of skills across multiple subjects, ensuring that all students have access to the resources they need for both enrichment and remediation. This comprehensive approach supports a well-rounded education.

Real-Time Diagnostic Assessments:

IXL's diagnostic tools assess student proficiency in real time, allowing educators to identify specific areas where students may be struggling. This data-driven approach enables timely interventions tailored to individual needs. IXL's interactive practice activities are designed to engage students and make learning enjoyable. With immediate feedback and rewards for progress, students are motivated to practice and improve their skills.

Detailed Analytics for Educators:

The platform provides educators with in-depth analytics and reports on student performance. These insights help teachers monitor progress, identify trends, and adjust instruction to better meet the needs of their students. IXL can be used in various educational settings, whether as a supplement to classroom instruction, during intervention sessions, or as part of enrichment activities. This versatility allows for tailored implementation strategies that fit our school's needs.

Support for Collaboration:

IXL encourages collaborative learning by allowing students to work together on activities and share strategies. This social aspect enhances the learning experience and fosters a supportive classroom environment. By integrating IXL into our educational framework, we are committed to enhancing student learning through effective enrichment and intervention strategies that support all learners, ensuring that each student can achieve their full potential.

Quanthub - [Quanthub](#)

Interactive Learning Experiences:

Quanthub provides interactive modules that engage students through hands-on activities and real-world data analysis

projects. This experiential learning fosters deeper understanding and retention of key concepts.

Data Literacy Development:

The platform emphasizes data literacy, equipping students with the skills to interpret, analyze, and communicate data effectively. This foundational knowledge is essential for success in various academic and career paths. Quanthub's curriculum incorporates real-world case studies and scenarios, allowing students to apply their learning to relevant situations. This practical application enhances engagement and demonstrates the relevance of their studies.

Personalized Learning Paths:

Quanthub offers personalized learning experiences that adapt to each student's needs and pace. This flexibility ensures that all learners can progress at their own rate, receiving support where necessary.

Collaboration and Teamwork:

The platform encourages collaboration through group projects and discussions, helping students develop essential teamwork skills. This collaborative approach mirrors real-world environments where teamwork is key.

Assessment and Feedback:

The platform includes robust assessment tools that provide educators with insights into student progress and understanding. This data-driven feedback allows for timely interventions and supports differentiated instruction. By integrating Quanthub into our educational framework, we are committed to fostering a culture of inquiry and innovation among our students. This resource will significantly enhance their learning experiences and prepare them for future academic and career opportunities.

Project STEM - [Project STEM](#)

Hands-On Learning Experiences:

Project STEM emphasizes experiential learning, allowing students to engage in real-world projects that apply STEM concepts. This hands-on approach deepens understanding and retention of key principles.

Encourages connections across various disciplines, integrating science, technology, engineering, and mathematics. This interdisciplinary focus helps students see the relevance of STEM in everyday life and future careers.

Critical Thinking and Problem Solving:

Project STEM challenges students to tackle complex problems, encouraging them to think critically and develop innovative solutions. These skills are essential for success in both academic and professional settings.

Collaboration and Teamwork:

The program promotes collaboration through group projects, fostering communication and teamwork skills. Students learn to work effectively with peers, mirroring the collaborative nature of the modern workplace.

Real-World Applications:

Project STEM incorporates real-world scenarios and challenges, allowing students to apply their learning to practical situations. This relevance enhances student engagement and motivation.

Resources and Professional Development:

Project STEM provides educators with a wealth of resources, including lesson plans, assessments, and professional development opportunities. This support equips teachers to deliver high-quality instruction that meets the needs of all learners.

Career Pathways Exploration:

The curriculum exposes students to various career pathways within STEM fields, helping them understand the opportunities available and guiding them in their future educational and career choices. Common Sense Education - [Common Sense Education](#)

Digital Citizenship Curriculum:

Common Sense Education provides a robust digital citizenship curriculum that teaches students essential skills for navigating the digital world responsibly. Topics include online safety, privacy, digital footprints, and respectful communication, preparing students for safe and ethical online behavior.

Engaging Multimedia Resources:

The platform offers a variety of engaging multimedia resources, including interactive lessons, videos, and assessments. These resources cater to diverse learning styles and enhance student engagement in digital literacy topics.

Critical Thinking and Media Literacy:

Common Sense Education emphasizes critical thinking and media literacy, helping students analyze and evaluate the information they encounter online. This skill is vital for developing informed, discerning individuals in today's information-rich environment.

Teacher Training and Support:

The platform provides extensive professional development resources for educators, equipping them with the knowledge and tools needed to effectively teach digital citizenship and integrate technology into their classrooms.

Real-World Applications:

Lessons are designed to connect with real-world scenarios, allowing students to see the relevance of digital citizenship in their daily lives. This practical approach enhances student motivation and understanding.

Assessment Tools:

Common Sense Education offers assessment tools that allow educators to gauge student understanding and progress in digital literacy skills. This data-driven approach supports targeted instruction and differentiation.

Parent and Community Engagement:

The resources extend to parents and community members, fostering a collaborative approach to digital citizenship. Workshops and materials for families help reinforce the importance of responsible technology use at home. By incorporating Common Sense Education into our curriculum, we are committed to preparing our students to be responsible, informed digital citizens who can navigate the complexities of the digital age with confidence.

ClassHook - [ClassHook](#)

Curated Video Content:

ClassHook offers a vast library of curated videos from popular media, including movies, TV shows, and documentaries. These videos are selected specifically for their educational value and relevance to classroom topics, making learning more relatable and enjoyable for students.

Enhanced Engagement:

By using popular culture to introduce or reinforce concepts, ClassHook captures students' attention and fosters greater engagement. This connection to familiar content helps students see the relevance of what they are learning.

Flexible Integration:

The platform allows educators to easily integrate video clips into their lessons, whether for introducing new material, illustrating complex concepts, or sparking class discussions. This flexibility supports a variety of teaching styles and approaches.

Promotes Critical Thinking:

ClassHook encourages critical thinking by prompting students to analyze and discuss the content they view. Educators can facilitate discussions that challenge students to think deeply about the subject matter and its implications. ClassHook streamlines the process of finding high-quality educational videos, saving educators valuable planning time. With a simple search function, teachers can quickly locate clips that align with their lesson objectives.

Support for Diverse Learning Styles:

The visual and auditory nature of video content caters to diverse learning styles, helping to ensure that all students can access and engage with the material in a way that resonates with them.

Assessment Opportunities:

Educators can use video content as a springboard for assessments, encouraging students to reflect on what they've learned through discussions, projects, or written assignments based on the clips viewed. By incorporating ClassHook into our curriculum, we are committed to creating a vibrant and engaging learning environment that fosters curiosity and deepens understanding across subjects.

eDynamic Learning - [Learning Blade](#)

Interactive, Project-Based Learning:

Learning Blade offers a hands-on approach to education through project-based tasks that allow students to explore real-world applications of STEM concepts. This method encourages active participation and deeper understanding of the material.

STEM Focus:

The curriculum emphasizes STEM skills, including coding, engineering, and robotics. By engaging with these subjects, students develop competencies that are essential for success in today's technology-driven workforce.

Personalized Learning Paths:

Learning Blade provides personalized learning experiences that adapt to each student's individual pace and skill level. This differentiation helps ensure that all students can succeed and build confidence in their abilities.

Career Awareness and Exploration:

The platform includes modules that introduce students to various careers in STEM fields, helping them understand the pathways available and the skills needed to pursue those careers. This exposure is crucial for informed decision-making about their future.

Engagement Through Gamification:

Learning Blade incorporates gamification elements, making learning fun and engaging. Students can earn rewards and badges as they complete tasks, which motivates them to stay involved and progress through the curriculum.

Data-Driven Insights:

The platform offers robust assessment tools that allow educators to track student progress and identify areas for improvement. This data-driven approach supports targeted instruction and helps optimize learning outcomes.

Collaboration and Teamwork:

Learning Blade encourages collaboration through group projects and challenges, fostering teamwork and communication skills that are essential in both academic and professional settings.

By integrating Learning Blade into our educational framework, we are committed to providing our students with engaging,

relevant learning experiences that prepare them for future success in STEM disciplines.

Testing Platforms

NWEA/MAPS - [NWEA/MAPS](#)

Adaptive Assessments:

NWEA MAP assessments are adaptive, meaning that they adjust in difficulty based on each student's responses. This allows for a more accurate measure of a student's abilities and provides a clear picture of their current academic level.

Comprehensive Data Tracking:

The platform offers detailed reports and analytics that track student performance over time. Educators can monitor individual and group progress, enabling data-driven decision-making to inform instruction and interventions.

Goal-Setting and Growth Measurement:

NWEA MAP allows educators and students to set personalized growth goals based on the assessment results. This focus on individual growth encourages students to take ownership of their learning and strive for continuous improvement.

Benchmarking Against Norms:

The assessments provide a comparison of student performance against national norms, helping educators understand where students stand relative to their peers. This benchmarking is crucial for identifying areas of strength and those needing further support.

Targeted Instruction:

With the detailed insights gained from NWEA MAP, educators can implement targeted instructional strategies to address specific gaps in knowledge and skills. This targeted approach ensures that all students receive the support they need to succeed.

Reporting Tools for Stakeholders:

The platform includes user-friendly reporting tools that can be shared with students, parents, and other stakeholders. This transparency fosters collaboration and keeps families informed about their child's progress and areas for growth.

Ongoing Professional Development:

NWEA provides resources and training for educators to effectively interpret and utilize assessment data. This ongoing professional development enhances teacher capacity to leverage data in their instructional practices. By incorporating NWEA MAP into our educational framework, we are committed to fostering a culture of continuous improvement and ensuring that all students have the opportunity to achieve their academic goals.

ACT Test - [act.org](#)

Comprehensive College Readiness Assessment:

The ACT measures skills in essential subjects—English, math, reading, and science—providing a holistic view of a student's academic readiness for college. This comprehensive assessment helps identify strengths and areas for improvement.

Data-Driven Insights:

The ACT provides detailed reports on individual and group performance, enabling educators to analyze student data effectively. These insights inform instructional decisions and help tailor support to meet the specific needs of students.

Benchmarking Against College Readiness Standards:

By comparing student scores to national college readiness benchmarks, we can assess whether students are on track for success in post-secondary education. This benchmarking is crucial for guiding curriculum and intervention strategies.

Progress Monitoring:

The ACT allows for tracking student growth over time, providing valuable data that highlights changes in performance and achievement. This ongoing monitoring helps ensure that students are making progress toward their academic goals.

Career Planning and Guidance:

The ACT includes resources for career exploration and planning, helping students connect their interests and strengths to potential career paths. This focus on future opportunities encourages students to set and pursue meaningful goals.

Support for Educators:

The ACT provides professional development resources and tools for educators to effectively interpret and utilize assessment data. This support empowers teachers to enhance their instructional practices based on student needs.

Engagement with Families:

The ACT results can be shared with students and their families, fostering collaboration and communication about academic progress. This transparency helps families understand their child's performance and encourages them to be involved in the learning process.

By incorporating the ACT into our assessment framework, we are committed to providing our students with the tools and support necessary to achieve their academic and career aspirations.

Kuder Career Readiness & Planning, Career Assessments

[Kuder](#)

Kuder's Supporting PK-20 Students & Workforce Users

College & Career Readiness System provides significant benefits for students, educators, and workforce professionals, aligning educational goals with career development and

workforce readiness. By integrating resources and tools that span from K-12 through postsecondary education and into the workforce, Kuder's system supports a seamless transition for students at every stage of their educational

Personalized Career Exploration and Guidance

One of the core strengths of Kuder's system is its ability to personalize career guidance. Using detailed assessments and individualized career exploration tools, Kuder helps students identify their interests, values, and skills. This enables students to explore a broad range of career options early on, providing them with a clear sense of direction as they move through their education. For higher education institutions and workforce programs, Kuder allows for personalized learning pathways that ensure students are prepared for the workforce with the right skill sets.

Bridging the Gap Between Education and Employment

Kuder's system facilitates a strong link between academic learning and career readiness. It equips students with essential workforce skills such as problem-solving, collaboration, and communication, making them more competitive in the job market. Through career assessments, planning tools, and access to internships or apprenticeships, Kuder helps students make informed decisions about their educational and career paths, ensuring they're ready for the next step, whether it's college or entering the workforce.

Data-Driven Insights for Educators and Workforce Professionals

Educators and career counselors can utilize Kuder's platform to track student progress and gain data-driven insights. This data helps to identify gaps in skills or knowledge and tailor interventions to meet the specific needs of individual students. For workforce development professionals, Kuder provides detailed insights into the skills that are in demand within the labor market, enabling them to guide students toward viable career pathways that align with industry needs.

Improved College and Career Decision-Making

The use of Kuder's tools ensures that students are not only prepared for college but also informed about the variety of postsecondary options available to them, including community colleges, trade schools, apprenticeships, and direct-to-workforce opportunities. The platform's ability to provide comprehensive resources on educational institutions, scholarships, and career opportunities allows students to make well-informed decisions about their future, which can lead to higher rates of college enrollment, retention, and post-graduation employment.

Equity and Access

Kuder's system supports equity in education and career access by offering tools that can be used by all students, regardless of their background or economic situation. With its online platform, Kuder makes career exploration and planning tools available to a broad range of students, ensuring that all students, particularly those from underserved communities, have access to the resources and support they need to succeed.

Ongoing Career Development

Even after students transition into the workforce or higher education, Kuder's system supports ongoing career development. Through continuous access to career exploration resources, students can update their skills, explore new career opportunities, and make strategic decisions about their career trajectory. This lifelong learning approach supports not only initial workforce readiness but also sustained career growth over time.

College Credit and Accelerated Learning

Dual Enrollment at Invictus Career Institute (ICI) offers an innovative opportunity for high school students eager to jump-start their careers in high-demand industries. This program bridges the gap between high school and higher education, allowing students to earn college credits while fulfilling their high school graduation requirements. By participating in dual enrollment, students gain access to a rigorous academic curriculum that enhances their subject knowledge and provides valuable exposure to the college environment.

Sample Course Scope

Math Scope and Sequence.pdf

155.38 KB • Added 4 days ago

d) If the curriculum is fully developed, summarize curricular choices, such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students.

English Language Arts - [Carnegie Learning Lenses on Literature](#); [Savvas](#)

In our proposed 6th-12th grade English curriculum, we will incorporate Savvas and Carnegie Learning Lenses on Literature as a foundational component. This approach emphasizes critical engagement with texts, fostering deeper understanding and analysis among our students.

The Carnegie Learning Lenses framework encourages students to explore literature through multiple perspectives, including:

1. **Character Lens:** Students analyze characters' motivations, actions, and development throughout the text, fostering empathy and personal connection.
2. **Theme Lens:** This lens allows students to identify and interpret central themes, enhancing their ability to connect literature to broader societal issues and personal experiences.
3. **Context Lens:** Understanding the historical and cultural context of a work is crucial. This lens helps students appreciate how context influences literature and its relevance today.
4. **Craft Lens:** Students examine the author's choices in language, structure, and style, developing their own writing skills and appreciation for the art of storytelling.

By employing these lenses, our curriculum will promote critical thinking, encourage diverse interpretations, and enhance students' analytical skills. We believe that this approach not only aligns with state standards but also prepares students for higher-level academic work and informed citizenship.

Science - [Discovery Education](#); [Amplify Science](#)

Our approach to the 6th-12th grade Science curriculum incorporates Discovery Education as a key resource. This innovative platform provides a wealth of interactive content, tools, and resources designed to enhance student engagement and understanding of scientific concepts.

Key Features of Discovery Education in Our Curriculum:

1. **Interactive Multimedia Resources:** Discovery Education offers a diverse range of videos, simulations, and virtual labs that bring scientific concepts to life. This multimedia approach helps cater to various learning styles, making science accessible and engaging for all students.
2. **Real-World Connections:** The platform emphasizes real-world applications of science, allowing students to connect theoretical knowledge to practical scenarios. This relevance is crucial in fostering student interest and motivation.
3. **Standards-Aligned Content:** All resources provided by Discovery Education are aligned with state and national science standards. This ensures that our curriculum meets

educational requirements while also promoting a comprehensive understanding of essential scientific principles.

4. Data-Driven Insights: Discovery Education includes assessment tools that allow teachers to track student progress and adapt instruction based on individual needs. This data-driven approach supports differentiated learning and targeted interventions.

5. Collaboration and Inquiry-Based Learning: The platform encourages collaboration among students through group projects and discussions, fostering a sense of community and enhancing critical thinking skills.

Mathematics - [Flipped Math](#) and [McGraw Hill program-overview-9-12.pdf](#), [Reveal Math \(6-8\)](#)

Our approach for the 6th-12th grade Mathematics curriculum, will integrate both Flipped Math and McGraw Hill Math resources. This combination aims to create a comprehensive and engaging learning experience that caters to diverse learning styles and promotes mastery of mathematical concepts.

Flipped Math Model:

The Flipped Math approach transforms traditional learning by delivering instructional content through video lessons and online resources outside of the classroom. This allows students to learn at their own pace and come to class prepared to engage in collaborative problem-solving activities. In-class time is dedicated to active learning, where students can work on exercises, participate in discussions, and receive immediate feedback from their teachers. This model fosters deeper understanding and application of mathematical concepts.

McGraw Hill Math Curriculum:

McGraw Hill provides a comprehensive and standards-aligned curriculum that includes a variety of instructional materials, practice problems, and assessments. The curriculum is designed to build a strong foundation in mathematics through rigorous content and real-world applications.

The resources include interactive digital tools that allow students to visualize and manipulate mathematical concepts, enhancing their learning experience. Additionally, the curriculum emphasizes critical thinking and problem-solving skills, which are essential for success in higher education and beyond.

Assessment and Feedback:

Our curriculum will incorporate ongoing assessments from McGraw Hill to monitor student progress. This data-driven approach allows educators to adjust instruction based on student needs, ensuring that all learners achieve mastery of

the content. By implementing the Flipped Math model alongside the McGraw Hill Math curriculum, we are committed to providing an engaging and effective mathematics education that prepares our students for future academic and career success.

Social Studies - [Savvas](#) or [McGraw Hill](#)

[index.html secondary-social-studies-9-12-program-overview.pdf](#)

<https://www.mheducation.com/unitas/school/explore/sites/networks/secondary-social-studies-6-8-program-overview.pdf>

Both Savvas and McGraw Hill curricula are meticulously aligned with state and national social studies standards. This alignment ensures that our program meets educational requirements while promoting a thorough understanding of essential concepts and skills.

Inquiry-Based Learning:

Both curricula emphasize inquiry-based learning, encouraging students to ask questions, conduct research, and engage in discussions. This approach promotes critical thinking and helps students develop the skills necessary for effective citizenship.

Assessment and Feedback:

Ongoing assessments are integrated into both curricula, providing educators with valuable insights into student progress. This data-driven approach enables teachers to adjust instruction as needed to support all learners effectively.

By integrating either Savvas or McGraw Hill Social Studies curriculum, we are committed to providing an enriching educational experience that prepares our students for informed and active participation in a diverse and complex society.

e) If the curriculum is not already developed, describe a timeline 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.

NA

f) Describe the primary teaching methods and instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

To enhance cognitive performance and promote deeper learning, Invictus integrates additional strategies focused on problem-solving, physical activity, and stimulating curiosity. These strategies are designed to foster a dynamic learning environment that encourages active engagement, critical thinking, and overall cognitive development. Below are key approaches, supported by relevant research, that have been shown to enhance cognitive performance:

1. Active Learning

Active learning involves engaging students directly in the learning process through activities that promote analysis, synthesis, and application of knowledge (Freeman et al., 2014). This approach contrasts with traditional passive learning, where students primarily listen and take notes.

- **Key Practices:** Think-pair-share, problem-solving tasks, group discussions, and peer teaching.
- **Research Support:** Freeman et al. (2014) demonstrated that active learning increases student performance in STEM courses, improving understanding and retention of content.

2. Spaced Learning (Spaced Repetition)

Spaced learning involves distributing study sessions over time rather than cramming information in a single sitting. This technique capitalizes on the brain's ability to retain information more effectively when it is revisited periodically (Cepeda et al., 2006).

- **Key Practices:** Periodic quizzes, scheduled review sessions, and spaced-out practice exercises.
- **Research Support:** Cepeda et al. (2006) found that spacing out learning significantly improves long-term retention and recall of information compared to massed learning.

3. Growth Mindset

The concept of a growth mindset, introduced by Carol Dweck, suggests that intelligence and abilities can be developed through effort and perseverance. Students with a growth mindset view challenges as opportunities for growth rather than as insurmountable obstacles (Dweck, 2006).

- **Key Practices:** Emphasizing effort over innate talent, providing constructive feedback, and encouraging resilience in the face of setbacks.

- **Research Support:** Studies show that fostering a growth mindset can lead to higher academic achievement and greater persistence in challenging tasks (Yeager & Dweck, 2012).

4. Metacognition

Metacognition refers to the awareness and control of one's own learning processes. Students who engage in metacognitive practices are better able to plan, monitor, and evaluate their learning strategies, leading to more effective study habits and improved performance (Flavell, 1979).

- **Key Practices:** Self-reflection, goal setting, self-assessment, and teaching students strategies to monitor their understanding and adjust their learning methods.
- **Research Support:** Studies show that teaching metacognitive strategies can improve student learning outcomes and help them become more independent learners (Dunlosky et al., 2013).

5. Cognitive Load Theory

Cognitive Load Theory (CLT) focuses on the limitations of working memory and emphasizes the need for instructional designs that reduce unnecessary cognitive load, allowing students to focus on the material that enhances learning (Sweller, 1988).

- **Key Practices:** Breaking down complex information into manageable chunks (chunking), using visual aids (e.g., diagrams, charts), and avoiding information overload.
- **Research Support:** Sweller (1988) showed that reducing cognitive load through effective instructional design leads to better learning outcomes, especially when teaching complex concepts.

6. Promoting Problem-Solving Skills

Problem-solving is a critical cognitive skill that requires students to analyze, evaluate, and synthesize information to arrive at solutions. By actively engaging students in real-world problems, Invictus encourages critical thinking and enhances cognitive performance.

- **Key Practices:** Case studies, inquiry-based learning, project-based learning, and collaborative problem-solving activities.
- **Research Support:** Studies show that problem-based learning improves students' problem-solving abilities and

promotes deeper understanding (Hmelo-Silver, 2004).

7. Incorporating Physical Activity

Incorporating physical activity into the learning environment has been shown to enhance cognitive function, increase attention, and reduce stress. Physical activity can stimulate brain function and improve memory, focus, and academic performance (Donnelly et al., 2016).

- **Key Practices:** Movement-based learning, incorporating short physical activity breaks, and hands-on learning experiences that involve physical tasks.
- **Research Support:** Donnelly et al. (2016) found that physical activity has a positive impact on students' cognitive performance, particularly in tasks requiring focus and memory.

8. Stimulating Curiosity

Stimulating curiosity is key to fostering an engaging and motivating learning environment. Curiosity-driven learning encourages students to explore topics independently and be more motivated to engage with the material.

- **Key Practices:** Inquiry-based learning, open-ended questions, opportunities for self-directed exploration, and fostering a sense of wonder through real-world applications.
- **Research Support:** Research has shown that stimulating curiosity not only enhances learning but also increases long-term retention and academic achievement (Gruber et al., 2014). Curiosity-driven approaches lead to greater student engagement and motivation to explore complex concepts.

9. Collaborative Learning

Collaborative learning involves students working together in small groups to solve problems, share knowledge, and teach each other. This approach not only improves understanding but also builds social and communication skills (Johnson & Johnson, 1989).

- **Key Practices:** Group projects, cooperative problem-solving, and peer feedback.
- **Research Support:** Johnson and Johnson (1989) found that collaborative learning promotes deeper cognitive processing and enhances critical thinking skills, as students learn from diverse perspectives.

10. Dual Coding

Dual Coding Theory posits that combining verbal and visual information enhances learning by engaging both verbal and visual cognitive pathways (Paivio, 1986). This approach encourages the integration of words with images to create more meaningful learning experiences.

- **Key Practices:** Using diagrams, flowcharts, and other visuals alongside textual explanations in lessons.
- **Research Support:** Paivio (1986) demonstrated that dual coding improves memory retention by reinforcing learning through multiple channels, leading to a richer and more comprehensive understanding.

11. Retrieval Practice

Retrieval practice involves actively recalling information from memory rather than passively reviewing notes. This strategy strengthens memory and enhances long-term retention by reinforcing neural connections associated with the material (Roediger & Butler, 2011).

- **Key Practices:** Frequent quizzes, flashcards, and practice tests.
- **Research Support:** Roediger and Butler (2011) found that retrieval practice significantly improves learning outcomes, especially when spaced over time.

12. Inquiry-Based Learning

Inquiry-based learning encourages students to ask questions, explore topics of interest, and engage in problem-solving. This approach promotes critical thinking and deepens understanding by allowing students to construct their own knowledge through exploration and discovery (Bransford et al., 2000).

- **Key Practices:** Student-driven research projects, problem-based learning tasks, and open-ended questions.
- **Research Support:** Bransford et al. (2000) found that inquiry-based learning fosters higher-order thinking skills and prepares students to apply knowledge in real-world contexts.

13. Emotionally Supportive Learning Environments

An emotionally supportive learning environment is one in which students feel safe, valued, and respected. Positive emotional experiences have been shown to enhance cognitive

performance by reducing anxiety and increasing motivation (Immordino-Yang & Damasio, 2007).

- **Key Practices: Building rapport with students, promoting a growth-oriented classroom culture, and offering emotional support when students face challenges.**
- **Research Support: Immordino-Yang and Damasio (2007) demonstrate that emotional well-being is deeply intertwined with cognitive functioning, and students perform better when they feel emotionally supported.**

By integrating these strategies into the learning framework at Invictus, we aim to foster a dynamic and effective learning environment that enhances cognitive performance. Supported by robust research, these strategies ensure that students develop critical thinking, problem-solving, and collaborative skills necessary for success in their academic and future career pursuits.

Differentiated Personalized Learning Pathways:

Recognizing the diversity of students' backgrounds, learning styles, and abilities, personalized learning pathways will be crucial for success. Educators will implement various instructional strategies such as tiered assignments, flexible grouping, and individualized learning plans to ensure that each student receives tailored support.

Differentiated learning pathways begin with an initial assessment of students' strengths, weaknesses, interests, and career goals. Based on this assessment, personalized learning plans will be developed, incorporating specific academic objectives, recommended courses, and additional support services. Strategies like flexible grouping, tiered assignments, and varied assessment methods will be used to address diverse learning needs. For example, some students may benefit from hands-on lab experiences in health science, while others may excel with online modules allowing for self-paced learning. This approach ensures that each student engages meaningfully with the curriculum and progresses toward meeting or exceeding academic standards while fostering a collaborative environment where students learn from each other.

Notes



Note was added at 03/18/2025 11:05 AM by Victoria Bowen Boman

A: More explicit alignment of framework to specific curriculum components is needed (e.g., How do these methods apply to specific courses and grade levels?). No direct explanation of lesson structuring or curriculum sequencing (e.g., What do students learn in Year 1 vs. Year 4?

How does it scaffold?). No data or evidence showing how this learning model has been successful in similar institutions. More explicit connection between learning structure and improved student outcomes needed. Overall, The response is strong and well-researched but could benefit from more concrete curriculum mapping and impact data.

 Note was added at 03/18/2025 11:55 AM by Victoria Bowen Boman

Limited rationale for selecting specific publishers (e.g., Why was Savvas chosen over other ELA curricula? How does it address student literacy challenges?). More details on textbook integration and lesson sequencing are needed (e.g., How do textbooks align with instructional models.

Research-backed justifications for active learning, cognitive load management, and metacognition. Alignment with state and national standards (though not explicitly named in all subjects). No empirical data on student success rates using these curricula (e.g., What success metrics have been achieved in similar school models?). No mention of teacher training or support resources (e.g., How will educators effectively implement these tools?). Needs specific examples of curriculum differentiation (e.g., How does Flipped Math support struggling learners? Are there adaptive assessments for different skill levels?).

Element Review

Reviews is not provided

3. Student Performance Standards

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Not Reviewed

Form Result

Provide the anticipated student performance standards and demonstrate how those standards align or exceed the Alabama State standards.

Overarching Standard/Criteria: Compelling evidence of how the proposed school's student performance standards will directly and consistently meet or exceed Alabama standards.

Evidence needed for addressing the overarching standard:

a) Describe the school-wide student performance standards. In addition, attach a proposed academic performance framework for evaluating the school's academic progress.

School-wide Performance **Invictus Career Institute Performance Standards (Grades 6-12)**

Standards Narrative

Invictus Career Institute is committed to upholding and exceeding Alabama State Department of Education (ALSDE) performance standards for students in grades 6-12. Our standards align with Alabama College and Career Ready Standards (ACCRS) to ensure students develop the academic skills, workforce readiness, and career-specific competencies necessary for postsecondary success.

1. Academic Performance Standards

Middle School (Grades 6-8)

Students in grades 6-8 will follow Alabama's Courses of Study, which outline required standards in core academic areas:

- **English Language Arts (ELA):** Emphasis on reading comprehension, writing, vocabulary development, and critical thinking aligned with the Science of Reading approach.
- **Mathematics:** Mastery of foundational algebraic concepts, problem-solving skills, and numerical literacy to prepare students for higher-level mathematics.
- **Science:** Introduction to physical science, life science, and Earth/space science using inquiry-based learning and lab experiences.
- **Social Studies:** Development of historical thinking skills, civics knowledge, and understanding of global connections.
- **Career Preparedness:** Introduction to career exploration and soft skills, in alignment with Alabama's Career and Technical Education (CTE) framework.

Students will be assessed using a combination of:

- **ACAP Summative Assessments (Alabama Comprehensive Assessment Program)** in ELA and Math
- **Classroom-based assessments, projects, and performance tasks**
- **Formative assessments and benchmark testing to measure progress**

High School (Grades 9-12)

Invictus Career Institute's high school curriculum is aligned with Alabama's graduation requirements and is designed to prepare students for college, careers, and industry certifications.

Graduation Requirements

Students must complete a minimum of 24 credits to graduate, as mandated by the ALSDE:

- **English Language Arts: 4 credits (English 9, 10, 11, 12)**
- **Mathematics: 4 credits (Including Algebra I, Geometry, Algebra II, and an additional math elective)**
- **Science: 4 credits (Biology, a physical science, and two additional science courses)**
- **Social Studies: 4 credits (World History, U.S. History I & II, Government, and Economics)**
- **Physical Education: 1 credit**
- **Health Education: 0.5 credit**
- **Career Preparedness: 1 credit**
- **Career and Technical Education: 3 credit**
- **Electives: 2.5 credits (Including career and technical education, foreign languages, or fine arts)**

Successful completion of the Alabama Civics Test, a Financial Literacy course, and any additional requirements mandated by the Alabama State Department of Education (ALSDE) for graduation.

2. Career and Technical Education (CTE) Performance Standards

Invictus Career Institute offers career-focused pathways in health sciences and other high-demand fields, integrating Alabama's CTE standards into the curriculum. Students will:

- **Earn industry-recognized credentials before graduation.**
- **Complete a Work-Based Learning (WBL) experience (internship, apprenticeship, or job shadowing).**
- **Demonstrate technical skills mastery through project-based assessments.**

Students in CTE pathways must meet Alabama's Career Readiness Indicators, including:

- **ACT WorkKeys National Career Readiness Certificate (NCRC)**

- **Completion of a Career and Technical Education (CTE) program**
- **Dual enrollment in a postsecondary institution**
- **Attainment of an industry-recognized credential**

3. Assessment and Accountability Measures

Invictus Career Institute will measure student achievement using state-mandated assessments and internal benchmarks, including:

- **ACAP Summative Assessments (Grades 6-8) – English Language Arts and Math (science assessed in grade 8)**
- **PreACT (Grade 10) and ACT (Grade 11) – Measures college and career readiness**
- **WorkKeys (Grade 12) – Assesses workplace readiness and skills**
- **End-of-Course Assessments (EOCs) for high school core subjects**
- **Industry Certification Exams – Aligned with career pathways**

4. Student Support and Intervention

To ensure that all students meet or exceed Alabama's performance standards, Invictus Career Institute provides:

- **Individualized Learning Plans (ILPs) for students needing additional academic support.**
- **RTI (Response to Intervention) Framework for targeted interventions in reading and math.**
- **30-minute daily intervention block for personalized instruction and tutoring.**
- **Special Education services in compliance with IDEA and 504 accommodations for qualifying students.**

5. College and Career Readiness Standards

To align with Alabama's Plan 2020 and Every Student Succeeds Act (ESSA), Invictus Career Institute ensures students graduate college- and career-ready by requiring them to meet at least one of the following indicators:

- 1. Benchmark score on the ACT or WorkKeys**

2. **Industry-recognized credential**
3. **Advanced Placement (AP) or Dual Enrollment course completion**
4. **Successful completion of a CTE pathway**
5. **Acceptance into military service or a two-/four-year college**

Invictus Career Institute holds students to high academic and career readiness standards in alignment with Alabama’s state requirements. By offering rigorous academics, career-focused pathways, targeted interventions, and strong accountability measures, the school ensures that every student is prepared for postsecondary success—whether in college, career, or technical fields.

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Performance Standards.pdf
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Learning Standards.pdf
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NA

At Invictus, we are committed to ensuring that all students make consistent progress toward meeting graduation requirements while preparing for future academic and career success. Our promotion policies are designed to provide clear expectations for students' advancement from grade to grade while supporting their growth in core academic areas.

Grade Level Promotion Criteria for Grades 6-8:

- **Promotion from Grade 6 to Grade 7:**
To be promoted to the 7th grade, students must successfully complete all 6th-grade courses with a passing grade in core subjects (English, Math, Science, and Social Studies). Additionally, students must demonstrate consistent progress toward meeting grade-level expectations in both academic achievement and behavior.
- **Promotion from Grade 7 to Grade 8:**
To be promoted to the 8th grade, students must have passed all 7th-grade courses with a focus on core subjects (English, Math, Science, and Social Studies). Progress in literacy and numeracy will be emphasized to ensure students are building the foundational skills needed for success in high school. Students who require additional support will be provided interventions to meet promotion criteria.
- **Promotion from Grade 8 to Grade 9:**

To be promoted to the 9th grade, students must have successfully completed all 8th-grade courses, with particular focus on core subjects (English, Math, Science, and Social Studies). Students should have demonstrated progress in the key skills required for high school success, including literacy, numeracy, and critical thinking. If additional support is needed, students will be provided with targeted interventions to help them achieve the required competencies for high school readiness.

Grade Level Promotion Criteria for High School (Grades 9-12):

- **Promotion from 9th to 10th Grade:**
To be promoted from the 9th to the 10th grade, students must have earned a minimum of 6.0 credits toward graduation, with at least 4.0 credits earned in core subjects (1.0 credit in each: Math, Science, English, and

History) by the end of the spring semester.

- **Promotion from 10th to 11th Grade:**
To be promoted from the 10th to the 11th grade, students must have earned at least 12.0 credits toward graduation, including a minimum of 8.0 credits in core subjects (2.0 credits in each: Math, Science, English, and History) by the end of the spring semester.
- **Promotion from 11th to 12th Grade:**
To be promoted from the 11th to the 12th grade, students must have earned at least 18.0 credits toward graduation, with at least 12.0 credits in core subjects (3.0 credits in each: Math, Science, English, and History) by the end of the spring semester.

Graduation Requirements: Invictus Career Institute will follow the Graduation Requirements set forth by the state of Alabama. See Graduation requirements section.

Recovery and Summer Promotion: Students who do not meet the promotion criteria by the end of the spring semester may still be eligible for promotion through summer courses or mid-year promotion during the next school year, provided they recover or earn the necessary course credits.

e) Attach 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.

File Upload

Exit Standards.pdf

65.7 KB • Added 4 days ago

Notes

 Note was added at 03/18/2025 12:42 PM by Victoria Bowen Boman

The attachments: Alignment with Alabama Course of Study across core subjects. Well-defined expectations for English Language Arts (ELA), Mathematics, Science, and Social Studies. Explicit inclusion of Career and Technical Education (CTE) pathways in health sciences and other fields. Industry-aligned learning opportunities (certifications, job shadowing, internships). STEM integration through inquiry-based science learning. Financial literacy, entrepreneurship, and workforce readiness components. Should have Include specific examples of industry certifications available to students. Provide sample elective courses or programs to highlight student choice. Mention instructional strategies (e.g., project-based learning, blended learning models) used to implement these standards.

Element Review

Reviews is not provided

4. High School Graduation Requirements (if applicable)

Reviewer Instructions

Please rate the application using the provided rubric.

Status: Not Reviewed

Form Result

High schools will be expected to meet the state graduation standards as established by the Alabama State Board of Education (ALSDE).

Overarching Standard/Criteria: Compelling evidence of how the proposed high school's standards will directly and consistently meet or exceed Alabama State standards.

Evidence needed for addressing the overarching standard:

Course Offerings and
Transcript Narrative

At Invictus, we are committed to ensuring that all students meet rigorous academic standards while providing multiple pathways for success. Our credit-earning system is designed to support students in their journey toward graduation while preparing them for college and career opportunities.

Earning Credit Hours

Students earn credit hours upon successfully completing coursework within a designated course term or at the semester mark—whichever occurs first. A passing grade of 60% (D-), rounded to the nearest whole number, is required to earn course credit. All students must meet the minimum credit requirements outlined by the Alabama State Department of Education (ALSDE) to qualify for graduation.

Dual Credit Enrollment

Students may enroll in dual credit college courses upon receiving prior approval from Invictus and meeting the eligibility criteria set by both Invictus and an accredited partner college or university. Successfully completed dual credit courses allow students to earn both high school and college credit.

- All final grades earned in approved dual credit courses will appear on the student’s high school transcript, regardless of whether credit was earned.**
- In select cases, school administration may approve proficiency exams or alternative assessments to earn credit for course advancement.**

Course Length and Credit Allocation

Credit hours are awarded based on instructional time as outlined in the table below:

Course Length	Credit Equivalent	How/When Credit is Awarded
140-hour courses	1.00 credit	1.00 credit awarded at the semester (if taken daily) OR 0.50 credit awarded at the semester (if taken every other day)
70-hour courses	0.50 credit	0.50 credit awarded at the semester (if taken every other day) OR 0.50 credit awarded at the quarter (if taken daily)

35-hour course	0.25 credit	Credit awarded at the semester based on course time (e.g., 0.125 credits for 17.5 hours or 0.25 credits for 35 hours)
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Failing a Course & Credit Recovery

Students who do not earn a passing grade (60%) will not receive credit for the course. To help students stay on track for graduation, Invictus offers credit recovery and course retake opportunities.

- **Credit Recovery: Students focus only on skills and standards in which they did not demonstrate proficiency. To qualify, students must have earned at least a 40% final grade in the original course attempt.**
- **Full Course Retake: Students earning below 40% must retake the entire course and pass to earn credit.**

These interventions ensure that students remain on pace to graduate with their cohort while mastering essential course content.

Invictus Career Institute will abide by Alabama State Department of Education guidelines for transcripts.

Transcript Components

School Information:

- **School Name**
- **School Address**
- **School Contact Information**

Student Information:

- **Student's Full Name**
- **Date of Birth**
- **State Student ID Number**
- **District Entry Date**
- **Graduation Date**

Completed Coursework Information:

- **List of Completed Courses: Includes all courses completed with corresponding credit type and course title.**

- **Grade & Credits Earned:** The final grade and the number of credits awarded per course.
- **Legend/Key:** Symbols will differentiate weighted courses and credit recovery courses if not explicitly noted in the course title.

Enrolled Coursework:

- **Current Academic Year Schedule:** Displays active courses for the student's current school year.

Summary Information:

- **Cumulative GPA**
- **Weighted GPA**
- **Class Rank (if applicable)**

Additional Considerations:

- **Honors & Awards:** Academic recognitions such as Honor Roll, National Honor Society, and other distinctions may be noted.
- **Official Signature:** Transcripts will include an authorized school official's signature to verify authenticity.

Ensuring Accuracy & Fairness

Invictus is committed to maintaining the integrity of academic records while ensuring that students are fairly evaluated in both class ranking and transcript documentation.

b) Explain how the graduation requirements will ensure student readiness.

Student Readiness
Narrative

The graduation requirements at Invictus Career Institute are strategically designed to ensure students are prepared for success in both postsecondary education and the workforce. Here's how these requirements contribute to student readiness:

Academic Readiness

- **Comprehensive Core Curriculum:** The 24-credit requirement aligns with Alabama state standards and includes rigorous coursework in English, Math, Science, and Social Studies. This ensures students develop critical thinking, communication, and analytical skills necessary for college and career success.
- **Advanced Coursework Options:** Students have access to Advanced Placement (AP), International Baccalaureate (IB), postsecondary dual enrollment, and Career and Technical Education (CTE) courses, allowing them to challenge themselves academically and gain college credit while in high school.
- **Mathematical and Scientific Proficiency:** The structured math and science requirements—including Algebra II with Trigonometry, Chemistry or Physics—equip students with problem-solving and quantitative reasoning skills essential for STEM fields.
- **Financial Literacy Course:** This requirement ensures students graduate with a fundamental understanding of personal finance, budgeting, and economic decision-making, which is crucial for long-term financial independence.

Career and Workforce Readiness

- **College and Career Readiness (CCR) Indicators:** Students must meet at least one of 10 career and college readiness benchmarks, such as earning industry credentials, completing apprenticeships, or obtaining college credit. This guarantees that every graduate leaves with a tangible qualification for higher education or the workforce.
- **Career and Technical Education (CTE) Focus:** With three required CTE, foreign language, or arts credits, students can develop specialized skills aligned with high-demand industries, improving their employability.
- **Work-Based Learning Opportunities:** Students can participate in apprenticeships and earn industry-recognized credentials, directly linking their high school experience to career pathways.
- **Military Readiness Option:** The acceptance into military service before graduation pathway ensures students who

pursue this route are prepared for structured careers in defense, aviation, or specialized technical fields.

Holistic Development

- **Physical Education and Health Requirements:** The inclusion of PE, JROTC, and health courses promotes lifelong fitness, well-being, and discipline—important factors for overall student success.
- **Civics Test Requirement:** By passing the civics test, students demonstrate an understanding of U.S. government and civic responsibilities, fostering informed and engaged citizens.

Individualized Student Support

- **Personalized Academic Plans & Interventions:** Each student has an individualized academic plan, ensuring targeted support through teacher interventions, progress monitoring, and family engagement.
- **Parent and Student Involvement:** The structured communication system, parent portal, and student-led progress meetings reinforce accountability, transparency, and motivation.
- **Data-Driven Instruction:** The emphasis on assessment data and continuous progress tracking ensures students receive tailored academic support to address weaknesses and enhance strengths.

By blending rigorous academic standards, workforce-aligned career pathways, financial literacy, and personalized student support, Invictus Career Institute ensures that graduates are well-equipped for success in college, careers, and beyond. The combination of academic rigor, career readiness, and individualized support prepares students not just to earn a diploma but to excel in their chosen postsecondary path.

At-Risk Narrative

At Invictus, we are deeply committed to ensuring every student not only meets graduation requirements but is also equipped with the skills, mindset, and support necessary to thrive in their postsecondary endeavors. Recognizing that some students face unique challenges that place them at risk of not graduating or dropping out, we have developed a comprehensive system designed to identify, intervene, and support at-risk students throughout their academic journey. Our approach is multifaceted, involving data tracking, early identification of risk indicators, targeted interventions, social-emotional learning (SEL), and strong family and community engagement.

Early Identification and Data Tracking

We believe that early identification is key to preventing students from falling behind or dropping out. To this end, Invictus will utilize a sophisticated data tracking system that monitors a wide array of academic and behavioral indicators, including:

- **Attendance patterns:** Chronic absenteeism is a major risk factor, and we monitor attendance in real-time to identify students who may need additional support.
- **Academic performance:** We track grades, course completion rates, and progress toward meeting graduation requirements.
- **Behavioral and engagement metrics:** Disengagement, disciplinary issues, and social-emotional indicators are carefully monitored to understand and address underlying causes.
- **Social-emotional indicators:** Data collected from student surveys, teacher observations, and counseling referrals help identify students who may be struggling with mental health or personal issues that impact their academic success.

Our early warning system allows us to spot potential risks as soon as they arise, enabling us to intervene proactively rather than reactively.

Progress Monitoring and Interventions

Once a student is identified as at risk, we implement targeted interventions tailored to their specific needs. These interventions may include:

- **Academic support:** Dedicated tutoring and remediation programs are provided to help students improve in areas where they may be falling behind. Teachers work with

students to provide additional learning opportunities through intervention classes or corequisite labs.

