



Request for Proposals (RFP) Application Package

APPLICATION

November 1, 2020

Due On or Before December 1, 2020

www.maconk12.org

334-727-1600

Introduction

The Macon County Board of Education (MCBOE) as an approved charter schools authorizer is pleased to seek 2020 proposals for a high-quality start-up public charter school in the Macon County School' boundaries seeking to open in the 2022-2023 school year or thereafter with a year of planning. The MCBOE is charged with authorizing high quality charter proposals that meet specified education needs In Macon County and those needs are identified as (a) foundational principals of elementary reading and (b) foundational principals of elementary mathematics.

Specifically, the Board seeks proposals for a startup public charter school that will address the following educational priorities:

1. engaging and preparing students through a rigorous, standards-based education that uses an arts integrated, science, technology, engineering, and math framework with a focus foundational reading and foundational math instruction (STREAM) in the early elementary grades (Kindergarten through grade 3) with innovative, and high-quality educational services;
2. ensuring that hired or contracted faculty and staff that have outstanding special training and experience in administering state and federal laws related to early elementary and/or at-risk students who are reading below grade level; students with math illiteracy or non-proficiencies; special needs students under the Individuals with Disabilities Education Act; and students with needs as identified in Section 504 of the Rehabilitation Act of 1973.
3. managing all related logistical services efficiency to include services such as school transportation and appropriate feeding programs.
4. demonstrating competence and success in managing such funding efficiently and within reasonable budgets;
5. increasing educational experiences and opportunities for at-risk and/ incarcerated students economically or academically disadvantage;
6. ensuring that charter school