- **SEL programs:** Students benefit from a comprehensive social-emotional learning curriculum that builds resilience, emotional regulation, self-awareness, and relationship-building skills. SEL helps students navigate personal challenges and enhances their overall well-being, directly impacting their academic performance and engagement.
- **Personalized learning plans:** For students with specific academic challenges, individualized education plans (IEPs) or 504 plans are developed in collaboration with support staff to ensure they receive the accommodations and support they need to succeed.
- **Behavioral support and counseling:** Students at risk due to behavioral or mental health issues are connected with counseling services and mental health professionals who work with them on an ongoing basis.

Mentorship and Student Involvement

Mentorship is a cornerstone of our strategy for keeping students engaged and on track. Each at-risk student is paired with a mentor—either a staff member, community leader, or peer—who provides guidance, emotional support, and accountability. Mentors meet with students regularly to discuss progress, set goals, and provide encouragement. In addition to mentoring, we foster student involvement in extracurricular activities, which helps students build a sense of belonging, develop leadership skills, and stay connected to their school community. Participation in clubs, student government, sports, and arts programs gives students opportunities to discover and pursue their interests, which can positively influence academic motivation and reduce the likelihood of disengagement.

Family and Community Engagement

We recognize that family and community support are essential for student success. Invictus will establish strong partnerships with families and the wider community to create a network of support for at-risk students. This includes:

- **Regular communication with families:** Teachers and staff maintain open lines of communication with parents and guardians through regular progress reports, parent-teacher conferences, and outreach programs to discuss student progress and challenges.

- **Family workshops and resources:** Invictus will offer workshops and resources to families that address common challenges at-risk students face, such as academic support strategies, mental health resources, and navigating college and career readiness.
- **Community partnerships:** We will partner with local organizations, businesses, and mental health agencies to provide additional services to students and families, from job shadowing and internship opportunities to family counseling and financial literacy workshops.

Attendance and Academic Monitoring

To keep students on track academically and ensure they are meeting graduation requirements, Invictus will implement real-time attendance and academic monitoring systems. Key strategies include:

- **Daily attendance tracking:** Attendance is tracked daily and flagged when students have missed a certain number of days. Students at risk of chronic absenteeism will receive personalized outreach and support to address any barriers to regular attendance.
- **Academic checkpoints:** Frequent grade checks and progress reports will be shared with students and families. Intervention meetings will be scheduled for students falling behind or failing courses, and strategies such as additional tutoring, test preparation, or summer school will be discussed.
- **Regular grade-level meetings:** Teams of teachers, counselors, and administrators will meet regularly to review the progress of at-risk students and develop specific strategies to address any barriers they are facing.

Systematic Approach to Graduation Success

By combining data tracking, early identification, SEL and academic support, and strong family and community involvement, Invictus ensures that students at risk of not meeting graduation requirements receive the attention and resources they need to succeed. With a focus on intervention, mentorship, and continuous progress monitoring, we make sure that no student falls through the cracks.

At Invictus, every student is empowered with the tools, support, and guidance to graduate on time, with the skills, confidence, and resilience necessary for success in college, career, and life.

Notes

 Note was added at 03/18/2025 12:51 PM by Victoria Bowen Boman

Clearly defines how graduation requirements align with Alabama standards and college/career readiness. Connects graduation standards to career pathways, emphasizing industry certifications, work-based learning, and technical skills. Integrates academic, social-emotional, and behavioral support systems to ensure students are prepared beyond high school.

Element Review

Reviews is not provided

5. School Calendar and Schedule

Reviewer Instructions

Please rate the application using the provided rubric.

Status: Not Reviewed

Form Result

Provide information on the typical school day schedule and the academic calendar.

Overarching Standard/Criteria: Compelling evidence of how the school day schedule and academic calendar will directly and consistently meet the needs of the educational program and how it will optimize student learning.

Evidence needed for addressing the overarching standard:

a) Discuss the annual academic calendar for the school. Explain how the calendar reflects the needs of the educational program. Attach the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.

Academic Calendar
Narrative

At Invictus, the annual academic calendar is strategically designed to support students across all grade levels, ensuring they meet and exceed both academic and career readiness standards. The calendar blends rigorous academic instruction, career-focused training, industry-based experiences, and personalized student support, while also prioritizing staff professional development. This comprehensive structure fosters an environment where students in grades 6-12 can grow academically and prepare for careers in high-demand fields such as healthcare and STEM careers.

Academic Year Structure (Grades 6-12)

The academic year follows a traditional semester system, with two main semesters—fall and spring—each lasting approximately 18 weeks. A flexible summer session is available for students needing credit recovery, enrichment, or advancement, particularly in their career-focused pathways. For students in grades 6-8, the focus is primarily on building foundational academic skills, career awareness, and developing an early understanding of the industry sectors they may explore in the future.

Instructional Time (Grades 6-12)

Each semester consists of 91 instructional days. Students in grades 6-8 focus on core academic subjects—English, math, science, and social studies—alongside introductory career and technical education (CTE) courses that provide exposure to career fields in healthcare. The curriculum for grades 6-8 builds foundational knowledge while introducing students to various industries through exploratory CTE courses, helping them gain early exposure to career opportunities.

In grades 9-12, students follow a more specialized path that incorporates advanced academic coursework and focused career pathways. These students also have opportunities for industry-based apprenticeships, internships, and work-based learning, especially in their junior and senior years, providing them with direct exposure to the workforce.

Professional Development and Asynchronous Learning

At Invictus, we value continuous professional development for staff to ensure effective teaching and support for all students. Each week, early dismissals provide teachers time for professional development focused on data-driven instruction, curriculum alignment, and industry-specific training. This training is essential for maintaining high instructional standards and aligning academic content with the needs of the healthcare industries.

On these early dismissal days, students in grades 6-12 will engage in asynchronous learning activities. This includes e-learning lessons, career-focused projects, and assignments

posted by their teachers. These activities are designed to reinforce classroom learning and allow students to work at their own pace. For middle school students (grades 6-8), asynchronous learning may include skill-building activities focused on foundational subjects and career awareness, while high school students (grades 9-12) will have more advanced assignments, including projects aligned with their career pathways.

Additionally, during these early dismissals, students will have the opportunity to engage in work-based learning experiences. For grades 9-12, students can participate in internships, apprenticeships, or job shadowing experiences in their career pathways. This hands-on experience is critical for helping students apply their classroom knowledge to real-world settings.

For middle school students (grades 6-8), work-based learning is introduced through virtual industry field trips, guest speakers, and mentorship programs. This exposure helps them understand potential careers and industry demands, allowing them to make more informed decisions about their future career pathways.

Quarterly Student Progress Meetings (Grades 6-12)

At the end of every 9-week grading period, quarterly student-advisor meetings are held to review academic progress, attendance, behavior, and career readiness. For grades 6-8, these meetings help students set academic goals, monitor progress, and explore potential career interests. Advisors will work with students and families to ensure academic goals align with career pathways while addressing any concerns or barriers to success.

In grades 9-12, these meetings also incorporate discussions on industry credentials, career pathway advancement, and progress toward graduation. Advisors will provide personalized support for students to ensure they are on track to meet graduation requirements and industry-specific credentialing goals.

Industry-Based Learning Opportunities (Grades 9-12)

For high school students (grades 9-12), the academic calendar integrates hands-on industry experiences such as apprenticeships, internships, and work-based learning opportunities. These placements, which take place primarily during junior and senior years, allow students to apply classroom knowledge in real-world settings, gaining valuable skills and insights into their chosen fields. Flexibility in scheduling accommodates these learning experiences while ensuring students continue to meet academic requirements. For middle school students (grades 6-8), industry exposure is more introductory. Students will engage in classroom

discussions, field trips, and introductory activities that provide early awareness of potential careers in health career industries. These experiences help them start thinking about their future career paths at an early age.

Credentialing Preparation and Exam Focus (Grades 9-12)

In grades 9-12, special attention is given to preparing students for industry-aligned credentialing exams. Senior-year students will focus on certifications for fields such as drone operation, pilot licenses, and aircraft maintenance. The academic schedule provides dedicated time for exam preparation, including review sessions and practice exams, ensuring students are fully prepared for the industry certifications they need for post-graduation employment.

For middle school students (grades 6-8), preparation for industry credentials is not the primary focus, but early exposure to career certifications and industry-specific skills will be provided through exploratory CTE courses and classroom experiences. These experiences help students understand the importance of certifications and the role they play in career success.

Credit Recovery and Advancement (Grades 9-12)

Invictus offers a summer session designed to help students recover credits or accelerate their learning. Grades 9-12 students who need to retake or replace courses can participate in online courses or attend in-person classes. Middle school students (grades 6-8) who require additional support can also participate in summer enrichment activities to build their academic skills.

Balancing Academic Rigor with Student Well-Being (Grades 6-12)

The academic calendar at Invictus is structured to support student well-being, incorporating regular breaks and holidays that allow students to recharge and reflect on their progress. These breaks are strategically placed to align with the end of grading periods and major assessments, helping students maintain focus and engagement throughout the year. Mid-semester breaks provide an additional opportunity for rest, preventing burnout and promoting sustained academic success.

Key Features of the Invictus Academic Calendar (Grades 6-12):

- **Two 18-week semesters with approximately 180 instructional days**
- **Weekly early dismissals for staff professional development**

- **Asynchronous learning activities for students during early dismissals**
- **Quarterly student-advisor meetings and parent conferences**
- **Flexible scheduling for high school students involved in industry-based learning**
- **Summer sessions for credit recovery, advancement, and enrichment**
- **Regular breaks to maintain student well-being and prevent burnout**
- **Introductory career exposure for grades 6-8 through exploratory CTE courses**

Our academic calendar is designed to provide students with the support and experiences they need to succeed. By combining academic rigor with career-focused training, industry engagement, and personalized student support, we ensure that all students—whether in middle school or high school—graduate prepared for both college and career success. Whether they choose to continue their education, enter technical training, or join the workforce, our students will be equipped with the skills and credentials needed to thrive in the modern economy.

File Upload

Invictus Career Institute 2026-2027 School
Calendar.xls

14.84 KB • Added 4 days ago

b) Describe the structure of a typical school day and week. Include the number of instructional hours/ minutes in a day for core subjects such as 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. Attach a sample daily and weekly schedule for each division of the school.

ICI's daily schedule will adhere to Alabama's instructional hour requirements, ensuring that students receive at least 1,080 instructional hours per academic year. With a standard 180-day school year, this equates to approximately 6 hours of instruction per day. The school day will be structured to optimize learning time, incorporating core academics, career pathway courses, and enrichment opportunities.

I see you've uploaded an Excel file with a sample daily schedule. I'll review its contents and summarize the structure of the school day and week accordingly. Let me process the file now.

The file contains schedules for both high school and middle school. I'll review the contents of each sheet to extract the details of the daily and weekly structure.

The schedules outline structured daily routines for high school and middle school students. Here's a breakdown of the structure:

High School Schedule:

- **School Hours: 7:30 AM - 3:30 PM**
- **Daily Schedule:**
 - **7:30-8:00 AM: Breakfast**
 - **8:00-8:30 AM: Homeroom**
 - **8:35-10:05 AM: Block 1 (Core or Elective)**
 - **10:10-11:40 AM: Block 2 (Core or Elective)**
 - **11:45 AM-1:15 PM: Block 3 (Core or Elective)**
 - **1:20-2:50 PM: Block 4 (Core or Elective)**
 - **2:55-3:30 PM: Advisory/Clubs**
- **Weekly Rotation:**
 - **Monday/Wednesday: Odd-day schedule (A Days)**
 - **Tuesday/Thursday: Even-day schedule (B Days)**
 - **Friday: Virtual/Enrichment/Support**

Middle School Schedule:

- **School Hours: 8:00 AM - 3:25 PM**
- **Daily Schedule:**

- **8:00-8:15 AM: Arrival and Breakfast**
- **8:15-8:30 AM: Seminar/Character Education**
- **8:45-9:45 AM: English Language Arts/Writing**
- **9:45-10:45 AM: Math**
- **10:45-11:45 AM: Science**
- **11:45 AM-12:15 PM: Lunch**
- **12:15-1:15 PM: Social Studies**
- **1:15-2:15 PM: Electives/Intervention**
- **2:15-3:25 PM: Career Pathway Courses**

Instructional Time per Core Subject:

- **High School:**
 - **Core classes meet for 90-minute blocks (total 180 minutes per week per subject)**
 - **Friday is used for virtual instruction, interventions, or project-based learning.**
- **Middle School:**
 - **Each core subject (ELA, Math, Science, Social Studies) has 60 minutes per day (300 minutes per week).**
 - **Career pathways and elective courses supplement the academic schedule.**

Why This Schedule is Optimal:

- 1. Extended Learning Time: The block schedule for high school allows for deeper engagement in core subjects, while middle school students receive consistent daily instruction in all subjects.**
- 2. Career Pathways Integration: Students in both middle and high school have dedicated time for electives and career-focused learning.**
- 3. Flexible Fridays: Allows time for interventions, virtual learning, and project-based experiences.**

- 4. Balanced Approach: Core academic subjects, enrichment, and student support services are built into the daily schedule.**

Career Pathway Instruction

ICI prioritizes career readiness by integrating technical education and industry certifications into the weekly schedule. Career-focused courses will provide hands-on training and practical skills necessary for success in aviation, aerospace, and other high-demand fields.

Career & Technical Education (CTE) Courses

- **Weekly Instruction: 200-300 minutes**
- **Overview: Students will participate in career-specific training, including lab-based projects and industry simulations. These courses will be aligned with workforce demands and provide opportunities to earn certifications.**

Work-Based Learning Opportunities

- **Students will gain exposure to industry settings through internships, job shadowing, and apprenticeships, scheduled during school hours or as extended learning opportunities.**

A Holistic Approach to Student Learning

The structured schedule at ICI is designed to support student achievement by incorporating academic rigor, career preparation, and personal development. The following key principles guide the schedule design:

- **Academic Excellence: Dedicated time for core subjects ensures deep engagement and mastery of fundamental concepts through direct instruction, assessments, and hands-on learning experiences.**
- **Personalized Support: The schedule provides flexibility for small-group instruction and individualized learning plans, ensuring that all students receive the assistance they need to thrive.**
- **Career Integration: Seamlessly embedding career pathways within the academic schedule ensures students gain both theoretical knowledge and practical skills for future employment.**
- **Social-Emotional Development: Advisory sessions, mentoring, and social-emotional learning (SEL) activities**

will be incorporated to foster well-rounded student development.

- **Active Student Engagement: A mix of traditional instruction, project-based learning, and extracurricular activities will keep students motivated and connected to their educational experience.**

Through this structured yet adaptable schedule, ICI aims to prepare students for both academic success and meaningful career opportunities.

Sample Daily & Weekly
Schedules

Invictus Sample Daily Schedule.xls
8.18 KB • Added 4 days ago

Notes



Note was added at 03/18/2025 12:57 PM by Victoria Bowen Boman

Clearly defines the school calendar structure, including instructional time. Strategically integrates career-focused learning and industry-based experiences. Balances rigorous academics with student well-being and career preparation. Provides structured support for struggling students (credit recovery, interventions, advisor meetings).

Potential Enhancements for Further Strengthening: Attach a visual academic calendar (first-year calendar with specific dates). Specify instructional hour requirements to confirm compliance with state mandates. Provide examples of asynchronous learning activities or digital tools used.

This is a strong, comprehensive, and well-structured academic calendar that effectively supports student achievement, career readiness, and overall well-being.

Element Review

Reviews is not provided

6. School Culture

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Not Reviewed

Form Result

Provide details on the overall school culture planned for the school, how this culture aligns with the mission and vision statements, and how the culture will promote academic growth and

achievement.

Overarching Standard/Criteria: Compelling evidence of how the school culture or ethos will directly and consistently promote a positive academic environment and abundantly reinforce student intellectual and social development.

Evidence needed for addressing the overarching standard:

a) Give a brief description of the planned culture, how it aligns with the mission statement and vision of the school, and how it will support students and staff.

The planned culture at Invictus Career Institute is one of excellence, innovation, and inclusivity, designed to empower students and staff in a dynamic learning environment. Rooted in the school's mission and vision, the culture emphasizes career readiness, academic rigor, and student-centered support, ensuring that all students—regardless of background—have access to high-quality education and real-world opportunities in fields such as health sciences and aerospace.

For students, this culture promotes high expectations, accountability, and personalized learning, ensuring they receive both academic and social-emotional support. Collaboration, respect, and resilience are core values that guide their interactions and learning experiences.

For staff, Invictus fosters a professional, growth-oriented environment, where teachers are supported through ongoing professional development, mentorship, and collaborative planning. This ensures that educators are well-equipped to deliver engaging, industry-informed instruction while maintaining a strong sense of community and shared purpose.

By aligning with the mission of preparing students for success in college, careers, and life, the school's culture ensures that all members—students, staff, and families—are invested in a future-focused, supportive, and inclusive educational experience.

b) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year. Provide specific events which support the culture.

At Invictus, we cultivate a school culture rooted in empowerment, growth, and career readiness. Our community is defined by a collective commitment to excellence—academically, socially, and professionally—driven by a shared vision of preparing students for success in an ever-evolving global economy. Every element of our school culture is carefully designed to ensure that students not only thrive academically but also develop the necessary skills to excel in their careers, particularly in high-demand industries like aviation, aerospace, and defense.

A Community Built on Relationships

At Invictus, we recognize that every student is an individual with unique talents, challenges, and aspirations. Our school culture places a high value on building meaningful relationships between students, educators, families, and the community. We believe that when students feel seen, heard, and supported, they are empowered to perform at their best. Teachers, advisors, and staff members take a proactive approach to connecting with students, fostering an environment where students feel respected, valued, and motivated to excel. Through regular advisory periods, mentorship programs, and ongoing communication, students receive consistent, personalized support in both their academic and personal growth. Advisors serve as trusted mentors, guiding students through their academic journey while also helping them explore career paths and prepare for life beyond school.

Collaborative Learning Environment

Collaboration is at the heart of our instructional approach. Invictus promotes a team-oriented learning environment where students actively engage with their peers, teachers, and industry professionals. Our classrooms are designed to be dynamic spaces where inquiry, creativity, and problem-solving are encouraged. Whether through project-based learning, career-focused team challenges, or industry mentorship opportunities, students learn not only the academic content but also the teamwork, communication, and critical thinking skills that are essential for success in any career.

In grades 6-8, students are introduced to collaborative learning through group projects and hands-on activities that engage them in the exploration of career options and industry practices. As they transition to grades 9-12, these skills are further developed through more specialized career pathways, industry internships, and team-based assignments that allow students to practice real-world collaboration in settings that mirror the demands of the workforce.

Career-Ready Culture

Invictus is dedicated to preparing students for both college and career success. We believe that career readiness should be embedded in the school culture from day one. Our students are introduced to career exploration and industry awareness as early as 6th grade, with a focus on fields like aviation, aerospace, and defense. By the time students reach grades 9-12, they are not only learning the academic content required for graduation but also gaining the industry certifications and real-world experiences that make them stand out to employers.

We work closely with industry leaders to provide students with opportunities for work-based learning—from internships and apprenticeships to job shadowing and mentorship programs. This immersion in real-world career environments gives students invaluable exposure to the skills, work ethic, and professionalism required in their chosen fields.

Social and Emotional Learning (SEL)

At Invictus, we understand that students' well-being is essential to their academic and career success. Our culture fosters a strong emphasis on Social and Emotional Learning (SEL), ensuring that students develop the emotional intelligence, resilience, and self-regulation necessary to navigate both the challenges of school and the demands of the professional world. SEL is woven into everyday interactions, classroom discussions, and school-wide initiatives, creating a safe and supportive environment where students feel confident in expressing themselves and seeking help when needed.

Through advisory periods, counseling services, and peer mentorship programs, students build essential skills in emotional regulation, problem-solving, communication, and decision-making. This foundation in SEL ensures that students are not only prepared for academic challenges but also equipped to handle the stresses and complexities of life and work beyond school.

Family and Community Involvement

We believe that school success is a shared responsibility between the school, families, and the community. Invictus places a strong emphasis on fostering a partnership with families to support student success. Regular communication through quarterly conferences, family nights, and community events keeps families actively involved in their child's educational journey. Parents and guardians are seen as integral partners in our students' development, and we work collaboratively to ensure that each student has the resources, guidance, and support needed to achieve their goals.

Community involvement extends beyond the school walls. Invictus maintains strong relationships with local businesses,

industry leaders, and organizations, creating opportunities for students to gain exposure to career fields and establish connections with mentors. This partnership helps create a network of support for students, enhancing their academic experience and career readiness.

Celebrating Diversity and Inclusion

Invictus celebrates the diversity of our students and believes that our differences make us stronger. Our school culture is inclusive and welcoming, where students from various backgrounds are valued for their unique perspectives and talents. We foster an environment where equity, respect, and empathy are core values, ensuring that every student feels they belong and has the opportunity to succeed. This commitment to diversity is reflected in the curriculum, which integrates global perspectives and diverse voices, preparing students to engage meaningfully with a world that is interconnected and diverse.

A Culture of Excellence

Excellence is embedded in everything we do at Invictus. Our culture is one that expects high standards—for academic achievement, character development, and career readiness. Students are held to rigorous expectations while being provided with the tools and support they need to succeed. At Invictus, failure is seen as an opportunity to learn, and students are encouraged to embrace challenges, persevere through difficulties, and continuously strive for their personal best.

Student Empowerment and Leadership

Invictus is committed to developing student leaders who are prepared to take on challenges, lead with integrity, and inspire others. Our students have opportunities to lead both in and outside of the classroom, whether through participation in school governance, student-led clubs, or service learning projects. We encourage students to take ownership of their educational journey, set goals, and actively contribute to their school community.

Through mentorship programs, student leadership opportunities, and career pathway exploration, students at Invictus are empowered to make informed decisions about their future, shaping the course of their education and career trajectory.

We are committed to providing a school culture that nurtures both the academic and personal growth of every student. By fostering relationships, promoting collaboration, encouraging career readiness, and prioritizing social and emotional development, we ensure that our students are prepared to thrive in both their education and future careers. With a strong focus on empowerment, excellence, and industry connections,

Invictus is not just a school; it is a community where students are equipped with the skills, knowledge, and mindset to succeed in a rapidly changing world.

Implementing School Culture

At Invictus, creating and sustaining a strong school culture is essential to our mission of empowering students for academic success, career readiness, and personal growth. This culture is intentionally implemented through strategic orientation processes and consistent, ongoing efforts that engage students, staff, families, and the broader community.

1. Orientation: Laying the Foundation

School culture at Invictus begins with a comprehensive orientation program for all incoming students, staff, and families. This orientation is designed to ensure that everyone in the school community understands and is aligned with the values, expectations, and goals that drive our educational approach. The orientation serves as a critical first step in establishing a sense of belonging, purpose, and shared responsibility.

Student Orientation:

- **Introduction to School Values and Mission:** During orientation, students will be introduced to Invictus' core values of academic excellence, career readiness, collaboration, and social-emotional well-being. They will learn about the school's focus on high standards, industry-driven education, and the importance of personal responsibility.
- **Career Pathway Exploration:** In grades 6-8, students will engage in career exploration activities designed to spark interest in various industries, particularly aviation, aerospace, and defense. cStudents will also learn about how their education is aligned with real-world careers and the importance of industry certifications.
- **SEL and Leadership Development:** Students will participate in social-emotional learning (SEL) activities that focus on emotional regulation, communication, and leadership skills. These skills are foundational to both academic success and career readiness.
- **Building Relationships:** The orientation will facilitate ice-breaker activities and team-building exercises to foster early connections among students, teachers, and staff, helping students feel comfortable and supported from the start.

- **Setting Expectations:** Students will be introduced to the school's behavioral expectations, academic standards, and attendance policies. They will learn about the resources available to them, such as academic support, counseling, and career mentorship.

Family Orientation:

- **Partnering for Success:** Parents and guardians will participate in orientation sessions where they will learn about Invictus' mission, vision, and commitment to student success. These sessions will include discussions on the importance of family engagement, communication, and collaboration in supporting students' academic and career goals.
- **Understanding Career Pathways:** Families will gain an understanding of the career pathways offered at Invictus and the opportunities available for their students to gain industry certifications and work-based learning experiences.
- **Building a Support Network:** Parents and guardians will also have the opportunity to meet with teachers, counselors, and advisors to establish open lines of communication and to discuss the best ways to support their child's success at Invictus.

2. Ongoing Integration: Embedding Culture Throughout the School Year

While orientation lays the foundation for Invictus' school culture, the ongoing integration of culture happens throughout the year, through consistent practices, structures, and engagement that reinforce our values and ensure that students feel connected, supported, and motivated.

Daily Engagement:

- **Advisory Periods:** Regular advisory sessions throughout the school year will provide students with ongoing opportunities to build relationships with their advisors, set academic and career goals, reflect on their progress, and discuss challenges. Advisors play a key role in reinforcing school values and maintaining a supportive environment for students' growth.
- **Career Pathway Focus:** Career readiness will remain a central theme in students' daily experiences. Career pathway exploration activities, industry guest speakers, and career-related projects will be integrated into regular

academic subjects. As students progress from grades 6-8 through to high school, their learning will become more specialized to their chosen career fields, with opportunities for hands-on experiences and industry certifications.

- **Social-Emotional Learning (SEL):** SEL will be continuously integrated into the daily culture at Invictus through both formal lessons and informal interactions. As students work through academic challenges, they will also develop key soft skills such as resilience, problem-solving, teamwork, and empathy. SEL will also be emphasized in career pathways, preparing students for both personal and professional success.

Students who enroll mid-year will go through a structured enculturation process to ensure they feel welcomed, supported, and aligned with the school's culture, expectations, and values. The process will include the following key components:

1. Orientation & Onboarding

- **New Student Welcome Meeting:** Mid-year enrollees will meet with school leadership, counselors, and key staff to review the school's mission, core values, and expectations.
- **Student Handbook Review:** New students and their families will go over school policies, behavior expectations, dress code, academic expectations, and extracurricular opportunities.
- **Campus Tour & Peer Guide:** Each new student will be paired with a peer ambassador who will help them navigate the school building, introduce them to staff and students, and answer any questions.

2. Academic & Social Support

- **Classroom Integration:** Teachers will receive an overview of the student's academic background to provide support as needed. The student will be gradually introduced to class routines and procedures.
- **Advisory Placement:** New students will be placed in an advisory or mentorship group where they can develop relationships with peers and receive ongoing guidance.
- **Check-ins with Counselors & Support Staff:** The school counselor will meet with the student periodically to

assess their academic, emotional, and social adjustment.

3. Cultural Immersion

- **Character & Leadership Development:** New students will participate in school-wide initiatives such as character education programs, leadership development activities, and community service projects.
- **School Traditions & Events:** The student will be encouraged to attend and participate in assemblies, clubs, and extracurricular activities that reinforce school culture.
- **Restorative Practices & Positive Behavior Support:** If needed, students will be supported in understanding the school's discipline and behavior expectations through a restorative approach that focuses on positive reinforcement and relationship-building.

4. Family Engagement

- **New Family Orientation:** Parents will be invited to an onboarding session where they can meet teachers, administrators, and other parents.
- **Communication & Check-ins:** The school will provide regular updates and open lines of communication to ensure families are informed and supported in their child's transition.

By implementing this structured process, students entering mid-year will quickly feel like valued members of the school community and experience a smooth transition into both the academic and social aspects of school life.

Mentorship and Relationships:

- **Mentorship Programs:** Students in grades 9-12 will be paired with mentors from industry and local businesses. These mentors will provide guidance on career development, college applications, industry-specific skills, and general life advice. This relationship will help students bridge the gap between their academic experiences and the professional world.
- **Peer Leadership:** Senior students will have opportunities to serve as peer mentors to younger students. These peer leaders will help guide new students, lead group activities, and create a culture of support and collaboration across all grade levels. This promotes a

sense of responsibility and ownership in shaping the school culture.

Professional Development for Staff:

- **Ongoing Staff Training:** Staff will participate in regular professional development sessions that focus on maintaining the school culture, ensuring alignment with Invictus' mission, and supporting students' academic, emotional, and career readiness needs. Training will cover areas such as culturally responsive teaching, SEL integration, and effective mentoring.
- **Data-Driven Practices:** Teachers will receive training on how to use data to identify students who may need additional support, monitor their progress, and adjust instruction to meet individual needs. This data-driven approach ensures that every student remains on track for academic and career success.

Community and Family Engagement:

- **Family Conferences and Involvement:** Regular conferences and engagement events will keep families informed about their students' progress, challenges, and opportunities for growth. These touchpoints allow families to stay connected with their child's education and provide additional support.
- **Community Partnerships:** Invictus will continue to strengthen its relationships with local businesses, industries, and community organizations. Students will have opportunities to participate in internships, job shadowing, and community service projects, creating a culture that is connected to both school and the wider community.

Celebrating Success and Recognizing Achievements:

- **Student Recognition:** Students will be recognized for their academic achievements, career accomplishments, and leadership roles. Special awards, certificates, and celebrations will highlight student milestones such as industry certifications, attendance, and personal growth.
- **School-wide Events:** Invictus will host events such as career fairs, industry expos, and social gatherings that celebrate the achievements of students, staff, and the broader Invictus community. These events will reinforce

the school's culture of excellence, collaboration, and career readiness.

At Invictus, we cultivate a school culture that is grounded in inclusivity, ensuring that every student—regardless of ability, background, or academic standing—receives the support and resources they need to succeed. Our commitment to fostering a diverse and welcoming environment means that all students, including those with disabilities, English learners (EL), and those who are academically below grade level, are not only supported but celebrated for their unique strengths and perspectives. We believe that every student has the potential to thrive, and we actively work to create a culture where all feel valued and empowered to excel.

Our curriculum is intentionally designed to be accessible to all learners through the implementation of universal design principles. By employing a variety of teaching strategies and resources, we ensure that each student's needs are met. Differentiated instruction is central to this approach, with teachers adapting lessons to accommodate the individual learning styles and abilities of their students. This ensures that every student, regardless of academic or linguistic background, can engage deeply with the content and fully participate in their education.

For students with disabilities, Invictus offers personalized support through individualized education plans (IEPs) that detail the specific accommodations and modifications necessary for academic success. This support includes specialized instruction, access to assistive technologies, and additional help from special education professionals. Teachers work closely with special educators and support staff to ensure that these students have the tools and guidance needed to succeed. We will also foster a sense of community by establishing a peer support network, where students with disabilities can engage with their peers in a positive and inclusive environment.

For our English learners (EL), we provide a comprehensive language support program that focuses on building both academic language proficiency and content knowledge. This includes leveraging bilingual staff, utilizing language scaffolding techniques within lessons, and incorporating culturally relevant materials into the curriculum. We aim to equip EL students with the language skills needed for success in the classroom while respecting and celebrating their cultural identities. Additionally, we promote peer mentorship and collaboration to help these students feel fully integrated into the school community and supported by their peers.

For students who are academically behind, Invictus implements proactive early intervention strategies. These include after-school tutoring, small-group instruction, and individualized learning plans tailored to each student's needs. We focus on closing achievement gaps and helping students build essential skills, ensuring they have access to the full curriculum and are prepared to succeed at grade level. Our school culture emphasizes a growth mindset, where students are encouraged to take risks, learn from their mistakes, and develop resilience. This approach not only boosts their academic confidence but also fosters a strong sense of personal empowerment and a commitment to lifelong learning. Our holistic approach to inclusivity ensures that all students—whether they face academic challenges, language barriers, or other obstacles—are provided with a rich, supportive environment where they can flourish. We are dedicated to nurturing their academic potential, fostering social-emotional growth, and ensuring that every student has the opportunity to succeed and excel.

School culture is not just an abstract concept—it is an essential, living part of the school experience. From orientation to ongoing activities, every aspect of our school culture is designed to foster a sense of belonging, inspire academic achievement, and prepare students for successful careers. Through intentional relationship-building, mentorship, career pathway exploration, and continuous social-emotional support, Invictus creates a school environment where students feel empowered to reach their full potential.

c) Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure.

At Invictus Career Institute, our school culture is built on the principles of inclusivity, equity, and individualized support, ensuring that every student—regardless of ability, background, or learning needs—has access to a rigorous and meaningful education. We are committed to fostering an environment where students receiving special education services, English Language Learners (ELLs), and those at risk of academic failure are fully integrated into the fabric of the school community.

From the moment students walk through our doors, they are met with a culture of support and high expectations. Teachers and staff work collaboratively to create a learning environment that is both accessible and empowering, using differentiated instruction to meet the diverse needs of learners. Special education and ESL teachers work side by side with general education teachers in a co-teaching model, ensuring that students receive targeted support without being separated from their peers. By embedding Universal Design for Learning (UDL) principles into daily instruction, we provide multiple ways for students to engage with the curriculum, express their understanding, and build confidence in their abilities.

Beyond academics, we recognize that a student's social-emotional well-being is critical to their success. Through Positive Behavior Interventions and Supports (PBIS) and restorative practices, we create a school climate that reinforces positive behaviors, encourages self-advocacy, and builds strong relationships among students and staff. Rather than relying on punitive discipline measures, we focus on restorative approaches that help students reflect, learn, and grow. Our counseling and mental health services provide an additional layer of support, offering students a safe space to express their concerns, navigate challenges, and develop resilience.

For our English Language Learners, we understand that language acquisition is key to their academic success. Our ESL specialists provide structured language instruction, ensuring that students develop the necessary skills to access the full curriculum. We incorporate bilingual resources, visual supports, and sheltered instruction techniques, making learning more accessible while celebrating linguistic and cultural diversity. Additionally, our teachers receive professional development in culturally responsive teaching, equipping them with the tools to create an inclusive classroom environment where every student feels valued.

Students at risk of academic failure benefit from targeted intervention programs designed to close learning gaps and provide personalized support. Whether through after-school tutoring, small-group instruction, or extended learning opportunities, we ensure that struggling students receive the

reinforcement they need. Academic intervention is not a reactive measure but a proactive effort embedded in our instructional model, allowing students to build confidence and make meaningful progress.

Recognizing that family engagement plays a vital role in student success, we work closely with parents and guardians to equip them with the resources and knowledge to support their children at home. Regular communication, parent workshops, and community partnerships ensure that families are not just informed but actively involved in their child's educational journey. At Invictus, we believe that every student deserves the opportunity to succeed, regardless of their starting point. By fostering a culture of high expectations, individualized support, and inclusivity, we prepare all students—especially those with special needs, English Language Learners, and those facing academic challenges—to achieve their full potential and thrive in their future careers.

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

A Day in the Life of a 6th Grader at Invictus Career Institute

As the morning sun rises, I step onto the school bus, feeling both excited and a little nervous about the day ahead. The bus ride is filled with chatter, and when we arrive at Invictus Career Institute, I'm greeted by friendly staff who welcome us into the building. The energy in the school is warm and inviting, and I know I'm in a place where I belong.

At 7:30 AM, I head to the morning advisory session, where my classmates and I meet with our advisory teacher. This time helps us ease into the day, set goals, and check in on how we're feeling. Our teacher shares an inspiring quote and a quick team-building activity before we go over the day's schedule. It's a great way to connect with my classmates and prepare for a productive day.

At 8:00 AM, I have English Language Arts (ELA). We're working on a project where we analyze a short story and write our own creative ending. My teacher gives us time for independent writing, and I get to work with a small group to review each other's drafts. I love how we get to express our ideas in different ways—through writing, discussions, and even acting out scenes!

By 9:30 AM, it's time for Mathematics. Today, we're learning about fractions and how they're used in real life. We do a hands-on activity where we measure ingredients for a pretend recipe, and it makes learning fun. Our teacher also gives us a challenge question related to aerospace engineering, connecting math to real-world careers.

At 11:00 AM, I head to Science. This is one of my favorite classes because we get to do experiments! Today, we're testing different materials to see which one would make the best heat shield for a spaceship. My group carefully records our results, and we discuss how this connects to what scientists and engineers do in real life.

By 12:30 PM, I'm ready for lunch! I sit with my friends, and we chat about our favorite parts of the day so far. After eating, I have a little time to relax outside before heading to my next class.

At 1:00 PM, I go to Social Studies, where we're learning about ancient civilizations. We're working on a research project about the pyramids, and today, we're creating a digital presentation with our findings. Our teacher encourages us to think critically and ask questions about how history connects to the world we live in today.

At 2:00 PM, I have my Career Exploration class. This week, we're learning about careers in aviation, and today, a real pilot is visiting our class to talk about their experiences. We even

get to try a flight simulator, which makes me feel like I'm flying a real plane!

As the day winds down, we have a closing advisory session at 3:00 PM to reflect on what we learned and set goals for tomorrow. Then, at 3:25 PM, it's time for dismissal. I grab my backpack and head to the bus, thinking about all the cool things I learned today.

At Invictus, every day is an adventure. I love that my classes are challenging but also fun and engaging. I get to explore different careers, work on hands-on projects, and build friendships with my classmates. I can't wait to come back tomorrow and see what new experiences await!

School Day Narrative -
Teacher Perspective

A Day in the Life of a 9th Grade Social Studies Teacher at
Invictus Career Institute

As my alarm goes off at 5:30 AM, I get ready for another exciting day at Invictus Career Institute. I review my lesson plans over breakfast, making sure everything is in place for the discussions and activities I have planned for my students.

By 7:15 AM, I arrive at school and head to my classroom. The walls are filled with student work, historical timelines, and a board displaying key discussion questions for the day. I take a few minutes to review my materials, ensuring my technology is set up for the day's interactive activities.

At 7:30 AM, I join the morning staff huddle, where we review any important school updates, student concerns, and upcoming events. I check in with colleagues, sharing ideas on how we can keep our students engaged in critical thinking and historical analysis.

At 8:00 AM, my first class of World History begins. Today, we're diving into the causes and effects of the Industrial Revolution. To engage students, I start with a short documentary clip, then lead a class discussion on how industrialization shaped modern society. Students participate in a debate on whether industrialization was more beneficial or harmful, developing their argumentation skills.

At 9:30 AM, my second World History class begins. I adjust my approach based on the needs of this group, incorporating a hands-on activity where students analyze historical artifacts and create their own "museum exhibits" about the Industrial Revolution. This allows them to interact with history in a meaningful way.

By 11:00 AM, I take a short break to check my emails and provide feedback on student assignments. I also meet briefly with an administrator to discuss a student who may need additional support with reading comprehension in my class.

At 11:30 AM, my third World History class begins. This class is particularly energetic, so I use a role-playing activity where students take on the perspectives of factory workers, inventors, and government officials from the 1800s. They engage in a lively discussion, considering how their assigned roles would view industrialization.

At 1:00 PM, I have my lunch break. I sit with other teachers, discussing strategies for helping students improve their research and writing skills. We share insights on how to make historical content more relevant to students' future careers.

At 1:30 PM, my final World History class of the day begins. This group enjoys working in teams, so I have them collaborate on an infographic project where they illustrate key industrial advancements and their impact on modern economies.

At 3:00 PM, the school day winds down, and I spend time in my office hours, working with students who need additional help with assignments or understanding historical concepts. Some students stay after school to ask for clarification on an upcoming project, and I guide them through research strategies.

By 4:00 PM, I join a curriculum planning meeting with fellow social studies teachers. We discuss strategies for incorporating more primary sources into our lessons and brainstorm ideas for an upcoming field trip to a local museum.

At 5:00 PM, I pack up for the day, making notes on what worked well in today's lessons and what I'd like to adjust for tomorrow. As I head home, I feel energized knowing that my students are learning to think critically about history and its connection to the world around them.

Every day at Invictus Career Institute is dynamic, filled with engaging discussions, hands-on learning, and meaningful interactions with students. I love being part of a school that values inquiry, career connections, and deep learning experiences that prepare students for their futures.

Notes

 Note was added at 03/18/2025 01:19 PM by Victoria Bowen Boman

Clearly aligns with the mission and vision of the school. Promotes a culture of high expectations, accountability, and inclusivity. Supports both students (academic/social-emotional growth) and staff (mentorship/professional development). Ensures a future-focused, career-aligned learning environment.

Element Review

Reviews is not provided

7. Supplemental Programming

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Not Reviewed

Form Result

Provide details on planned supplemental programming that will augment the academic program for students and support intellectual growth and academic achievement.

Overarching Standard/Criteria: Compelling evidence of how supplemental programming will directly and consistently enrich a positive, high-quality academic program and overall school program.

Evidence needed for addressing the overarching standard:

In the first two years of Invictus, while funding may be limited, we will prioritize extra- and co-curricular activities that are cost-effective yet impactful in supporting student engagement, academic development, and career readiness. The activities will focus on fostering teamwork, leadership, creativity, and industry exploration, with an emphasis on making the most of community partnerships, local resources, and student-driven initiatives.

1. Student-Led Clubs and Organizations

- **STEM Club:** Students interested in science, technology, engineering, and mathematics will have the opportunity to participate in the STEM Club, which will engage them in hands-on projects such as creating health-related experiments, exploring medical technologies, and learning about healthcare innovations. The club will rely on donated materials, community partnerships with local STEM organizations, and student ingenuity to create projects that align with career pathways in health sciences.
- **Entrepreneurship Club:** This club will focus on developing business acumen, leadership skills, and entrepreneurial thinking by guiding students to create their own small-scale projects or businesses. They might organize school events, fundraisers, or small business ventures related to health services or community needs. Minimal startup costs can be managed through partnerships with local businesses or family-owned companies.
- **Robotics Club:** Focusing on hands-on activities in robotics and engineering, the Robotics Club will use affordable materials such as recycled electronics or inexpensive kits to create robots and automation systems. The club will also engage students in regional competitions, networking with local universities, or industry professionals who may donate resources.
- **Health Sciences Club:** This club will provide students with the opportunity to explore various careers in the health field, such as nursing, medical research, public health, and health administration. Students will engage in projects that could include health awareness campaigns, first aid certifications, and community health education initiatives. These activities will align with career pathways in health sciences and require minimal funding, relying on local experts, hospitals, and health organizations for mentorship and resources.

2. Career Exploration Programs

- **Guest Speaker Series:** Invictus will host a monthly or quarterly guest speaker series, inviting professionals from industries like health sciences, technology, engineering, and public health to speak with students. This will be a low-cost initiative, relying on local professionals, alumni, or community members willing to volunteer their time to inspire and educate students on various career paths.
- **Internship and Job Shadowing Opportunities:** Invictus will partner with local health-related businesses, hospitals, clinics, and organizations to create internship and job shadowing opportunities for students. These experiences provide valuable real-world exposure while keeping costs low by leveraging existing local resources and industry connections.

3. Physical Fitness and Wellness Activities

- **Intramural Sports:** The school will offer a variety of intramural sports and recreational activities, including basketball, soccer, volleyball, and track and field. These will be student-run clubs or teams that practice during lunch or after school, relying on minimal funding. School gyms and local community centers can serve as venues for these activities, and uniforms can be kept simple, often using donated items or school colors.
- **Yoga and Mindfulness Club:** This club will promote wellness and mental health through mindfulness exercises, yoga, and stress-reduction techniques. The club can take advantage of local wellness professionals who may volunteer to teach classes or members our staff can lead sessions themselves after being trained in basic practices.

4. Community Engagement and Service Learning

- **Community Service Projects:** Students will have opportunities to engage in service learning projects that benefit the local community. These can include organizing health awareness campaigns, volunteering at local clinics, or providing educational resources to underserved areas. These activities encourage students to build leadership and teamwork skills while connecting with their local community. Funding can be minimal and

often supported through community donations or fundraising.

- **Environmental Health and Sustainability Club:** This club will promote eco-friendly practices and sustainability with a focus on health and wellness, such as starting a recycling program at school, promoting healthy eating, or working with local health organizations to reduce environmental health hazards. Local partnerships or grants for environmental and public health projects may support initial funding needs.

5. Arts and Creative Expression

- **Theater and Drama Club:** While a full-scale drama production may require significant resources, the Theater Club can begin by hosting smaller productions, improv nights, or poetry readings. This club will allow students to develop public speaking and performance skills. Set design and costumes can be created with minimal materials, such as using recycled items or community donations.
- **Visual Arts Club:** Focused on artistic expression, the Visual Arts Club will offer students a space to engage with drawing, painting, photography, and digital arts. The club can make use of community art supplies donations, digital tools, or basic materials, and can collaborate on community art installations or projects.

6. Academic Competitions

- **Spelling Bee and Math Competitions:** Students will be encouraged to participate in academic competitions such as regional or state spelling bees, math competitions, and science fairs. These are low-cost activities that can be organized within the school, with minimal resources needed beyond time, dedication, and community support for local events.
- **Debate Club:** The Debate Club will foster critical thinking, public speaking, and research skills. While requiring minimal funding, it will encourage students to engage in structured arguments on a variety of topics. Participation in local, regional, or even national debates can be achieved by utilizing free resources, such as online debate practice materials and local competitions.

7. Student Leadership and Governance

- **Student Government Association (SGA):** Invictus will establish a student government where students can take on leadership roles, plan events, and represent their peers. This will teach valuable skills such as leadership, collaboration, and civic responsibility. This initiative is cost-effective, with most resources coming from student ideas and community support.

While Invictus may face low funding in the inaugural years, the school will offer a robust set of extra- and co-curricular activities by creatively leveraging local resources, community partnerships, and student initiative. The focus will be on providing opportunities for personal growth, career readiness, and community engagement while maintaining financial sustainability. By fostering a culture of involvement, creativity, and leadership, Invictus will ensure that students have access to enriching experiences that extend beyond the classroom.

b) Describe the programs or strategies to address student mental, emotional, and social development and health. Please include funding sources for these programs if known.

Mental, emotional and social development and health

At Invictus, we recognize that the mental, emotional, and social well-being of both students and staff is essential for a thriving school community. To foster a supportive environment, we will prioritize the development of emotional intelligence, mental health awareness, and strong interpersonal connections for all individuals in the school.

1. Mental Health Awareness and Support Systems

- **Counseling Services:** Invictus will provide accessible counseling services, ensuring that students and staff have a safe space to address personal challenges, manage stress, and seek guidance. The counseling team will consist of trained professionals who can support both individual and group therapy sessions, focusing on mental wellness and coping strategies.
- **Mental Health Screenings and Referrals:** We will implement regular mental health screenings for students and staff to identify early signs of distress or mental health concerns. Referrals to specialized mental health professionals will be made as needed, ensuring that no one falls through the cracks when additional support is required.
- **Wellness Workshops and Programs:** Regular workshops on topics such as stress management, mindfulness, self-care, and resilience will be provided for both students and staff. These programs will offer strategies for dealing with the pressures of academic rigor, work-life balance, and emotional health.

2. Emotional Development and Social-Emotional Learning (SEL)

- **SEL Curriculum:** Invictus will embed Social-Emotional Learning (SEL) into the daily curriculum, with age-appropriate programs focused on emotional regulation, empathy, conflict resolution, and self-awareness. Teachers will be trained to implement SEL practices into classroom activities and interactions, helping students develop emotional intelligence.
- **Peer Mentorship and Support Networks:** We will create peer mentorship programs where students support one another in navigating emotional and social challenges. Peer mentors will receive training to guide their peers in managing conflicts, building positive relationships, and maintaining mental wellness.

- **Staff Wellness Programs:** Understanding that staff well-being is integral to creating a supportive environment, Invictus will offer wellness programs tailored to teachers and staff, including stress management tools, relaxation techniques, and professional mental health support. Regular check-ins and professional development will ensure that staff members feel supported and valued.

3. Building Positive Relationships and School Culture

- **Advisory Periods:** Each student will have an advisor who will guide them through both academic and personal growth. Advisory periods will focus on building strong student-teacher relationships, where students can discuss personal goals, challenges, and progress in a supportive environment. These sessions will also focus on fostering a sense of belonging, responsibility, and community within the school.
- **Family and Community Engagement:** Invictus will involve families and the community in supporting mental and emotional health by hosting workshops and events that focus on mental wellness, family dynamics, and fostering positive emotional environments at home. Building strong partnerships between the school, families, and the community will ensure that students have a strong support system both inside and outside the school.
- **Positive Behavioral Interventions and Supports (PBIS):** The school will implement PBIS, a framework that promotes positive behavior and social-emotional development by reinforcing positive actions and behaviors. By setting clear expectations, recognizing student achievements, and providing consistent feedback, Invictus will create a nurturing environment where students feel valued and supported.

4. Staff Mental Health and Social Support

- **Collaborative Professional Development:** Staff will receive ongoing professional development opportunities related to mental health awareness, trauma-informed teaching practices, and fostering emotional intelligence in the classroom. Creating an informed and empathetic school staff will contribute to a more positive atmosphere for both staff and students.
- **Staff Support Circles:** Regular staff support circles will be organized to provide teachers and staff with

opportunities to share their experiences, challenges, and successes in a safe, supportive environment. These peer-led support groups will promote mental wellness and create a sense of camaraderie among staff.

- **Work-Life Balance:** Invictus will encourage a culture of work-life balance by offering flexible scheduling options when possible, promoting time off, and ensuring that staff members have the opportunity to recharge and focus on their well-being.

5. Addressing Trauma and Special Needs

- **Trauma-Informed Practices:** Invictus will implement trauma-informed practices for both students and staff. This includes understanding how trauma impacts learning and emotional development, providing supportive interventions, and creating a safe, predictable environment for those who have experienced trauma.
- **Support for At-Risk Students:** Students at risk of mental or emotional distress due to personal or academic challenges will be identified early and provided with targeted support. This may include individualized counseling, SEL interventions, mentorship, or accommodations based on their needs.

6. Promoting Healthy Lifestyles

- **Physical Activity and Wellness:** Regular physical activity is essential for mental well-being. Invictus will offer physical fitness programs, including intramural sports, yoga, and health-related activities, encouraging students and staff to stay active and maintain a healthy lifestyle.
- **Nutrition Education and Healthy Eating:** Students and staff will have access to healthy meal options, and nutrition education will be integrated into the school day. Promoting healthy eating habits will contribute to physical and mental well-being, supporting a holistic approach to health.

By prioritizing the mental, emotional, and social development of both students and staff, Invictus will create a school culture where individuals are empowered to thrive academically, socially, and personally. Through proactive support systems, intentional SEL practices, community involvement, and wellness initiatives, we will build a strong, resilient school community that supports the well-being of everyone.

NA

d) 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. What are the anticipated resource and staffing needs for these programs?

Invictus' summer school program is designed to provide students with opportunities for credit recovery, academic enrichment, and specialized career training, with a focus on bridging gaps and reinforcing key skills. The program runs from mid-June through late July, Monday through Thursday, from 8:00 AM to 2:00 PM, ensuring that students have the time and resources to make meaningful progress while also maintaining an optimal work-life balance during the summer months.

Program Structure

The summer school program will be divided into two main components: Academic Support and Career Pathway Development.

1. Academic Support:

- **Credit Recovery:** Students who are behind in credits or who have failed key courses will participate in focused, self-paced learning sessions aimed at recovering lost credits. This will be accomplished through online courses, personalized tutoring, and in-class instruction that targets core subjects like English, Math, Science, and Social Studies.
- **Academic Enrichment:** For students who are performing at or above grade level but want to further their knowledge or accelerate their learning, enrichment opportunities will be available in advanced subjects and electives, such as creative writing, advanced math, or technology-focused courses.

2. Career Pathway Development:

- **Industry-Aligned Training:** Students enrolled in career-focused pathways such as aviation, aerospace, and defense will engage in hands-on, project-based learning, internships, or apprenticeships with local industry partners. This component will provide students with direct exposure to real-world careers and the opportunity to earn industry-recognized credentials.
- **Work-Based Learning Experiences:** For students pursuing careers in aviation or other technical fields, we will partner with local businesses and industries to create work-based learning opportunities that

provide practical experience. These will help students gain skills that align with the needs of employers in high-demand sectors.

Summer Schedule

The program will run Monday through Thursday from 8:00 AM to 2:00 PM. The schedule will be structured as follows:

- **Morning Session (8:00 AM - 12:00 PM):**
 - **Credit recovery or academic enrichment courses, with personalized support and targeted instruction.**
 - **Career Pathway Development, including industry-aligned activities, internships, or project work.**
- **Lunch Break (12:00 PM - 12:45 PM):**
 - **A designated break for students to recharge and socialize.**
- **Afternoon Session (12:45 PM - 2:00 PM):**
 - **Continued academic work or hands-on career training.**
 - **Small group tutoring or additional project work for career pathway students.**

Anticipated Participants

The summer school program will primarily serve students who are:

- 1. Credit Recovery Students: Those who have fallen behind in core academic courses and need to recover credits to stay on track for graduation.**
- 2. At-Risk Students: Students who are performing below grade level or who may be at risk of falling behind academically, requiring additional support to meet graduation requirements.**
- 3. Students Seeking Enrichment: Those who wish to accelerate their learning or take additional elective courses to explore new areas of interest.**
- 4. Career Pathway Students: Students pursuing specialized career training in fields such as aviation, aerospace, and**

defense who need to complete certifications or gain work-based experience.

Resource and Staffing Needs

To ensure the success of the summer school program, the following resources and staffing will be needed:

1. Staffing:

- **Academic Instructors:** Teachers with expertise in core subjects (English, Math, Science, Social Studies) will provide instruction, support, and personalized learning for credit recovery and enrichment students.
- **CTE Instructors:** Specialists in aviation, aerospace, and other career-focused fields will guide career pathway students through hands-on experiences and industry-aligned training.
- **Tutors and Teaching Assistants:** Additional support staff will assist in small-group instruction, tutoring sessions, and individualized support for struggling students.
- **Industry Mentors and Partners:** Local businesses and industry professionals will be invited to serve as mentors, providing students with exposure to real-world experiences and the chance to earn certifications in high-demand fields.
- **Social-Emotional Learning Support:** Counselors and SEL specialists will be available to support the mental and emotional well-being of students, particularly those facing academic and personal challenges.
- **Program Coordinator:** A dedicated coordinator will oversee the daily operations of the summer school program, ensuring that all activities run smoothly and that students have access to the resources they need.

2. Resources:

- **Technology and Learning Platforms:** Students in credit recovery and enrichment courses will need

access to online learning platforms and computer devices to complete assignments and lessons.

- **Classroom Supplies: Materials for academic courses, as well as resources for hands-on projects in career pathway programs, such as aviation equipment, tools, and safety gear.**
- **Transportation: For students participating in work-based learning experiences, transportation to and from internships, apprenticeships, or industry placements will need to be arranged.**
- **Industry Certifications and Training Tools: For students in career pathways, access to certification exams, training tools, and equipment will be essential to ensure they can gain the skills and credentials required for post-graduation employment.**

Our summer school program is designed to provide a comprehensive, enriching experience for students who need to catch up, accelerate, or deepen their knowledge. By combining academic support with career pathway development, industry partnerships, and a dedicated staff, we are helping to ensure that every student has the opportunity to thrive and meet their academic and career goals.

Notes

 Note was added at 03/18/2025 01:40 PM by Victoria Bowen Boman

A diverse range of student-led clubs (STEM, Entrepreneurship, Robotics, Health Sciences). Career exploration programs through guest speakers and job shadowing. Physical wellness activities (intramural sports, yoga, mindfulness). Creative arts and leadership opportunities (Theater Club, Debate Club, Student Government). Community engagement initiatives (service learning, environmental health projects).

Potential Enhancement: Specify if funding sources (e.g., grants, partnerships) will support these activities.

Element Review

Reviews is not provided

8. Special Populations and At-Risk Students

Reviewer Instructions

Please rate this section using the provided rubric.

Status: **Not Reviewed**

Form Result

Describe programming that specifically addresses and supports special populations of students, including efforts to hire personnel with relevant expertise. Identified populations include: students at risk of withdrawal, students with special needs, English Language Learners, and students identified as intellectually gifted.

Preference: Preference will be given to applications that employ proven methods for educating at-risk students or students with special needs.

Overarching Standard/Criteria: Compelling evidence of how the school will directly and consistently ensure that it hires licensed, endorsed, experienced, and well-qualified special educators pursuant to law and how it will ensure compliance with applicable laws and regulations for programming requirements of these populations.

Evidence needed for addressing the overarching standard:

a) Describe the overall academic and organizational framework serving students with special needs, including but not limited to students with Individualized Education Programs or Section 504 plans; English Language Learners; students identified as intellectually gifted; and students at risk of academic failure or dropping out. Specifically address how the plans for individual groupings interrelate.

Academic and Organizational Framework for Serving Special Populations

At Invictus Career Institute, we are committed to equity, inclusion, and individualized support to ensure that all students—regardless of ability, background, or learning needs—receive a high-quality education. Our academic and organizational framework is designed to meet the needs of students with disabilities, students with Individualized Education Programs (IEPs) or Section 504 plans, English Language Learners (ELLs), students identified as intellectually gifted, and those at risk of academic failure or dropping out. These populations are supported through a coordinated system of interventions, flexible instructional models, and specialized services to ensure academic success and career readiness.

Multi-Tiered System of Supports (MTSS) Framework

To create an interconnected support system, Invictus Career Institute follows a Multi-Tiered System of Supports (MTSS), which integrates academic, behavioral, and social-emotional interventions. MTSS ensures that all students—whether they require intensive intervention or enrichment—are receiving the appropriate level of support.

Tier 1: Core Instruction & Universal Supports (All Students)

- **High-Quality, Differentiated Instruction: General education teachers incorporate universal design for learning (UDL), scaffolding, and evidence-based strategies to make learning accessible to all students.**
- **Culturally Responsive Teaching: Curriculum and instructional strategies reflect diverse backgrounds, experiences, and learning styles.**
- **Social-Emotional Learning (SEL) & Positive Behavior Interventions and Supports (PBIS): Creating a safe, inclusive learning environment for all students.**

Tier 2: Targeted Interventions (Some Students, Including ELLs, At-Risk Students, & Some 504/IEP Needs)

- **Small-Group Instruction & Academic Interventions: Students struggling in core subjects receive targeted, data-driven instruction in smaller settings.**
- **Language Development Support: ELL students receive specialized instruction focused on English proficiency and content-area comprehension.**

- **Check-Ins & Mentoring:** At-risk students receive personalized guidance from advisors, interventionists, and counselors.

Tier 3: Intensive Interventions (Students with IEPs, Severe Disabilities, & High-Risk Students)

- **Specialized Instructional Programs:** Individualized interventions aligned with IEPs and Section 504 Plans.
- **One-on-One or Small-Group Support:** Personalized assistance through special education teachers, instructional aides, and interventionists.
- **Behavioral & Mental Health Services:** Wraparound supports, school-based counseling, and crisis intervention plans.

Specialized Support for Specific Student Populations

1. Students with Disabilities (Students with IEPs and Section 504 Plans)

Legal Compliance & Individualized Support

Invictus fully adheres to federal and state laws regarding special education, including:

- Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act
- Americans with Disabilities Act (ADA)

Individualized Education Programs (IEPs)

Students identified under IDEA's 13 disability categories receive a customized IEP that outlines:

- **Accommodations & Modifications** to ensure accessibility to the general curriculum.
- **Specialized Instruction** provided by certified special education teachers.
- **Related Services** such as speech therapy, occupational therapy, and behavioral supports.

Section 504 Plans

Students who do not qualify for an IEP but need accommodations receive 504 Plans, ensuring access to instruction through:

- **Testing accommodations** (extended time, separate settings)

- **Assistive technology & classroom modifications**
- **Behavioral and social-emotional supports**

2. English Language Learners (ELLs) – 10% of Student Population

ELL students receive language support integrated into all subjects through:

- **Sheltered Instruction: Scaffolding, visuals, and modified instruction to aid comprehension.**
- **Dedicated English Language Development (ELD) Instruction: Small-group instruction focused on speaking, reading, and writing skills.**
- **Bilingual Support Services: Trained staff provide academic assistance in students' native languages when possible.**
- **Family Engagement & Support: Translation services, bilingual workshops, and community partnerships.**

3. Intellectually Gifted Students

Gifted students are provided with enrichment and acceleration opportunities, including:

- **Advanced coursework & project-based learning tailored to their strengths.**
- **Differentiated instruction to encourage critical thinking, creativity, and problem-solving.**
- **Extracurricular opportunities such as research projects, competitions, and mentorship programs.**

4. Students At Risk of Academic Failure or Dropping Out **For students identified as at-risk, early intervention and personalized support are key. Strategies include:**

- **Individualized Learning Plans: Tailored academic roadmaps with clear goals and progress monitoring.**
- **Mentorship & Advisory Programs: Pairing students with faculty advisors or community mentors.**
- **Credit Recovery & Flexible Scheduling: Allowing students to stay on track for graduation.**
- **Work-Based Learning & Career Pathway Support: Connecting students to internships, apprenticeships, and**

vocational training.

Interrelation of Groupings & Cross-Departmental Collaboration
At Invictus, special populations do not function in isolation—our framework ensures seamless coordination among departments and support staff:

- **Co-Teaching & Inclusion Model:** Special education teachers and general educators collaborate in classrooms to support students with disabilities and ELLs without segregating them.
- **Universal Screening & Ongoing Assessment:** Regular data collection, progress monitoring, and adjustments ensure all students receive appropriate interventions.
- **Collaborative Problem-Solving Teams:** General educators, special educators, ELL specialists, interventionists, and counselors work together to address student needs.

Invictus Career Institute’s academic and organizational framework is designed to create an inclusive, student-centered learning environment where every student—regardless of background, ability, or academic standing—has the tools, resources, and support needed to succeed. Through strategic interventions, specialized services, and a cohesive support structure, we ensure that students with disabilities, English Language Learners, gifted students, and at-risk students are not only accommodated but empowered to achieve academic and career success.

b) Identify the size of special populations and at-risk groups that the school expects to successfully 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 expected size of the groupings and the diverse needs of these students.

Identified Populations
Narrative

At Invictus Career Institute, we anticipate serving a diverse student population, including significant percentages of Limited English Proficiency (ELL) students (10%), students with disabilities (15%), and economically disadvantaged students (85%). Our commitment is to provide these students with individualized support, targeted interventions, and equitable access to high-quality education and career pathways.

Demographic Analysis & Expected Student Population

Our projections are based on an analysis of local demographics, historical school data, and community needs, indicating that:

- **10% of students will be Limited English Proficiency (ELL), requiring English language development and scaffolding strategies to support academic success.**
- **15% of students will have identified disabilities, spanning a range of exceptionalities covered under IDEA's 13 disability categories, requiring specialized instruction, accommodations, and related services.**
- **85% of students will come from economically disadvantaged backgrounds, necessitating wraparound supports, additional academic interventions, and access to resources that mitigate barriers to success.**

Curriculum & Course Scope and Sequence Adjustments

Invictus Career Institute ensures that all students, including those from special populations, can access and succeed in a rigorous, career-focused curriculum through the following:

- **Scaffolded Core Curriculum that incorporates explicit language instruction for ELLs, differentiated strategies for diverse learning needs, and real-world applications.**
- **Integrated Career Pathways that provide hands-on learning experiences, industry-recognized certifications, and flexible instructional models to accommodate varying learning paces.**
- **Personalized Learning Plans (PLPs) that outline individualized goals, instructional strategies, and support services for students requiring additional assistance.**
- **Embedded Remediation and Acceleration within the daily schedule, allowing students to receive targeted instruction without falling behind in their career-focused coursework.**

Daily Schedule & Instructional Adjustments

Given the high percentage of students requiring additional support, the daily schedule will incorporate:

- **Dedicated Intervention Periods:** Time blocks for targeted academic support, ELL instruction, and specialized instruction for students with disabilities without disrupting access to core coursework.
- **Flexible Scheduling Options:** Incorporating longer instructional blocks, advisory periods, and co-taught classes to provide structured support for students needing accommodations.
- **Project-Based Learning and Hands-On Instruction:** Ensuring all students, regardless of learning ability, can engage in meaningful, experiential learning connected to their career pathways.

Staffing Plan to Support Special Populations

To ensure that we meet the diverse needs of our student population, Invictus will employ:

- **Certified Special Education Teachers** to provide specialized instruction, case management, and ensure compliance with IEP and 504 Plan requirements.
- **English Language Learner (ELL) Specialists** to support students in language acquisition and content comprehension.
- **Interventionists & Academic Support Staff** to work one-on-one and in small groups with struggling students.
- **Social Workers & Counselors** to address the non-academic barriers that may impact students' ability to succeed in school.
- **College & Career Coaches** to assist economically disadvantaged students in navigating postsecondary opportunities, financial aid, and career planning.

Support Strategies & Resources

To effectively serve these populations, Invictus will implement the following evidence-based support strategies:

For Limited English Proficiency (ELL) Students (10%)

- **Sheltered Instruction:** Embedding language development strategies within all courses.

- **Scaffolding & Visual Supports:** Graphic organizers, visuals, and real-world applications.
- **Small-Group Language Development Sessions** focused on academic vocabulary and fluency.
- **Bilingual Family Engagement:** Translation services and culturally responsive outreach.

For Students with Disabilities (15%)

- **Individualized Education Programs (IEPs) & 504 Plans** aligned with IDEA guidelines.
- **Co-Teaching & Inclusion Model** to support students in general education classrooms.
- **Assistive Technology & Adaptive Resources** to ensure accessibility.
- **Behavioral & Social-Emotional Supports** through Positive Behavior Interventions and Supports (PBIS).

For Economically Disadvantaged Students (85%)

- **Wraparound Services:** School-based counseling, food assistance, and transportation.
- **Extended Learning Time:** After-school tutoring and summer bridge programs.
- **Career & College Readiness Initiatives:** Paid internships, financial literacy, and career mentoring.
- **Strong Community Partnerships:** Collaborating with local businesses and organizations to connect students with real-world learning experiences.

Commitment to Success

Through a strategic, student-centered approach, Invictus Career Institute will ensure that all students, regardless of background, ability, or financial status, have equitable access to a high-quality education and career pathway opportunities. Our staffing plans, instructional adjustments, and targeted supports will be continuously monitored and adapted to meet the evolving needs of our student population.

c) Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:

- i) Methods for identifying students with special education needs (and avoiding misidentification), including use of school personnel to participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.
- ii) Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;
- iii) Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP);
- iv) Plans for promoting graduation for students with special education needs (high school only);
- v) Plans to have qualified staffing adequate for the anticipated special needs population.

At Invictus, we are committed to ensuring that all students, including those who are struggling academically or performing below grade level, receive the targeted support necessary to accelerate their learning and reach proficiency. Our multi-tiered approach to intervention combines data-driven decision-making, research-based instructional strategies, adherence to all federal special education laws, and specialized personnel to provide timely and effective academic support.

Commitment to Federal Special Education Laws

Invictus is fully compliant with all federal and state laws governing the education of students with disabilities, including:

- **Individuals with Disabilities Education Act (IDEA) – Ensuring all students with disabilities receive a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) with appropriate services and supports.**
- **Section 504 of the Rehabilitation Act – Providing necessary accommodations for students with disabilities to ensure equal access to educational opportunities.**
- **Americans with Disabilities Act (ADA) – Eliminating barriers to access and ensuring an inclusive and equitable learning environment.**
- **Equal Educational Opportunities Act (EEOA) – Addressing the needs of English Language Learners (ELLs) and ensuring equitable access to curriculum and instruction.**

As part of our commitment to IDEA compliance, Invictus serves students across all 13 federally recognized disability categories, including:

- 1. Autism Spectrum Disorder (ASD)**
- 2. Deaf-Blindness**
- 3. Deafness**
- 4. Developmental Delay**
- 5. Emotional Disturbance**
- 6. Hearing Impairment**
- 7. Intellectual Disability**

8. Multiple Disabilities

9. Orthopedic Impairment

10. Other Health Impairment (OHI)

11. Specific Learning Disability (SLD)

12. Speech or Language Impairment

13. Traumatic Brain Injury (TBI)

All students identified under these categories will receive Individualized Education Programs (IEPs) or 504 Plans designed to meet their specific needs, upon parent/guardian consent. Our intervention and support services are aligned with the IDEA requirements, ensuring that students with disabilities receive necessary accommodations, modifications, and services such as speech therapy, occupational therapy, and specialized instructional support.

Identifying Students in Need of Support

The process of identifying students who are struggling academically or may qualify for special education services begins with a comprehensive assessment system that includes:

- **Universal Screening and Diagnostic Assessments to identify students at risk of falling below grade level.**
- **Formative and Summative Assessments to monitor academic progress over time.**
- **Classroom Observations and Teacher Input to detect learning difficulties in real time.**
- **Student Support Team (SST) Meetings where educators analyze student performance data and determine appropriate interventions.**
- **Special Education Referral Process for students suspected of having disabilities under IDEA categories, followed by formal evaluations to determine eligibility.**

Students identified as performing below grade level or needing specialized instruction are placed in a tiered intervention system designed to provide increasing levels of support based on their needs.

Multi-Tiered System of Supports (MTSS)

Our Multi-Tiered System of Supports (MTSS) is a structured approach that provides targeted interventions at different

levels of intensity.

Tier 1: High-Quality Core Instruction (All Students)

- **Differentiated Instruction** tailored to students' individual learning needs.
- **Explicit, Direct Instruction in Foundational Skills**, particularly in literacy and math.
- **Active Learning Strategies**, such as cooperative learning and hands-on activities.
- **Frequent Formative Assessments and Feedback** to monitor understanding and adjust instruction.
- **Embedded Small-Group Instruction** to provide additional support within the general education setting.

Tier 2: Targeted Interventions (At-Risk Students)

- **Small-Group Instruction** focused on specific skill gaps, including reading comprehension, fluency, and problem-solving.
- **Scaffolding Strategies**, such as graphic organizers and structured outlines.
- **Flexible Grouping** that allows students to receive support based on changing needs.
- **Regular Progress Monitoring Every 2-4 Weeks** to adjust interventions as necessary.

Tier 3: Intensive, Individualized Support (Significantly Below Grade Level)

- **One-on-One Instruction** with interventionists providing explicit, direct instruction.
- **Multi-Sensory Instructional Approaches** incorporating visual, auditory, and kinesthetic learning methods.
- **Frequent Data Tracking** (weekly or biweekly) to assess progress and refine instructional strategies.
- **Collaboration with Special Education Staff** to determine the need for additional accommodations or special education services.

Strategies for Supporting Struggling Students

Invictus implements evidence-based instructional strategies designed to accelerate learning and close achievement gaps.
Reading Strategies

- **Guided Reading Groups** to provide differentiated reading instruction.
- **Pre-Reading Strategies** such as vocabulary previews and background knowledge activation.
- **Repeated Reading and Fluency Practice** to improve reading accuracy.
- **Annotation and Text Marking Techniques** to enhance comprehension.
- **Structured Writing Scaffolds** including sentence frames and model essays.

Mathematics Strategies

- **Concrete-Representational-Abstract (CRA) Approach** to build deep conceptual understanding.
- **Step-by-Step Problem-Solving Models** for tackling complex mathematical tasks.
- **Number Talks and Mental Math Exercises** to strengthen mathematical reasoning.
- **Daily Spiral Review** to reinforce previously learned skills.

Executive Function and Study Skills Support

- **Explicit Teaching of Study Skills** including time management and note-taking.
- **Checklists and Visual Schedules** to help students organize their work.
- **Goal Setting and Self-Monitoring Strategies** for independent learning.

Behavioral and Social-Emotional Supports

- **Positive Behavior Interventions and Supports (PBIS)** to reinforce engagement and persistence.
- **Teacher-Student Mentorship Programs** to provide individualized academic guidance.

- **Collaboration with Families to extend support beyond the classroom.**

Personnel Resources for Supporting Struggling Students and Special Populations

To effectively implement these strategies and ensure compliance with IDEA, Invictus employs a team of highly qualified educators and support personnel, including:

- **General Education Teachers trained in differentiated instruction and intervention strategies.**
- **Intervention Specialists who provide targeted academic support.**
- **Special Education Teachers responsible for IEP implementation and individualized support.**
- **Speech-Language Pathologists and Occupational Therapists who address communication and fine motor skill deficits.**
- **English Language Learner (ELL) Specialists to support non-native English speakers.**
- **Reading and Math Coaches who assist teachers in implementing evidence-based interventions.**
- **Counselors and Social Workers to provide social-emotional and behavioral supports.**

Monitoring Progress and Adjusting Interventions

We believe that ongoing assessment and progress monitoring are essential for ensuring that students are receiving the appropriate support. Our monitoring plan includes regularly tracking students' progress, adjusting teaching strategies as needed, and ensuring that all stakeholders—teachers, parents, and administrators—are informed about the student's progress.

To ensure struggling students and those receiving special education services make meaningful progress, Invictus closely monitors student growth using:

- **Frequent Progress Monitoring (every 2-4 weeks for Tier 2, weekly for Tier 3, and as outlined in IEPs).**
- **Student Data Meetings where educators assess progress and adjust interventions.**

- **Student Success Plans that outline specific learning goals and necessary supports.**
- **Collaboration with Families and Special Education Teams to ensure that interventions align with student needs and legal requirements.**

The Special Education team may decided students receiving interventions may be exited from support programs once they demonstrate grade-level proficiency, ensuring that interventions remain fluid, responsive, and student-centered.

Promotion, Graduation, and Discipline

Our goal is for every student at Invictus to graduate with the skills and knowledge they need to succeed in the workforce or higher education. Students receiving special education services are held to the same promotion and graduation standards as their peers, with the understanding that appropriate accommodations and modifications will be made to ensure they can meet these standards.

In terms of discipline, Invictus follows state and federal guidelines to ensure that students with disabilities or 504 accommodations are treated fairly and equitably. Before taking any disciplinary actions, a review committee will determine whether the behavior is a manifestation of the student's disability and ensure that any disciplinary measures are consistent with the student's IEP or 504 plan.

We believe in the limitless potential of every student. We are dedicated to providing a personalized, inclusive educational experience that fosters growth, independence, and achievement for all students, regardless of their background or learning challenges. Our commitment to inclusion and equity ensures that all students have the opportunity to succeed and reach their full potential, whether they are receiving special education services, accommodations, or gifted programming. Through comprehensive support systems, individualized plans, and a dedication to meeting the needs of every learner, Invictus stands firm in its mission to create a school community where all students can thrive.

At Invictus, we refuse to let any student fall through the cracks. By implementing a structured, legally compliant intervention system, we ensure that all struggling students and those with special education needs receive the appropriate support to catch up, keep up, and excel. Our tiered approach, research-based strategies, adherence to IDEA regulations, and dedicated personnel create an environment where all students have the opportunity to succeed, regardless of their learning challenges.

d) Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:

- i) Methods for identifying ELL students (and avoiding misidentification);
- ii) 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;
- iii) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
- iv) Means for providing qualified staffing for ELL students

English Language Learners

At Invictus, we are committed to identifying and supporting English Learners (ELs) and ensuring that they have access to high-quality education that fosters language development and academic achievement. Our approach to EL education emphasizes equity, inclusivity, and personalized support, ensuring that each student has the tools and resources they need to succeed academically and socially.

1. Identifying EL Students and Notifying Parents

Identifying English Learners (ELs) is the first step in ensuring that these students receive the necessary support. At Invictus, we use a comprehensive identification process, including:

- **Home Language Survey (HLS):** All students are required to complete a Home Language Survey as part of the enrollment process to identify the primary language spoken at home. This is a key indicator that helps us determine whether a student may require language support.
- **Language Proficiency Testing:** Students identified through the HLS as potentially needing language support are given a language proficiency assessment, such as the WIDA ACCESS or similar state-approved assessments. This determines the student's proficiency in English and their need for English language services. Students who enroll from a WIDA state that has a lower exit criteria than 4.8 will be screened to determine eligibility.

Once a student is identified as an EL, parents are notified immediately, in their preferred language, of the identification and the services available. The notification includes:

- **Explanation of the EL program and services.**
- **The student's level of English proficiency.**
- **The opportunity to meet with school staff to discuss services and support.**

2. Identifying and Evaluating EL Students with Disabilities

Students who are both English Learners and have disabilities require a specific and individualized evaluation process. At Invictus, we take great care to ensure that the identification and evaluation process is both comprehensive and fair:

- **Language Proficiency vs. Disability:** We ensure that a student's language barriers are not mistaken for a disability. To distinguish between language acquisition

and a disability, we collaborate with special education staff, including specialists in language development and special education evaluators.

- **Multidisciplinary Team:** A team consisting of EL specialists, special education staff, psychologists, and language development professionals work together to assess the student's cognitive abilities, language proficiency, and social-emotional needs.
- **Use of Non-Bias Assessments:** Assessments are conducted in a manner that accommodates the student's language proficiency level to ensure accurate identification of disabilities.

3. Instructional Programs and Practices for EL Student Success

At Invictus, our instructional programs and practices are specifically designed to meet the diverse needs of EL students, ensuring both language development and academic success:

- **Sheltered Instruction Observation Protocol (SIOP):** Teachers use the SIOP Model, which provides strategies for making content comprehensible while developing English language skills. This includes visual aids, graphic organizers, and interactive activities to support language acquisition.
- **Bilingual Education or Push-In Support:** Where possible, we offer bilingual instruction or push-in support from EL specialists to help students access core content in both English and their native language.
- **Differentiated Instruction:** Teachers (certified or with support from XXX) differentiate lessons based on language proficiency levels, using a variety of strategies such as scaffolding, peer tutoring, cooperative learning, and interactive technology tools to support EL students' understanding.

4. Ensuring Equitable Access to Core Curriculum

We ensure that EL students have full access to the core curriculum through:

- **Grade-Level Instruction:** EL students participate in grade-level classes with peers and are provided with appropriate scaffolds to support their language development.
- **Academic Language Support:** Instruction includes focused teaching of academic language, which is

essential for EL students to succeed across subjects such as math, science, and social studies.

- **Culturally Responsive Teaching:** We incorporate culturally responsive teaching practices that honor and integrate students' backgrounds, experiences, and perspectives into the curriculum.

5. Monitoring and Evaluating EL Students

To ensure ongoing language development and academic success, continuous monitoring and evaluation are integral components of our EL program:

- **Formative Assessments:** Teachers use regular formative assessments to evaluate students' academic progress, language development, and understanding of content.
- **Language Proficiency Progress:** EL students' language proficiency is monitored through periodic language assessments to track growth in listening, speaking, reading, and writing.
- **Data Review Meetings:** Teachers, EL specialists, and administrators meet regularly to review data and determine the effectiveness of the instructional strategies and support services.

6. Exiting EL Services add detail from

https://www.alabamaachieves.org/wp-content/uploads/2022/09/ASMT_2022919_EL-Resource-Guide-2022-2023_V1.0.pdf re: exit criteria

Exiting an EL student from services is a careful and data-driven process. A student may exit the EL program when they demonstrate proficiency in English and the ability to succeed independently in academic subjects. The process includes:

- **EL students who achieving a 4.8 composite score on ACCESS for ELLs, at this point students are considered to be English language proficient. These students will exit the program and will no longer receive English language support services. At such time, an EL student has exited, the student will be classified as an FEL-1 and will be monitored for four years.**
- **Students who have exited may continue to receive the same EL accommodations on state assessments as they did while they were classified as an EL 1 or EL 2. They may continue to receive these EL accommodations as long as they are being provided regularly in the classroom and are determined to be necessary for the student to be able**

to demonstrate their knowledge and understanding of the content being measured. At the end of the four-year monitoring period, the student will no longer receive EL accommodations.

(https://www.alabamaachieves.org/wp-content/uploads/2022/09/ASMT_2022919_EL-Resource-Guide-2022-2023_V1.0.pdf)

7. Follow-Up Support After Exiting EL Services

After a student exits the EL program, they continue to receive follow-up support to ensure they thrive academically:

- EL students who attain a 4.8 composite score on ACCESS for ELLs or who meet the Alternate Exit Criteria are exited from the English as a Second Language Services and placed on monitoring status for four academic years. During this monitoring phase, general education classroom teachers and EL teachers must communicate regularly – preferably once every 9 weeks – to ensure students are functioning in the mainstream without EL support.
- If an EL student is not progressing academically as expected and monitoring suggests a persistent language need, the EL Committee must reconvene and determine if the student needs to be retested with the WIDA Screener Online test. If the student scores below 5.0, the team may consider returning the student to EL 2 status and begin providing English language supports. The student will then take ACCESS for ELLs or Alternate ACCESS for ELLs at such time the test is administered. If the team, which includes parents/guardians, determines that rescreening is needed, documentation must be made in the I-ELP. If the parent/guardian refuses for the student to be rescreened, this should be documented, and a statement of the parent/guardian's refusal included in the I-ELP. If this is the case, the LEA will continue to provide the necessary English language supports for the remainder of the four-year monitoring period.

(https://www.alabamaachieves.org/wp-content/uploads/2022/09/ASMT_2022919_EL-Resource-Guide-2022-2023_V1.0.pdf)

8. Providing Qualified Staff for EL Students

Invictus ensures that our staff are highly qualified to meet the needs of EL students:

- **EL Specialists:** All staff working with EL students are certified in TESOL (Teaching English to Speakers of Other

Languages) or hold similar qualifications, ensuring that they have the specialized knowledge needed to teach English language learners effectively.

- **Ongoing Professional Development:** Teachers receive professional development on culturally responsive teaching, language acquisition, and strategies for supporting EL students across the curriculum.
- **Staff must adhere to all Alabama State requirements**

9. Strategies for Language Development Across Curriculum

Language development at Invictus is integrated across all subjects to support EL students in both their language acquisition and academic content learning:

- **Content-Based Language Instruction:** Teachers incorporate language development strategies directly into the core curriculum, using techniques such as scaffolding, contextualized vocabulary instruction, and language-rich classroom environments.
- **Academic Language Development:** Special emphasis is placed on developing academic vocabulary, critical thinking skills, and advanced language structures in both written and spoken forms, particularly in subjects such as math, science, and social studies.

10. Continuous Data Collection and Progress Monitoring

We prioritize data-driven decision-making at every stage of the EL program:

- **Ongoing Formative and Summative Assessments:** These assessments are used to gauge students' growth in both language proficiency and academic achievement.
- **Individualized Learning Plans (ILPs):** Each EL student has an individualized plan that is regularly updated with data from assessments, progress reports, and teacher feedback.

11. Evaluation of EL Program Effectiveness

Invictus continually evaluates the effectiveness of our EL program by reviewing multiple data points:

- **Program Success Metrics:** The success of the program is measured by the academic outcomes of EL students, including standardized test scores, graduation rates, and English proficiency levels.

- **Feedback Loops:** We gather feedback from teachers, parents, and students to assess the relevance and impact of our EL services.
- **Adjustments Based on Data:** Based on the evaluation results, we continuously improve and adapt our program to ensure that it meets the evolving needs of our students.

Through this approach, Invictus is committed to providing equitable, high-quality education for all English Learners, ensuring their success both in language acquisition and academic achievement.

e) Explain how the school will identify and meet the learning needs of students who are struggling academically or performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students. Include any personnel resources specifically targeting this population.

At Invictus, we are committed to ensuring that all students, including those who are struggling academically or performing below grade level, receive the targeted support necessary to accelerate their learning and reach proficiency. Our multi-tiered approach to intervention combines data-driven decision-making, research-based instructional strategies, and specialized personnel to provide timely and effective academic support.

Identifying Students in Need of Support

The process of identifying students who are struggling academically begins with a comprehensive assessment system that includes:

- **Diagnostic Assessments at the beginning of the year to establish baseline proficiency levels.**
- **Formative and Summative Assessments throughout the year to monitor student progress.**
- **Classroom Observations and Teacher Input to identify learning gaps in real-time.**
- **Benchmark Assessments given at regular intervals to track mastery of state standards.**
- **Student Data Meetings where educators analyze student performance data and make informed decisions regarding interventions.**

If a student is identified as performing below grade level, they are placed in a tiered intervention system designed to provide increasing levels of support based on their needs.

Multi-Tiered System of Supports (MTSS)

Our Multi-Tiered System of Supports (MTSS) is a structured approach that provides targeted interventions at different levels of intensity.

Tier 1: High-Quality Core Instruction (All Students)

- **Standards-Aligned, Differentiated Instruction delivered by trained teachers.**
- **Use of Evidence-Based Strategies, such as scaffolding, cooperative learning, and explicit instruction.**
- **Regular Data Review and Adjustments to meet diverse learning needs.**
- **Small Group Instruction embedded into daily lessons for additional reinforcement.**

Tier 2: Targeted Interventions (At-Risk Students)

- **Additional small-group instruction during the school day focused on specific skill deficits.**
- **Targeted Tutoring Programs, including after-school and weekend tutoring options.**
- **Computer-Based Adaptive Learning Programs that provide personalized skill development in reading and math.**
- **Pull-Out or Push-In Support from intervention specialists and instructional coaches.**
- **Progress Monitoring Every 2-4 Weeks to assess whether interventions are effective.**

Tier 3: Intensive, Individualized Support (Significantly Below Grade Level)

- **One-on-One Instructional Support from interventionists and special education teachers.**
- **Individualized Learning Plans (ILPs) to address persistent academic challenges.**
- **Specialized Instructional Strategies such as Orton-Gillingham for struggling readers or intensive numeracy interventions.**
- **Referral to Special Education Services for students who do not make adequate progress despite interventions.**
- **Frequent Data Tracking (weekly or biweekly) to ensure responsiveness to intervention.**

Programs and Strategies for Supporting Struggling Students
To ensure students receive the best support possible, Invictus implements proven, research-based intervention programs that target key academic skills:

- **Reading Intervention Programs**
 - **Read 180 for phonics, fluency, and comprehension support.**
 - **Orton-Gillingham Approach for students with dyslexia or significant reading difficulties.**

- **Guided Reading Groups** where students work in small groups based on their reading level.
- **Mathematics Support Programs**
 - **IXL** offers adaptive learning paths tailored to individual skill levels. This personalization ensures that students who need extra support can engage with targeted practice that meets their specific learning needs.
 - **Small-Group Math Instruction** during and outside of class.
 - **Hands-On, Inquiry-Based Math Strategies** to reinforce conceptual understanding.
- **Extended Learning Opportunities**
 - **Before and After-School Tutoring** with certified interventionists.
 - **Saturday Learning Academies** for targeted skill-building.
 - **Summer Bridge Programs** to prevent learning loss and close gaps before the next school year.
- **Executive Function and Study Skills Support**
 - **Academic Coaching** to build organization, time management, and study skills.
 - **Mentoring Programs** to provide struggling students with additional guidance and motivation.

Personnel Resources for Supporting Struggling Students

To effectively implement these strategies, Invictus employs a team of highly qualified educators and support personnel focused on providing targeted interventions, including:

- **General Education Teachers** trained in differentiated instruction and intervention strategies.
- **Intervention Specialists** who work with students in small groups and one-on-one.

- **Special Education Teachers who collaborate with general education teachers to help them specialize instruction and create accommodations.**
- **English Language Learner (ELL) Specialists who assist students in developing language proficiency while accessing grade-level content.**
- **Reading and Math Coaches who support teachers in implementing research-based interventions.**
- **Counselors and Social Workers who provide additional support for students facing non-academic barriers to success.**

Monitoring Progress and Adjusting Interventions

To ensure students make meaningful progress, Invictus closely monitors academic growth using:

- **Frequent Progress Monitoring (every 2-4 weeks for Tier 2, weekly for Tier 3).**
- **Data Meetings with Teachers and Interventionists to adjust strategies based on student performance.**
- **Student Success Plans outlining individualized goals and necessary supports.**
- **Collaboration with Parents and Guardians to ensure learning continues beyond the classroom.**

Students receiving interventions will exit support programs once they demonstrate grade-level proficiency, ensuring that interventions remain fluid, responsive, and student-centered. At Invictus, we refuse to let any student fall through the cracks. By implementing a structured, data-driven intervention system, we ensure that every struggling student receives the support they need to catch up, keep up, and excel. Our tiered approach, research-based programs, and dedicated personnel create an environment where all students have the opportunity to succeed, regardless of their starting point.

f) Explain how the school will identify and meet the needs of highly capable students, including the following:

- i) Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
- ii) Plans for monitoring and evaluating the progress and success of highly capable students;
- iii) Means of providing qualified staffing for intellectually gifted students.

Gifted Education:

Invictus offers a gifted education program to students who demonstrate exceptional academic abilities. These students receive differentiated instruction and enrichment activities designed to challenge and stimulate their intellectual growth. We utilize multiple tools, including non-verbal intelligence testing, to identify students from disadvantaged backgrounds who may not be recognized through traditional gifted identification methods.

At Invictus Career Institute, the gifted program for grades 6-8 is designed to provide challenging and specialized instruction for students with advanced cognitive abilities. These students engage in both independent and collaborative work, completing assignments and projects that extend beyond the general curriculum. They are also grouped based on ability for tier II interventions in reading and math, with additional enrichment activities integrated into their learning experience. Transferred students will be placed as soon as their eligibility is verified, and those who do not meet the requirements may be referred for assessment during the next evaluation period. The gifted curriculum for grades 6-8 emphasizes high-level cognitive concepts, critical thinking, and creative problem-solving. Teachers modify the learning environment, adjust content complexity, and provide opportunities for independent exploration. Students in this program also develop essential executive skills such as innovation, self-monitoring, decision-making, and risk-taking, preparing them for future academic challenges.

For high school students, the focus shifts from a separate gifted program to a robust selection of advanced courses designed to challenge students intellectually and prepare them for post-secondary success. These courses include honors-level classes, Advanced Placement (AP) courses, and dual enrollment options with local colleges and universities. High school students are encouraged to select advanced courses in subjects that align with their strengths and interests, allowing them to deepen their expertise in areas such as mathematics, science, literature, and history.

While the gifted program in grades 6-8 emphasizes developing cognitive and executive functioning skills, the advanced courses in high school focus on rigorous content, independent research, and college-level coursework. Students in high school will have the opportunity to take on more complex projects, engage in critical discussions, and explore subjects at a deeper level than in standard classes. The high school advanced course offerings provide a pathway to specialized

knowledge and skills that align with students' future academic and career goals.

Program evaluation for both the gifted program in grades 6-8 and the advanced courses in high school involves gathering feedback from teachers, parents, and students to assess the effectiveness of the curriculum. Surveys, interviews, and observations are used to identify areas of strength and opportunities for improvement. Data gathered will inform continuous adjustments to the curriculum, ensuring that it meets the evolving needs of gifted and advanced learners. Both programs aim to support students' growth by fostering their academic potential, while preparing them for success in higher education and beyond.

Identifying Gifted Learners

At Invictus, we define giftedness as the presence of advanced intellectual abilities, creativity, and high potential in one or more areas, including but not limited to academic subjects, problem-solving, leadership, and the arts. Gifted learners often demonstrate exceptional capacity in cognitive abilities, learning speed, depth of thought, and creativity, which requires differentiated instruction, enrichment, and specialized programs to maximize their potential. Our approach to supporting gifted students is designed to meet the varied needs of these learners, fostering both intellectual growth and emotional well-being.

1. Defining Giftedness

Giftedness at Invictus is characterized by students who display exceptional aptitude or competence in one or more of the following areas:

- **Intellectual Ability:** Students who demonstrate a high level of reasoning, problem-solving, and abstract thinking abilities.
- **Creativity:** Learners who excel in divergent thinking, innovation, and the ability to generate original ideas.
- **Academic Achievement:** Students who excel in academic subjects and are capable of engaging in more advanced or complex work than their peers.
- **Leadership:** Gifted students who exhibit strong interpersonal skills, leadership qualities, and the ability to motivate others.
- **Artistic Talent:** Students who show extraordinary talent or skill in the fine or performing arts.

Gifted students may not always conform to the traditional model of intelligence or achievement, and therefore, we take a holistic approach to identification, using multiple data sources, including cognitive assessments, teacher recommendations, parent input, and student work samples.

2. Certification Requirements for Gifted Specialist

At Invictus, gifted specialists are highly trained professionals who possess the expertise necessary to design and implement appropriate educational strategies for gifted learners. To ensure quality instruction, we require that gifted specialists meet the following certification and qualifications:

- **State Certification in Gifted Education:** Gifted specialists must hold a valid state teaching license with additional certification or endorsement in gifted education, which indicates specialized knowledge in working with gifted learners.
- **Master's Degree (preferred):** A Master's degree in Gifted Education or a related field is highly preferred, equipping educators with in-depth knowledge of the cognitive, social, and emotional needs of gifted students.
- **Experience in Gifted Education:** Gifted specialists should have a background working directly with gifted learners, providing both enrichment and differentiated curriculum.

3. Professional Development for Teachers

To ensure that all educators at Invictus are equipped to meet the needs of gifted students, we provide ongoing professional development, including:

- **Differentiated Instruction Training:** Educators receive training on how to adapt the curriculum, instructional strategies, and assessment methods to accommodate gifted learners' unique needs.
- **Social-Emotional Support:** Teachers are trained in recognizing and addressing the social-emotional challenges often faced by gifted students, including perfectionism, underachievement, and social isolation.
- **Advanced Cognitive Development:** Professional development focuses on understanding cognitive processes, critical thinking, and creative problem-solving to help educators provide meaningful challenges for gifted learners.
- **Collaborative Planning:** Teachers are encouraged to collaborate across disciplines to share strategies and

ideas for providing differentiated instruction and supporting gifted learners in all areas of the curriculum.

4. Delivery of Services

Gifted services at Invictus are delivered through a flexible, integrated model that ensures students receive the appropriate level of challenge and support. We offer a variety of service delivery options:

- **Enrichment Programs:** These include specialized classes, extracurricular activities, and field trips designed to expose gifted learners to advanced topics, critical thinking exercises, and creative projects.
- **Differentiated Curriculum:** Gifted students may work with teachers who differentiate content, processes, or products to match their advanced abilities and interests. This may include acceleration in specific subjects, independent study, or project-based learning.
- **Pull-Out Programs:** In cases where students require more specialized attention, gifted students may be pulled out of the regular classroom for enrichment sessions, typically in subjects where they show particular strength.
- **Cluster Grouping:** Gifted students may be grouped together within the regular classroom for collaborative learning experiences, allowing them to engage in higher-level thinking and problem-solving tasks.

5. Monitoring and Use of Achievement Data

At Invictus, we track and monitor the progress of gifted students using a combination of achievement data and cognitive assessments. This data is used to evaluate the effectiveness of instructional strategies and make adjustments as needed. The monitoring process includes:

- **Ongoing Formative Assessments:** Teachers regularly use quizzes, written reflections, and project assessments to measure student progress and adjust instruction accordingly.
- **Standardized Assessments:** Gifted students are assessed through nationally recognized tests such as achievement tests to measure cognitive ability and academic growth.
- **Progress Monitoring Tools:** We utilize digital platforms and tools to track students' academic performance over time and identify areas where they need additional challenge or support.

- **Goal Setting:** Students are encouraged to set personal learning goals, and their progress is tracked to ensure they are being appropriately challenged.

6. Communication with Parents

We believe in maintaining a strong partnership with parents in supporting gifted learners. Communication with parents is essential for ensuring that gifted students' needs are met both at school and at home. Our approach includes:

- **Regular Progress Reports:** Parents receive detailed reports on their child's academic progress, including achievements in enrichment activities and assessments.
- **Parent-Teacher Conferences:** We schedule regular meetings to discuss students' strengths, challenges, and any adjustments that may be needed to their educational program.
- **Collaborative Planning:** Gifted specialists and classroom teachers collaborate with parents to ensure that students' learning experiences are aligned with their interests and abilities. Feedback from parents is encouraged to ensure that gifted students are provided with appropriate enrichment at home as well.
- **Workshops and Resources:** We provide resources and workshops for parents to better understand the characteristics and needs of gifted learners, including strategies for fostering creativity, intellectual growth, and emotional well-being at home.

7. Monitoring and Evaluation of the Gifted Program

Invictus is committed to ensuring that our gifted education program is effective, equitable, and continuously improving. This is achieved through regular monitoring and evaluation:

- **Annual Program Evaluation:** The effectiveness of the gifted program is reviewed annually based on student outcomes, achievement data, and feedback from teachers, parents, and students. Adjustments are made to improve the program as needed.
- **Student Progress Tracking:** The academic progress of gifted students is tracked over time to determine if they are meeting their goals and achieving at high levels.
- **Program Effectiveness Surveys:** We collect input from parents, teachers, and students to gauge satisfaction

with the gifted program and identify areas for improvement.

8. Commitment to Supporting Gifted Learners

Invictus is deeply committed to providing the support and resources necessary for gifted students to reach their full potential. This commitment is evident in the following:

- **Access to Advanced Curriculum:** Gifted students are provided with opportunities for deep learning and advanced study in areas of interest.
- **Emotional and Social Support:** We offer counseling and social-emotional learning opportunities to help gifted students navigate the unique challenges they may face, such as perfectionism, underachievement, or social isolation.
- **Equity in Gifted Education:** We ensure that all gifted students, regardless of background or socioeconomic status, have access to specialized services and enrichment opportunities. We actively work to identify gifted students from underrepresented groups to ensure inclusivity in our gifted programs.

Through these comprehensive strategies, Invictus remains dedicated to fostering an environment where gifted learners can grow, thrive, and develop their full potential, both academically and personally.

Element Review

Reviews is not provided

9. Unique / Innovative Program Offering

Reviewer Instructions

Please rate this section using the provided rubric.

Status: **Not Reviewed**

Form Result

Describe mission specific programming, or other initiatives, that go beyond that provided within the local school system.

Preference: The Commission prefers applications that employ unique programs or characteristics that may not be found in the traditional school model.

Overarching Standard/Criteria: Compelling evidence of how the school will offer unique or innovative programs or characteristics that are otherwise not offered by the local school system or not offered to the same extent.

Evidence needed for addressing the overarching standard:

a) Describe the unique/innovative program(s) or characteristic(s) being offered and explain how they differ from what is offered by the local school system. If applicable, connect to the mission or vision statements. Include identified funding sources.

NA

b) Explain how the unique/innovative program(s) and characteristic(s) are integral to the educational and student-development plans, the instructional design and/or the planning of curriculum.

NA

c) Explain how the unique/innovative program(s) and characteristic(s) will integrate with state initiatives. (ARI, AMSTI)

NA

d) Provide evidence that the unique/innovative program(s) and characteristics utilize proven methods for success or that are cited in educational literature.

NA

Element Review

Reviews is not provided

10. Student Recruitment and Enrollment

Reviewer Instructions

Please rate this section using the provided rubric.

Status: **Not Reviewed**

Form Result

Describe the recruitment efforts, including the marketing campaign, and measures to ensure fair enrollment opportunities for all interested students in the community.

Overarching Standard/Criteria: Compelling evidence of how the school will directly and consistently recruit students and market the school in such a way as to adequately ensure equal access to interested students and families. In addition, provide ample evidence of the target plan for recruiting at-risk students.

Evidence needed for addressing the overarching standard:

a) Complete the attached enrollment projection spreadsheet that provides information on anticipated enrollments, with maximum and minimum bounds, for each grade served over the contract period.

File Upload

Enrollment Projections.pdf

76.95 KB • Added 4 days ago

- b) Attach the school's Enrollment Policy, which should include the following:
- i) Tentative dates for application period, enrollment deadlines, and procedures.
 - ii) A timeline and plan for student recruitment/engagement and enrollment;
 - iii) Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
 - iv) Explanation of the purpose of any pre-admission activities for students or parents

See attachment

File Upload

Enrollment Policy.pdf

70.82 KB • Added 4 days ago

c) If there are more students interested in a school than spaces are available, State law requires admission to be based on a lottery. Please describe your lottery process and explain how you will ensure a fair and equitable process for students and families.

Should the number of applications exceed the number of seats, Invictus will implement a lottery system for admissions to ensure a fair, transparent, and equitable process for all applicants. The lottery system will be designed to give all students, regardless of background, an equal opportunity to attend Invictus, while also accommodating the specific needs of our community and the diversity we serve. Below are the steps of the admissions process:

1. Announcement of Open Enrollment Period

- **Timeline and Notification:** Invictus will publicly announce the open enrollment period for the upcoming academic year. This will be communicated through various channels, including the school website, social media platforms, community centers, local newspapers, and partner organizations that serve economically disadvantaged or at-risk populations.
- **Outreach to Families:** The announcement will be made well in advance to ensure families have ample time to prepare. Outreach will also be targeted to ensure that historically underrepresented groups, including economically disadvantaged families, students with disabilities, English learners (ELs), and other at-risk students, are informed of the opportunity to apply.

2. Application Submission

- **Online and Paper Applications:** Families will be able to submit applications for enrollment online through a user-friendly application portal or through paper applications available at the school or community centers. Both options will be accessible to ensure inclusivity.
- **Information Required:** The application will ask for basic information about the student and their family, including contact details, grade level, previous academic history, and any special needs (such as special education services, English language learner status, etc.). This information will be used to ensure that we provide the most appropriate services for each student.
- **Application Deadline:** A specific deadline for submitting applications will be set, posted to our website, and families will be informed of the cutoff date. Late applications may not be considered. The deadline for applications will fall in the first week of April each year.

3. Eligibility Verification

- **Verification of Eligibility:** After the application deadline, Invictus will review all submitted applications to ensure they meet the eligibility criteria. This may include:
 - Age requirements for specific grade levels.
 - Verification of residency (for local students, if applicable).
 - Documentation of special needs, if the student has a disability or qualifies for services as an English language learner or under another specific education need.
- **Communication:** If any documentation is missing or additional information is needed, families will be contacted by Invictus staff to address these issues before the lottery is conducted.

4. Lottery Selection Process

- **Random Selection:** The lottery system will be conducted using a randomized, computer-based selection process to ensure impartiality. Each applicant will be assigned a unique identifier to protect their privacy and ensure the fairness of the process.
- **Preferences and Prioritization:** If there are specific preferences allowed by law or policy (such as for siblings of current students, children of staff, or other criteria), these will be taken into account during the lottery process. However, the system will still maintain fairness and prioritize transparency.
- **Lottery Date:** The date and time of the lottery will be publicly announced, and the lottery will be open to the public to ensure transparency. The drawing will be done in front of a neutral party or panel of community leaders or school board members.

5. Notification of Results

- **Immediate Notification:** After the lottery is conducted, all applicants and their families will be notified promptly within 3 days of the lottery about the results. Notifications will be sent via email, text, and mail to ensure all families are reached. The results will indicate whether the student has been selected or placed on the waiting list.

- **Waiting List:** If a student is not selected, they will be placed on a waiting list. Should a space become available later, families on the waiting list will be notified in the order in which their names were drawn in the lottery. Waitlisted students will remain on the list until the end of the academic year, unless they are selected for enrollment earlier.

6. Acceptance and Enrollment

- **Confirmation of Enrollment:** Families whose students are selected will be given a specific timeframe in which they must confirm their intent to enroll. Confirmation will require families to complete necessary enrollment paperwork, which may include health records, proof of residency, and other required documents. The deadline to confirm enrollment will fall in the last week of May each year.
- **Enrollment Orientation:** Invictus will hold orientation sessions for newly enrolled families to familiarize them with the school's culture, expectations, and available services. During these orientations, parents will also receive an introduction to the school's curriculum, after-school programs, and any other important school policies.

7. Appeals Process (if applicable)

- **Appeal Procedure:** If a family believes there was an error in the lottery process or that their application was unfairly rejected, Invictus will provide an appeals process. Families will be informed of how to submit an appeal (it will be posted on the school handbook and on our website) and will be given a clear timeline for when the appeal will be reviewed. Appeals will be evaluated by a committee to ensure fairness and transparency in the process.

8. Ongoing Communication and Support

- **Pre-Enrollment Communication:** Once students are accepted, Invictus will maintain regular communication with the families, providing them with important details about the first day of school, school supplies, academic calendars, and student services.
- **Post-Enrollment Support:** Invictus will offer ongoing support services to help students and their families transition smoothly into the school. This includes

providing information about transportation options, meal plans, and after-school programs.

9. Continuous Review and Feedback

- **Evaluation of Lottery Process:** Invictus will regularly review the lottery process to ensure its effectiveness and fairness. Feedback will be gathered from families who participated in the lottery to continuously improve the process.
- **Data Collection:** Invictus will collect data on enrollment trends, diversity, and student success rates to ensure that the lottery system is supporting the mission of inclusivity and equity in education.

Through this lottery-based admissions process, Invictus will ensure that all applicants are given an equal chance to be enrolled, with a focus on serving a diverse student population. The process will prioritize fairness, transparency, and family engagement, while also reflecting the school's commitment to educational equity and inclusion for all students.

d) Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

Outreach Plan for Priority Student Populations

Invictus Career Institute is committed to serving students from historically underserved backgrounds, including those from low-income families, academically struggling students, students with disabilities, and youth at risk of academic failure. Our outreach strategy is designed to remove barriers to access, engage families, and provide the necessary support for student success.

1. Outreach to Families in Poverty

With 85% of our student population expected to be economically disadvantaged, we will actively engage families by:

- **Community Partnerships:** Collaborating with local nonprofits, faith-based organizations, food banks, and social service agencies to connect families with financial, housing, and food assistance.
- **Accessible Enrollment Support:** Offering in-person and virtual enrollment assistance, ensuring parents have the resources to complete applications, including language support for non-English speakers.
- **Transportation & Meals:** Providing free transportation where possible and ensuring all students receive free breakfast and lunch, removing financial barriers to attendance.
- **On-Site Resource Fairs:** Hosting family support events with community organizations to provide access to job placement assistance, healthcare services, and educational workshops.
- **Flexible Communication Methods:** Using text messaging, social media, home visits, and community events to ensure all families—especially those without reliable internet access—are informed and engaged.

2. Outreach to Academically Low-Achieving Students

Students who have struggled academically in traditional settings require intentional recruitment and targeted interventions. Our approach includes:

- **Partnerships with Local Schools:** Collaborating with middle schools, after-school programs, and youth organizations to identify students in need of academic support.

- **Personalized Academic Plans:** Offering individualized learning pathways, including remediation, tutoring, and credit recovery options to help students catch up and excel.
- **Student Success Coaches:** Assigning academic mentors to provide one-on-one goal setting, progress tracking, and motivation.
- **Summer Bridge & Extended Learning Programs:** Hosting summer academic boot camps and after-school tutoring to help students develop skills and confidence before and during the school year.
- **Trauma-Informed Approach:** Training staff in restorative practices and social-emotional learning to address the root causes of academic struggles, such as stress and instability at home.

3. Outreach to Students with Disabilities

With an estimated 15% of students requiring special education services, Invictus will ensure equitable access and individualized support by:

- **Collaboration with Special Education Advocates & Community Agencies:** Working with organizations like Alabama Parent Training & Information (PTI) and disability rights groups to identify and recruit students with diverse learning needs.
- **Proactive Family Engagement:** Conducting informational sessions for families of students with IEPs and 504 plans, ensuring they understand how Invictus provides specialized instruction, accommodations, and related services.
- **Specialized Enrollment Assistance:** Offering one-on-one consultations with special education staff to answer questions and ensure a smooth transition.
- **Individualized Transition Plans:** Providing personalized support for students transferring from other schools, including early IEP meetings and adjustments to ensure continuity of services.
- **Inclusive Learning Environment:** Ensuring classrooms use Universal Design for Learning (UDL), assistive technology, and co-teaching models to support diverse learners.

4. Outreach to Youth at Risk of Academic Failure

To support students who are at risk of dropping out, including those with behavioral challenges, chronic absenteeism, or housing instability, we will:

- **Targeted Recruitment from Alternative Schools & Juvenile Justice Programs:** Partnering with local youth intervention programs and alternative education settings to provide students with a second chance at success.
- **School-Based Mental Health & Counseling Services:** Offering on-campus mental health support, trauma-informed interventions, and social workers to assist students in crisis.
- **Attendance Intervention Teams:** Implementing early warning systems to track attendance and provide personalized outreach to students at risk of chronic absenteeism.
- **Career Pathway & Workforce Readiness Programs:** Engaging students with hands-on, career-focused learning opportunities, making education relevant to their future goals.
- **Positive School Culture & Mentorship Programs:** Creating a supportive and structured school environment where students feel valued, motivated, and connected to mentors.

Measuring Outreach Effectiveness

To ensure our efforts reach and successfully enroll these priority populations, we will:

- **Track demographic and academic data of applicants to assess outreach effectiveness.**
- **Conduct family surveys to understand barriers and refine our approach.**
- **Establish an Outreach Advisory Committee made up of parents, educators, and community leaders to provide continuous feedback.**

By implementing these intentional outreach strategies, Invictus Career Institute will create an inclusive, equitable, and supportive learning environment where all students—regardless of background or ability—can thrive academically and socially.

Element Review

Reviews is not provided

11. Student Discipline Policy and Plan

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Not Reviewed

Form Result

Describe the policies and procedures for handling students' behavior problems, including measures to afford a student's right to due process.

Overarching Standard/Criteria: Compelling evidence of an approach to student discipline that will directly and consistently address compliance with applicable laws and school district and the school culture.

Evidence needed for addressing the overarching standard:

a) Describe the practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.

Discipline Practices at Invictus Career Institute

At Invictus Career Institute, our approach to discipline is rooted in respect, accountability, and student growth. The goal of our discipline policy is to create a safe, inclusive, and supportive learning environment that fosters responsibility, self-discipline, and positive behavior.

Core Principles of the Discipline Policy

Invictus follows a balanced approach to discipline, focusing on both incentives for positive behavior and consequences for infractions to maintain a productive school environment. Our policy is guided by:

- **Restorative Practices:** Encouraging students to reflect on their actions and repair any harm caused.
- **Equity & Fairness:** Ensuring consistent and unbiased application of discipline for all students.
- **Proactive Behavioral Support:** Using interventions and positive reinforcement to prevent disciplinary issues before they arise.
- **Safe & Respectful Environment:** Maintaining a zero-tolerance policy for bullying, harassment, and violence.

Positive Behavior Incentives

To encourage students to make responsible choices, Invictus implements a Positive Behavior Support (PBS) system, rewarding students for meeting expectations and demonstrating good character. Incentives include:

1. Student Recognition Programs

- **Monthly "Student of the Month"** awards based on academic achievement, leadership, and positive conduct.
- **Recognition on school bulletin boards, social media, and newsletters.**

2. Behavior-Based Rewards

- **Merit points or privileges** for consistent positive behavior, which can be redeemed for incentives (school events, privileges, gift cards, etc.).
- **Opportunities for leadership roles**, such as student ambassador positions or peer mentorship programs.

3. Classroom-Based Incentives

- **Team competitions, extra credit opportunities, and classroom rewards for participation and engagement.**

4. Schoolwide Celebrations

- **Behavior-based field trips, special events, and incentive days for students who consistently meet school expectations.**

Penalties for Infractions & Progressive Discipline

Infractions are classified into three levels based on severity, with corresponding consequences that focus on correcting behavior rather than solely punishing students.

Level 1 – Minor Infractions (Classroom-Managed)

These include low-level disruptions that do not pose a safety threat.

Examples:

- **Talking out of turn**
- **Disrupting class**
- **Minor dress code violations**
- **Unexcused tardiness**

Possible Consequences:

- **Verbal warning & redirection**
- **Student-teacher conference**
- **Loss of classroom privileges**
- **Parent/guardian notification**

Level 2 – Moderate Infractions (Administrative Involvement)

These are repeated or more serious disruptions that affect the learning environment.

Examples:

- **Repeated defiance of school rules**
- **Inappropriate use of technology (e.g., cyberbullying, accessing inappropriate content)**
- **Academic dishonesty (cheating, plagiarism)**

- **Minor physical altercations**

Possible Consequences:

- **Parent conference & behavior contract**
- **In-school suspension (ISS)**
- **Restorative justice activities (e.g., conflict resolution, peer mediation)**
- **Temporary loss of extracurricular privileges**

Level 3 – Major Infractions (Severe Behavioral Issues)

These behaviors threaten safety, violate laws, or significantly disrupt the school environment.

Examples:

- **Bullying, harassment, or threats**
- **Fighting or physical aggression**
- **Possession or use of weapons, drugs, or alcohol**
- **Major vandalism or theft**

Possible Consequences:

- **Short-term or long-term suspension**
- **Referral to law enforcement (if applicable)**
- **Mandatory counseling or intervention services**
- **Expulsion (in extreme cases)**

Restorative Practices & Behavioral Interventions

Invictus emphasizes restorative discipline over punitive measures whenever possible. Strategies include:

- **Restorative Conferences:** Facilitated discussions between students, staff, and affected individuals to resolve conflicts and repair harm.
- **Peer Mediation:** Students are trained to help resolve disputes among their peers.
- **Behavior Intervention Plans (BIPs):** Individualized strategies for students struggling with behavioral challenges.

- **Social-Emotional Learning (SEL) Support:** Programs that help students develop emotional regulation, conflict resolution, and self-awareness.

Discipline for Students with Disabilities

Invictus ensures that students with IEPs or 504 Plans receive fair and legally compliant disciplinary procedures, in alignment with:

- **Individuals with Disabilities Education Act (IDEA)**
- **Section 504 of the Rehabilitation Act**

For students with disabilities:

- **Manifestation Determination Reviews (MDRs)** are conducted if a student faces suspension for more than 10 days.
- **Behavioral supports, accommodations, and intervention plans** are prioritized over punitive actions.
- **Alternative disciplinary measures** (e.g., counseling, special education services, modified behavior plans) are provided when necessary.

Bullying & Harassment Prevention

Invictus has a zero-tolerance policy for bullying and discrimination. Steps to prevent and address bullying include:

- **Anonymous reporting systems** for students and parents.
- **Immediate investigations of bullying reports** with appropriate interventions.
- **Counseling & conflict resolution programs** to support all parties involved.

Parental Involvement & Communication

Invictus believes that families play a key role in promoting positive behavior. To keep parents informed:

- **Behavior updates** are sent regularly via email, phone calls, and progress reports.
- **Parent-teacher conferences** are scheduled as needed to discuss behavioral concerns.
- **Parents receive resources on positive discipline strategies** to reinforce expectations at home.

Appeals & Due Process

Students and families have the right to appeal disciplinary actions if they believe consequences were unfair. The process includes:

- 1. Submitting a written appeal within five school days.**
- 2. Review by a disciplinary committee, including administrators and school staff.**
- 3. A formal response within five school days, outlining the final decision.**

At Invictus, discipline is not just about consequences—it's about growth. By fostering self-discipline, accountability, and respect, we prepare students for lifelong success while maintaining a safe, inclusive, and respectful learning environment.

b) Give 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.

Invictus Career Institute

Discipline Glossary of Terms and Definitions

GLOSSARY OF TERMS

Discretionary Offenses: These offenses are handled with more flexibility by school officials, meaning they may choose to suspend or expel the student depending on the circumstances, severity of the offense, and the student's history.

1. **Absences, Excessive:** Attendance that falls below % in a grading period (approximately days out of a -week period).
2. **Battery/Fighting:** Employing hostile contact in which at least one party has contributed to a situation by verbal action and/or bodily harm.
3. **Bus Disruption:** Deliberately or inadvertently interfering with the safe operation of a school bus which is stopped or moving; behaving in a manner adversely affecting an individual or any property on or near the bus itself, at bus stops or at pick-up areas.
4. **Cell Phones:** violation of Cell Phone Use & Registration Agreement. Also see Nuisance Items. Misuse of cell phones and other forms of technology could include, but not be limited to the unauthorized taking of pictures, cheating, invading privacy, etc.
5. **Tagging or Graffiti:** Defacing, writing on or marking up school or personal property not related with media not limited to markers, paints, pencil, or pens.
6. **Tardy, Excessive:** Student is not in the class or assigned activity when it is scheduled to begin on a habitual basis.
7. **Theft I:** Unauthorized possession and/or sale of property of another without consent of owner (items less than \$ monetary value).
8. **Theft II:** Unauthorized possession and/or sale of property of another without consent of owner (items of monetary value more than \$).
9. **Trespassing/Unauthorized Presence:** Entering or being on school grounds or in a school building without authorization.

- 10. Truancy: Any absence that does not fit into the prescribed school guidelines or is not school related. Leaving campus during school hours without appropriate approval from designated authority.**
- 11. Vandalism: Deliberately or maliciously destroying, damaging and/or defacing school property or the property of another individual.**
- 12. Contract Violation: the student's refusal to comply with expectations, policies, and procedures as set forth in a Student Success Contract agreed upon by student, parent, and school representative. Contract conferences occur when as student returns from suspension.**
- 13. Defiance of School Personnel/Authorities: Refusing to comply with any reasonable demand or request by any school official or sponsor at places and times where school personnel have jurisdiction. This includes falsely identifying oneself, the use of profane or abusive language (oral or written) which is crude, insulting, or irreverent.**
- 14. Gang-Related Activity: Gang-related activity can be intimidating to students, faculty and staff and is disruptive to the educational process. Although this list is not all-inclusive, examples of inappropriate and unacceptable behaviors are such things as gang graffiti on school property and/or other items, intimidation of others, gang fights and/or initiation rituals, wearing gang attire or "colors." A "gang" can be any group of students and/or non-students whose group behavior is threatening, delinquent or criminal. Since gang behavior, markers and colors are variable and subject to rapid change, school administrators and staff must exercise judgment and their individual discretion, based upon current circumstances in their neighborhood schools when evaluating gang-related activity.**

Gang-related indicators that will be considered should include:

- The student associating with admitted or known gang members.**
- The student wearing attire consistent with gang dress.**
- The student displaying gang logos, graffiti and/or symbols on personal possessions.**
- The student displaying gang hand signs or signals to others.**
- The student talking about gang activities to others.**

15. General Disruptive Conduct: Willful conduct which materially and in fact disrupts or interferes with the operation of the public schools and the orderly conduct of any public school activity, including individual classes; or leads an administrative authority reasonably to forecast that such an interruption or interference is likely to occur unless preventive action is taken. Level of intervention is subject to staff discretion.

- 1. For example: Failing to provide/surrender school identification to any public school personnel or activity sponsor upon demand.**
- 2. Knowingly and deliberately failing to comply with any legal and/or official rule or regulation designed by or provided by a teacher, principal, faculty member or other public school official at any time, whether the rule is designed for the classroom, the campus in general or any other location or facility involving a school-related activity.**
- 3. Being dressed in a manner that is disruptive to the educational process.**
- 4. Cheating**
- 5. Gambling**
- 6. Poor Sportsmanship**

16. Language, Profane and/or Abusive: Using language (oral or written) which is crude, offensive, insulting or irreverent; use of coarse words to show contempt or disrespect; swearing.

17. Materials, Obscene: Displaying material that is indecent and has the potential of being disruptive.

18. Nuisance Item:s Any item that disrupts the educational process (cell phones, CD players, radios, video games)

19. Public Displays of Affection: Inappropriate physical contact (discretion of school staff).

Mandatory Offenses: These are offenses for which suspension or expulsion is required by law or policy, with little or no discretion given to school officials:

- 1. Robbery: Taking of property of another through means of force or fear.**
- 2. Tobacco Possession: Possession of tobacco anywhere on a school campus or at a school related event is prohibited. In addition, students found in possession of tobacco products are subject to the provisions of the Substance Abuse and Tobacco Policy.**
- 3. Tobacco Use: Using any form of tobacco is prohibited. In addition, students using any form of tobacco are subject to the provisions of the Substance Abuse and Tobacco Policy.**
- 4. Controlled Substance, Paraphernalia Possession: Possessing any paraphernalia, such as but not limited to rolling paper, lighters, pipes or bongs.**
- 5. Controlled Substance, Possession Possessing any substance capable of producing a change in behavior or altering a state of mind or feeling; having a "look-alike," a substance that looks like a controlled substance.**
- 6. Controlled Substance, Sale or Distribution: Selling or distributing a substance capable of producing a change in behavior or altering a state of mind or feeling; including a "look-alike," or an item sold as a controlled substance.**
- 7. Controlled Substance, Use: The physical, mental, or emotional impairment of personal faculties caused by the use of marijuana, hallucinogenic drugs, other abuse prone drugs, counterfeit drugs, "lookalike", controlled substances or any substance with an intoxicating effect.**

Definition of substance with intoxicating /addictive effect:

A. A substance such as, but not limited to, permanent markers, hair spray, vanilla, liquid paper, gasoline, or caffeine pills used to produce an intoxicating effect.

B. Drugs prescribed by the student's physician that are being taken according to the discretion of the prescription are exempt under this policy. NOTE: Such prescribed medications are to be kept in the health office and taken under the supervision of school personnel. Refer to School Medication Procedures.

- 1. Any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage or intoxicant or any kind.**

2. **"Look-alikes"** are specifically included whether or not they are capable of producing a change in behavior or altering a state of mind.
3. **"Possession,"** as used herein, includes not only possession on one's physical person, but also custody and control. Thus, a student may be found in possession of any item if the item is in the student's backpack, locker, car or elsewhere, if subject to the student's custody and control.
8. **Extortion:** Using intimidation or the threat of violence to obtain money, information or anything else of value from another person.
9. **Firearm, Possession:** Possession of any weapon which will or is intended to propel a projectile by the action of an explosive; this may include "look-alikes" starter gun, firearm muffler, firearm silencer, or any destruction device. In compliance with Federal Gun Free Schools Act, any student found to be in violation of this policy due to possession of a firearm, as defined in this policy, shall at a minimum be expelled from school for a period of not less than one year.
10. **Arson:** Maliciously, willfully and/or neglectfully starting, by any means, a fire or causing an explosion on school property or at any school-related activity.
11. **Assault/Bullying:** Any act or speech that subjects persons to indignity, humiliation, intimidation, physical abuse or threat of physical abuse, social or other isolation, shame, or disgrace.
 1. **I. Reported** – incidents are reported by a student, but no direct evidence exists.
 - II. Observed** – Witnessed incidents or evidence of incident exists.
12. **Assault, Aggravated:** Intending or performing assault and battery with a weapon, instrument or any means of force likely to produce bodily injury. This category includes sexual assault and/or offenses.
13. **Battery, Aggravated:** Employing hostile contact with any kind of weapon or causing great bodily harm.
14. **Sexual Assault:** An unlawful attempt to threat to do harm of a sexual nature. Threatening physical harm to another or causing a present fear of imminent danger to the

person by use of threats, gestures, verbal assaults, instigation of a sexual nature.

- 15. Sexual Battery: Inappropriate or unwanted touching of a sexual manner. The unlawful use of force of a sexual nature upon another person.**
- 16. Sexual Harassment: Sexual harassment is a form of gender discrimination as defined in Title IX of the Education Amendments of . Sexual harassment is a violation of federal law. Examples of sexual harassment include but are not limited to the following: sexual assault, unwanted touching, inappropriate comments or conversation, certain non-verbal behaviors and gestures which threaten or belittle others on the basis of gender.**
- 17. Weapon Possession: Possessing a weapon such as but not limited to: a firearm, any type of gun, knife, club, explosive, spiked wrist band, chains or other item that may cause or is intended to cause injury or death. This specifically includes "look-alike" guns and knives, such as toys. Invictus Career Institute forbids the possession, custody, or use of weapons by students or unauthorized personnel in or around school property.**
- 18. Weapon Use: Use of any weapon (firearm, knife, explosive, or other object, even if manufactured for a nonviolent purpose, that has a potentially violent use, or any look-alike" object that resembles an object that has a potentially violent use) to threaten, intimidate, attack, injure or kill any person.**
 - 1. Bomb Threat and/or False Alarm:**

Bomb Threat – Falsely and maliciously stating to another that a bomb or other explosive has been placed in such a position that person/s or property are likely to be injured or destroyed.
 - 2. False Alarm – Interfering with the proper functioning of a fire alarm system or giving a false alarm, whether by means of a fire alarm or otherwise.**

Summary of Mandatory vs. Discretionary Offenses

- **Mandatory Offenses (Non-Discretionary)** typically result in suspension or expulsion for the following: possession of firearms or dangerous weapons, assault, drug and alcohol possession, sexual assault, bomb threats, hazing, severe or repeated bullying, and other violent or illegal behaviors.
- **Discretionary Offenses (Discretionary)** allow school administrators to decide on appropriate consequences. These may include fighting, disruptive behavior, theft, smoking, chronic disobedience, and violations of school policies that affect the learning environment.

c) Provide an explanation of how the school will consider the rights of special education students and students with disabilities in disciplinary actions and proceedings.

Disciplinary Actions and Proceedings for Students with Disabilities

Invictus is committed to ensuring that all students, including those with disabilities, receive fair, equitable, and legally compliant disciplinary actions. Disciplinary proceedings for students with disabilities will follow the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and all applicable federal and state laws.

1. General Principles

- **Students with disabilities are held to the same behavioral expectations as all students. However, their unique needs and disabilities will be considered in all disciplinary actions.**
- **Disciplinary consequences will be applied in a fair and individualized manner while ensuring access to free appropriate public education (FAPE).**
- **Behavioral interventions, accommodations, and supports will be prioritized to address and prevent disciplinary incidents.**
- **Manifestation Determination Reviews (MDR) will be conducted as required by law to determine if a student's behavior is related to their disability.**

2. Levels of Disciplinary Actions for Students with Disabilities

A. Minor Infractions (Handled by Classroom Teacher and Support Staff)

These include low-level behaviors that can be corrected within the classroom setting.

Examples:

- **Disrupting class**
- **Refusal to follow directions**
- **Minor defiance**

Possible Interventions:

- **Verbal reminders and redirection**
- **Behavior contracts or intervention plans**
- **Parent communication**
- **Temporary removal from class for a cooling-off period**

- **Special education team consultation for additional supports**

B. Moderate Infractions (Requiring Administrative Involvement)

These behaviors may require administrative intervention and additional supports.

Examples:

- **Repeated noncompliance**
- **Verbal aggression toward peers or staff**
- **Property damage (minor)**
- **Academic dishonesty**

Possible Consequences and Interventions:

- **Restorative justice practices (e.g., mediation, conflict resolution)**
- **Functional Behavior Assessment (FBA) and creation or revision of a Behavior Intervention Plan (BIP)**
- **In-school suspension (ISS) with continued access to special education services**
- **Parent meetings and team collaboration to review progress and interventions**

C. Major Infractions (Severe or Dangerous Behaviors)

These behaviors may result in suspension or other serious disciplinary action.

Examples:

- **Physical aggression or fighting**
- **Bullying or harassment**
- **Bringing a weapon or prohibited item to school**
- **Major destruction of property**
- **Threatening behavior**

Possible Consequences and Considerations:

- **Manifestation Determination Review (MDR) required for suspensions of 10+ days**

- **Functional Behavior Assessment (FBA) and revision of BIP**
- **Alternative discipline options (e.g., counseling, referral to behavior intervention programs)**
- **Short-term suspension (1-10 days) with continued educational services**
- **Long-term suspension or expulsion (only after MDR and due process procedures are followed)**

3. Manifestation Determination Review (MDR)

When is an MDR required?

- **If a student with a disability faces suspension for more than 10 consecutive school days or if a pattern of suspensions totaling more than 10 days in a school year is identified.**

MDR Process:

- 1. Team Review:** A meeting is held with parents, teachers, administrators, and special education staff.
- 2. Assessment of Behavior:** The team determines whether the misconduct was caused by or had a direct relationship to the student's disability or if it resulted from the school's failure to implement the Individualized Education Program (IEP) or 504 Plan.
- 3. Determination Outcome:**
 - **If the behavior is a manifestation of the disability, the student cannot be suspended or expelled for that behavior. Instead, the IEP team will revise the BIP and provide additional supports.**
 - **If the behavior is not a manifestation of the disability, the student may be disciplined like any other student but will continue to receive educational services.**

4. Continuation of Services During Suspension or Expulsion **Students with disabilities must continue to receive educational services if removed from school for more than 10 consecutive days. These services will:**

- **Allow the student to progress in the general education curriculum.**

- **Address the behavior that led to the disciplinary action.**
- **Be provided in an alternative setting, such as home instruction, virtual learning, or an alternative program.**

5. Special Circumstances for Immediate Removal

Under IDEA regulations, students with disabilities may be immediately removed for up to 45 school days in cases involving:

- **Weapons possession on school grounds.**
- **Illegal drug possession or distribution.**
- **Serious bodily injury inflicted on another person.**

During this time:

- **An alternative educational setting will be provided.**
- **The IEP team will review and adjust the student's behavior support plan.**
- **An MDR must still be conducted within 10 days of removal.**

6. Behavioral Supports and Preventative Strategies

Invictus will implement proactive and positive behavioral supports to minimize disciplinary actions for students with disabilities:

- **Positive Behavioral Interventions and Supports (PBIS) integrated into classrooms.**
- **Restorative justice practices to address conflicts before they escalate.**
- **Individualized support plans for students with a history of behavioral challenges.**
- **Teacher training on de-escalation techniques and crisis intervention strategies.**

7. Parental Rights and Due Process

- **Parents will be notified of any disciplinary action involving a suspension of more than 10 days.**
- **Parents have the right to appeal any disciplinary decision.**
- **IEP and 504 teams will be involved in all decisions affecting students with disabilities.**

- **Parents may request an Independent Educational Evaluation (IEE) if they disagree with the school's assessment.**

Invictus is committed to supporting students with disabilities by providing fair, individualized, and legally compliant discipline procedures. Our goal is to foster growth, accountability, and success while ensuring all students receive the education and support they need.

Procedure for Due Process in Student Suspensions and Expulsions

Invictus upholds fair and transparent disciplinary procedures that protect student rights while ensuring a safe learning environment. The due process procedures for suspensions and expulsions align with federal and state laws, including the Individuals with Disabilities Education Act (IDEA) for students with disabilities.

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

Procedure for Due Process in Student Suspensions and Expulsions

Invictus upholds fair and transparent disciplinary procedures that protect student rights while ensuring a safe learning environment. The due process procedures for suspensions and expulsions align with federal and state laws, including the Individuals with Disabilities Education Act (IDEA) for students with disabilities.

1. Short-Term Suspensions (1-10 School Days)

A short-term suspension is a temporary removal from school for ten (10) or fewer consecutive school days.

Due Process Steps for Short-Term Suspensions:

1. Notice of Allegation

- The student will receive oral or written notice of the alleged violation(s).
- The administrator will describe the evidence supporting the disciplinary action.

2. Opportunity to Respond

- The student will be given an opportunity to present their side of the story before a decision is made.
- If the student denies the allegations, the administrator will further investigate before determining the consequence.

3. Parent/Guardian Notification

- Parents/guardians will be informed as soon as possible about the suspension, reason for the action, and duration.
- A formal written notice will be sent, outlining the student's rights and the appeals process.

4. Access to Assignments

- The student must be provided with assignments to continue their education during the suspension.

5. Appeal Process (Optional)

- **Parents/guardians may request a meeting with the school administration to discuss the suspension.**
- **The principal or designated administrator may review the decision, but short-term suspensions cannot be appealed beyond the school level.**

2. Long-Term Suspensions (More than 10 School Days) & Expulsions

A long-term suspension or expulsion is a removal from school for more than ten (10) consecutive days or a permanent removal from enrollment at Invictus. These actions require more formal due process protections.

Due Process Steps for Long-Term Suspensions & Expulsions:

1. Written Notice of Charges

- **The school will provide a written notice to the student and parent/guardian that includes:**
 - **A description of the alleged offense(s).**
 - **A summary of the evidence.**
 - **A statement of the proposed disciplinary action (long-term suspension or expulsion).**
 - **The date, time, and location of the scheduled disciplinary hearing.**

2. Disciplinary Hearing

- **The student and parent/guardian have the right to attend the hearing, present evidence, and bring witnesses.**
- **The hearing will be conducted before a disciplinary review committee, which may include school administrators and neutral staff members.**
- **The student has the right to question witnesses and present a defense.**

3. Decision and Notification

- **The disciplinary committee will review the evidence and determine whether the long-term suspension or expulsion is appropriate.**

- **A written decision will be provided to the parent/guardian, explaining the outcome and any applicable next steps.**

4. Right to Appeal

- **Parents/guardians may appeal the decision to the school board or designated appeals officer within a specific timeframe (as outlined in school policy).**
- **During the appeal process, the student may remain suspended or placed in an alternative education setting.**

3. Alternative Education Services During Suspension or Expulsion

- **Students who receive long-term suspensions or expulsions must continue receiving educational services that allow them to progress in the curriculum.**
- **Services may be provided through:**
 - **Alternative learning programs or virtual instruction.**
 - **Tutoring or home-based instruction.**
 - **Placement in a specialized behavioral intervention program.**

4. Special Considerations for Immediate Removal

Under specific serious circumstances, a student may be immediately removed from school before a formal hearing, including:

- **Possession of a weapon on school grounds.**
- **Possession, distribution, or use of illegal drugs.**
- **Inflicting serious bodily harm on another person.**

In these cases:

- **The school may place the student in an interim alternative educational setting for up to 45 school days.**
- **The due process hearing and MDR (if applicable) must still occur.**

5. Parent and Student Rights in Disciplinary Proceedings

Throughout the disciplinary process, students and parents have the right to:

- **Receive written notice of allegations and potential consequences.**
- **Respond to allegations and present evidence.**
- **Attend a disciplinary hearing and bring witnesses.**
- **Request an appeal for long-term suspensions or expulsions.**
- **Receive continued educational services during extended removals.**
- **Seek legal counsel or advocacy assistance if needed.**

Commitment to Fair and Equitable Discipline

Invictus is committed to ensuring fair, transparent, and legally compliant disciplinary actions that balance accountability and student support. Our process ensures that students receive due process rights, educational continuity, and opportunities for behavioral growth while maintaining a safe and positive school environment.

e) Provide the school's proposed discipline policy. Discuss how students and parents will be informed of the school's policies.

School Approach to Discipline

Invictus Discipline Policy

Purpose

The purpose of this Discipline Policy is to establish clear expectations for student behavior, promote a positive school culture, and ensure a safe and respectful learning environment for all students and staff. Invictus is committed to fostering self-discipline, responsibility, and accountability while providing students with the necessary support to make positive choices.

1. Core Principles of the Discipline Policy

Invictus's approach to discipline is based on the following principles:

- **Respect and Responsibility:** All students are expected to demonstrate respect for themselves, their peers, school staff, and school property.
- **Restorative Practices:** Whenever possible, discipline will focus on conflict resolution, accountability, and restoring relationships rather than solely on punitive measures.
- **Equity and Fairness:** Consequences will be applied consistently and fairly, ensuring that all students receive equal treatment regardless of background, ability, or status.
- **Positive Behavior Support:** Proactive strategies, including behavior interventions and social-emotional learning, will be used to prevent misconduct and support positive behavior.
- **Safe and Supportive Learning Environment:** Students have the right to a learning environment free from bullying, harassment, discrimination, and violence.

2. Student Code of Conduct

All students are expected to follow the Student Code of Conduct, which includes:

A. Expected Behavior

1. **Respect for Others** – Use appropriate language, listen actively, and treat peers and staff with kindness.
2. **Respect for Property** – Take care of school property and the belongings of others.
3. **Engagement in Learning** – Participate actively in class, complete assignments, and follow teacher instructions.

- 4. Safety and Integrity – Avoid actions that put oneself or others in harm’s way, including bullying, fighting, or academic dishonesty.**
- 5. Compliance with School Rules – Follow classroom expectations, dress code, and all school policies.**

B. Unacceptable Behavior

Behavior that disrupts learning or threatens the safety of students and staff will not be tolerated. Examples of unacceptable behavior include:

- **Disrupting the learning environment**
- **Defying school authority or refusing to follow instructions**
- **Physical aggression or fighting**
- **Bullying, harassment, or discrimination**
- **Possession of prohibited items (e.g., weapons, drugs, alcohol)**
- **Vandalism or destruction of school property**
- **Academic dishonesty (e.g., cheating, plagiarism)**
- **Theft**
- **Use of inappropriate or offensive language**

3. Levels of Infractions and Consequences

Infractions are categorized into three levels based on severity. Responses to infractions will be progressive, considering the student’s history and the context of the behavior.

A. Level 1 – Minor Infractions

Includes behaviors that disrupt the classroom but do not pose a safety threat.

Examples:

- **Talking out of turn**
- **Failure to follow directions**
- **Minor dress code violations**
- **Unexcused tardiness**

Possible Consequences:

- **Verbal warning**

- **Student conference**
- **Teacher-assigned detention**
- **Parent/guardian contact**
- **Loss of privileges**

B. Level 2 – Moderate Infractions

Includes repeated or more serious behaviors that impact the learning environment or others.

Examples:

- **Repeated defiance or disrespect**
- **Disruptive behavior that interferes with learning**
- **Inappropriate use of technology (e.g., cyberbullying, accessing inappropriate content)**
- **Academic dishonesty**
- **Minor physical altercations**

Possible Consequences:

- **Parent conference**
- **Behavior contract or intervention plan**
- **In-school suspension**
- **Restorative justice activities**
- **Community service within the school**

C. Level 3 – Major Infractions

Includes behaviors that threaten safety, violate laws, or significantly disrupt the school environment.

Examples:

- **Bullying, harassment, or threats**
- **Fighting or physical aggression**
- **Possession or use of prohibited substances or weapons**
- **Major vandalism or theft**
- **Sexual misconduct**
- **Repeated violations of Level 2 infractions**

See attachment for definitions of behaviors that could lead to suspension or expulsion

Possible Consequences:

- **Suspension (short-term or long-term)**
- **Referral to law enforcement (if applicable)**
- **Expulsion (in severe cases)**
- **Mandatory counseling or intervention services**

4. Restorative Practices and Interventions

Invictus prioritizes restorative approaches to address misconduct and resolve conflicts. These include:

- **Restorative Conferences: Involving students, staff, and affected parties to discuss the harm caused and find solutions.**
- **Peer Mediation: Providing students with the opportunity to resolve conflicts with guidance from trained peers or staff.**
- **Behavior Intervention Plans (BIP): Developing individualized strategies to support students struggling with behavioral challenges.**
- **Social-Emotional Learning (SEL) Support: Integrating SEL programs to help students develop self-regulation and conflict-resolution skills.**

5. Bullying and Harassment Prevention

Invictus has a zero-tolerance policy for bullying, harassment, and discrimination. Reports of bullying will be taken seriously and investigated promptly. Consequences for bullying may include:

- **Parent meetings and behavior contracts**
- **Restorative justice activities**
- **Counseling support for all parties involved**
- **Disciplinary action as appropriate**

Students and parents are encouraged to report bullying incidents to a teacher, counselor, or school administrator.

6. Communication with Parents and Families

Invictus values strong partnerships with families and will maintain open communication regarding student behavior.

This includes:

- **Immediate notification of serious infractions**
- **Regular progress updates for students on behavior plans**
- **Parent-teacher conferences as needed**
- **Access to behavioral resources and support services**

Parents are encouraged to be active participants in their child's behavior management by reinforcing expectations at home and collaborating with school staff.

7. Student Support Services

Students struggling with behavior will have access to:

- **School Counseling Services: Addressing emotional and behavioral challenges.**
- **Mentorship Programs: Providing guidance and positive role models.**
- **Special Education Support: Ensuring students with disabilities receive appropriate behavioral interventions.**
- **Mental Health Resources: Connecting families with outside services if needed.**

8. Appeals and Due Process

Students and families have the right to appeal disciplinary actions if they believe the consequences were unfair or unjust. The appeal process includes:

- 1. Written Request: Parents or guardians must submit a written appeal within five school days of the disciplinary decision.**
- 2. Review Committee: A school administrator and discipline review team will assess the appeal.**
- 3. Final Decision: The school will provide a written response outlining the decision within five school days.**

9. Policy Review and Revision

This Discipline Policy will be reviewed annually to ensure it aligns with best practices, legal requirements, and the evolving needs of the school community. Feedback from students, parents, and staff will be considered in policy updates.

Commitment to Positive Student Development

Invictus is dedicated to maintaining a safe, respectful, and supportive learning environment where students can grow

academically, socially, and emotionally. By fostering a culture of responsibility, accountability, and restorative justice, Invictus prepares students for lifelong success while promoting a positive school climate.

Disciplinary Actions and Proceedings for Students with Disabilities

Invictus is committed to ensuring that all students, including those with disabilities, receive fair, equitable, and legally compliant disciplinary actions. Disciplinary proceedings for students with disabilities will follow the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and all applicable federal and state laws.

1. General Principles

- **Students with disabilities are held to the same behavioral expectations as all students. However, their unique needs and disabilities will be considered in all disciplinary actions.**
- **Disciplinary consequences will be applied in a fair and individualized manner while ensuring access to free appropriate public education (FAPE).**
- **Behavioral interventions, accommodations, and supports will be prioritized to address and prevent disciplinary incidents.**
- **Manifestation Determination Reviews (MDR) will be conducted as required by law to determine if a student's behavior is related to their disability.**

2. Levels of Disciplinary Actions for Students with Disabilities

A. Minor Infractions (Handled by Classroom Teacher and Support Staff)

These include low-level behaviors that can be corrected within the classroom setting.

Examples:

- **Disrupting class**
- **Refusal to follow directions**
- **Minor defiance**

Possible Interventions:

- **Verbal reminders and redirection**
- **Behavior contracts or intervention plans**

- **Parent communication**
- **Temporary removal from class for a cooling-off period**
- **Special education team consultation for additional supports**

B. Moderate Infractions (Requiring Administrative Involvement)

These behaviors may require administrative intervention and additional supports.

Examples:

- **Repeated noncompliance**
- **Verbal aggression toward peers or staff**
- **Property damage (minor)**
- **Academic dishonesty**

Possible Consequences and Interventions:

- **Restorative justice practices (e.g., mediation, conflict resolution)**
- **Functional Behavior Assessment (FBA) and creation or revision of a Behavior Intervention Plan (BIP)**
- **In-school suspension (ISS) with continued access to special education services**
- **Parent meetings and team collaboration to review progress and interventions**

C. Major Infractions (Severe or Dangerous Behaviors)

These behaviors may result in suspension or other serious disciplinary action.

Examples:

- **Physical aggression or fighting**
- **Bullying or harassment**
- **Bringing a weapon or prohibited item to school**
- **Major destruction of property**
- **Threatening behavior**

Possible Consequences and Considerations:

- **Manifestation Determination Review (MDR) required for suspensions of 10+ days**
- **Functional Behavior Assessment (FBA) and revision of BIP**
- **Alternative discipline options (e.g., counseling, referral to behavior intervention programs)**
- **Short-term suspension (1-10 days) with continued educational services**
- **Long-term suspension or expulsion (only after MDR and due process procedures are followed)**

3. Manifestation Determination Review (MDR)

When is an MDR required?

- **If a student with a disability faces suspension for more than 10 consecutive school days or if a pattern of suspensions totaling more than 10 days in a school year is identified.**

MDR Process:

- 1. Team Review: A meeting is held with parents, teachers, administrators, and special education staff.**
- 2. Assessment of Behavior: The team determines whether the misconduct was caused by or had a direct relationship to the student's disability or if it resulted from the school's failure to implement the Individualized Education Program (IEP) or 504 Plan.**
- 3. Determination Outcome:**
 - **If the behavior is a manifestation of the disability, the student cannot be suspended or expelled for that behavior. Instead, the IEP team will revise the BIP and provide additional supports.**
 - **If the behavior is not a manifestation of the disability, the student may be disciplined like any other student but will continue to receive educational services.**

4. Continuation of Services During Suspension or Expulsion **Students with disabilities must continue to receive educational services if removed from school for more than 10 consecutive days. These services will:**

- **Allow the student to progress in the general education curriculum.**
- **Address the behavior that led to the disciplinary action.**
- **Be provided in an alternative setting, such as home instruction, virtual learning, or an alternative program.**

5. Special Circumstances for Immediate Removal

Under IDEA regulations, students with disabilities may be immediately removed for up to 45 school days in cases involving:

- **Weapons possession on school grounds.**
- **Illegal drug possession or distribution.**
- **Serious bodily injury inflicted on another person.**

During this time:

- **An alternative educational setting will be provided.**
- **The IEP team will review and adjust the student's behavior support plan.**
- **An MDR must still be conducted within 10 days of removal.**

6. Behavioral Supports and Preventative Strategies

Invictus will implement proactive and positive behavioral supports to minimize disciplinary actions for students with disabilities:

- **Positive Behavioral Interventions and Supports (PBIS) integrated into classrooms.**
- **Restorative justice practices to address conflicts before they escalate.**
- **Individualized support plans for students with a history of behavioral challenges.**
- **Teacher training on de-escalation techniques and crisis intervention strategies.**

7. Parental Rights and Due Process

- **Parents will be notified of any disciplinary action involving a suspension of more than 10 days.**
- **Parents have the right to appeal any disciplinary decision.**

- **IEP and 504 teams will be involved in all decisions affecting students with disabilities.**
- **Parents may request an Independent Educational Evaluation (IEE) if they disagree with the school's assessment.**

Invictus is committed to supporting students with disabilities by providing fair, individualized, and legally compliant discipline procedures. Our goal is to foster growth, accountability, and success while ensuring all students receive the education and support they need.

Procedure for Due Process in Student Suspensions and Expulsions

Invictus upholds fair and transparent disciplinary procedures that protect student rights while ensuring a safe learning environment. The due process procedures for suspensions and expulsions align with federal and state laws, including the Individuals with Disabilities Education Act (IDEA) for students with disabilities.

1. Short-Term Suspensions (1-10 School Days)

A short-term suspension is a temporary removal from school for ten (10) or fewer consecutive school days.

Due Process Steps for Short-Term Suspensions:

1. Notice of Allegation

- **The student will receive oral or written notice of the alleged violation(s).**
- **The administrator will describe the evidence supporting the disciplinary action.**

2. Opportunity to Respond

- **The student will be given an opportunity to present their side of the story before a decision is made.**
- **If the student denies the allegations, the administrator will further investigate before determining the consequence.**

3. Parent/Guardian Notification

- **Parents/guardians will be informed as soon as possible about the suspension, reason for the action, and duration.**

- **A formal written notice will be sent, outlining the student's rights and the appeals process.**

4. Access to Assignments

- **The student must be provided with assignments to continue their education during the suspension.**

5. Appeal Process (Optional)

- **Parents/guardians may request a meeting with the school administration to discuss the suspension.**
- **The principal or designated administrator may review the decision, but short-term suspensions cannot be appealed beyond the school level.**

2. Long-Term Suspensions (More than 10 School Days) & Expulsions

A long-term suspension or expulsion is a removal from school for more than ten (10) consecutive days or a permanent removal from enrollment at Invictus. These actions require more formal due process protections.

Due Process Steps for Long-Term Suspensions & Expulsions:

1. Written Notice of Charges

- **The school will provide a written notice to the student and parent/guardian that includes:**
 - **A description of the alleged offense(s).**
 - **A summary of the evidence.**
 - **A statement of the proposed disciplinary action (long-term suspension or expulsion).**
 - **The date, time, and location of the scheduled disciplinary hearing.**

2. Disciplinary Hearing

- **The student and parent/guardian have the right to attend the hearing, present evidence, and bring witnesses.**

- **The hearing will be conducted before a disciplinary review committee, which may include school administrators and neutral staff members.**
- **The student has the right to question witnesses and present a defense.**

3. Decision and Notification

- **The disciplinary committee will review the evidence and determine whether the long-term suspension or expulsion is appropriate.**
- **A written decision will be provided to the parent/guardian, explaining the outcome and any applicable next steps.**

4. Right to Appeal

- **Parents/guardians may appeal the decision to the school board or designated appeals officer within a specific timeframe (as outlined in school policy).**
- **During the appeal process, the student may remain suspended or placed in an alternative education setting.**

3. Alternative Education Services During Suspension or Expulsion

- **Students who receive long-term suspensions or expulsions must continue receiving educational services that allow them to progress in the curriculum.**
- **Services may be provided through:**
 - **Alternative learning programs or virtual instruction.**
 - **Tutoring or home-based instruction.**
 - **Placement in a specialized behavioral intervention program.**

4. Special Considerations for Immediate Removal

Under specific serious circumstances, a student may be immediately removed from school before a formal hearing, including:

- **Possession of a weapon on school grounds.**

- **Possession, distribution, or use of illegal drugs.**
- **Inflicting serious bodily harm on another person.**

In these cases:

- **The school may place the student in an interim alternative educational setting for up to 45 school days.**
- **The due process hearing and MDR (if applicable) must still occur.**

5. Parent and Student Rights in Disciplinary Proceedings
Throughout the disciplinary process, students and parents have the right to:

- **Receive written notice of allegations and potential consequences.**
- **Respond to allegations and present evidence.**
- **Attend a disciplinary hearing and bring witnesses.**
- **Request an appeal for long-term suspensions or expulsions.**
- **Receive continued educational services during extended removals.**
- **Seek legal counsel or advocacy assistance if needed.**

Commitment to Fair and Equitable Discipline

Invictus is committed to ensuring fair, transparent, and legally compliant disciplinary actions that balance accountability and student support. Our process ensures that students receive due process rights, educational continuity, and opportunities for behavioral growth while maintaining a safe and positive school environment.

Informing of School Discipline Policy

Invictus is committed to maintaining transparency and clear communication regarding school discipline policies to ensure students and parents/guardians understand behavioral expectations, consequences, and due process rights. The school will use multiple methods to inform and engage families in understanding the discipline policy.

1. Student and Parent/Guardian Handbook

- **At the beginning of each school year, all students and parents/guardians will receive the Invictus Student & Family Handbook, which includes:**

- **The Code of Conduct outlining behavioral expectations.**
- **The discipline policy, including consequences for different infractions.**
- **Due process rights and procedures for suspensions and expulsions.**
- **Additional protections for students with disabilities.**
- **Parents/guardians will be required to sign an acknowledgment form confirming they have read and understood the handbook.**

2. School Orientation and Welcome Meetings

- **New Student & Family Orientation:**
 - **During orientation, school leaders will review the discipline policy with students and families.**
 - **Parents will have the opportunity to ask questions and seek clarification.**
- **Back-to-School Events & Open Houses:**
 - **Discipline policies will be discussed during back-to-school meetings.**
 - **Teachers and administrators will provide real-world examples of behavioral expectations.**

3. Classroom Discussions & Student Engagement

- **Teachers will review the discipline policy with students during the first week of school and reinforce expectations throughout the year.**
- **Discussions will focus on:**
 - **Behavioral expectations in different school settings (classroom, hallways, cafeteria, etc.).**
 - **Conflict resolution strategies to avoid disciplinary infractions.**
 - **Restorative practices and alternative solutions to discipline issues.**
- **Age-appropriate materials will be used to ensure all students understand the policy.**

4. School Website & Digital Access

- **The full discipline policy will be available on the Invictus school website for easy reference.**
- **Parents will receive a digital copy via email or school communication platforms (such as a parent portal or mobile app).**
- **Updates or revisions to the policy will be communicated immediately via email and posted online.**

5. Parent-Teacher Conferences & Family Engagement

- **During parent-teacher conferences, teachers will discuss student behavior and disciplinary expectations as needed.**
- **Invictus will host family engagement workshops on:**
 - **Positive discipline strategies at home.**
 - **Understanding student rights and due process.**
 - **Bullying prevention and conflict resolution.**

6. Notification of Disciplinary Actions

- **If a student violates the discipline policy, parents/guardians will receive:**
 - **Immediate notification via phone or email for serious infractions.**
 - **A written notice detailing the infraction and consequence.**
 - **Information about next steps, including appeal procedures if applicable.**
- **Parents will have the opportunity to meet with administrators to discuss disciplinary actions and support strategies.**

7. Annual Review & Feedback Opportunities

- **Invictus will review and update the discipline policy annually based on feedback from:**
 - **Parents, students, and staff surveys.**
 - **School discipline data and trends.**

- **Community forums and PTA meetings.**

- **Parents and students will have opportunities to voice concerns and suggest improvements to ensure fairness and effectiveness.**

By using multiple communication channels, Invictus ensures that all students and families are fully informed about the discipline policy. Our goal is to create a safe, respectful, and supportive learning environment while empowering students and families with the knowledge they need to navigate behavioral expectations successfully.

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ICI Discipline Policy.pdf

157.72 KB • Added 4 days ago

Element Review

Reviews is not provided

12. Family and Community Involvement

Reviewer Instructions

Please rate this section using the provided rubric.

Status: **Not Reviewed**

Form Result

Provide evidence of significant engagement efforts with the community in which the proposed school will reside.

Overarching Standard/Criteria: Compelling evidence of how parents and community members will directly, consistently and appropriately be involved in the development of the proposed school.

Evidence needed for addressing the overarching standard:

a) Describe and provide evidence of the role to date of any parents and community members involved in developing the proposed school. Evidence may include sign-in sheets, surveys, photos, and direct feedback by community members.

To further engage the community, we plan to host informational sessions and conduct surveys to gather additional feedback and build awareness about the Invictus Career Institute. We plan to hold a community town hall in April of 2025, with a goal of engaging at least 50 parents, students, and community members.

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8.4 KB • Added 4 days ago

b) Describe and provide evidence of initiatives to assess and build parent and community demand for the school. Describe planned engagement efforts with parents and community members from the time that the school is approved through opening.

The Invictus Career Institute has established strong relationships within the community to generate support for the proposed school. These relationships have been built through intentional outreach, collaboration, and engagement with parents, community organizations, and industry partners. One of our key partnerships is with the Lifting As We Climb Foundation, which facilitated a series of parent and community focus groups. These focus groups, held between September 2023 and September 2024, provided a platform for families and stakeholders to share their input on the school's design, programs, and priorities. Each session included approximately 10 to 12 participants, and we have documented these engagements through sign-in sheets, agendas, and summaries of feedback collected. The results of these focus groups have been instrumental in shaping our curriculum, career pathways, and community engagement strategies, ensuring that the school reflects the needs and aspirations of the community.

We have also built meaningful relationships with local industry and educational leaders, including Children's Hospital of Alabama, Baptist Health System, UAB West Hospital, and Lawson State Community College. These partners have participated in our planning sessions, providing critical insights into workforce needs and helping us design health science career pathways that align with local opportunities. Documentation of these collaborations includes meeting agendas, partnership letters, and summaries of industry input, which have directly informed our school's program design.

To further engage the community, we plan to host informational sessions and conduct surveys to gather additional feedback and build awareness about the Invictus Career Institute. We plan to hold a community town hall in April of 2025, with a goal of engaging at least 50 parents, students, and community members.

The results of these efforts have been overwhelmingly positive. We have letters of support from parents, community members, and organizations, as well as sign-ups for our mailing list and volunteer opportunities. These outcomes reflect the community's strong belief in the Invictus Career Institute's mission and their commitment to its success. In summary, our community engagement efforts have included focus groups, will include informational sessions, surveys, and partnerships with local organizations. The evidence of these activities—such as agendas, MOUs, and letters of support—demonstrates the depth of community involvement and the strong foundation of support we have built for the Invictus Career Institute.

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c) Describe planned efforts to engage and provide opportunities for parents in the life of the school beyond the role of a parent advocate on the governing board. 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.

Invictus is committed to fostering strong family-school partnerships by engaging parents in decision-making, school activities, and student learning. We recognize that parental involvement is crucial to student success and will ensure that families are actively included in the school's culture, governance, and educational experience.

1. Parent Engagement in Governance (Act 2015-3 Compliance)

In alignment with Act 2015-3, Invictus will ensure parent representation in school governance through:

A. Parent Representation on the Governing Board

- **A designated parent representative will serve on the school's governing board, ensuring family perspectives are included in major decisions.**

B. Family Input in School Improvement

- **Parents will be invited to participate in:**
 - **Annual School Improvement Planning sessions.**
 - **Annual Surveys and focus groups on curriculum, student services, and school policies.**

2. Building Strong Family-School Partnerships

A. Regular Communication & Transparency

- **Weekly Newsletters & Digital Updates: Parents will receive updates on school events, student progress, and opportunities for involvement.**
- **Parent Portals & Mobile App: A digital platform such as NAME will allow parents to track grades, attendance, assignments, and school news.**
- **Open-Door Policy: Families will always be welcome to meet with teachers and administrators to discuss concerns or provide input (with strong preference to schedule these to honor teaching and learning time).**

B. Parent-Teacher Conferences & Workshops

- **Quarterly Parent-Teacher Conferences will ensure families are informed about student progress.**
- **Workshops on topics such as:**
 - **Supporting students with homework and study habits.**

- **Understanding assessments and academic expectations.**
- **Navigating college and career pathways.**

C. Family Engagement Events

- **Back-to-School Night: Introduces families to teachers, staff, and school policies.**
- **STEM & Career Exploration Nights: Parents engage in their child's learning experience.**
- **Family Literacy & Math Nights: Helps parents support student academic growth.**

3. Volunteer & Engagement Opportunities

A. Parent Volunteer Program

Invictus encourages parents to contribute their time and talents by:

- **Assisting in classrooms and tutoring students.**
- **Helping organize school events and fundraisers.**
- **Serving as career mentors and guest speakers.**

B. Parent Leadership Training

- **Workshops will be available to train parents on advocacy, leadership, and governance to empower them as active school stakeholders.**

C. Community Service & Family Involvement

- **Families will be encouraged to participate in community service projects that align with the school's mission.**

4. Expectations for Parent Involvement

While no volunteer hours are required, parents will be highly encouraged to:

- **Attend at least two parent-teacher conferences per year.**
- **Participate in at least one school event or workshop annually.**
- **Engage in ongoing communication with teachers and school leadership.**

Invictus believes that family engagement is a key factor in student success. By fostering a culture of collaboration,

communication, and shared responsibility, we will empower parents as partners in education. Our goal is to create an inclusive, welcoming school community where parents feel valued and involved in their child's academic journey.

d) Please describe any expectations for parents that are part of your educational plan or model. Explain clearly how parent expectations will support your educational plan. Reflect upon alternatives if parents are unwilling or unable to participate.

At Invictus Career Institute, we recognize that parents play a crucial role in their children's educational success. To foster a strong partnership between families and the school, we encourage parents to contribute their time and talents in the following ways:

- 1. Assisting in Classrooms and Tutoring Students**
Parents are invited to volunteer in classrooms, where they can support teachers by assisting with instructional activities, supervising small group work, and providing one-on-one tutoring. This involvement not only reinforces learning but also allows parents to gain firsthand insight into their child's educational experience.
- 2. Helping Organize School Events and Fundraisers**
Parents are encouraged to participate in planning and executing school events such as career fairs, cultural celebrations, and fundraisers. Their involvement helps create a vibrant school community and ensures the success of events that enhance the overall educational environment.
- 3. Serving as Career Mentors and Guest Speakers**
Given Invictus's focus on career pathways, parents with professional experience are invited to serve as career mentors and guest speakers. They can share industry insights, offer guidance on career choices, and provide real-world perspectives that enrich our students' learning.

How Parent Expectations Support Our Educational Plan
Invictus's educational model emphasizes community partnership and real-world learning experiences, especially in our health sciences and special needs-focused pathways. Parental involvement in classrooms and career mentoring directly supports our mission by enhancing academic achievement, exposing students to career possibilities, and strengthening the school community. Their participation ensures that students receive comprehensive support academically, socially, and professionally.

Alternatives for Parents Unable or Unwilling to Participate
We understand that not all parents may have the time or capacity to engage in these activities. For those unable to participate, Invictus offers alternatives to ensure all students receive support:

- **Flexible Volunteer Opportunities:** Parents can contribute on a flexible schedule, such as virtual tutoring sessions or attending select events that fit their availability.
- **Communication Channels:** Regular newsletters, emails, and parent-teacher conferences keep parents informed and engaged without requiring physical presence.
- **Feedback and Support:** Parents can share feedback and suggestions through surveys or school meetings, allowing them to influence school programs without direct involvement.
- **Alternative Contributions:** Parents may contribute by providing resources, sponsoring events, or assisting with administrative tasks from home.

By accommodating various levels of parent participation, Invictus ensures that all families can support their children's education in ways that align with their capabilities.

Element Review

Reviews is not provided

13. Partnership or Contractual Relationships

Reviewer Instructions

Please rate this section using the provided rubric.

Status: **Not Reviewed**

Form Result

Provide information on any anticipated partnerships or contractual relationships with local community organizations or other groups that will enhance the curricular or co-curricular aspects of the student experience. The next section covers partnerships with Education Service Providers (ESP), Charter Management Organizations (CMO), Education Management Organizations (EMO) and other such partnerships.

Preference: Preference is given to applications that pursue unique connections with community partners (e.g. facilities, fundraising) including those that enhance the student experience (e.g. mission specific programming, taking best-practices to scale.) Applicants are encouraged to engage such groups early in the process to allow a more meaningful and productive partnership.

Overarching Standard/Criteria: Compelling evidence of high-quality partnerships and connections with community organizations, business, or other educational institutions that enhance or support the academic plan.

Evidence needed for addressing the overarching standard:

Counseling and Mental Health Services

At Invictus Career Institute, we prioritize the emotional and mental well-being of our students. To support students facing emotional or psychological challenges, we will collaborate with local mental health professionals and behavioral specialists to offer on-site counseling services. These services will include individual counseling and group therapy, addressing issues such as bullying, academic stress, social challenges, and other personal concerns.

All counseling services will be provided free of charge and will ensure confidentiality, creating a safe and supportive environment for students to express their concerns. If students or families require ongoing support, we will refer them to local community mental health resources for continued care.

Tutoring and Academic Support Programs

To enhance student learning and support academic achievement, Invictus will establish partnerships with local colleges, universities, and community organizations. Institutions like Lawson State Community College will contribute by providing student tutors and mentorship programs.

In addition, we will engage community volunteers with expertise in health sciences, STEM, and related fields to offer academic support. Tutoring sessions will be available after school and will focus on core subjects such as math, science, English, and technical skills relevant to our health sciences pathways. These resources aim to ensure students receive the academic assistance they need to succeed both in the classroom and in their future careers.

Parental Engagement and Family Support Services

Invictus understands that parents and guardians are essential to student success. We will work with local family support organizations, including family resource centers and parenting support groups, to offer resources and workshops designed to assist parents in supporting their children's education.

These workshops will cover key topics such as:

- **Supporting academic achievement at home**
- **Preparing for college and careers**
- **Financial literacy and management**
- **Health and overall well-being**

Career Exploration and Internship Opportunities

Invictus is dedicated to providing students with practical, career-focused experiences. We will partner with local healthcare providers, community health organizations, and industry professionals to offer internships, job shadowing, and apprenticeship opportunities.

These programs will allow students to gain hands-on experience and learn directly from professionals in the health sciences field. Depending on the partnership agreements, internships may be paid or unpaid. Additionally, Invictus alumni working in healthcare and related fields will be invited to mentor current students, providing valuable industry insights and networking opportunities that will help students build their professional networks and prepare for future careers.

These programs at Invictus Career Institute are designed to support students academically, emotionally, and professionally, ensuring they are prepared for both educational success and future career opportunities.

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Clinical Fieldwork Agreement ICI 2025 - signed
(2).pdf

1021.41 KB • Added 4 days ago

b) Provide details of all curricular or co-curricular needs that the applicant seeks to fulfill with either an unidentified community partner or an identified partner that has yet to commit.

NA

c) Identify any other partnerships or contractual relationships given above that are critical to the school's operations or mission, i.e. identify partnerships whose dissolution fundamentally changes the culture or nature of the proposed school.

Invictus is proud to have established partnerships with prominent local institutions like Children's Hospital and Lawson State Community College, both of which play integral roles in shaping our students' learning experiences.

- **Children's Hospital: As a community partner, Children's Hospital provides Invictus students with access to industry professionals, specialized learning resources, and real-world healthcare settings. Through mentorship opportunities, guest lectures, and job shadowing experiences, students gain firsthand insight into pediatric care, medical research, and patient interaction. Additionally, students will be able to engage in workshops focused on healthcare innovations, health policy, and medical ethics, giving them a comprehensive understanding of the healthcare field.**

Lawson State Community College: Our partnership with Lawson State Community College offers Invictus students opportunities for dual enrollment, enabling them to earn college credit while still in high school. This partnership will allow students to access college-level health science courses, participate in advanced clinical labs, and gain access to college faculty who are experts in various health science fields. The collaboration ensures a smooth transition from high school to college, providing students with the academic rigor they need to succeed in post-secondary education.

d) Disclose and explain any existing or potential conflicts of interest between the charter school board, the charter school administration, and the proposed service provider or any affiliated business entities.

Conflict of Interest NA
Narrative

Element Review

Reviews is not provided

14. Educational Service Providers (ESP), Charter Management Organizations (CMO), Education Management Organizations (EMO) and Other Such Partnerships

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Not Reviewed

Form Result

Provide details on the anticipated use of Education Service Providers (ESP), Charter Management Organizations (CMO), Education Management Organizations (EMO) or similar partnerships. This includes details on the selection process.

Overarching Standard/Criteria: Compelling evidence of how any ESP, CMO, EMO, or other partnerships will be used and how these partnerships will directly and consistently enhance the school program. Evidence that the organization used proper procedures for a public school in entering into the agreement.

Evidence needed for addressing the overarching standard:

a) Provide the details of the selection process, including evaluation criteria used to pick the provider and provide the Request for Proposal (RFP) used to solicit applicants.

NA

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8.4 KB • Added 4 days ago

b) Provide evidence of the provider's or organization's success in serving student populations that are similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable. Attach a completed Portfolio Summary for the partner organization.

Evidence of Success
Narrative

NA

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c) Provide a term sheet that includes:

- i) Proposed duration of the service contract
- ii) Roles and responsibilities of the governing board, school staff, and ESP
- iii) Scope of services and resources to be provided by the ESP

- iv) Performance evaluations measures and timelines
- v) Compensations structure, including clear identification of all fees to be paid to the ESP
- vi) Methods of contract oversight and enforcement
- vii) Investment disclosure
- viii) Conditions for renewal and termination of the contract

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d) Disclose and explain any existing or potential conflicts of interest between the charter school board, the charter school administration, and the proposed service provider or any affiliated business entities.

NA

Element Review

Reviews is not provided

15. Educational Program Capacity

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Not Reviewed

Form Result

Name the people who have been identified for key positions in the proposed school, their collective capacity for operating the school, and disclose any potential conflicts of interest.

Overarching Standard/Criteria: Compelling evidence of how the school will open and continue to operate a high-quality educational program with high capacity in the following areas: school leadership, administration, governance, curriculum, instruction, assessment, performance management, parent involvement, and community engagement.

Evidence needed for addressing the overarching standard:

Leadership
Harriette Thompkins
Governing Board:
Joe Hampton
Current Job Title: President of Spire's Alabama and Mississippi natural gas utilities.
Employer: Spire Inc.
Dr. Connie Hill
Current Job Title: CEO of Girls Inc. of Central Alabama.
Employer: Girls Inc. of Central Alabama.
Delicia Mason
Current Job Title: Vice President of Nursing Operations.
Employer: Children's of Alabama.
Kamau Witherspoon
Current Job Title: Chief Executive Officer of Shipt.
Employer: Shipt.
Andrew B. Loehr
Current Job Title: Senior Vice President, Chief Operating Officer.

Employer: Children's of Alabama.

File Upload

Delicia Mason Biography.pdf

39.17 KB • Added 4 days ago

Kamau Witherspoon Bio Feb 2025.docx (1).pdf

235.04 KB • Added 4 days ago

Borasino CURRICULUM VITAE 2023.doc

134 KB • Added 4 days ago

Joe Hampton Biography.pdf

59 KB • Added 4 days ago

Dr. Connie Hill Biography.pdf

42.08 KB • Added 4 days ago

Harriette Thompkins Revised Resume (1).pdf

87.31 KB • Added 4 days ago

CV- Andrew B. Loehr 2025.doc

73 KB • Added 4 days ago

Anderson, Chris - Updated.doc

99.19 KB • Added 4 days ago

b) Describe the team's collective qualifications for implementing the school design successfully, including capacity in areas such as:

- i) School leadership, administration, and governance;
- ii) Curriculum, instruction, and assessment;
- iii) Financial management;
- iv) Performance management; and
- v) Parent and community engagement.

Collective Qualifications
Narrative

The team's collective qualifications for implementing the school design successfully are robust and well-rounded, with expertise spanning school leadership, curriculum development, financial management, performance management, and community engagement.

School Leadership, Administration, and Governance

Harriette Thompkins: As a seasoned Principal and Assistant Principal, Harriette has demonstrated exceptional leadership by improving Wylam Elementary's State Report Card rating from a 58 F to a 71 C. She has experience in school mergers, managing faculty, and implementing innovative programs like the House System and PBIS. Her role as a BCS Principal Mentor further underscores her capacity to guide and develop other leaders.

Dr. Connie Hill: As CEO of Girls Inc. of Central Alabama, Dr. Hill has extensive experience in nonprofit leadership, strategic planning, and governance. Her work in expanding services for women and children, including developing the first Safe Haven shelter for homeless mentally ill women in Alabama, highlights her ability to lead complex organizations and drive impactful initiatives.

Kamau Witherspoon: As CEO of Shipt, Kamau brings executive leadership experience in fast-paced industries, including retail, healthcare, and operations. His background in operational planning, process improvement, and team leadership equips him to oversee school administration and governance effectively.

Joe Hampton: With over 20 years of executive experience in the energy and utilities sector, Joe has a proven track record in leadership, community development, and operational excellence. His involvement in numerous boards and community initiatives demonstrates his ability to govern and lead organizations with a focus on sustainability and growth.

Curriculum, Instruction, and Assessment

Harriette Thompkins: Harriette has a strong background in curriculum implementation, data-driven instruction, and professional development. She has led school-wide formative assessments, daily data check-ins, and after-school tutoring programs, ensuring that 76% of 3rd-grade students achieved reading proficiency. Her work in developing the Early College Academy at Woodlawn High School further highlights her expertise in innovative curriculum design.

Dr. Santiago Borasino: As a Professor and Medical Director at the University of Alabama at Birmingham, Dr. Borasino brings expertise in educational program development, instructional design, and assessment. His experience in teaching and

mentoring medical students and fellows demonstrates his ability to design and implement rigorous academic programs.
Delicia Mason: With a Master of Science in Nursing Health Systems Administration, Delicia has experience in training and professional development. Her role as Vice President of Nursing Operations at Children's of Alabama involves overseeing educational programs for nursing staff, which translates well into curriculum and instruction management.

Financial Management

Kamau Witherspoon: As CEO of Shipt, Kamau has extensive experience in financial planning, budgeting, and resource allocation. His background in operational performance and readiness at UnitedHealthcare and Target further demonstrates his ability to manage large budgets and ensure financial sustainability.

Joe Hampton: Joe's role as President of Spire's Alabama and Mississippi natural gas utilities involves overseeing significant budgets and financial operations. His expertise in economic development and community engagement ensures that financial resources are allocated effectively to support organizational goals.

Harriette Thompkins: Harriette has managed Title I programs and coordinated funding for after-school tutoring and STEM initiatives, demonstrating her ability to oversee financial resources in an educational setting.

Performance Management

Harriette Thompkins: Harriette has a proven track record of improving school performance, as evidenced by her success in raising Wylam Elementary's State Report Card rating and reducing chronic absenteeism. Her use of data-driven strategies, such as weekly formative assessments and daily data check-ins, highlights her ability to monitor and improve performance.

Kamau Witherspoon: Kamau's experience in operational performance and process improvement at Target and UnitedHealthcare equips him to implement performance management systems that drive results. His focus on data-driven decision-making ensures that performance metrics are tracked and optimized.

Dr. Santiago Borasino: Dr. Borasino's work in outcomes research and quality improvement in pediatric cardiac care demonstrates his ability to measure and enhance performance in complex systems. His expertise in data analysis and evidence-based practices is directly applicable to school performance management.

Parent and Community Engagement

Harriette Thompkins: Harriette has successfully implemented community and parent engagement initiatives, such as bi-

annual walkthroughs and partnerships with local organizations. Her work in launching the House System and PBIS initiatives at Wylam Elementary has significantly improved school culture and community involvement.

Dr. Connie Hill: Dr. Hill's career has been dedicated to serving women and children, with a strong focus on community engagement. Her leadership at Girls Inc. of Central Alabama and involvement in numerous community boards highlight her ability to build strong partnerships and engage stakeholders.

Joe Hampton: Joe's extensive community involvement, including serving on boards for United Way, Habitat for Humanity, and the Birmingham Zoo, demonstrates his commitment to fostering community relationships. His leadership philosophy emphasizes collaboration and unity, which is essential for effective parent and community engagement.

Christopher Anderson: As a law enforcement officer and community leader, Christopher has experience in building trust and collaboration within communities. His work in crime prevention and youth community service aligns with the school's goals of fostering strong community ties.

The team's collective qualifications provide a strong foundation for successfully implementing the school design. Their expertise in leadership, curriculum development, financial management, performance monitoring, and community engagement ensures that the school will be well-equipped to achieve its mission of providing high-quality education in an inclusive and supportive environment. Each member brings unique strengths that complement the team's overall capacity to deliver on the school's vision.

c) Describe the group's ties to and/or knowledge of the target community.

Community Ties Narrative **The group has strong ties to and deep knowledge of the target community, as evidenced by their extensive professional and personal involvement in Birmingham and surrounding areas. Their collective experience demonstrates a commitment to serving the community and addressing its unique needs.**

1. Harriette Thompkins

Ties to the Community: Harriette has spent her entire career in Birmingham, serving as Principal of Wylam Elementary and Assistant Principal at Wylam K-8 School. Her work in improving school performance and implementing community engagement initiatives, such as bi-annual walkthroughs and partnerships with local organizations, demonstrates her deep connection to the community.

Knowledge of the Community: Harriette's experience in addressing chronic absenteeism, improving reading proficiency, and fostering school culture through programs like the House System and PBIS reflects her understanding of the challenges and opportunities within the Birmingham school system. Her role as a BCS Principal Mentor further highlights her commitment to supporting local educators and students.

2. Dr. Connie Hill

Ties to the Community: Dr. Hill has been a prominent figure in Birmingham's nonprofit sector for decades. As CEO of Girls Inc. of Central Alabama, she has worked directly with young women and families in the community. Her previous leadership at Pathways, an agency serving homeless women and children, further solidifies her ties to the local population.

Knowledge of the Community: Dr. Hill's work in expanding domestic violence services to rural areas and developing the first Safe Haven shelter for homeless mentally ill women in Alabama demonstrates her deep understanding of the community's social and economic challenges. Her involvement in organizations like One Roof and the Women's Foundation of Alabama reflects her commitment to addressing systemic issues.

3. Kamau Witherspoon

Ties to the Community: As CEO of Shipt, Kamau is based in Birmingham and has actively engaged with the local community. His role as a Founding Board Member of the

Invictus Career Institute and his involvement with The Lifting As We Climb Foundation highlight his commitment to local education and workforce development.

Knowledge of the Community: Kamau's leadership at Shipt, a company deeply embedded in the Birmingham community, has given him insight into the local economy and workforce needs. His focus on diversity, equity, and inclusion aligns with the community's values and priorities.

4. Joe Hampton

Ties to the Community: Joe is a lifelong resident of Birmingham and has deep roots in the community. As President of Spire's Alabama and Mississippi natural gas utilities, he has worked closely with local businesses, government agencies, and residents. His involvement with organizations like United Way, Habitat for Humanity, and the Birmingham Zoo further demonstrates his commitment to the community.

Knowledge of the Community: Joe's upbringing in Pratt City and his extensive community involvement have given him firsthand knowledge of the challenges faced by underserved populations. His focus on economic development and mentorship programs reflects his understanding of the community's needs and his dedication to creating opportunities for all.

5. Delicia Mason

Ties to the Community: Delicia has been a member of the Children's of Alabama family for over 20 years, serving in various leadership roles. Her work in critical care, emergency services, and nursing operations has connected her with families and healthcare providers across Birmingham.

Knowledge of the Community: Delicia's experience in healthcare has given her insight into the health and wellness challenges faced by the community. Her involvement in professional organizations like the American Organization of Nurse Leaders and the Birmingham Regional Organization of Nurse Leaders reflects her commitment to improving community health outcomes.

6. Christopher Anderson

Ties to the Community: Christopher has spent his entire career in Birmingham, serving as a law enforcement officer, Chief of Police at Talladega College, and Conviction Integrity Lead Investigator at the Bessemer District Attorney's Office. His work in crime prevention and community policing has strengthened his ties to local residents.

Knowledge of the Community: Christopher's experience in addressing crime and improving public safety has given him a deep understanding of the community's challenges. His involvement in youth community service and mentorship programs demonstrates his commitment to supporting young people in Birmingham.

7. Dr. Santiago Borasino

Ties to the Community: As a Professor and Medical Director at the University of Alabama at Birmingham, Dr. Borasino has worked closely with local healthcare providers, educators, and families. His role in pediatric cardiac care has connected him with families across the region.

Knowledge of the Community: Dr. Borasino's work in outcomes research and quality improvement reflects his understanding of the healthcare and educational needs of the community. His involvement in international service organizations like Heart Care International demonstrates his commitment to addressing health disparities.

Conclusion

The group's strong ties to and deep knowledge of the Birmingham community are evident in their professional roles, community involvement, and personal commitments. Their collective experience spans education, healthcare, nonprofit leadership, public safety, and economic development, providing a comprehensive understanding of the community's needs and strengths. This connection ensures that the school design will be tailored to the unique context of the target community, fostering meaningful engagement and sustainable impact.

d) 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 role and any resources they have contributed or plan to contribute to the school's development.

- **Children's Hospital:** As a community partner, Children's Hospital provides Invictus students with access to industry professionals, specialized learning resources, and real-world healthcare settings. Through mentorship opportunities, guest lectures, and fieldwork experiences, students gain firsthand insight into pediatric care, medical research, and patient interaction. Additionally, students will be able to engage in workshops focused on healthcare innovations, health policy, and medical ethics, giving them a comprehensive understanding of the healthcare field.

Lawson State Community College: Our partnership with Lawson State Community College offers Invictus students opportunities for dual enrollment, enabling them to earn college credit while still in high school. This partnership will allow students to access college-level health science courses, participate in advanced clinical labs, and gain access to college faculty who are experts in various health science fields. The collaboration ensures a smooth transition from high school to college, providing students with the academic rigor they need to succeed in post-secondary education.

Lifting As We Climb

The development of the Invictus Career Institute has been deeply rooted in collaboration with parents, community members, and local organizations. From September 2023 to September 2024, we worked closely with the Lifting As We Climb Foundation to facilitate a series of parent and community focus groups, with approximately 10 to 12 participants in attendance at each session. These focus groups provided invaluable feedback on the school's mission, programs, and community needs, ensuring that the Invictus Career Institute reflects the aspirations and priorities of the families it will serve.

In addition to parent and community input, we engaged with key industry and educational leaders to design a school that aligns with workforce needs and prepares students for success in health science careers. Representatives from Children's Hospital of Alabama, Baptist Health System, UAB West Hospital, and Lawson State Community College participated in our planning process, offering critical insights into industry trends, skills gaps, and career pathway opportunities. Their expertise directly informed the design of our health science career pathways and ensured that our curriculum will equip students with the knowledge and skills needed to thrive in high-demand fields.

Over the course of 13 planning sessions, parents, community members, and industry partners worked alongside our founding team to shape the vision and structure of the Invictus Career Institute. Their contributions have been instrumental in creating a school that is not only academically rigorous but also deeply connected to the needs of the community and the local economy. Moving forward, we remain committed to maintaining strong partnerships with parents, community members, and industry leaders to ensure the ongoing success and relevance of the Invictus Career Institute.

e) 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 charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Also provide, as an attachment, the qualifications, resume, and professional biography for this individual. Discuss evidence of the leader's ability to effectively serve the anticipated population.

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

Full-Time: School Director

Department: School Leadership

Start Date: TBD

Company Description

Invictus Career Institute (Invictus) is a growing, tuition-free public charter school dedicated to preparing students in the Birmingham area for careers in Health Sciences. Our approach is industry-aligned, student-centered, and equity-driven, ensuring that all students receive the skills, knowledge, and experiences necessary to thrive in high-demand healthcare fields.

At Invictus, we believe our students will be best prepared to succeed in the global Health Science industry if they are skilled in critical thinking, effective communication, and hands-on experience in real-world healthcare settings. We are intentional in building a culture of academic excellence, career readiness, and inclusivity.

Mission:

At Invictus Career Institute (Invictus), we are creating the Health Science leaders of tomorrow. Through rigorous, immersive, and industry-aligned instruction, we equip our students with the skills, curiosity, and inspiration to pursue meaningful careers that will challenge and reward them professionally and personally.

Vision:

We strive to create clearly defined pathways for our diverse student body to enter Health Science careers and to become highly respected leaders in the healthcare industry.

Equity Statement:

At Invictus, we believe that educational equity is the foundation for student success. We are committed to dismantling barriers that prevent students from reaching their full potential by fostering an inclusive, student-centered learning environment. Through intentional policies, personalized support, and community engagement, we ensure that every student, regardless of background, has access to high-quality education and career opportunities.

Invictus is an equal-opportunity employer. We hire and support diverse talent without consideration of race, religion, national origin, age, gender, sexual orientation, marital status, veteran status, or disability.

Job Description

Key Roles and Responsibilities

School Leadership

- **Provide visionary leadership to ensure outstanding student achievement and post-secondary success.**
- **Inspire students, families, and staff by fostering a high-expectations culture rooted in academic excellence, career readiness, and equity.**
- **Oversee the implementation of Invictus's core educational model, ensuring all students are career-ready and academically prepared.**
- **Manage and support the faculty and staff, ensuring high-performance expectations and professional growth.**
- **Develop and implement a School Improvement Plan, ensuring alignment with Invictus's mission and vision.**
- **Serve as a liaison between the school and families, ensuring a strong home-school connection.**

Instructional Leadership & Coaching

- **Lead a collaborative instructional culture, ensuring curriculum alignment with industry standards and state requirements.**
- **Oversee teacher recruitment, evaluation, coaching, and professional development.**
- **Ensure the effective use of data-driven instruction, including formative and summative assessments.**
- **Manage the curriculum development process, incorporating best practices in health sciences education.**
- **Provide specific, actionable feedback to teachers, fostering continuous instructional improvement.**
- **Implement differentiated professional development programs to support teacher growth.**

Family and Community Engagement

- **Build strong relationships with families to enhance student support and engagement.**
- **Oversee regular communication with parents, including academic progress updates, family meetings, and school-wide events.**

- **Work with staff to plan and execute family engagement initiatives that promote student success.**
- **Partner with the Director of Operations to translate and execute a community engagement plan.**

Student Support & School Culture

- **Establish and maintain a school culture of excellence, accountability, and care.**
- **Lead morning meetings and school-wide student culture initiatives.**
- **Oversee student behavior and support programs, ensuring consistency and fairness.**
- **Collaborate with counselors and student support teams to address social-emotional learning needs.**

Operational & Organizational Leadership

- **Work closely with the leadership team to develop and implement school-wide strategic plans.**
- **Manage the school budget and fiscal responsibilities, ensuring financial sustainability.**
- **Oversee hiring, staffing decisions, and scheduling to ensure efficient school operations.**
- **Participate in network-wide events, leadership training, and professional development.**

Minimum Qualifications

- **A deep belief that all students, regardless of background, can succeed in high school, post-secondary education, and careers.**
- **A commitment to ongoing professional growth and a willingness to engage in equity-focused leadership development.**
- **3+ years of teaching experience, preferably in urban schools and/or communities.**
- **3+ years of leadership experience as a Dean of Students, Director of Curriculum & Instruction, Assistant Principal, or equivalent leadership role.**

- **Experience in a high-performing charter school is highly preferred.**
- **Experience in a School Director/Principal role is preferred.**
- **Participation in a Principal/School Director Development Program is highly preferred.**
- **Evidence of strong leadership that has led to meaningful, measurable student achievement outcomes.**

At Invictus, we are a fast-paced, mission-driven team that is passionate about cultivating a transformational learning environment. To support our staff in achieving this mission, we offer:

- **Generous Paid Time Off (PTO) & Professional Development**
- **PEEHIP/RSA Retirement & Benefits**
- **Wellness Days**
- **Performance Bonuses for High Impact**

Invictus is not just a school—it's a movement to empower the next generation of healthcare leaders. If you're ready to transform education and change lives, we want you on our team!

Timeline for Hiring

1. Preparation (Month 1):

Finalize job description and qualifications.

Form a hiring committee (include board members, educators, and community representatives).

Develop a recruitment and selection plan.

2. Recruitment (Months 2-3):

Advertise the position through multiple channels (e.g., education job boards, professional networks, local media).

Partner with local universities, education organizations, and community groups to identify potential candidates.

Host informational sessions about the school and the leadership opportunity.

3. Application Review (Month 4):

Review applications and resumes to identify candidates who meet the qualifications.

Conduct initial phone screenings to assess fit and interest.

4. Interviews (Month 5):

Conduct first-round interviews with the hiring committee.

Select finalists for second-round interviews, which may include:

A presentation on their vision for the school.

A mock school improvement plan or data analysis exercise.

Meetings with staff, parents, and community members.

5. Selection and Offer (Month 6):

Conduct reference checks and background screenings for finalists.

Extend an offer to the top candidate.

Negotiate terms of employment and finalize the contract.

6. Onboarding (Month 7):

Provide the new school leader with a comprehensive orientation.

Facilitate introductions to staff, families, and community partners.

Support the leader in developing a transition plan for their first 90 days.

Criteria for Selection

1. Alignment with Mission and Vision:

Demonstrated commitment to the school's mission, values, and educational philosophy.

2. Leadership Experience:

Proven success in school leadership, including improving student outcomes and managing staff.

3. Instructional Expertise:

Strong knowledge of curriculum development, instructional strategies, and data-driven decision-making.

4. Community Engagement:

Experience building partnerships with families, community organizations, and stakeholders.

5. Cultural Competence:

Commitment to diversity, equity, and inclusion, with experience serving diverse populations.

6. Operational Skills:

Ability to manage budgets, resources, and school operations effectively.

7. Communication and Collaboration:

Excellent interpersonal skills and the ability to work collaboratively with diverse groups.

Recruiting and Selection Process

1. Recruitment Strategy:

Use a multi-channel approach to attract a diverse pool of candidates, including:

Education-specific job boards (e.g., Indeed, LinkedIn, NAIS, AASA).

Local and regional education networks.

Partnerships with universities and leadership programs.

Community outreach through local media and organizations.

2. Hiring Committee:

Include representatives from the board, staff, parents, and community members to ensure diverse perspectives.

3. Interview Process:

First Round: Focus on qualifications, leadership philosophy, and alignment with the school's mission.

Second Round: Assess practical skills through presentations, case studies, and stakeholder meetings.

4. Stakeholder Involvement:

Engage staff, parents, and community members in the interview process to gather feedback and ensure buy-in.

5. Reference Checks:

Conduct thorough reference checks to validate the candidate's experience, leadership style, and impact.

6. Final Decision:

The hiring committee will make a recommendation to the board, which will approve the final selection.

By following this structured timeline, criteria, and process, the school will be able to identify and hire a highly qualified school leader who is aligned with its mission and equipped to drive academic excellence, foster community engagement, and ensure operational success. The inclusive and transparent process will also build trust and support among stakeholders, setting the stage for a strong start to the school's leadership.

Supporting Documents

Space Holder.pdf

8.4 KB • Added 4 days ago

f) 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. Provide the qualifications, resumes, and professional biographies for these individuals if not so provided above. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

Invictus Career Institute’s leadership/management team will include the CEO, the School Director, and the Director of Operations. These positions are integral for a successful opening and operation of the school. These roles will support the academic and logistical needs of the school community and play key roles in the success of Invictus.

The Invictus Career Institute Leadership Team will consist of the Chief Executive Officer (CEO), School Director, and Director of Operations—three essential roles that will drive the successful launch, growth, and sustainability of the school. These leaders will work collaboratively to ensure high-quality academic programming, effective operational management, and a thriving school culture. Their collective expertise will provide the strategic vision, instructional leadership, and logistical oversight necessary to support students, staff, and families, ultimately shaping Invictus into a high-performing institution that prepares students for success in health sciences careers.

Director of Operations

The Director of Operations plays a critical role in the success of Invictus Career Institute by overseeing all non-instructional functions of the school. This individual will be responsible for ensuring that facilities, finances, compliance, and logistical operations are managed with efficiency, precision, and excellence. By maintaining a safe, organized, and well-resourced environment, the Director of Operations will enable teachers, students, and staff to focus on academic achievement and career preparation.

Key Responsibilities

1. Facilities & Safety Management

- **Ensure that all school facilities are safe, clean, and well-maintained, with a focus on specialized health science labs and classrooms.**
- **Oversee maintenance, repairs, and upgrades, coordinating with vendors and service providers.**
- **Develop and enforce safety protocols, emergency preparedness plans, and health compliance standards.**

2. Financial & Budget Oversight

- **Manage the school’s budget, ensuring efficient allocation of funds to support instructional and operational priorities.**
- **Oversee day-to-day financial operations, including purchasing, vendor management, and expense tracking.**

- **Work closely with the School Director and CEO to align financial strategies with school goals and compliance requirements.**

3. Logistics & Scheduling

- **Oversee daily school schedules, ensuring smooth coordination of academic programs, extracurricular activities, and operational needs.**
- **Manage transportation services, ensuring timely and safe student transit.**
- **Organize special events, professional development sessions, and school-wide initiatives.**

4. Compliance & Risk Management

- **Ensure compliance with all local, state, and federal regulations, including those related to education, health, and safety.**
- **Oversee licensing, inspections, and reporting requirements to maintain school accreditation and operational approval.**
- **Proactively identify and address potential risks, implementing policies and procedures to maintain a safe and legally compliant environment.**

Qualifications & Skills

1. Experience in School Operations & Leadership

- **5+ years of experience in school operations, facilities management, finance, or logistics.**
- **Background in charter school operations, K-12 administration, or educational facilities management preferred.**

2. Strong Organizational & Analytical Skills

- **Ability to manage multiple projects simultaneously while maintaining a high level of attention to detail and efficiency.**
- **Proven expertise in strategic planning, resource allocation, and problem-solving.**

3. Financial & Budgeting Expertise

- **Experience in budget management, purchasing, and financial oversight in an educational or nonprofit setting.**
- **Ability to analyze financial data to support cost-effective decision-making.**

4. Problem-Solving & Crisis Management Skills

- **Ability to identify operational challenges and implement creative, cost-effective solutions.**
- **Strong decision-making skills, especially in high-pressure situations.**

5. Educational Background

- **Bachelor's degree in Operations Management, Business Administration, Educational Leadership, or a related field (Master's degree preferred).**

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g) 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.

The CEO/School Lead will work full time and the Director of Operations will be work part time, Through identified financial support of donors as well as Charter School Start up funding, these 2 individuals will be compensated.

Conflict of Interest
Narrative

NA

Element Review

Reviews is not provided

4. OPERATIONS PLAN AND CAPACITY

Effective management, including oversight by a governing board, is critical for long term and sustainable school success. This section outlines the organizational aspects necessary for effective management of a high-quality public charter school.

1. Organization Structure and Relationships

Reviewer Instructions

Please rate this section using the following rubric.

Status: **Not Reviewed**

Form Result

The organization 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/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

Overarching Standard/Criteria: Evidence of organizational charts for governance, management and staffing.

Evidence needed for addressing the overarching standard:

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Invictus Org Chart_Full Build Out (1).pdf

78.88 KB • Added 4 days ago

Invictus School Director Job Description.docx.pdf

80.15 KB • Added 4 days ago

Major Responsibilities.pdf

62.1 KB • Added 4 days ago

Element Review

Reviews is not provided

2. Governing Board

Reviewer Instructions

Please rate this section using the provided rubric.

Status: **Not Reviewed**

Form Result

The governing board holds the charter contract and should be an active participant in overseeing the school in partnership with the school administration. The board is

responsible for the success of the school and should be responsive to the various stakeholders. The board should periodically evaluate the leadership team and hold the team responsible for school performance.

Overarching Standard/Criteria: Evidence of an effective and ethical governing philosophy and structure that directly and consistently guides the board toward educational and operation success and effective representation of key stakeholders, including parents.

Evidence needed for addressing the overarching standard:

- a) Describe clearly the governance structure of the proposed school, including the primary roles of the governing board members. In this explanation, please include the following:
- i) Describe the size, current and desired composition, powers, and responsibilities of the governing board;
 - ii) Identify key skills and areas of expertise desired among board members;
 - iii) Identify key constituencies/stakeholders that will be represented on the governing board.

Governance Structure

Invictus Career Institute has a self-perpetuating board of directors that manages its membership subject to its regulations as identified in its ByLaws. The ByLaws indicate that the Board will include four elected officers to meet specific organizational needs. Each officer will serve a renewable two-year term for a maximum of three consecutive terms. Executive positions include a president, a vice president, a secretary, and a treasurer. Each remaining position will be an at-large voting position.

Board members have fiduciary duties to the organization, including care, loyalty, and obedience.

- **The duty of care includes exercising prudent judgment in all decisions for the school and its stakeholders.**
- **The duty of loyalty requires board members to act in good faith and in the school's best interest.**
- **The duty of obedience dictates that board members adhere to all policies, laws, and regulations while governing the charter school.**

Primary Role

Board members will be responsible for the school's governance, while the administration will be responsible for the school's day-to-day operations. The board's primary responsibilities are communicating and measuring the school's success in reaching key objectives. These include the following:

- 1. Ensuring the success and effectiveness of the school's academic program.**
- 2. Ensure that the school complies with all statutory and regulatory requirements while working within the bounds of its charter and taking regular strides in meeting its mission.**
- 3. Continually ensure that the school is financially healthy, is appropriately staffed, and regularly meets or exceeds goals set by the board.**

Board Meetings

Board meetings will occur at least once per month, ten months each year, and will fully comply with the Alabama Open Meetings Act. Additional meetings may be called as necessary and will continue to abide by all Alabama Open Meetings Act provisions.

Committees will meet at designated times between the regular monthly board meetings to conduct a thorough analysis, discussion, and decisions to be recommended to the full board

during the regular meetings to ensure that all aspects of the charter school continue to develop toward reaching the school's stated mission.

Interaction with the Principal Leader

The board will identify a highly qualified school leader as Principal Leader and will approve this position upon charter authorization. The Board will support the efforts of the Principal Leader and the leadership team to bring the mission to fruition.

A strong relationship between the Board of Directors and the school leader is key to success. The working relationship between the board and the Principal Leader is one of transparency, mutual respect, and trust and is anchored in effective communication. The board will consistently collect data from the school leader in the following areas:

- Academic Achievement,
- School Climate and Culture,
- Financial health

After receiving feedback and guidance from the Board of Directors, the Principal Leader will create a plan that responds to the successes and challenges indicated in the data. The evidence provided will be the basis for the Principal Leader's annual evaluation. This evaluation will occur formally every school year by the Governance Committee. It will be shared with the full board before discussing the findings and possible improvement plans with the Principal Leader. The final evaluation will be saved in the personnel folder of the Principal Leader.

Founding Board Member Selection

The proposed board comprises members representing the community's demographics and diversity. This will be the continual goal as members cycle on and off the board. They bring a wealth of knowledge and demonstrate sustainability, fiscal responsibility, and organizational growth, as demonstrated by the success of their endeavors.

Committees

Bylaws indicate that the Board of Directors will have standing committees. Additional Board committees or task forces may be added as needed by the resolution of the Board. Select committees will include our parents and business communities to involve key stakeholder groups further. They will be established to receive community feedback and provide input on various topics affecting the school. Committees will include members of the Board, staff members, parents, and community members, as determined in the resolution. Each committee meets once per month and is composed of a

minimum of 2 active Board of Directors, except for the Governance Committee, which comprises three active members. Committees will serve as a vetting process for community members interested in serving on the Board of Directors.

Governance Committee. The purpose of this committee is to ensure the Board has the necessary strength to govern Invictus Career Institute. In addition, the Governance Committee will create tools for evaluating the strength of the Board and provide development opportunities for members. The Governance Committee will also be responsible for new members' identification, recruitment, nomination, and training. The committee will develop a succession plan in which each member is tasked with replacing not only him- or herself but also recruiting one or two additional board members. Potential candidates will be invited to serve on one of the committees as a trial period for both the board and the individual. If a board position becomes available, these committee members or new members may be elected to the board within three months of the vacancy, depending on the needs of the current board. Otherwise, they will be elected to the board at its annual meeting. This Committee will receive input from community leaders and parents before submitting nominations to the Board for approval. This will ensure all stakeholders have a voice and involvement in selecting Directors.

Finance Committee. The purpose of this committee is to closely oversee the school's financial management and work with the Principal Leader, or appropriate designee, and back-office financial provider to ensure fiscal responsibility and sustainability. The Finance Committee's tasks will include reviewing monthly cash flow statements, preparing financial reports, presenting these reports to the Board, and taking the lead in hiring the school's auditor and interpreting the financial audit results for the Board as a body.

Academic Accountability Committee. This committee aims to work with the School Director to analyze students' academic progress and ensure that the school meets accountability goals outlined in the charter application and any additional internal measures of success that the board and school leadership may establish. During the start-up phase of the school, this committee will also support the recruitment and enrollment efforts of the school.

Development Committee. This committee shall advise in external communications and developing and implementing fundraising goals and programs. Its responsibilities may include setting annual fundraising goals, developing periodic capital campaigns, providing for appropriate parent and alumni communications, and continuing the cultivation of support for

Invictus Career Institute. The Development Committee shall also advise with efforts to strengthen communication and outreach programs for parents and develop programs to better communicate with and maintain the support of the Invictus Career Institute broader community of alumni, neighborhood residents, education and business communities, and others.

b) Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups. Include how the board will interact with the principal/head of school and any advisory bodies. Attach the governing bylaws for the proposed school.

Governance Philosophy

Invictus Career Institute's Board of Directors consists of a diverse group of committed professionals who will work to ensure equal access to high-quality education for the children and families of the Bessemer, AL community. Under the general supervision of the Alabama Public Charter School Commission and in compliance with the charter agreement and the Alabama School Choice and Student Opportunity Act, the Board of Directors oversees the strategic direction of Invictus Career Institute. It also commits to providing fiduciary oversight; the Board will select, support, and evaluate the Chief Executive Officer/Executive Director.

Governance Philosophy

The governance philosophy that guides Invictus Career Institute's board consists of principles that shape the board's decision-making processes, policies, and practices. It provides a framework for how the board operates and promotes a culture of continuous improvement by setting clear expectations for academic performance, financial management, and compliance with legal and regulatory requirements. Each member commits to:

- Oversee the educational program, ensuring the mission and vision are guiding principles for strategic planning,
- Develop, vote, and provide oversight of policies and procedures for the school,
- Hire, support, and evaluate the Principal,
- Ensure effective long-term business and organizational planning,
- Lead efforts in funding opportunities,
- Maintain accountability to the needs of the community

Founding board members will transition to the governing body immediately upon charter authorization. Each member will operate under the term limits outlined in Invictus Career Institute's Bylaws. Directors shall serve staggered terms to balance continuity. Under Alabama law, 20% of the Board will consist of a parent representative based upon their ability to support the mission of Invictus Career Institute through professional expertise.

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Invictus Career Institute - _INP Bylaws for
501c3.docx.pdf

272.94 KB • Added 4 days ago

c) Explain how this governance structure and composition will help ensure that

- i) The school will be an educational and operational success;
- ii) The board will evaluate the success of the school and school leader;
- iii) There will be active and effective representation of key stakeholders, including parents.

Governance Composition

Board members will be responsible for the school's governance, while the administration will be responsible for the school's day-to-day operations. The board's primary responsibilities are communicating and measuring the school's success in reaching key objectives. These include the following:

- 1. Ensuring the success and effectiveness of the school's academic program.**
- 2. Ensure that the school complies with all statutory and regulatory requirements while working within the bounds of its charter and taking regular strides in meeting its mission.**
- 3. Continually ensure that the school is financially healthy, is appropriately staffed, and regularly meets or exceeds goals set by the board.**

Board Meetings

Board meetings will occur at least once per month, ten months each year, and will fully comply with the Alabama Open Meetings Act. Additional meetings may be called as necessary and will continue to abide by all Alabama Open Meetings Act provisions.

Committees will meet at designated times between the regular monthly board meetings to conduct a thorough analysis, discussion, and decisions to be recommended to the full board during the regular meetings to ensure that all aspects of the charter school continue to develop toward reaching the school's stated mission.

Interaction with the Principal Leader

The board will identify a highly qualified school leader as Principal Leader and will approve this position upon charter authorization. The Board will support the efforts of the Principal Leader and the leadership team to bring the mission to fruition.

A strong relationship between the Board of Directors and the school leader is key to success. The working relationship between the board and the Principal Leader is one of transparency, mutual respect, and trust and is anchored in effective communication. The board will consistently collect data from the school leader in the following areas:

- Academic Achievement,**
- School Climate and Culture,**
- Financial health**

After receiving feedback and guidance from the Board of Directors, the Principal Leader will create a plan that responds to the successes and challenges indicated in the data. The evidence provided will be the basis for the Principal Leader's annual evaluation. This evaluation will occur formally every school year by the Governance Committee. It will be shared with the full board before discussing the findings and possible improvement plans with the Principal Leader. The final evaluation will be saved in the personnel folder of the Principal Leader.

d) List all current and identified board members and their intended roles. Provide the qualifications, interest for serving on the board, full resume, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment.

Board Members

Delicia Mason, with her backgrounds in healthcare operations and nursing leadership, bring expertise in organizational management, professional development, and creating systems that support high-quality service delivery—skills that are transferable to managing a school’s operations and staff. Her experience in healthcare operations also highlights their ability to manage complex systems and ensure high-quality outcomes—skills that will translate well to overseeing the school’s workforce development initiatives.

Christopher Anderson is a retired Birmingham Police Department veteran with 27 years of experience in law enforcement. Christopher also co-hosted the Investigation Discovery (ID) channel’s television series “Reasonable Doubt” for the past six years, and previously solved crimes on air for A&E’s First 48-Birmingham. In addition to proficiently handling robbery, burglary, and narcotics investigations, Christopher has solved over 92% of his murder cases with a 100% conviction rate. He now wants to impact our entire community and the lives of youth before it is too late.

Andrew B. Loehr, DNP, RN, CPNP is a seasoned healthcare executive and nurse leader with a deep commitment to operational excellence and community service. As the Senior Vice President and Chief Operating Officer at Children’s of Alabama, he oversees daily operations, strategic growth initiatives, and quality improvement efforts for a major pediatric healthcare system. With a Doctor of Nursing Practice in Executive Leadership from the University of Alabama at Birmingham, Dr. Loehr has extensive experience in healthcare administration, patient care, and team leadership. His passion for education, innovation, and service makes him a valuable asset to the founding board of ICI, where he aims to contribute his leadership expertise to foster student success and organizational growth.

Santiago Borasino, MD, MPH is a dedicated pediatric cardiac intensivist and healthcare leader with a strong background in critical care medicine. As a founding board member, Dr. Borasino brings extensive experience in leadership, education, and community service. He currently serves as the Medical Director of the Cardiovascular Intensive Care Unit at Children's of Alabama and a Professor in the Division of Cardiology at the University of Alabama at Birmingham. Dr. Borasino holds a Master of Public Health from Harvard University and has a passion for advancing healthcare quality, mentoring future professionals, and fostering educational excellence. His commitment to innovation and community engagement makes him a valuable asset to the charter school's mission.

Joe Hampton is an accomplished business leader with extensive experience in operations management and strategic leadership. As President of Spire’s Alabama, Gulf Coast, and Mississippi division, he has successfully led teams and implemented initiatives that drive efficiency and growth. With a background in engineering and business administration, including degrees from the University of Alabama and Troy University, Joe brings a strong analytical and problem-solving approach to leadership. His experience in field operations, system integrity, and executive management equips him with the skills to support the charter school’s mission. As a founding board member, Joe is committed to fostering educational excellence, operational sustainability, and community engagement to create opportunities for our students.

Kamau Witherspoon is a dynamic executive leader with extensive experience in business operations, strategy, and organizational excellence. As the CEO of Shipt and a board member of NNN REIT, Inc., he has a proven track record of driving innovation, operational efficiency, and customer-focused solutions. His leadership experience spans Fortune 500 companies, including Target, UnitedHealth Group, and Yum! Brands, where he spearheaded large-scale initiatives in operations, risk management, and performance optimization. A former U.S. Navy Lieutenant Commander, Kamau brings a strong foundation in leadership, discipline, and strategic planning. Holding degrees from Morehouse College and Old Dominion University, he is passionate about community development and educational opportunities. As a founding board member of ICI, Kamau leverages his expertise to foster a culture of excellence, innovation, and student success.

Connie Hill is a dedicated nonprofit leader and educator with a passion for empowering communities through education and advocacy. As the President and CEO of Girls Inc. of Central Alabama, she has spent the past decade leading initiatives that inspire and equip young women with the skills to achieve success. With a background in political science and public policy, including a Ph.D. from the University of Maryland, Connie has also served as an adjunct professor at Birmingham-Southern College for nearly two decades. Her extensive experience in nonprofit management, program development, and community outreach—spanning leadership roles at Pathways, the YWCA of Central Alabama, and United Way—makes her a vital asset to the founding board of ICI. Connie's expertise in fostering inclusive, equitable learning environments will help shape the school’s vision for student

success.

Delicia Mason, with her backgrounds in healthcare operations and nursing leadership, bring expertise in organizational management, professional development, and creating systems that support high-quality service delivery—skills that are transferable to managing a school’s operations and staff. Her experience in healthcare operations also highlights their ability to manage complex systems and ensure high-quality outcomes—skills that will translate well to overseeing the school’s workforce development initiatives.

File Upload

Dr. Connie Hill Biography.pdf

42.08 KB • Added 4 days ago

Borasino CURRICULUM VITAE 2023.doc

134 KB • Added 4 days ago

Joe Hampton Biography.pdf

59 KB • Added 4 days ago

Delicia Mason Biography.pdf

39.17 KB • Added 4 days ago

CV- Andrew B. Loehr 2025.doc

73 KB • Added 4 days ago

Anderson, Chris - Updated.doc

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Kamau Witherspoon Bio Feb 2025.docx (1).pdf

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e) Disclose any potential conflict of interest for identified board members and their association with the school. Consult the Alabama Ethics Law. *Ala Code* § 36-25-1 through 36-25-30 (1975).

Conflict of Interest

NA

f) If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.

Transition Narrative

Should Invictus Career Institute be granted a charter, members of the Founding Board will transition to the governing board but will also include the addition of at least two more board members. The founding board will also seek community input and recommendations for potential board members with individual skills and collective expertise in both for-profit and nonprofit arenas, legal, finance, entrepreneurship, technology, STEM, small business, operational management, strategic development, program management, human resources, community engagement, parental engagement, student advocacy, fund raising, and community outreach. While some of the selection process for governing board members is already underway, the transition to the formal governing board will occur within sixty days of charter approval.

g) If this application is being submitted by an existing non-profit organization respond to the following:

- i) Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?
- ii) 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.
- iii) If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit board will be.

Formation of a new board NA

Element Review

Reviews is not provided

3. Legal Status and Governing Documents

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Not Reviewed

Form Result

Only organizations that have a 501(c)(3) non-profit federal tax-exempt status may hold a charter school contact in the State of Alabama.

Overarching Standard/Criteria: Evidence of non-profit and federal tax-exempt status.

Evidence needed for addressing the overarching standard:

Legal Status

The proposed charter school, Invictus Career Institute, is organized as a non-profit corporation under the laws of the State of Alabama. Invictus Career Institute is an established non-profit with 501(c)(3) non-profit status and has a Tax Identification Number. A copy of Articles of Incorporation, the tax-exempt status, and non-profit status are provided in the attached documents.

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Invictus Career Institute _ Determination Letter.pdf

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b) Attach, the completed and signed Statement of Assurances (template provided).

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Andy Loehr Statement of Assurances.pdf

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Element Review

Reviews is not provided

4. Advisory Bodies

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Not Reviewed

Form Result

Advisory bodies, including professional organizations, can provide valuable insight to enhance the effectiveness of the governing board and school administration. Applicants are encouraged to consult with these outside bodies, and secure their participation, to strengthen the application. New advisory bodies tied to the school become stakeholders in the success of the institution and should be included in the decision-making process.

Overarching Standard/Criteria: Compelling evidence of the use of advisory bodies to directly and consistently enhance the successful operation of the school.

Evidence needed for addressing the overarching standard:

a) List any existing professional organization or body that will be joined or consulted by the governing board to inform their work

None Identified at this time

Advisory Bodies Formed **In an effort to further involve key stakeholder groups, Invictus Career Institute's By-Laws provide for the creation of Advisory Boards. The advisory board for Invictus Career Institute will be a Community Advisory Board, which will be composed of members of our parent and neighborhood communities. The Advisory Board is one indicator for how Invictus Career Institute will attempt to receive community participation and input on various topics affecting the school. Invictus Career Institute will actively seek the participation of the various stakeholder groups listed above through community outreach. At least one member of the Board of Directors will serve on the Advisory Board in an effort to facilitate and ensure communication between the Advisory Board and the Board of Directors. The Board Member(s) serving on the Advisory Board will keep the Board of Directors current on any issues with the relevant Advisory Board and can invite members of the Advisory Board to present at a Board of Directors meeting. Further, the Advisory Board will report to the Principal Leader to assist in addressing issues relevant to the Advisory Board.**

Element Review

Reviews is not provided

5. Grievance / Complaint Process

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Not Reviewed

Form Result

Provide documentation for a grievance policy that gives students and parents due process rights.

Overarching Standard/Criteria: Evidence of a useful grievance process for use by parents and students.

Evidence needed for addressing the overarching standard:

a) Explain the process 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. Attach any adopted policies or procedures.

We welcome families as collaborative partners in ensuring the academic success of every Invictus Career Institute student and commit to an open-door policy and fair and honest treatment, free of discrimination or harassment. If a parent or student objects to a governing board policy or decision, administrative procedure, or practice at the school that remains unresolved through traditional interventions, we utilize a defined grievance procedure to resolve complaints based upon guidance from the National School Boards Association (NSBA).

All grievance processes will follow the identified steps below:

Type/Level of Objection:	Informal Discussion With:	Formal Complaint Sent To:	Appeal Sent To:	Final Appeal (if applicable)
Teacher or Classroom Level Objection	Classroom Teacher or School Employee	School Administrator	Board of Director	AL Public Charter School Commission
School Administrator or Administrative Practice or Procedure	School Administrator	School Administrator	Board of Director	AL Public Charter School Commission
Governing Board Policy	School Administrator	Board of Directors	AL Public Charter School Commission	Not Applicable, The Commission is the Authorizing Body and has the final decision

Step 1: Informal Discussion: The first step is for parents or students to have an informal discussion with the relevant school staff member or other appropriate person who can address the concern. This discussion aims to clarify the issue and seek a resolution at the lowest level possible.

Step 2. Formal Complaint: If the informal discussion does not resolve the issue satisfactorily, the parent or student may file a formal complaint by completing a digital complaint form on the website or writing a letter detailing the objection and submitting it to the Head of School. The complaint should clearly state the policy, decision, procedure, or practice being objected to and provide any supporting evidence or documentation.

Step 3. Review by School Administration: Once the formal complaint is received, the school administration or authorizing body will examine the complaint and begin an investigation within 5 business days. This could involve interviewing relevant parties, reviewing relevant documents, and examining other evidence related to the issue. The investigation aims to ensure that all perspectives are considered, and that a fair and informed decision can be made.

Step 4. Decision and Resolution: Based on the information gathered during the review and investigation process, a decision will be made by the school administration or authorizing body within 30 days. The school administration will communicate the decision to the parent or student in writing, clearly explaining the rationale behind the decision.

Step 5. Appeal Process: If the parent or student is unsatisfied with the decision, they may submit a written appeal to a higher-level authority, such as the Executive Director or the Board of Directors. If the complaint involves the Executive Director, a formal letter of complaint is sent to the Board of Directors. A written appeal is sent to the Charter Authorizer if the complaint involves the Board of Directors.

Step 6. Review by Higher-Level Authority: Once an appeal is submitted, it will be reviewed by the higher-level authority (see Table above) designated in the appeal process. This authority will examine the complaint, review any relevant documentation, and consider any additional information provided by both parties involved. They may also conduct their investigation if necessary.

Step 7. Final Decision: After reviewing the appeal, the higher-level authority will decide on the objection raised within 30 days. This decision is written to the parent and student and clearly explains its rationale. In some cases, this decision may be considered final and binding, while in others, further avenues for appeal may be available by the board. Families

may appeal to the Alabama Public Charter School Commission if the grievance remains unresolved and involves an alleged state or federal policy violation.

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Element Review

Reviews is not provided

6. Staff Structure

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Not Reviewed

Form Result

Provide a staffing chart that identifies all key personnel necessary to operate a high-quality public charter school.

Overarching Standard/Criteria: Evidence of a staffing chart that identifies all personnel.

Evidence needed for addressing the overarching standard:

- a) Attach a completed staffing chart for the school that includes:
- i) Year 1 positions, as well as positions to be added in future years;
 - ii) Administrative, instructional, and non-instructional personnel;
 - iii) The number of classroom teachers, paraprofessionals, and specialty teachers; and
 - iv) Operational and support staff.

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Invictus Org Chart_Year 1 (1).pdf

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- b) Identify key responsibilities within the staffing chart including, but not limited to,
- i) Child Nutrition;
 - ii) Federal Programs;
 - iii) Transportation (if applicable); and
 - iv) Financial Reporting.

Board of Directors

Responsibilities:

Provide governance and oversight for the school's mission, vision, and strategic goals.

Approve budgets, policies, and major operational decisions.

Ensure compliance with legal and regulatory requirements.

Support fundraising and community engagement efforts.

Chief Executive Officer (CEO)

Responsibilities:

Serve as the primary leader and spokesperson for the school.

Oversee the implementation of the school's mission, vision, and strategic plan.

Manage relationships with the Board of Directors, community partners, and stakeholders.

Ensure the school's financial sustainability and operational efficiency.

School Director

Responsibilities:

Lead the day-to-day operations of the school.

Supervise academic and administrative staff.

Ensure high-quality instruction and student achievement.

Develop and implement school policies and procedures.

Serve as the primary liaison between the school and the CEO/Board of Directors.

Community Advisory Board

Responsibilities:

Provide input and feedback on school programs, policies, and community engagement.

Support the school's mission by fostering partnerships with local organizations and businesses.

Advocate for the school within the community.

Dean of Students

Responsibilities:

Oversee student behavior, discipline, and attendance.

Support the social-emotional well-being of students.

Collaborate with teachers and staff to create a positive school culture.

Manage the Special Education (SPED) and student support teams.

SPED & Student Support Coordinator

Responsibilities:

Coordinate special education services and accommodations for students with disabilities.

Oversee Individualized Education Programs (IEPs) and 504 plans.

Provide training and support to SPED teachers and paraprofessionals.

Collaborate with teachers and parents to ensure student success.

SPED Teachers

Responsibilities:

Provide specialized instruction to students with disabilities.

Develop and implement IEPs in collaboration with the SPED Coordinator.

Monitor student progress and adjust instructional strategies as needed.

Collaborate with general education teachers to support inclusion.

Paraprofessionals

Responsibilities:

Assist SPED teachers in delivering instruction and supporting students.

Provide one-on-one or small-group support to students with disabilities.

Help manage classroom behavior and ensure a safe learning environment.

Director of College/Career

Responsibilities:

Develop and oversee college and career readiness programs.

Coordinate partnerships with colleges, universities, and employers.

Provide guidance on post-secondary planning, including college applications and career pathways.
Organize career fairs, internships, and job shadowing opportunities.

Director of Math/Science

Responsibilities:

Lead the math and science departments, ensuring high-quality instruction.

Develop and align curriculum with state standards and school goals.

Provide professional development and support to math and science teachers.

Monitor student achievement and implement interventions as needed.

Director of ELA/Social Studies

Responsibilities:

Lead the English Language Arts (ELA) and social studies departments.

Develop and align curriculum with state standards and school goals.

Provide professional development and support to ELA and social studies teachers.

Monitor student achievement and implement interventions as needed.

Director of Operations

Responsibilities:

Oversee the school's non-academic operations, including facilities, transportation, and security.

Manage the school budget and ensure efficient use of resources.

Supervise the Office Manager, Bookkeeper, and contracted services (e.g., child nutrition, maintenance).

Ensure compliance with health, safety, and regulatory requirements.

Teachers

Responsibilities:

**Deliver high-quality instruction in core subjects and electives.
Develop lesson plans aligned with curriculum standards and student needs.**

Assess student progress and provide feedback to students and parents.

Participate in professional development and collaborate with colleagues.

Office Manager/Receptionist

Responsibilities:

Manage the school's front office and serve as the first point of contact for visitors.

Handle administrative tasks, including answering phones, managing correspondence, and maintaining records.

Support the School Director and other staff with scheduling and logistics.

Nurse

Responsibilities:

Provide health services to students, including first aid and medication administration.

Maintain student health records and ensure compliance with health regulations.

Educate students and staff on health and wellness topics.

Bookkeeper

Responsibilities:

Manage the school's financial records, including payroll, accounts payable, and accounts receivable.

Prepare financial reports for the School Director and Board of Directors.

Ensure compliance with financial policies and regulations.

Contracted Services

Responsibilities:

Child Nutrition: Provide healthy meals and snacks for students in compliance with federal and state guidelines.

Transportation: Ensure safe and reliable transportation for students to and from school.

School Security: Maintain a safe and secure school environment through monitoring and emergency preparedness.

Maintenance: Ensure the school facility is clean, functional, and well-maintained.

c) Explain how the relationship between the school's senior 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.

Relationship management
narrative

Invictus Career Institute will develop an organizational structure that is optimized for student success. As a general rule, Invictus Career Institute will be structured according to the following model: The school leader will manage the administrative team, which consists of a Dean of Students and the Director of Operations. The Director of Operations will oversee the operations staff, such as the front office staff, maintenance, lunch program, etc. The Dean of Students will supervise the Instructional Coaches and Counselor/Mental Health Coordinator. The Instructional Coaches will, in turn, oversee the Classroom Teachers and academic support staff. Invictus Career Institute will adopt this model to best accommodate the unique needs of our students, with an anticipated average of 1:16 student-teacher ratio, and an average 1:11 total adult to student ratio over the first five years.

Element Review

Reviews is not provided

7. Staffing Plans, Hiring, Management, and Evaluation

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Not Reviewed

Form Result

Provide details on the hiring and management of school staff that provides opportunities for meaningful staff contributions and gives staff rights suitable to their position.

Overarching Standard/Criteria: Evidence of appropriate contractual relationships with staff.

Evidence needed for addressing the overarching standard:

a) Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school uses contracts, explain the nature and purpose of the contracts. Attach any personnel policies or an employee manual, if developed.

Trust and accountability will be the relationship between the Board and the Principal Leader. The School Director, along with the leadership team, will hire and evaluate the employees and share data and recommendations for hiring, renewals, terminations, and raises for collective approval. The board president or a designee is expected to communicate with the Principal Leader to stay abreast of any needed information related to employees. All employees will direct their communications to the School Director, and the board will communicate with the employees through the Principal Leader. Invictus Career Institute employees will be at-will employees and receive an annual offer letter outlining their employment terms, annual pay, supervisor, and job description to represent the intended expectations between ICI and the employee. Invictus Career Institute leadership team will develop an initial draft of a Faculty Handbook in collaboration with NSFA, policy consultants, and the governing board, and the Principal Leader will further develop the staff/employee handbook based on research and in compliance with all applicable laws. The handbook will include professional standards, policies, and practices for academics, operations, and finances. Upon Charter approval, the leadership team will conduct a final review before submitting for approval by the governing board; the handbook will then become an official school document. Staff members will acknowledge receipt of the handbook upon hiring and be trained on its components during In-Service training.

At Invictus Career Institute, the relationship between the leadership team and staff will be built on clear communication, well-defined roles, and a collaborative decision-making process. The goal is to create a supportive, professional, and dynamic work environment where mutual respect, continuous development, and alignment with the school's mission are the foundation of daily operations. By fostering these values, the leadership team seeks to empower staff members at every level—from educators to support personnel—ensuring they feel valued, informed, and equipped to succeed in their roles. A clear structure of roles and responsibilities will provide stability and accountability within the organization. The leadership team, which includes the School Director, Director of Operations, Academic Leadership, and Department Heads, will oversee the strategic planning, financial management, and overall operational success of the institution. Their primary responsibility will be ensuring that all aspects of the school function effectively to support student success. Meanwhile, teachers, administrative staff, and student support personnel will have clearly outlined job descriptions detailing specific

duties, reporting structures, and performance expectations. These expectations will be documented in the staff handbook, providing transparency and clarity to all employees regarding their responsibilities and organizational policies. This structured approach will promote efficiency, accountability, and alignment with institutional goals.

Maintaining open and effective communication is essential to fostering a collaborative work environment. Invictus will implement a variety of strategies to ensure that all staff members remain informed and engaged. Weekly staff meetings will serve as a platform to discuss school updates, address concerns, and ensure that all employees remain aligned with the school's vision. Additionally, departmental meetings led by department heads will provide more focused discussions on specific goals and challenges within instructional teams, student support services, and operational areas. To further encourage transparency and trust, an open-door policy will allow staff members to bring forward their ideas, concerns, or suggestions directly to leadership, ensuring that their voices are heard and considered in decision-making processes. In addition to direct communication, Invictus will implement formal feedback mechanisms, such as staff surveys and suggestion boxes, allowing employees to share their perspectives regularly. Leadership will actively review this feedback and take actionable steps to address concerns, ensuring a culture of continuous improvement and responsiveness.

Beyond communication, shared decision-making and staff involvement will be fundamental to fostering a sense of ownership and collaboration within the school. The leadership team will encourage participation in committees and working groups dedicated to specific areas, such as curriculum development, student support services, operational improvements, and community engagement. These committees will provide staff members with opportunities to contribute their expertise, influence policy, and help shape the direction of the institution. Furthermore, regular input sessions will allow employees to engage in discussions about school initiatives, ensuring that leadership decisions reflect the collective knowledge and experience of the staff. By promoting a culture of inclusion and shared leadership, Invictus will create an environment where employees feel valued, motivated, and committed to the school's success.

A strong emphasis will also be placed on professional development and career advancement, ensuring that all employees have access to opportunities for growth, learning, and leadership development. At the start of each academic year, leadership will work with staff members to create

individualized professional development plans that align with both their personal career aspirations and the school's broader objectives. These plans will include access to skill-building workshops, industry certifications, and leadership training programs tailored to the needs of both educators and support staff. Additionally, Invictus will implement a mentorship program, where new employees, particularly teachers, will be paired with experienced mentors to help them transition smoothly into their roles and receive ongoing support. Financial assistance may also be provided for employees pursuing further education, advanced certifications, or specialized training, reinforcing the institution's commitment to investing in its people. By fostering a culture of lifelong learning, Invictus will not only support individual career progression but also strengthen the overall quality of education and services provided to students.

To maintain high performance standards and continuous improvement, staff will undergo regular performance evaluations designed to provide constructive feedback and support professional growth. The annual performance review process will assess each employee's contributions to the school's mission, identify areas for improvement, and set goals for future development. However, Invictus recognizes that ongoing support is just as critical as formal evaluations. Therefore, informal feedback will be provided consistently throughout the year, allowing leadership to offer guidance, encouragement, and real-time solutions to challenges as they arise. If necessary, improvement plans will be developed in collaboration with staff members to ensure they receive the resources and support needed to meet expectations. This dual approach—structured evaluations combined with continuous feedback—will help maintain a culture of accountability, growth, and excellence within the institution.

A positive and cohesive school culture is essential to staff satisfaction and student success. The leadership team at Invictus will actively work to cultivate an environment where employees feel appreciated, motivated, and connected. Team-building activities, such as staff retreats, collaborative workshops, and social events, will help strengthen relationships and enhance workplace morale. Leadership will also prioritize work-life balance, implementing policies that promote reasonable workloads, flexible scheduling when possible, and support for personal well-being. Additionally, recognition programs will be established to celebrate employee achievements, including awards, appreciation events, and public acknowledgments, ensuring that staff contributions do not go unnoticed. By fostering a culture of recognition, respect, and professional fulfillment, Invictus will

build a team that is engaged, committed, and dedicated to student success.

In addition to fostering a positive work environment, the relationship between Invictus Career Institute and its employees will be structured under at-will employment, meaning that both the school and its employees may terminate the employment relationship at any time, with or without cause or notice. While this structure provides flexibility for both parties, it does not diminish the school's commitment to fairness, transparency, and clear expectations for all employees. To support this approach, Invictus will provide comprehensive job descriptions outlining roles, responsibilities, and performance standards, ensuring that all employees understand their duties and how their work contributes to the institution's success. Furthermore, all employees will receive a detailed Employee Handbook containing guidelines on professional conduct, workplace policies, conflict resolution procedures, leave policies, and workplace safety. By establishing clear policies and maintaining open lines of communication, Invictus will create a structured yet adaptable work environment that supports both institutional and individual success.

The leadership team at Invictus Career Institute is committed to fostering a collaborative, professional, and growth-oriented work environment where staff engagement, professional development, and student success remain top priorities.

Through transparent communication, shared decision-making, and continuous learning opportunities, leadership will ensure that all employees feel valued and empowered in their roles.

The institution's commitment to maintaining a positive workplace culture, promoting work-life balance, and recognizing staff contributions will further strengthen employee satisfaction and retention. While the at-will employment structure provides necessary flexibility, the school's dedication to fairness, structured support, and accountability will create a thriving school community driven by excellence in education, workforce preparation, and student achievement.

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b) 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 teachers. If available, include a salary chart based on years of experience.

Invictus Career Institute intends to offer salaries commensurate with the local school district compensation for similar positions, which may be at or above the state minimums required in Alabama and may, from time to time, offer bonuses, stipends, and other forms of compensation when funding resources allow. The current plan is to offer stipends to Special Education teachers. Salaries are determined by prior teaching experience, educational attainment, and certifications. The average teacher salary is between \$45,770 and \$54,686, representing teaching experiences between 1 and 10 years. A standard benefits package similar to those offered by the local school districts will be offered to full-time and other applicable employees, including but not limited to medical-dental-vision insurance, employee leave, and state retirement packages. Retaining high-performing teachers is crucial for maintaining a high-quality education system. Teacher retention is a critical issue in education, directly impacting student success and achievement. When teachers leave their schools or the profession altogether, it can disrupt the learning environment and decrease student engagement and academic performance. These educators play a significant role in shaping our students' academic success and overall experience. To ensure their retention, ICI will employ a multi-faceted approach of evidence-based teacher retention strategies that effectively improve teacher satisfaction and reduce turnover. Strategies were identified in a report commissioned by the Education Commission with proven results, "Teacher Retention Strategies That Work" by the Education Commission of the States, and these strategies include:

- 1. Professional Development Opportunities: Providing teachers with regular, meaningful professional development opportunities can help them stay current on best practices, develop new skills, and feel more confident and competent in their roles. This can include workshops, conferences, mentorship programs, and online courses.**
- 2. Collaboration and Support: Teachers who feel supported and valued by their colleagues and school leaders are more likely to stay in their jobs. This can involve creating a positive school culture, providing opportunities for collaboration and feedback, and offering resources such as mentorship programs and peer coaching.**

- 3. Autonomy and Decision-Making Power:** Teachers with more autonomy and decision-making power in their classrooms and schools tend to be more satisfied and engaged in their work. This can involve giving teachers more control over curriculum design, lesson planning, and assessment methods.
- 4. Competitive Compensation and Benefits:** Providing teachers with competitive compensation and benefits can help attract and retain high-quality educators. This can include offering salaries comparable to those in other industries, providing health insurance and retirement benefits, and offering bonuses or incentives for excellent performance.
- 5. Work-Life Balance:** Encouraging work-life balance can help teachers manage the demands of their jobs and maintain their physical and mental health. This can involve offering flexible scheduling options, providing time off for personal and family obligations, and supporting teachers in managing stress and burnout.
- 6. Recognition and Appreciation:** Acknowledging and appreciating teachers' hard work and dedication can go a long way in retaining them. This can involve recognizing teachers' achievements through awards, bonuses, or public recognition and providing opportunities for teachers to share their successes with their colleagues and the broader community. This also includes tapping candidates first for internal positions before posting them externally and providing career advancement opportunities for teachers that may offer increased compensation
- 7. Principal Leadership and Support:** Strong, supportive leadership can be critical to teacher retention. Effective communicators, collaborators, and problem-solvers can help create a positive school culture and provide teachers with the resources and support they need to succeed. ICI will also develop a fair and rigorous evaluation system that provides regular feedback to teachers on their performance and areas for improvement that will help them grow professionally and feel more confident in their roles
- 8. Student Behavior Management:** Teachers with access to effective behavior management strategies and support can better manage their classrooms and reduce the stress and burnout that can lead to turnover. This can

involve providing training on evidence-based behavior management techniques, such as positive behavioral interventions and supports (PBIS) and restorative justice.

- 9. School Climate and Culture: A positive school climate and culture can help attract and retain teachers. This can involve fostering a sense of community among teachers, students, and families, promoting diversity and inclusivity, and providing opportunities for teachers to participate in decision-making and leadership roles.**

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c) Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring "Highly Qualified" staff in accordance with the state accountability plan. Explain other key selection criteria and any special considerations relevant to your school design.

Beginning Spring 2025, upon authorization, the Principal Leader and School Director will collaborate with marketing experts and Board members to launch a robust recruitment strategy to engage high-quality candidates to become founding educators for Invictus Career Institute.

ICI plans to recruit such staff using the internet and social media to advertise available positions and draw on its vast network of educators and industry members to recruit interested candidates. ICI professional affiliations, BES, New Schools for Alabama, NewSchools Venture Fund, and Charter School Growth Fund will serve as the initial recruiting networks across the Charter School sector. LinkedIn, other social media tools, and our website will serve as a primary sourcing platform. All available efforts will be made to encourage local educators interested in available positions at ICI to apply. ICI will also participate in regional and state recruitment and career fairs in neighboring and surrounding states and build recruiting relationships with teacher preparation programs. ICI will attend events throughout Alabama and surrounding states to conduct wide-ranging searches for high-quality teachers looking to relocate or for a potential leadership trajectory position in a newly founded charter school. We will connect with Teach for America and Teach for Alabama networks to recruit high-quality teachers further. By January 2026, ICI plans to have identified and hired all candidates for the senior leadership positions; all hiring is expected to be completed by April 2026.

Timeline for Hiring

The timeline for hiring teachers begins during the planning year upon authorization. It is as follows:

- **June 2025** Post Value Added Propositions on Website and Social Media Platforms
- **July 2025** Post Job descriptions on social media platforms and website
- **August 2025** Send referral emails and notifications to our professional networks
- **September 2025** Post Job Vacancies and advertise open positions
- **October 2025** Begin Hiring Process (see below)
- **December 2025** 30% of staff receive an offer letter
- **February 2026** 60% of staff receive an offer letter
- **April 2026** 100% of staff receive an offer letter

d) Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Hiring and Dismissing Personnel

Teacher Hiring Process

A thorough selection process will occur for all potential teacher candidates. Invictus Career Institute will incorporate the following hiring process:

STEP	1	TI
	2	M
	3	EF
	4	R
	5	A
P		M
		E
		EXPECTATIONS OF TASK

Application The first step in the hiring process is to apply. This can be done online through the designated platforms, the ALSDE website, or the school website. The application should include educational background, teaching experience, certification, a resume, and requested documents. ICI will advertise positions for a minimum of five business days.

Application Screening The Principal Leader, School Director and Dean of Students will review the application for certifications, experience, background checks, and educational background, including degrees earned and institutions attended. Candidates are contacted for a brief screening interview to verify resume information.

Phone Interview If the applicant's background check and certification are satisfactory, they will be invited to a phone interview. The School Director or Dean of Students will ask pre-selected questions to help determine professionalism and effective communication. Interviews will also help determine mission alignment, personal beliefs, and academic expectations. Each candidate is asked the same questions and rated against the same rubric.

Instructional Rubric If advancing to the next level, candidates are asked to complete a 15-minute Q&A video about instructional

Screening **Week 5** strategies and classroom management. The School Director and Dean of Students will review and rate the candidate's responses using a standard rubric to determine strengths and growth areas. In addition, videos are screened for evidence of differentiated instruction, cultural competencies, and instructional strategies and practices. If candidates are advanced to the next level, they are contacted to schedule an in-person interview. Instructions for the in-person interview will include a performance task that the candidate will submit before the interview.

Final Interview **Week 6** The Principal Leader, School Director and Dean of Students observe the candidate's performance task, looking for evidence of differentiated instruction, culture, and instructional strategies and practices. Candidates will respond to pre-determined questions, discuss a lesson plan, and participate in a role-play scenario (all candidates are asked the same questions). Candidates advancing will grant permission for reference checks to be conducted.

Reference Checks **Week 7** The final process will require candidates to be screened for background (if still applicable) and reference checks per Alabama state law for educators. The Dean of Students will contact references with specific questions to determine consistency in candidates' education experiences.

Offer **Week 7** The School Director contacts the candidate to offer the position contingent on Board approval.

Board Approval **Week 8** The School Director submits a recommendation to Hire to the Board along with all pertinent candidate information. Upon Board approval, the Principal Leader follows up with an official welcome and written offer letter.

Acknowledging ALSDE Educator Certification

Invictus Career Institute shall comply with all applicable federal laws, rules, and regulations regarding the qualifications of teachers and other instructional staff. Invictus Career Institute acknowledges the school's understanding of the ALSDE's

Educator Certification Section and criminal history background check process. If approved, ICI will comply with this process and adhere to the necessary steps to ensure compliance. Likewise, Invictus Career Institute will be subject to the same civil rights, health, and safety requirements, including, but not limited to, state and local public health and building codes, employee fingerprinting, and criminal background checks applicable to other public schools in the state except as otherwise specifically provided in Act 2015-3, Section 9 (d)(1).

Teacher Dismissal Process

Invictus Career Institute will implement a progressive discipline policy while attempting to educate the employee simultaneously. This policy, which will be incorporated into employment materials at a later date, will follow the following dismissal procedures:

- 1. Verbal Warning. A Verbal Warning will be used in situations involving minor infractions or early signs of poor work performance. Multiple Verbal Warnings may be used in situations where the conduct is of a minor nature. For major issues/infractions, Verbal Warnings may not be appropriate.**
- 2. Written Warning. A Written Warning will be used in situations involving repeated minor infractions following the use of Verbal Warnings, or for more serious infractions. For major issues/infractions, Written Warnings may not be appropriate.**
- 3. Performance Improvement Plan / Final Warning. A Performance Improvement Plan and/or Final Warning may be used in situations of repeated minor infractions or for more serious and major infractions. This step will incorporate the School Director and applicable supervisors in determining a course of action to improve the employee's work performance by a certain date. If proper improvement has not been made by date certain, termination may be recommended. A Performance Improvement Plan / Final Warning may not be appropriate for major issues/infractions.**
- 4. Suspension. Suspension may be used for repeated minor infractions or for more serious and major infractions. Suspensions may be in length up to 14 days.**
- 5. Termination. Termination may be used in situations of repeated minor infractions or for more serious and major**

infractions. The Principal Leader will make the decision on termination of the employee after consulting with the employee, supervisors and other interested parties. An employee terminated will have the right to appeal to the ICI Board of Directors to have the termination overturned.

Teacher/Employee Manual

The Principal Leader and School Director, in collaboration with the Dean of Students and Director of Operations, will develop the staff/employee handbook based on research. The handbook will include professional standards, policies, and practices for academics, operations, and finances. Upon approval of the governing board, the handbook will become an official document of the school.

Staff members will acknowledge receipt of the handbook upon hiring and be trained on its components during summer institute.

e) Explain how the school leader will be supported, developed, and evaluated each school year. Attach any leadership evaluation tool(s) that you have developed already.

Invictus Career Institute's leadership team will be coached, supported, and evaluated in a number of ways. The Dean of Students and the Director of Operations will be coached and evaluated on a regular and consistent schedule by the School Director.

Regular formative feedback will be provided through weekly check-ins and joint observations. The Dean of Students and the Director of Operations will be formally evaluated twice a year by the School Director.

The ICI Board of Directors will conduct a formal evaluation of the Principal Leader every Spring. A Principal Leader Support/Evaluation committee will be formed that will be charged with creating or adopting a comprehensive evaluation tool that encompasses feedback from board members, staff, parents, leadership team members, students, and a third-party consultant to ensure ICI has a highly effective leader.

The school administrators 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.

Leadership Evaluation
Tool(s)

Focused School Leader Eval_Protocol w
Map_20180705 (1) (1).pdf
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f) Explain how teachers will be supported, developed, and evaluated each school year.
Attach any teacher evaluation tool(s) that already exist for the school.

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 Principal Leader, School Director, and Directors of Math/Science and ELA/Social Studies. This support system will provide teachers with instructional support, weekly planning and one-on-one coaching, and weekly data meetings.

With respect to supervision and evaluation of the instructional staff, ICI 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. ICI will use the Marzano Evaluation Model for Teaching to evaluate instructional staff.

At Invictus Career Institute, educators will be supported, developed, and evaluated annually using the Marzano Teacher Evaluation Model. This research-based model promotes instructional excellence by focusing on key elements that enhance student achievement. Invictus will utilize this framework to evaluate teacher performance and provide ongoing professional development to ensure continuous improvement.

1. Support for Educators

Invictus Career Institute will establish robust support systems to equip educators with the necessary resources, guidance, and training to meet professional goals and contribute to student success.

a. Induction and Mentorship Program

Induction: New teachers will participate in a structured induction program that introduces them to the school's mission, culture, instructional strategies, and evaluation

framework. This ensures they have a strong foundation for success.

Mentorship: Early-career teachers will be paired with experienced mentors who will provide guidance on lesson planning, classroom management, instructional strategies, and navigating the unique career-focused learning environment at Invictus.

b. Professional Development Opportunities

Ongoing Training: Teachers will engage in year-round professional development, including workshops, seminars, and industry-specific training in health sciences and career-focused education.

Industry Partnerships: Educators will have opportunities to collaborate with industry professionals, gaining insights into workforce expectations and integrating real-world applications into their instruction.

c. Collaboration and Professional Learning Communities (PLCs)

Collaboration: Teachers will participate in Professional Learning Communities (PLCs) to share best practices, analyze student data, and refine instructional strategies. Regular PLC meetings will foster a culture of continuous improvement.

Instructional Coaching: Invictus will provide instructional coaches to work with teachers individually, helping them implement research-based practices, enhance classroom engagement, and address instructional challenges.

2. Development Using the Marzano Teacher Evaluation Model

The Marzano Teacher Evaluation Model is based on 60 elements across four domains, ensuring a comprehensive approach to evaluating instructional effectiveness and professional growth.

a. Key Domains of the Marzano Model

1. Classroom Strategies and Behaviors

- Engaging students in meaningful tasks and discussions
- Differentiating instruction to meet diverse student needs
- Monitoring student understanding and providing timely feedback
- Creating a structured, student-centered learning environment

2. Planning and Preparing

- **Designing lesson plans aligned with state standards and career pathways**
- **Using data to tailor instruction to student needs**
- **Integrating technology and industry-specific applications into lessons**

3. Reflecting on Teaching

- **Analyzing instructional effectiveness and identifying areas for growth**
- **Seeking out professional development opportunities**
- **Utilizing student performance data to adjust instructional approaches**

4. Collegiality and Professionalism

- **Building positive relationships with students, parents, and colleagues**
- **Collaborating effectively within the school community**
- **Demonstrating professionalism and contributing to Invictus' mission**

b. Personalized Professional Development Plans (PPDP)

Each teacher will develop a Personalized Professional Development Plan (PPDP) in collaboration with an instructional coach or school leader. The PPDP will outline specific professional growth goals aligned with the teacher's needs and the school's overall objectives.

3. Annual Evaluation Process

Invictus will implement a structured evaluation process that promotes both formative and summative assessment of educator performance.

a. Self-Assessment

At the beginning of the year, teachers will complete a self-assessment using the Marzano model's domains, identifying strengths and areas for growth.

b. Goal Setting

Teachers will establish SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals in collaboration with their instructional coach or principal, focusing on instructional improvement and student success.

c. Ongoing Monitoring and Feedback

- **Observations:** Formal and informal observations will be conducted by school leaders and instructional coaches, focusing on classroom strategies and student engagement.
- **Walkthroughs:** Leadership teams will conduct informal classroom walkthroughs to provide real-time feedback.
- **Formative Feedback:** Teachers will receive continuous, actionable feedback to support instructional growth and development.

d. Summative Evaluation

At the end of the school year, teachers will receive a comprehensive evaluation based on:

- **Classroom observations**
- **Student achievement and growth data**
- **Progress on professional development goals**
- **Contributions to the school community**

Each teacher will receive a performance rating and detailed feedback on strengths and areas for improvement.

4. Professional Development Adjustments

Following the summative evaluation, teachers will meet with their instructional coach or School Director to review results and adjust their PPDP for the upcoming school year. This ensures continuous professional growth and alignment with Invictus' mission.

5. Timeline for Support, Development, and Evaluation

- **August/September:** Self-assessment and goal setting; development of Personalized Professional Development Plans (PPDPs).
- **October - March:** Ongoing professional development, classroom observations, and formative feedback.
- **April:** Reflective self-assessment and progress check-ins.

- **May/June: Summative evaluations and final performance review.**
- **July: Review evaluation results and adjust PPDPs for the next academic year.**

By implementing the Marzano Teacher Evaluation Model, Invictus Career Institute will ensure that educators receive the support, development, and evaluations necessary to maintain high standards of teaching excellence. This structured approach fosters a culture of continuous learning, ensuring that Invictus educators remain highly effective, engaged, and committed to preparing students for success in health sciences and career-focused pathways.

Teacher Evaluation Tool(s)

**Marzano Focused Teacher Evaluation Model w
Elements and Rubrics.pdf**

1.4 MB • Added 4 days ago

The students at Invictus Career Institute deserve a high-quality education to prepare them to be successful in college and careers. This challenging work requires the collective efforts and commitment of all educators, including the principal, teachers and operations staff members, families and community members. Educators are driven by the conviction that all students can succeed and understand the tremendous responsibility to dramatically improve student outcomes. ICI will act in the best interests of the students and understands that, unfortunately, there will be occasions where there is unsatisfactory instructional leadership/administrator or educator performance. In such situations where there is unsatisfactory performance, a performance improvement plan will be created. The Principal Leader and School Director will be responsible for implementing a corrective plan. The plan will be based on the data driven approaches and proven best practices. Plans could include school-wide plans, grade level corrective plans, and subject area and/or individual teacher corrective plans. Each plan will be prescriptive based on the needs.

Corrective actions could include:

- Termination
- Placement on a School Improvement Plan
- Mentor teacher provided for additional support
- On-going professional development

Invictus Career Institute understands there will also be changes and turnover with educators and administrators. To address this obvious concern, ICI will look to build leaders and administrators from within its educator ranks. ICI will work to ensure decision making is shared throughout the educator ranks with the use of a Instructional Leadership Team. Additionally, ICI will focus on hiring from within and creating additional leadership roles, when possible, to reward deserving and promising educators. Promising educators will be given multiple opportunities to observe, participate and lead activities to better prepare them for administrative positions. ICI will also constantly work with its educators in professional development and career building exercises to address the educator's goals and needs in an effort to provide the educator self-fulfillment and growth. Through this multi-faceted approach, the ICI hopes to address the concerns with unsatisfactory instructional leadership/administrator or educator performance, as well as instructional leadership, administrator, and/or educator changes and turnover.

Professional Development

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

The School Director at Invictus Career Institute is responsible for overseeing professional development for instructional leaders, administrators, and educators. This includes:

- **Designing and implementing professional development programs**
- **Ensuring alignment with instructional goals and student outcomes**
- **Providing coaching and mentorship opportunities**
- **Facilitating training sessions to enhance teaching effectiveness and leadership skills**
- **Monitoring staff growth and progress through evaluations and feedback**

The School Director works closely with teachers, instructional coaches, and leadership teams to ensure continuous improvement and excellence in education.

Element Review

Reviews is not provided

8. Professional Development

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Not Reviewed

Form Result

Provide details on known professional development policies and procedures, including the position or person responsible for implementing these policies.

Overarching Standard/Criteria: Compelling evidence of a high quality professional development program for staff.

Evidence needed for addressing the overarching standard:

a) Identify the person or position responsible for professional development.

Person Regina Covington

Title School Lead

b) Discuss the core 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.

Invictus Career Institute's professional development (PD) program is designed to ensure that educators are equipped with the skills, knowledge, and strategies necessary to implement the school's educational model effectively. The PD structure is built around key components that support instructional excellence, student achievement, and career readiness in Health Science and STEM fields.

1. Core Components of Professional Development

a. Data-Driven Instruction

Teachers will receive ongoing training in analyzing student performance data to inform instructional decisions. This includes using assessment results, classroom observations, and student work samples to adjust teaching strategies and personalize learning.

b. Industry-Aligned Curriculum Training

Since Invictus emphasizes career pathways in Health Science and STEM, professional development will include training on industry standards, emerging trends, and hands-on learning experiences to ensure that instruction remains relevant to workforce demands. Educators will also receive guidance on integrating career and technical education (CTE) best practices into their classrooms.

c. Project-Based and Inquiry-Based Learning

Teachers will be trained in instructional strategies that promote critical thinking, problem-solving, and collaboration. This includes hands-on projects, case studies, and real-world problem-solving exercises that align with Health Science and STEM career pathways.

d. Culturally Responsive Teaching

Ensuring equity and inclusivity is a priority at Invictus. Educators will participate in training sessions on culturally responsive teaching, differentiated instruction, and strategies for engaging diverse learners to create an inclusive and supportive learning environment.

e. Classroom Management and Student Engagement

Professional development will include strategies for maintaining a positive classroom culture, fostering student engagement, and implementing behavior management techniques that support academic success.

f. Use of Technology in Instruction

Teachers will receive training on integrating technology effectively into their lessons, including digital learning platforms, virtual simulations, and industry-specific software to enhance student learning experiences.

g. Teacher Leadership and Mentoring

Experienced educators will have opportunities to lead professional development sessions, mentor new teachers, and

participate in leadership training to support continuous school improvement.

2. Internal vs. External Professional Development

Internally Led PD

- **The School Director will oversee the PD program, ensuring alignment with Invictus’s instructional priorities.**
- **Instructional coaches and department leads will conduct internal PD sessions focused on school-specific initiatives, curriculum alignment, and instructional best practices.**
- **Collaborative planning sessions on Fridays will be internally led, allowing teachers to share expertise and develop instructional strategies collectively.**

Externally Led PD

- **Invictus will partner with industry professionals, higher education institutions, and professional organizations to provide specialized training aligned with workforce trends in Health Science and STEM.**
- **Teachers will have opportunities to attend conferences, workshops, and certification programs to stay updated on industry advancements.**
- **Professional development partnerships may include universities, medical institutions, and technology providers to ensure that educators receive cutting-edge training.**

3. Individualized vs. Uniform Professional Development

Uniform PD

- **Some PD sessions will be standardized for all educators, ensuring consistency in instructional expectations and school-wide initiatives. These sessions will cover topics such as culturally responsive teaching, data-driven instruction, and classroom management.**
- **School-wide PD will take place on half-day Fridays, ensuring that all educators receive training in core instructional priorities.**

Individualized PD

- **Educators will have personalized development plans based on their individual goals and performance**

evaluations using the Marzano Teacher Evaluation Model.

- **Teachers will be able to choose targeted training opportunities that align with their subject areas, career aspirations, or professional development needs.**
- **Individualized coaching and mentorship will be provided to support teachers in refining their instructional practices and achieving personal growth.**

Invictus Career Institute's professional development program is structured to provide a balance of uniform, school-wide training and individualized support. By incorporating both internal and external PD opportunities, educators will receive relevant, high-quality training that enhances instructional effectiveness and supports the school's mission of preparing students for Health Science and STEM careers. This approach ensures that all educators, regardless of experience level, are continually growing and improving, ultimately leading to better student outcomes and a more effective educational program.

c) 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 teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Prior to the opening of the Invictus Career Institute, a robust and carefully planned professional development (PD) induction program will take place. This induction period will focus on preparing educators to deliver the school's unique health science curriculum, as well as equipping them with the instructional strategies and tools necessary for success in their classrooms. The pre-opening professional development will be structured to foster collaboration, familiarize teachers with the school's mission, and ensure they are ready to implement innovative instructional methods and address any challenges that may arise.

1. Professional Development Schedule (Pre-Opening)

Duration: Approximately 15 full days

Timing: July, prior to the school's official opening in August
School Mission, Culture, and Expectations

Day 1-2: School Mission and Vision Alignment

Overview of Invictus's Mission and Vision: Educators will engage in discussions about the school's mission to prepare students for careers in the Health Science and STEM fields. The school's vision, goals, and long-term strategic plan will be presented.

Understanding the Health Science Focus: Teachers will learn how their roles fit into the broader vision of preparing students for real-world careers in the health science industries.

Introduction to the Educational Program: Educators will receive an overview of the unique health science, STEM, and technical pathways offered at Invictus.

Day 3: School Culture and Student Engagement

Fostering a Positive and Inclusive Culture: Training will focus on how to create a culture of high expectations, inclusivity, and student engagement. Strategies for building relationships with students and fostering a growth mindset will be discussed.

Classroom Management and Behavior Expectations: Educators will explore effective classroom management techniques that align with the school's expectations for behavior and student discipline, tailored to a health science-focused academic setting.

Curriculum, Instructional Methods, and Data-Driven Instruction

Day 4-5: Curriculum Deep Dive (STEM and Health Science Education)

Curriculum Overview: A deep dive into the health science curriculum will be provided, with a focus on how core subjects like math, science, and technology integrate with the pathways. Teachers will review curriculum maps, pacing guides, and key standards.

STEM Instructional Techniques: Educators will learn how to deliver STEM-focused lessons using inquiry-based and project-based learning strategies. They will also explore how to make lessons relevant to health science industries.

Day 6-7: Hands-On Training for Health Science Tools

Introduction to Health Science Pathways: Teachers will receive hands-on training in the tools, resources and other specialized equipment. Instructional methods for integrating these tools into everyday lessons will be discussed.

STEM Lab and Engineering Resources: Teachers will be introduced to STEM labs, software, and technology-enhanced learning resources available for students.

Day 8-9: Data-Driven Instruction

Using Student Data to Drive Instruction: Teachers will learn how to use formative and summative assessment data to inform their instruction. This training will cover data analysis tools, student progress tracking, and adjusting instruction to meet diverse learning needs.

Personalizing Learning with Data: Educators will explore personalized learning approaches based on student performance data, ensuring that instruction meets individual student needs, particularly in technical and STEM fields.

Instructional Practices and Collaboration

Day 10-11: Effective Instructional Strategies

Inquiry-Based and Project-Based Learning: Teachers will receive training on delivering inquiry-based and project-based lessons that engage students in real-world problem-solving, particularly related to health science.

Differentiated Instruction: Educators will explore how to differentiate instruction for diverse learners, including strategies for supporting students with different learning styles, abilities, and interests.

Day 12-13: Professional Learning Communities (PLCs)

Establishing PLCs: Teachers will be organized into Professional Learning Communities (PLCs) based on subject areas or grade levels. These PLCs will work together to plan lessons, share best practices, and analyze student data throughout the school year.

Collaborative Lesson Planning: PLCs will engage in collaborative lesson planning sessions focused on integrating health science themes into the core curriculum. Cross-curricular planning will be encouraged.

Day 14: Cultural Competency and Inclusivity

Creating an Inclusive Classroom: Teachers will receive training on fostering cultural competency and inclusivity in the classroom. Strategies for addressing diverse student needs, promoting equity, and creating a safe learning environment will be covered.

Addressing Implicit Bias and Equity: Educators will learn how to recognize and mitigate implicit bias, ensuring that all students have access to high-quality learning experiences.

Day 15: Leadership and Professional Development Expectations

Teacher Leadership and Career Development: Educators will learn about opportunities for leadership within the school, such as leading PLCs, heading extracurricular activities, or taking on mentor roles. Teachers will also be introduced to the Marzano Teacher Evaluation Model and how it will be used to guide professional growth.

Final Reflection and Goal Setting: The induction program will conclude with a reflective session where teachers set personal and professional goals for the school year. These goals will be tied to both individual growth and the overall success of the school.

2. Content Covered During the Induction Period

a. Mission and Culture of Invictus

Educators will gain a deep understanding of the school's health science focus and how it shapes the academic and extracurricular programs. Training will ensure that all staff are aligned with the school's mission to prepare students for STEM careers in these fields.

b. Curriculum and Instructional Methods

Teachers will become familiar with the curriculum, pacing guides, and resources specific to Health Science and STEM education. They will learn to incorporate real-world challenges into their teaching and will receive hands-on experience utilizing the tools, resources and software the students will be using.

c. Data-Driven Instruction

Training will focus on how to use student performance data to differentiate instruction and improve student outcomes.

Teachers will learn how to track progress and use data to tailor instruction to meet individual student needs.

d. Classroom Management and Student Engagement

Educators will explore effective classroom management techniques and strategies for engaging students in challenging STEM and health science-focused content. Classroom environments will be designed to encourage collaboration, critical thinking, and problem-solving.

e. Professional Collaboration

Teachers will be introduced to the concept of Professional Learning Communities (PLCs), where they will work collaboratively throughout the school year to improve instructional practices, share resources, and analyze data.

PLCs will foster a culture of continuous professional growth and peer support.

3. Preparing Educators for Unique and Challenging Aspects of the Curriculum

Invictus's curriculum has unique and challenging components in the Health Science Pathways. The induction program is designed to prepare educators to tackle these challenges through specialized training, collaboration, and continuous support.

Health Sciences: Teachers will receive hands-on experience with simulators, tools, and resources used in the Health Science Pathways, ensuring they are comfortable integrating these elements into their lessons.

STEM Instruction: Educators will be trained in STEM-specific instructional strategies, such as project-based learning and inquiry-based learning, which are essential for engaging students in complex, real-world problem-solving.

Collaboration and Cross-Curricular Integration: Through PLCs and collaborative lesson planning, teachers will learn how to integrate health science themes across different subjects, ensuring a cohesive and interdisciplinary approach to education.

The pre-opening professional development at Invictus is designed to fully prepare educators to deliver the unique health science,, and STEM-focused curriculum that defines the school's mission. By covering core areas such as curriculum content, instructional methods, classroom management, and professional collaboration, the induction period will ensure that all educators are ready to provide high-quality, innovative education from day one.

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d) 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 how such time will typically be used.

The Invictus Career Institute will implement a robust professional development (PD) plan that includes half-day Fridays dedicated to PD activities, in addition to structured time for common planning and collaboration. The school's 182-day calendar, daily block schedule, and staffing structure are designed to accommodate this approach, ensuring that educators have sufficient time for ongoing development and collaborative planning without interrupting student instruction.

1. Professional Development Schedule Overview

Total Professional Development Days:

Invictus will allocate half-day Fridays for professional development throughout the school year. With 182 instructional days, this approach provides 36 half-days (equivalent to 18 full days) for professional development, in addition to 5 full days of pre-service training before the school year starts (New Teacher Inservice adds additional days for newly hired staff to learn about the culture and expectations of Invictus Career Institute).

Total Professional Development Hours:

Each half-day Friday will consist of 3 hours dedicated to professional development. With 36 half-day Fridays and 5 full PD days (7 hours each), Invictus will provide approximately 151 hours of professional development each year.

2. School Calendar and Daily Block Schedule Accommodation

a. 182-Day Calendar

Invictus's school calendar includes 182 instructional days, which exceeds the state minimum of 180 days, allowing for additional time for professional learning while maintaining a full academic calendar. The half-day Fridays are strategically scheduled to ensure that students still receive substantial instructional time throughout the week while creating space for educator development.

b. Daily Block Schedule

Invictus will follow a block scheduling model with 4 extended periods per day, each lasting 90 minutes. This schedule ensures that students receive in-depth instruction in each subject, including STEM and Health Science pathways, without being impacted by the shorter Fridays for professional development.

Monday through Thursday Schedule:

Four blocks per day (90 minutes per block) from 8:00 AM to 3:30 PM, with regular instructional time and breaks for lunch.

Friday Schedule:

Shortened Instructional Day: On Fridays, the school day will run from 8:00 AM to 12:00 PM, with shortened class times so students meet with each of their instructors on Fridays.

Afternoon Professional Development: From 12:30 PM to 3:30 PM, educators will participate in professional development sessions.

This schedule ensures that instructional time meets state requirements while reserving the afternoon of each Friday for professional growth.

3. Professional Development Structure and Focus Areas

The half-day Friday PD sessions will be organized into a mix of school-wide trainings, individualized learning, and collaborative team sessions focused on key priorities for educator growth and instructional improvement.

a. Focus Areas for PD

- **STEM and Health Science Instruction: Emphasis on strategies for teaching Health Science, and STEM subjects using hands-on learning tools, resources, and real-world applications.**
- **Data-Driven Instruction: Training on using student performance data to adjust teaching methods, personalize learning, and improve student outcomes.**
- **Project-Based Learning (PBL): Professional development in project-based and inquiry-based learning methodologies, aligned with the Health Science and STEM curriculum.**
- **21st-Century Skills: Training on fostering collaboration, critical thinking, problem-solving, and leadership in students through instructional strategies and classroom culture.**
- **Culturally Responsive Teaching: Ensuring equity and inclusivity by training teachers on cultural competency and differentiated instruction.**

b. PD Schedule Breakdown

Example of a half-day Friday PD session:

12:30 1:30 PM: School-wide professional development, focusing on school priorities such as data analysis, curriculum development, or new instructional strategies.

1:30 2:30 PM: Department or grade-level collaborative planning and training, where teachers work in subject-aligned groups (e.g., STEM, Health Science, or humanities) to align lessons, develop projects, and discuss student progress.

2:30 3:30 PM: Individualized professional learning or coaching, where educators can pursue targeted development

based on their specific needs as identified through the Marzano Teacher Evaluation Model.

4. Common Planning and Collaboration Time

Invictus recognizes the importance of common planning time for teachers to collaborate, share best practices, and align instructional strategies. To ensure that teachers have dedicated time for collaboration, Invictus will incorporate weekly planning time on Fridays.

a. Daily Planning

Common Planning Periods: Each day, teachers will have a designated planning block of approximately 90 minutes (one block per day), during which they can plan lessons, review student data, and meet with colleagues. This planning block is built into the daily schedule, ensuring that teachers have sufficient time to prepare for classes and collaborate.

b. Collaborative Planning During Friday PD

Department Collaboration: As part of the half-day PD structure, one hour (1:30 2:30 PM) will be dedicated to department or grade-level collaborative planning sessions on Fridays. During this time, teachers will:

- **Align curriculum and instructional strategies across subject areas.**
- **Review student performance data to identify instructional gaps and adjust lesson plans.**
- **Develop and refine project-based learning (PBL) experiences and interdisciplinary projects.**
- **Discuss strategies for integrating Health Science concepts into the curriculum.**

5. Use of Collaboration Time

Collaboration time during common planning periods and Friday PD sessions will focus on enhancing instructional quality, ensuring alignment across subjects, and improving student outcomes.

a. Curriculum Alignment

Teachers will use collaboration time to ensure that lessons are aligned to state standards and the school's mission of integrating STEM and Health Science pathways. This time will also be used to coordinate interdisciplinary projects and ensure consistency in teaching methods across subject areas.

b. Data-Driven Instruction

Collaboration time will also be spent analyzing student data, both from standardized assessments and internal benchmarks. Teachers will work together to identify trends in student performance, adjust instructional strategies, and

develop interventions for students who need additional support.

c. Project-Based Learning and Health Science Integration

Teachers will work on developing project-based learning units that integrate Health Science, and STEM-related content. Collaboration time will be spent designing lessons that provide students with hands-on learning opportunities and real-world problem-solving experiences tied to the Health Science industry.

6. Support for New and Experienced Teachers

Invictus's professional development plan is designed to support both new and experienced educators:

New Teachers: Will receive additional mentoring and targeted professional development sessions during their common planning time and on Fridays, focusing on classroom management, curriculum integration, and the use of Health Science and STEM tools.

Experienced Teachers: Will have opportunities for leadership roles in professional development, mentoring new teachers, and leading collaborative planning sessions. They will also receive PD focused on advanced instructional strategies and leadership development.

The Invictus Career Institute has designed a professional development schedule that fully integrates with its 182-day calendar, block schedule, and staffing structure. By using half-day Fridays for PD, along with built-in common planning periods, Invictus ensures that educators receive the ongoing training, support, and collaboration necessary to deliver a high-quality, industry-aligned education. This structure enables teachers to grow professionally, improve student outcomes, and support the school's mission of preparing future Health Science pioneers.

Performance Management

The Board of Directors at Invictus Career Institute plays a critical role in holding the school accountable for performance metrics. The Board will annually review key metrics and will support the leadership team in the pursuit of accreditation and other performance management activities. By reviewing ALSDE commission reports, monitoring findings, accreditation findings, ACIP plans, and other performance metrics, the Board of Directors will provide key insights and support to ensure that the school is on the trajectory towards those goals. The Board of Directors will evaluate the performance of the Executive Director annually.

As a charter school, performance management will be monitored by the authorizer. In cooperation with the authorizer, the school will provide data on its performance annually. The charter contract between the authorizer and the school will outline the performance metrics agreed upon for charter renewal.

Element Review

Reviews is not provided

9. Performance Management

Reviewer Instructions

Please rate this section using the provided rubric.

Status: **Not Reviewed**

Form Result

Applicants may propose to supplement the authorizer's performance standards with school-specific academic or organizational goals.

Note: The authorizer will evaluate the performance of every charter school annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Overarching Standard/Criteria: Compelling evidence of high quality and sustainable performance standards and evidence of direct and consistent performance monitoring over time, which considers status, growth, comparative performance, and fulfillment of legal standards.

Evidence needed for addressing the overarching standard:

The Board of Directors at Invictus Career Institute plays a critical role in holding the school accountable for performance metrics. The Board will annually review key metrics and will support the leadership team in the pursuit of accreditation and other performance management activities. By reviewing ALSDE commission reports, monitoring findings, accreditation findings, ACIP plans, and other performance metrics, the Board of Directors will provide key insights and support to ensure that the school is on the trajectory towards those goals. The Board of Directors will evaluate the performance of the Executive Director annually.

As a charter school, performance management will be monitored by the authorizer. In cooperation with the authorizer, the school will provide data on its performance annually. The charter contract between the authorizer and the school will outline the performance metrics agreed upon for charter renewal.

Element Review

Reviews is not provided

10. Facilities

Reviewer Instructions

Please rate this section using the provided rubric.

Status: **Not Reviewed**

Form Result

Provide evidence towards securing a safe, up to code, facility to house the school.

Overarching Standard/Criteria: High quality facilities plan that provides for the procurement of a suitable independent facility.

Note: Alabama charter schools may be able to utilize existing public school buildings for charter schools if they are located on the unused facility list.

Evidence needed for addressing the overarching standard:

a) 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, financing, etc.

Invictus Career Institute's founding team has identified a facility aligned with our mission, vision, and academic model. We are currently working to develop a LOI for leasing with the University of Alabama, Birmingham Health System for the use of the former UAB Medical West Hospital facility at 995 Ninth Avenue SW, Bessemer, AL 35022.

ICI will be partnering with NSFA and New Schools Facility Partners (NSFP), a nonprofit facilities service provider and fund that provides guidance and support to charter schools that are developing or renovating facilities, to secure the identified facility and develop renovation plans. NSFP also supports charter schools with essential facilities-related technical assistance such as architectural, design, building codes, general contractor bidding processes, and owner's representation services.

b) If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as attachment . Briefly describe the facility including location, size, and amenities. You may provide, as attachment, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable state, local and authorizer health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

The ICI team is currently finalizing a letter of intent to lease the former UAB Medical West Hospital, located at 995 9th Avenue SW, Bessemer, Alabama, 35022. This facility offers several features that makes it appealing for conversion into the educational facility aligned to our model, including:

- **Spacious Infrastructure:** The hospital encompasses a 405,186-square-foot, nine-story building, providing ample space to accommodate classrooms, laboratories, administrative offices, and recreational areas necessary for a middle and high school.
- **Additional Facilities:** The site includes a three-story medical office building, which could be repurposed for specialized educational programs, staff offices, or community engagement spaces.
- **Parking Availability:** An 828-space parking deck is available, offering sufficient parking for faculty, staff, students, and visitors, which is essential for daily operations and special events.
- **Structural Integrity:** Hospitals are built to stringent safety standards, ensuring structural integrity and resilience, which are advantageous for a school environment.
- **Existing Amenities:** Features such as cafeterias, conference rooms, and waiting areas can be adapted for use as dining facilities, lecture halls, or collaborative learning spaces.

While the existing infrastructure offers numerous advantages, converting a hospital into a school requires careful planning to address challenges such as reconfiguring specialized medical spaces into functional educational areas and ensuring compliance with educational facility standards. Engaging architects and planners experienced in adaptive reuse projects is crucial to effectively transform the space to meet the needs of our school.

Proof of Commitment

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Supporting Documents

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Element Review

Reviews is not provided

11. Start-Up and Ongoing Operations

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Not Reviewed

Form Result

Provide a timeline of the major tasks needed to open the school with an identification of the responsible individuals.

Overarching Standard/Criteria: Compelling evidence of an effective, high-quality start-up plan that specifies detailed tasks, timelines, and responsible individuals.

Evidence needed for addressing the overarching standard:

a) Provide, as an attachment, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Pre-opening Cashflow Workbook from 5.3.a.

File Upload

Invictus Startup Plan.xlsx.pdf

66.95 KB • Added 4 days ago

b) If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.

Invictus Career Institute will create a transportation system that is not a barrier to access within a reasonable distance of the school, as provided in Alabama Charter School Legislation. In the case that transportation is needed, and if the parent advises Invictus Career Institute staff that he/she is unable to secure transportation, Invictus Career Institute will provide transportation within a defined reasonable distance. In such cases, Invictus Career Institute will be responsible for transporting all students who reside within a reasonable distance of the school, as well as any student with disabilities whose IEP requires transportation and are entitled to transportation by law, to and from the school in a non-discriminatory manner. In these situations, Invictus Career Institute will provide transportation by contracting with an independent private transportation provider.

Invictus Career Institute will consider options for student transportation, including engaging outside sources to provide those services. At the time a student enrolls in Invictus Career Institute a transportation needs assessment will be conducted in order to determine the need and geographic concentration of families requiring transportation assistance. Detailed transportation plans, bus routes, etc. will be developed as a result of the needs assessment.

Invictus Career Institute, at its discretion, may provide transportation for extracurricular activities including, but not limited to, transporting participants to and from extracurricular events via school bus. Invictus Career Institute will utilize charter and contract busing services for field trips and extracurricular activities, including athletics. Students who are provided transportation with school district transportation vehicles for extracurricular events, shall ride both to and from the event in the school vehicle, unless arrangements have been made with the school director or designee, requesting to transport the student home from a school-sponsored event to which the student traveled in a school vehicle.

c) Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

School safety is the number one priority for Invictus Career Institute. Maslow's hierarchy of needs is often cited in education to illustrate the point that if students' basic needs aren't met, they cannot reach higher levels of learning such as achievement, problem-solving, and creativity. From this lens the operational aspects of a school that assist with providing these core physiological and safety needs illustrate a need for significant time and resources to be spent in operations.

The safety and security of students, staff, families, and visitors are always a priority at Invictus Career Institute. School safety encompasses a wide range of topics, such as emergency preparedness, climate and culture, student behavior, safety infrastructure, training, and safety capacity to name a few. At the beginning of each year, mandatory safety training and a review of all safety policies will be conducted. Staff will also complete all necessary OSHA and safety compliance training. During the beginning of Year Inservice, and periodically throughout the year, all ICI staff will continue to participate in mandatory safety training. This training will also include crisis and emergency management, fire and inclement weather safety, and active shooter procedures.

Alabama has a well outlined school safety system and individual school safety plans that will be utilized in the draft of the Invictus Career Institute safety plan. ICI will use a fully executed crisis and an emergency plan to handle situations that may arise. In partnership with local emergency responders, crisis and emergency plans and procedures are revised periodically. ICI will establish partnerships with the local police and fire departments to develop a plan for an active shooter, conduct campus walkthroughs, and participate in drills. Monthly fire and weather safety drills will be performed. A map of the school and evacuation routes for the drills will be posted in all classrooms.

Student safety begins immediately; our first act is knowing our students' location. As required by Alabama law, teachers will have an electronic attendance count that must be submitted with each class and revised throughout the day. Morning drop-off and afternoon pick-up procedures will be developed and implemented by the Director of Operations with consultation from local law enforcement and the School Director to ensure all traffic and other safety protocols are adhered to. As students prepare to receive technology devices, they will participate in safety training for technology use. Teachers will also receive training in safety procedures for technology use.

The issue of cyberbullying and social media platforms will be addressed as it pertains to technology etiquette and policy. Bullying forms will be posted on our website, the counselor's office, and the main office for any student needing it. ICI is a bully free school; teachers will be trained to identify key characteristics, and parents will be trained to identify signs and report even the slightest concern.

School Safety Plan Development

Under AL Code 16-1-44 (2013) a comprehensive school safety plan will be developed. In the absence of a school safety committee before full staff is hired, a draft will be formulated with the current team. Invictus Career Institute will also work with the local emergency responders to regularly develop and revise crisis and emergency plans and procedures throughout the school year. Additionally, ICI will work closely with the fire chief and build relations with the nearest fire station to schedule walk-throughs of the school and participate in fire and weather-related drills. Drills and emergency plans will be kept up to date for emergency responders to access. In addition to the crisis and emergency plan, monthly fire and weather safety drills will be performed. After the completion of each drill, a review of the time and procedures will be conducted. Teachers will be familiar with the attendance procedure during drills and be responsible for daily attendance within 30 minutes of the instructional day.

The next step of the school safety plan development process will be to assess all hazards related to the school facility and site. A floor plan with a map of potential hazards and the location of utilities, emergency equipment, and supplies will be developed. This will be utilized as the foundation for creating evacuation routes, assembly areas, and procedures for emergency response activities. The surrounding area of the facility will be assessed for potential hazards. These could include pockets of criminal activity, gas and water storage facilities, facilities containing toxic or radioactive materials, or other infrastructure related issues that could impact the secured site.

As the school continues to evolve, the school safety committee will annually review the plan to update any new information. Prior safety plans will be archived in the central office. An annual hazard analysis will be conducted for the purposes of updating and redistributing plans. Each year, school staff will be trained on the school safety plan and procedures.

TRAINING

Training and professional development is critical in safety preparedness. An efficient system for these training modules is essential in order to deploy the large amount of content. Some of the content can be done in an asynchronous manner, while other elements are best suited for in person instruction. Simulation is also a powerful learning tool as educators can physically walk through various scenarios that they may encounter.

The following trainings will be conducted with staff annually:

- 1. Annalyn's Law**
- 2. Jamari Terrell Williams Act**
- 3. Erin's Law**
- 4. Suicide Prevention**

In addition to this training, staff will receive in person training on safety procedures and the full safety plan specific to each school site. In addition to formal training, staff and students will engage in simulation experiences that are the most powerful way to prepare for an emergency. ICI will conduct drills in cooperation with local emergency responders. Maps of the school evacuation routes, and drill procedures will be posted in every classroom.

The following drills will be conducted on a regular cadence:

- 1. Fire Drills (1 per month)**
- 2. Severe Weather (September, October, or November), and (January, February, or March)**
- 3. Lockdown/Intruder Drills (1st 6 weeks of the 1st semester) and (1st 6 weeks of 2nd semester)**

The school safety program also encompasses the medical needs of students, faculty, and staff. The school nurse will take the lead on training for first response protocols for a number of situations related to health. Training modules to support health and wellness safety include:

- Bloodborne pathogens**
- Asthma Awareness**

- **Diabetes Awareness**
- **Life threatening allergies**
- **Seizures**
- **Child abuse: Mandatory reporting**
- **De-escalation strategies**
- **FERPA**

SAFETY FACILITY and TECHNOLOGY CONSIDERATIONS

Invictus Career Institute will ensure that all safety measures and personnel are in place to create the safest environment available for our students and staff. The facility space occupied by ICI will include controlled-access entrances and cameras to monitor classrooms, hallways, and the facility perimeter. Cameras will be strategically placed throughout the school for maximum visibility, as well as on the outside in areas where students will be. School officials will have direct access to the camera system and will utilize this as needed.

Invictus Career Institute will utilize a Visitor Management system for all non-students and non-staff members, including visitors who enter the school. This System will screen all visitors, organize volunteers, and communicate with ICI staff during emergencies. This system provides a rapid screening upon entry to ensure the safety of all ICI students and staff. Guests will receive a visitor pass when they enter, and return the visitor pass when they exit. All doors will remain locked from the outside, and all visitors will enter through the main door of the school.

In addition to physical safety, emotional and mental safety is also of paramount importance. The ICI technology plan will encompass creating a safe technological environment as well as teaching them to be responsible digital citizens. This technology safety plan will be developed in conjunction with Technology Lab, who will ensure all safety and security features are installed on ICI issued computers.

d) Provide, as attachment a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

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Insurance Coverage_ICI.doc

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e) Provide, as attachment, the meal delivery plan including a wellness plan.

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Meal Delivery Plan_Invictus Career Institute.doc

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Wellness Plan Attachment_Invictus Career
Institute.doc

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Element Review

Reviews is not provided

12. Operations Capacity

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Not Reviewed

Form Result

Provide details on the implementation team and their expertise to successfully complete the tasks needed to open a high-quality charter school.

Overarching Standard/Criteria: Compelling evidence of an effective capacity to implement the school's operations plan in a quality and effective manner.

Evidence needed for addressing the overarching standard:

a) Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:

i) Staffing;

- ii) Fund-raising;
- iii) Financial;
- iv) Marketing and Recruitment;
- v) General operations; and
- vi) Facilities management.

Staffing

Once the charter is approved and the School Director and Director of Operations are hired, the job description identifies a preferred candidate with experience in managing staffing across a wide range of educational settings, as well as experience in diverse environments, including urban, rural, and turnaround schools.

Professional Development

The Principal Leader has demonstrated a commitment to professional development throughout her career, while also being actively engaged in opportunities to enhance leadership skills and prioritizing the growth of the school staff. Additionally, we will look for a School Director and Dean of Students with skills in the implementation of a curriculum to create high performing classrooms that are anchored around High-Quality Instructional Materials, and the propensity to replicate best instructional practices to provide teachers with point of need support and to create models of instructional best practices for teachers to observe and analyze. We will also seek and hire a team that is skilled at providing professional development and has delivered professional development on Positive Behavior Interventions and Supports, curriculum embedded professional development and coaching, vocational and career programming, and a variety of other professional learning topics.

Performance Management

The selected Principal Leader has demonstrated the ability to drive performance improvements in educational environments, in addition to providing leadership focused on data-driven practices and closing achievement gaps among diverse student populations.

General Operations

The Director of Operations that will be hired, per the job description, will have experience in general operations that encompasses a wide range of responsibilities, from managing transportation coordination, to managing school scheduling, child nutrition services, custodial management, and the variety of operational requirements of a school. In addition to day-to-day management, this position will have a great deal of experience managing the school budget, finances, as well as successfully securing grant funding for key operational needs for the school.

Facilities

The Director of Operations will also have experience with managing school facilities, including ensuring regular maintenance, managing the flow of students through the facility, managing transportation plans and parking logistics, and scheduling and managing custodial staff.

b) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

ICI will be partnering with NSFA and New Schools Facility Partners (NSFP), a nonprofit facilities service provider and fund that provides guidance and support to charter schools that are developing or renovating facilities, to secure the identified facility and develop renovation plans. NSFP also supports charter schools with essential facilities-related technical assistance such as architectural, design, building codes, general contractor bidding processes, and owner's representation services. The design, development, and architectural support will be significantly discounted or free.

Element Review

Reviews is not provided

13. Unique / Innovative Operational Aspects

Reviewer Instructions

Please rate this section using the provided rubric.

Status: **Not Reviewed**

Form Result

Provide details on innovative operational aspects that provide educational or environmental opportunities to students that may not be available in the traditional public-school setting.

Overarching Standard/Criteria: Compelling evidence of how the school will offer unique or innovative operational aspects that are otherwise not offered by the local school system or not offered to the same extent.

Preference: The authorizer prefers applications that employ unique operational aspects that are not being offered or have not been offered by the local school system.

Evidence needed for addressing the overarching standard:

NA

b) Explain how the unique/innovative operational aspects are integral to the educational and student-development plans, the instructional design and/or the planning of curriculum.

NA

c) Explain how the unique / innovative operational aspects will integrate with state initiatives.

NA

d) Provide evidence that the unique/innovative operational aspects utilize proven methods for success or that they have actually proven to be successful.

NA

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Element Review

Reviews is not provided

5. FINANCIAL PLAN AND CAPACITY

Founding a high-quality public charter school in the State of Alabama is complicated by the fact that state and federal funding sources are not available until after the school is open with students attending. Even at this point, certain funding sources require specific conditions to be met for access, meaning a potential delay in funding and/or not being eligible for funding through part of the opening year. This section evaluates the financial resources available to the applicant for successfully navigating the pre-opening period and launching a public charter school. By law, a draft budget for the first five years of operations is required. *Act. Ala. Code § 16-6F-7(a)(8)bb (2023)*.

1. Pre-opening Phase Funding Sources

Status: Evaluation Not Needed

Form Result

Provide evidence of revenue streams during the pre-opening period.

Overarching Standard/Criteria: Compelling evidence of revenue sources sufficient to carry the organization through the pre-opening phase until school opening when state and federal funding sources become available

Evidence needed for addressing the overarching standard:

a) Describe the type and amounts of liquid assets that can be utilized to fund ongoing costs during the pre-opening phase. Please attach evidence of sufficient liquid assets.

Liquid Assets Narrative

Revenue projections are based on the last five years of confirmed revenue data from the ALSDE, adjusted upward to account for enrollment growth and a conservative annual inflation rate of 3%. The model does not include any local tax funding. Foundation allowance funding is calculated in accordance with ALSDE guidelines, which allocate funds on a "unit" basis rather than per student. For FY26, each unit is estimated to provide approximately \$110,000 in funding. Philanthropic support, including startup grants from the Federal CSP program and contributions from national and local donors, is expected to play a significant role in the initial years. This support will phase out by year three, transitioning to the planned sustainable fundraising target of \$100,000 annually already in place. Most of the philanthropic funding is anticipated to materialize following formal approval. By year five, total funding from all sources is projected to stabilize at approximately \$12,000 per student. While the budget does not currently include any borrowing, a line of credit may be necessary if facilities costs exceed projections.

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_ICI Financial Model .xlsx - Detailed Model.pdf

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b) Describe all grants/loans applied for and/or awarded to fund the construction and/or renovation of the school building(s). Please attach evidence of any secured funds.

Grants/Loans Narrative

We have applied for \$150,000 from Spire Giving Foundation as well as from James Milton and Sallie R. Johnson Foundation.

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c) Describe the fund-raising capacity of the organization during the pre-opening phase. Include information on the personnel involved.

Fund-raising Narrative

The fundraising capacity of the Invictus Career Institute during the pre-opening phase will be critical to securing the necessary resources for a successful launch. Below is an overview of the fundraising strategy, personnel involved, and their roles in ensuring the organization meets its financial goals.

Fundraising Strategy

1. Diverse Revenue Streams:

Pursue a mix of funding sources, including grants, donations, corporate sponsorships, and community fundraising events. Explore partnerships with local businesses, foundations, and government programs.

2. Phased Approach:

Phase 1 (Months 1-3): Focus on securing seed funding to cover initial planning and operational costs.

Phase 2 (Months 4-6): Launch a major fundraising campaign to cover facility setup, staffing, and program development.

Phase 3 (Months 7-12): Continue fundraising efforts to build a reserve fund for ongoing operations and contingencies.

3. Community Engagement:

Host informational sessions and open houses to engage potential donors and partners.

Leverage the school's mission and vision to inspire community support.

Personnel Involved in Fundraising

Board of Directors

Role:

Provide leadership and oversight for fundraising efforts.

Leverage personal and professional networks to secure major donations and grants.

Advocate for the school's mission within the community.

Key Tasks:

Identify and approach potential major donors and corporate sponsors.

Review and approve fundraising plans and budgets.

Chief Executive Officer (CEO)

Role:

Serve as the primary spokesperson for the school's fundraising efforts.

Build relationships with key stakeholders, including donors, foundations, and community leaders.

Key Tasks:

Develop and execute a comprehensive fundraising strategy.

Oversee grant writing and submission processes.
Represent the school at fundraising events and meetings.

School Director

Role:

Support the CEO in fundraising efforts by providing detailed information about the school's programs and needs.

Engage with parents, staff, and community members to build support for fundraising initiatives.

Key Tasks:

Collaborate with the CEO to identify funding opportunities.

Assist in organizing fundraising events and campaigns.

Community Advisory Board

Role:

Act as ambassadors for the school, promoting its mission and fundraising goals within the community.

Provide connections to local businesses, organizations, and potential donors.

Key Tasks:

Host small-scale fundraising events (e.g., dinners, networking events).

Advocate for the school's mission through personal and professional networks.

Staff

Role:

Assist with fundraising events and campaigns.

Help spread awareness of the school's mission and fundraising needs.

Key Tasks:

Support event planning and execution.

Engage in grassroots fundraising efforts, such as phone-a-thons or community outreach.

Fundraising Goals and Timeline

1. Seed Funding (Months 1-3):

Goal: \$250,000

Focus: Cover initial planning, legal fees, and administrative costs.

Activities: Apply for grants, secure major donations, and host small fundraising events.

2. Major Campaign (Months 4-6):

Goal: \$1,000,000

Focus: Facility setup, staffing, and program development.

Activities: Launch a public fundraising campaign, secure corporate sponsorships, and host large-scale events.

3. Reserve Fund (Months 7-12):

Goal: \$500,000

Focus: Build a reserve fund for ongoing operations and contingencies.

Activities: Continue grant applications, donor cultivation, and community engagement.

Key Fundraising Activities

1. Grant Writing:

Target local, state, and national foundations that support education and workforce development.

Assign a dedicated grant writer or consultant to manage this process.

2. Corporate Sponsorships:

Partner with local businesses and corporations that align with the school's mission.

Offer naming opportunities for classrooms, labs, or programs. The Invictus Career Institute's fundraising capacity during the pre-opening phase will rely on a collaborative effort involving the Board of Directors, CEO, School Director, Community Advisory Board, and dedicated staff. By leveraging diverse funding sources, engaging the community, and executing a well-planned strategy, the organization will secure the resources needed to launch successfully and sustain its operations.

d) What relationships have been established with local entities who may be able to fund special needs or programs? Describe and provide evidence of any pledges made to the school by community members / businesses / organizations.

Local Pledges Narrative	The Achieves Foundation has pledged \$150,000 to Invictus Career Institute. State funding for charter schools adds another \$200,000.
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State/National Organization Narrative	NA
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Donation Narrative	NA
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Evaluation Rubrics

This application element is not evaluated

2. Pre-opening Phase Cost Estimates

Status: Evaluation Not Needed**Form Result**

Give details of the anticipated costs during the pre-opening phase.

Overarching Standard/Criteria: Compelling evidence of financial consideration of all major start-up expenses occurring during the pre-opening phase.

Evidence needed for addressing the overarching standard:

a) Provide a cost estimate and supporting documentation for leasing/buying a facility to house the school. Attach any contingent agreement if available.

Facility Narrative To lease space at UAB West to house a school is \$4,000/month. The agreement is not available at this time.

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b) Estimate the cost to renovate the identified facility up to code to open a school. Provide evidence to support your analysis.

Renovation Estimate Estimated cost to renovate the leased space is \$200,000.
Narrative

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c) Describe the staff positions and estimated salaries and benefits of personnel hired during the pre-opening phase to assist in opening the school.

Pre-opening Staff The School Leader will be a full time position during pre-opening
Narrative and the Director of Operations will be part time. Estimated salary and benefits are

Salaries and Wages	237,500
Benefits	49,353
Total Compensation & Benefits	286,853

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d) Estimate the start-up costs of the following

- i) Curriculum
- ii) Furnishings
- iii) Instructional Technology
- iv) Insurance
- v) Community Outreach Programs
- vi) Student Recruitment
- vii) School Safety Requirements (i.e. nSides, storm shelter, if applicable)
- viii) Student Information System (PowerSchool)
- ix) School Compliance Platforms (Cognia, Anvilar)
- x) Child Nutrition Requirements
- xi) Transportation, if applicable
- xii) All other applicable costs

Start-up Costs Narrative

Curriculum Materials		
Assessment/Online Tools		
Textbooks/Library		
Professional Dev.		
Clinical Services		
Classroom Furniture and Equipment	50000	
Telecom/Internet	600	
Staff Computers	4000	
Student Computers (2:1 k-8, 1:1 9-12)	26250	
Purchased Services		
Nursing Supplies	2500	
Extra Curric. Supplies		
Planning and Setup Costs	40000	
Other Instructional Costs (College Trips, Graduation, etc.)		
Total Instructional Support Costs	132,150	
Per Student		
% of Revenues		
General and Administrative		
Admin/Office Equip	2,000	
Postage, Direct Mail, Shipping	55,000	
Other Admin Costs	2,000	
Bank charges	600	
Travel	5,000	
Community outreach/student recruiting	15,000	
Backoffice Services (Contracted)	15,000	
Technology Support Services (Contracted)		
Other Contracted Services	2,000	
Mktg./Talent Recruiting		
Insurance (liab, umbrella, D&O, EPL, auto, etc.)	5,000	
Legal	5,000	
Audit		
Contingency (1% of Foundation Allowance)		
Total General and Administrative Costs	56,600	

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Evaluation Rubrics

This application element is not evaluated

3. Pre-opening Financial Management

Status: Evaluation Not Needed

Form Result

Provide guidance on how the revenue sources are sufficient to meet the anticipated costs including verification of timeliness and financial safeguards.

Overarching Standard/Criteria: Compelling evidence that the revenue streams are sufficient to meet the necessary outlays during the pre-opening phase. Compelling evidence of financial systems and processes with strong internal controls used during the pre-opening phase.

Evidence needed for addressing the overarching standard:

a) Use the attached Pre-opening Cashflow Workbook to provide the anticipated timing of all revenues and costs during the pre-opening timeframe, making sure to retain a positive balance throughout the period. Use the identified liquid funds above as an initial balance.

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Names

Ms Harriette Thompkins, the Director of Operations when hired

c) Describe the internal controls used to ensure no unauthorized use of funds. This may include surety bonds, two signature rule, etc.

Financial Controls
Narrative

Internal Control

Definition

Internal control refers to the organizational plan and coordinated methods and measures implemented within an organization to safeguard its assets, ensure the accuracy and reliability of accounting data, promote operational efficiency, and enforce adherence to established administrative and financial policies. In essence, internal control is the mechanism through which management obtains the necessary information, protection, and oversight to ensure the successful operation of the organization.

- Information:

Management relies on accounting records to stay informed about financial status and operational progress. This information must be reliable, comprehensive, and promptly available to be effective.

- Protection:

Safeguarding the organization's resources is critical to prevent losses, whether from theft, misuse of supplies, inefficient purchasing practices, or employee negligence.

- Control:

Control mechanisms ensure that management's policies and directives are followed consistently. In accounting, internal control involves procedures such as authorizations, approvals, and the separation of duties. Beyond accounting, internal control encompasses administrative functions, including budgeting, performance standards, reporting, statistical analysis, training programs, and other measures to protect resources, streamline operations, and plan for the future.

Characteristics

A robust system of internal control includes, but is not limited to, the following characteristics:

- 1. Organizational Structure: A clear plan that segregates functional responsibilities to prevent conflicts of interest.**
- 2. Authorization and Recording Procedures: A system that ensures proper accounting control over assets, liabilities, revenues, and expenditures.**
- 3. Sound Practices: Established guidelines for each unit to perform its duties effectively.**
- 4. Competent Personnel: Employees whose skills and expertise align with their responsibilities.**

Key Features of Internal Control

A well-designed internal control system incorporates the following features:

1. Separation of Duties:

- No single individual should have complete control over all phases of any significant transaction.**

- **Workflow should be designed so that one employee's work is checked by another without duplication.**

2. Separation of Record-Keeping and Operations:

- **Employees responsible for record-keeping should not handle or have custody of assets.**

3. Cash Handling Procedures:

- **All checks and negotiable instruments should be restrictively endorsed (e.g., "FOR DEPOSIT ONLY") immediately upon receipt.**

- **Cash items should be recorded in duplicate, with one copy provided to the employee responsible for bank reconciliations.**

4. Periodic Reviews:

- **Cash balances should be periodically examined and counted by employees who do not handle or record cash or sign checks.**

5. Use of Physical and Mechanical Safeguards:

- **Security measures, such as vaults or safe cabinets, should be utilized to protect assets and ensure accuracy.**

6. Clear Accountability:

- **Responsibilities should be clearly defined and closely monitored.**

7. Employee Rotation:

- **Where feasible, employees should be rotated across different assignments to reduce the risk of errors or misconduct.**

8. Cash Management Best Practices:

- **All cash receipts must be deposited daily and intact.**
- **Funds awaiting deposit should be restrictively endorsed and securely stored, preferably in a fire-resistant safe or cabinet.**
- **Bank statements should be promptly reconciled by employees who do not handle cash or prepare checks.**
- **The number of bank accounts, inter-bank transfers, and interfund transfers should be minimized.**
- **Cash deposits should be made only in banks with FDIC coverage.**

Internal control is a critical component of organizational management, ensuring the protection of assets, accuracy of financial data, and adherence to policies. By implementing a system with clear segregation of duties, robust procedures, and competent personnel, the organization can safeguard its resources, promote efficiency, and achieve its operational goals.

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Evaluation Rubrics

This application element is not evaluated

4. Pre-Opening Financial Capacity

Status: Evaluation Not Needed

Form Result

Provide evidence that the individuals tasked with opening the school have the relevant financial expertise and no conflict of interest.

Overarching Standard/Criteria: Compelling evidence of individual and collective qualifications and capacity for implementing all aspects of the financial plan successfully.

Evidence needed for addressing the overarching standard:

a) Identify organizational members with expertise in financial management, fundraising and development, and/or accounting and internal controls and describe the level of knowledge.

Organization Members

Kamau Witherspoon

- **Role:** Chief Executive Officer, Shipt
- **Expertise:** As CEO of Shipt, Kamau has extensive experience in operational planning, budgeting, and financial oversight. His background includes leadership roles at Target, where he managed operational budgets, M&A integration, and process improvement initiatives. His experience in corporate leadership and strategic planning suggests a strong understanding of financial management and internal controls.

Joe Hampton

- **Role:** President of Spire's Alabama and Mississippi natural gas utilities
- **Expertise:** Joe has over 20 years of experience in the energy and utilities sector, where he has overseen operations, budgeting, and community development. His role involves managing large-scale budgets and ensuring financial sustainability for Spire's operations. Additionally, his involvement in community organizations like United Way and the Birmingham Business Alliance suggests experience in fundraising and development.

• **Dr. Connie Hill**

- **Role:** CEO of Girls Inc. of Central Alabama
- **Expertise:** Dr. Hill has extensive experience in nonprofit management, including fundraising, grant writing, and financial oversight. Her work at Girls Inc. involves managing budgets, securing funding, and implementing programs that require strong financial controls. She has also been involved in community organizations that rely on fundraising and development efforts.
- **Level of Knowledge:** High. Her leadership in nonprofit organizations demonstrates expertise in financial management, fundraising, and development.
- **Delicia MasonRole:** Vice President of Nursing Operations at Children's of Alabama**Expertise:** While her primary focus is on nursing operations, her role involves overseeing budgets and resource allocation for critical care and emergency departments. Her experience in managing large teams and operational

budgets suggests a solid understanding of financial management and internal controls.

- **Harriette Thompson**
- **Role:** Principal at Wylam Elementary
- **Expertise:** As a school principal, Harriette has managed school budgets, implemented programs, and collaborated with stakeholders to secure funding for initiatives like the House System and PBIS. Her experience in educational leadership includes financial oversight and community engagement, which are critical for fundraising and development.

b) Disclose any relevant conflict of interest.

Conflict of Interest none
Narrative

Evaluation Rubrics

This application element is not evaluated

5. Financial Management Upon Opening

Status: Evaluation Not Needed

Form Result

The financial policies and procedures must adhere to those followed by traditional public schools once the school is receiving state and/or federal funds. Please provide evidence of the preparation for this known change in expectations.

Overarching Standard/Criteria: Compelling evidence of effective, high-quality systems, policies and processes for financial planning, accounting, purchasing, and payroll, including establishment and maintenance of strong internal controls and competence for complying with all financial reporting requirements.

Evidence needed for addressing the overarching standard:

Financial Management Financial Policies will be adopted by the board during pre-
Narrative opening phase after charter has been approved.

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Financial Oversight Roles
Narrative

The **Finance Committee** will be responsible for ensuring the **financial stability** of the center. Working closely with the **CEO and key staff**, this committee will oversee the **development of the annual budget**, track financial performance, and uphold compliance with all **financial policies and regulations**.

The **Governance Committee** will focus on **effective board operations**, managing the **recruitment and training of new members**, and overseeing the **review and revision of bylaws** to ensure organizational alignment and efficiency.

The **Program and Curriculum Committee** will evaluate and refine the **academic programs and curriculum**, ensuring they **comply with state standards** and reflect the center's mission and educational goals.

The **Community and Outreach Committee** will work to **strengthen relationships** with local stakeholders, support **fundraising initiatives**, and enhance the **school's engagement with the surrounding community**.

Additionally, **ad hoc committees** may be formed as necessary to address **specific initiatives**, such as **strategic planning, facility expansion, or new program development**.

Audit Narrative

To ensure ongoing compliance, the board will establish a **proactive monitoring system** that includes **regular internal assessments and audits**. The **Finance Committee**, along with other key committees, will conduct periodic **evaluations of governance practices, ethical adherence, and compliance with state regulations**. Findings from these reviews will be **documented and presented during board meetings** to promote transparency and informed decision-making.

In addition, the board will **retain an independent CPA firm** to perform an **annual financial audit**, reviewing **internal controls, financial procedures, and legal compliance**. To further strengthen oversight, the board will consult with **legal counsel specializing in Alabama charter school law** to ensure adherence to **ethics regulations, public records laws, and open meetings requirements**.

By implementing these **comprehensive compliance measures**, the board will uphold its commitment to **accountability, financial integrity, and effective governance**.

Transparency Narrative

The Governing Board of Invictus Career Institute is dedicated to maintaining full compliance with all applicable Alabama state laws, including the Alabama State Ethics Law, the Alabama Open Meetings Act, the Alabama Public Records Law, and all requirements outlined in Act 2015-3. The board recognizes that transparency, accountability, and ethical leadership are essential to building trust within the school community and ensuring the long-term success of the institution. To uphold these principles, the board will implement clear policies, best governance practices, and continuous oversight to align its operations with legal and ethical standards.

Ethics and Conflict of Interest Policy

To ensure compliance with the **Alabama State Ethics Law**, which governs conflicts of interest and ethical responsibilities of public officials, the board will implement a **strict Conflict of Interest Policy**. This policy will:

- Require board members to **disclose any financial, personal, or business interests** that could create a conflict with their official duties.
- Prohibit members from **voting on or influencing decisions** where they have a direct or indirect financial interest.
- Mandate that any board member with a conflict of interest **recuse themselves from discussions and decisions** related to that matter.
- Include an **annual disclosure process**, where all board members submit a statement identifying any potential conflicts.

To reinforce ethical conduct, **regular ethics training** will be provided to all board members, covering topics such as **fiduciary responsibilities, public accountability, and conflict resolution**. The board will maintain **detailed records of all disclosures and recusals** to demonstrate adherence to ethical governance.

Transparency and Open Meetings

In alignment with the **Alabama Open Meetings Act**, the board will ensure that all **meetings and decision-making processes remain open and accessible** to the public. This will include:

- **Providing advance notice** of board meetings, including the date, time, and location, through the school's **website, community postings, and other public platforms**.

- Holding **meetings in a public forum**, where community members, including parents and students, can **attend, observe, and participate**.
- **Documenting all discussions, decisions, and votes** in official meeting minutes, which will be made **publicly available** in a timely manner.
- Ensuring that any **executive (closed) sessions** held for legally sensitive matters, such as personnel issues, comply with the **Open Meetings Act's procedural requirements**.

By adhering to these principles, the board will maintain **full transparency and foster community engagement** in the school's governance.

Public Records Access and Accountability

Under the **Alabama Public Records Law**, the board is committed to **maintaining and providing public access to essential documents**, ensuring **full compliance with state regulations**. To uphold this commitment, the board will:

- Establish a **records retention policy** to securely store **meeting minutes, financial reports, governance documents, and compliance records**.
- Ensure that **audit results, budget reports, and other legally required documents** are made available for **public inspection upon request**.
- Process all **public records requests in a timely manner**, adhering to the **response deadlines established by law**.

This approach will **promote openness and reinforce the public's confidence** in the board's management of school operations.

Compliance with Act 2015-3 (Alabama School Choice and Student Opportunity Act)

As a **public charter school**, Invictus Career Institute will operate under the **Alabama School Choice and Student Opportunity Act (Act 2015-3)**, which outlines specific requirements for:

- **Charter school governance and financial oversight.**
- **Academic accountability and reporting** to the authorizing body.
- **Student performance metrics and operational compliance.**

The board will submit **regular reports** detailing the school's **financial health, academic progress, and operational performance** to ensure continued compliance with **charter school laws and authorizer expectations**.

Financial Oversight and Internal Compliance Monitoring

To safeguard **fiscal responsibility and integrity**, the board will implement **comprehensive financial oversight mechanisms**, including:

- **Regular internal audits** conducted by the **Finance Committee** to evaluate financial performance and compliance with established policies.
- **Annual financial audits** conducted by an **independent CPA firm**, ensuring **proper internal controls, responsible financial management, and compliance with state laws**.
- Consultation with **legal counsel specializing in Alabama charter school law** to ensure board actions meet **all legal requirements regarding ethics, governance, and transparency**.

By integrating **continuous monitoring and external reviews**, the board will maintain **strong financial accountability and operational integrity**.

Commitment to Governance Excellence

To support **ongoing compliance and effective governance**, Invictus Career Institute will implement a **structured framework of oversight, training, and accountability**. This will include:

- **Ongoing professional development** for board members on legal compliance, governance best practices, and ethical leadership.
- **Regular policy reviews and updates** to align with **state laws and evolving educational standards**.
- **Proactive stakeholder engagement**, ensuring that school leadership remains responsive to the needs of students, parents, and the broader community.

By upholding these **structured policies and best practices**, the **Governing Board of Invictus Career Institute** will operate with **transparency, ethical leadership, and legal compliance**, fostering **trust, accountability, and long-term institutional success**.

Financial Services
Narrative

New Schools for Alabama will be contracted to provide our financial services

Insurance Narrative

Insurance Coverage Plan for Invictus Career Institute

At Invictus Career Institute, we are committed to ensuring comprehensive protection for our governing board, leadership team, employees, students, and school operations. To mitigate risks and safeguard the institution, Invictus will secure multiple layers of insurance coverage, including Directors & Officers (D&O) Insurance, Employment Practices Liability Insurance (EPLI), General Liability Insurance, and Umbrella Insurance.

Directors & Officers (D&O) Insurance**Purpose**

D&O insurance is designed to protect board members and senior school leadership from personal liability arising from decisions made in their official capacity. This coverage shields individuals from claims related to:

- **Allegations of mismanagement or financial misjudgments.**
- **Breach of fiduciary duty or failure to act in the best interests of the school.**
- **Legal expenses, settlements, and judgments resulting from lawsuits brought against board members or school administrators.**

Coverage

The policy will include coverage limits sufficient to protect the board and senior leadership, in accordance with state regulations and industry standards for educational institutions.

Employment Practices Liability Insurance (EPLI)**Purpose**

EPLI coverage is essential for protecting Invictus Career Institute from claims related to employment practices and workplace disputes. This includes coverage for:

- **Discrimination claims (based on age, race, gender, disability, etc.).**
- **Allegations of wrongful termination or retaliation.**
- **Harassment claims (including sexual, racial, or workplace harassment).**

Coverage

This policy will cover legal defense costs, settlements, and judgments arising from employment-related disputes. The coverage will be structured to align with state requirements and mitigate risks associated with personnel management, including hiring, termination, and workplace policies.

General Liability Insurance

Purpose

To protect the school from liability claims related to physical injury, property damage, or accidents occurring on school property or during school-sponsored activities. This coverage includes:

- Bodily injury claims from students, staff, or visitors on school grounds.
- Property damage claims related to school facilities.
- Incidents occurring during school-sponsored field trips, extracurricular activities, or community events.
- Negligence claims related to school operations.

Coverage

This policy will ensure full protection for incidents occurring during normal school operations, with coverage limits in accordance with state requirements.

Umbrella Insurance

Purpose

Umbrella insurance serves as an additional layer of protection, extending coverage beyond the limits of the D&O, EPLI, and General Liability policies. It provides extra financial protection in cases where claims exceed the primary coverage limits.

Coverage

The umbrella policy will increase coverage limits to meet state requirements, ensuring financial security in the event of large-scale claims or unexpected legal matters.

Comprehensive Risk Management

By implementing a multi-tiered insurance strategy, Invictus Career Institute ensures full protection against financial risks, legal liabilities, and unforeseen events. These policies will help the school maintain financial stability, protect leadership and staff, and create a safe environment for students and stakeholders.

Evaluation Rubrics

This application element is not evaluated

6. Budgeting in Opening Year and Beyond

Status: Evaluation Not Needed

Form Result

By law, a start-up and five-year budget plan with clearly stated assumptions is required. *Act. Ala. Code § 16-6F-7(a)(8)bb (2023)*

Overarching Standard/Criteria: Compelling evidence of balanced revenue streams and cost estimates during the first year of operation with projections into the first five years of operations

Evidence needed for addressing the overarching standard:

a) Complete the Charter Application Budget Workbook provided in the attachment below. In developing your budget, please use the per-student revenue projections provided by the ALSDE. Complete budgeting for the minimum, anticipated & maximum enrollment projections.

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_ICI Financial Model .xlsx.pdf

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b) As an attachment, present a clearly stated budget narrative of assumptions and revenue estimates. Include 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). The narrative should include, but is not limited to, the following sections:

i) **Anticipated Governmental Funding Sources:** Use the figures provided by ALSDE in developing your assumptions for per-student revenue. Include any governmental grants. Include site-based/fixed governmental funds.

ii) **Anticipated Non-governmental Funding Sources:** Indicate the amount and sources of funds, property or other resources expected upon opening 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 core operation depends.

iii) **Anticipated Major Expenses:** Describe the expected major expenses, which should include facility costs and personnel, and how to limit these expenses if revenue does not meet projections.

iv) **Debt Service:** If any loans are anticipated during the pre-opening phase or the first few years of operations, describe the plans for repaying this debt including a description of the payment schedule.

v) **Contingency Plan:** Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

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Invictus Budget Narrative.docx.pdf

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Cashflow Plan

Invictus Career Institute						
Detailed Model - Expenses						
	Planning	FY26	FY27	FY28	FY29	FY30
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment		150	300	450	525	525
Revenues						
State Funding	208,707	1,890,184	2,888,530	3,981,568	4,969,768	5,106,679
Local Funding			No Local Funding Provided to Charters in Alabama			
Federal Funding	-	152,176	302,883	462,504	553,759	570,072
Philanthropy/Grants	880,000	1,025,000	650,000	450,000	100,000	100,000
Total Revenues	1,088,707	3,067,360	3,841,413	4,894,072	5,623,527	5,776,751
Per Student		20,449	12,805	10,876	10,711	11,003
Compensation						
Salaries and Wages	237,500	1,825,000	2,085,750	2,219,290	2,528,091	2,721,597
Benefits	49,353	676,835	769,419	816,368	928,537	997,548
Total Compensation & Benefits	286,853	2,501,835	2,855,169	3,035,658	3,456,628	3,719,145
Facilities						
Facilities for 6-12				60,000	120,000	180,000
Rent/Lease - UAB West		1	1	1	1	1

Building Improvements	200,000					
Utilities		120,000	140,000	144,200	148,526	152,982
Trash Service		8,400	8,652	8,912	9,179	9,454
Custodial		40,000	41,200	42,436	43,709	45,020
Repair/Maint.		30,000	30,900	31,827	32,782	33,765
Other						
Total Facilities	200,000	198,401	220,753	287,376	354,197	421,223
		1,323	736	639	675	802
Instructional Support Costs						
Transportation		160,000	164,800	254,616	262,254	270,122
Child Nutrition (net of revenues)		(10,000)	(20,000)	(30,000)	(35,000)	(35,000)
Substitutes		13,200	15,600	16,800	19,200	20,400
Copiers and Printing	3800	27,000	27,810	28,644	29,504	30,389
Instructional/Classroom Supplies	5000	6,750	13,500	20,250	23,625	23,625
Curriculum Materials		9,000	18,000	10,000	10,300	10,609
Assessment/Online Tools		6,000	12,000	18,000	21,000	21,000
Textbooks/Library		11,250	22,500	33,750	39,375	39,375
Professional Dev.		15,000	20,000	20,600	21,218	21,855
Clinical Services		15,000	30,000	45,000	52,500	52,500
Classroom Furniture and Equipment	50000	20,000	20,600	21,218	21,855	22,510
Telecom/Internet	6000	7,200	7,416	7,638	7,868	8,104

Staff Computers	400 0	27,9 00	3,600	1,80 0	7,50 0	7,72 5
Student Computers (2:1 k-8, 1:1 9-12)	262 50	52,5 00	54,075	111,3 95	114, 736	118,1 78
Purchased Services		20,0 00	20,600	21,2 18	21,8 55	22,5 10
Nursing Supplies	250 0	6,75 0	13,500	20, 250	23,6 25	23,6 25
Extra Curric. Supplies		4,0 00	6,000	8,0 00	10,0 00	10,0 00
Planning and Setup Costs	400 00					
Other Instructional Costs (College Trips, Graduation, etc.)		2,50 0	2,500	7,50 0	7,72 5	7,95 7
Total Instructional Support Costs	132, 150	394 ,05 0	432,501	616, 679	659, 139	675, 484
Per Student		2,62 7	1,442	1,37 0	1,25 6	1,28 7
% of Revenues						
General and Administrative						
Admin/Office Equip	2,0 00	5,00 0	5,150	5,30 5	5,4 64	5,62 8
Postage, Direct Mail, Shipping	5, 00	5,00 0	5,150	5,30 5	5,4 64	5,62 8
Other Admin Costs	2,0 00	5,00 0	5,150	5,30 5	5,4 64	5,62 8
Bank charges	600	1,20 0	1,236	1,27 3	1,311	1,35 1
Travel	5,0 00	5,00 0	5,150	5,30 5	5,4 64	5,62 8
Community outreach/student recruiting	15,0 00	10,0 00	5,000	5,15 0	5,30 5	5,4 64
Backoffice Services (Contracted)	15,0 00	120, 000	123,600	144, 000	148, 320	152, 770
Technology Support Services (Contracted)		20,0 00	20,600	21,2 18	21,8 55	22,5 10
Other Contracted Services	2,0 00	40, 000	20,000	20,0 00	20, 000	20, 000

Mktg./Talent Recruiting		5,000	5,150	5,305	5,464	5,628
Insurance (liab, umbrella, D&O, EPL, auto, etc.)	5,000	15,000	20,000	20,600	21,218	21,855
Legal	5,000	5,000	5,000	5,000	5,000	5,000
Audit			15,000	15,450	15,914	16,391
Contingency (1% of Foundation Allowance)		12,522	22,001	32,030	39,822	41,004
Total General and Administrative Costs	56,600	248,722	258,187	291,243	306,062	314,482
Total Expenses	675,603	3,343,008	3,766,610	4,230,956	4,776,025	5,130,333
Per Student		22,287	12,555	9,402	9,097	9,772
Net Operating Surplus/(Deficit)	413,104	(27,5649)	74,804	663,116	847,502	646,418
Cumulative Fund Balance	413,104	137,456	212,259	875,375	1,722,877	2,369,295

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Evaluation Rubrics

This application element is not evaluated

7. Financial Management Capacity Upon Opening**Status: Evaluation Not Needed****Form Result**

Provide evidence that the individuals, if known, tasked with handling the financial aspects of an open school have the relevant expertise.

Overarching Standard/Criteria: Compelling evidence of individual and collective qualifications and capacity for implementing all aspects of the financial plan successfully.

Evidence needed for addressing the overarching standard:

School Financial
Leadership Capacity
Narrative

Harriette Thompkins

- **Role:** Principal at Wylam Elementary
- **Expertise:** As a school principal, Harriette has managed school budgets, implemented programs, and collaborated with stakeholders to secure funding for initiatives like the House System and PBIS. Her experience in educational leadership includes financial oversight and community engagement, which are critical for fundraising and development.
- **Level of Knowledge:** Moderate. Her experience in school administration suggests a solid understanding of budgeting and financial management, though her expertise may be more focused on educational settings.

Board Financial
Leadership Capacity
Narrative

Based on the provided documents, the following individuals associated with Invictus Career Institute have expertise in financial management, fundraising, development, and/or accounting and internal controls:

1. Kamau Witherspoon

Role: Chief Executive Officer, Shipt

Expertise: As CEO of Shipt, Kamau has extensive experience in operational planning, budgeting, and financial oversight. His background includes leadership roles at Target, where he managed operational budgets, M&A integration, and process improvement initiatives. His experience in corporate leadership and strategic planning suggests a strong understanding of financial management and internal controls.

Level of Knowledge: High. His executive roles in large organizations like Shipt and Target demonstrate advanced expertise in financial management and strategic resource allocation.

2. Joe Hampton

Role: President of Spire's Alabama and Mississippi natural gas utilities

Expertise: Joe has over 20 years of experience in the energy and utilities sector, where he has overseen operations, budgeting, and community development. His role involves managing large-scale budgets and ensuring financial sustainability for Spire's operations. Additionally, his involvement in community organizations like United Way and the Birmingham Business Alliance suggests experience in fundraising and development.

Level of Knowledge: High. His leadership in a major utility company and his involvement in community development initiatives indicate strong financial management and fundraising skills.

3. Dr. Connie Hill

Role: CEO of Girls Inc. of Central Alabama

Expertise: Dr. Hill has extensive experience in nonprofit management, including fundraising, grant writing, and financial oversight. Her work at Girls Inc. involves managing budgets, securing funding, and implementing programs that require strong financial controls. She has also been involved in community organizations that rely on fundraising and development efforts.

- **Level of Knowledge**: High. Her leadership in nonprofit organizations demonstrates expertise in financial management, fundraising, and development.

4. Delicia Mason

Role: Vice President of Nursing Operations at Children's of Alabama

Expertise: While her primary focus is on nursing operations, her

role involves overseeing budgets and resource allocation for critical care and emergency departments. Her experience in managing large teams and operational budgets suggests a solid understanding of financial management and internal controls. Level of Knowledge: Moderate. Her experience in healthcare operations indicates a strong understanding of budgeting and resource management, though her expertise may be more operational than financial.

5. Harriette Thompkins

Role: Principal at Wylam Elementary

Expertise: As a school principal, Harriette has managed school budgets, implemented programs, and collaborated with stakeholders to secure funding for initiatives like the House System and PBIS. Her experience in educational leadership includes financial oversight and community engagement, which are critical for fundraising and development.

Level of Knowledge: Moderate. Her experience in school administration suggests a solid understanding of budgeting and financial management, though her expertise may be more focused on educational settings.

Summary:

Kamau Witherspoon and Joe Hampton have the highest level of expertise in financial management, fundraising, and development, given their executive roles in large organizations and their involvement in strategic planning and community development.

Dr. Connie Hill also has significant expertise in nonprofit financial management and fundraising.

Delicia Mason and Harriette Thompkins have moderate expertise, with experience in budgeting and resource management within their respective fields.

Evaluation Rubrics

This application element is not evaluated

6. EXISTING OPERATORS

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Not Reviewed

Form Result

By law, additional expectations and evidence are required for those applicants who are **existing operators**, defined as representing a nonprofit organization which currently:

- Have one or more schools in operation nationwide which have been in operation for more than one full school year; or
- Intend to employ an educational service provider with one or more schools in operation for more than one full school year.

For applicants meeting this definition please provide the following supplementary information regarding the performance of the existing schools in the portfolio. *Ala. Code § 16-6F-7(a)(10)* and *Ala. Code § 16-6F-7(a)(11)*.

All Charter Management Organizations (CMOs) and Educational Management Organizations (EMOs) are considered existing operators.

Overarching Standard/Criteria: Compelling evidence of other successful schools serving the same proposed student population.

Evidence needed for addressing the overarching standard:

1) Provide a detailed description of the organization's growth plans and capacity to successfully support and execute that plan including business plans to support anticipated growth.

NA

2. Provide, as an attachment, evidence of a track record of success serving a similar student population by completing the Portfolio Summary. Discuss portfolio performance on the whole, relative to performance on the relevant authorizer, district, or state accountability plan(s) and/or state assessments. Performance on State Test or ACT/SAT is also acceptable.

Evidence of Track Record

Space Holder.pdf

8.4 KB • Added 4 days ago

3. Disclose information on any schools that have been closed or non-renewed or charters that have been revoked.

NA

Element Review

Reviews is not provided

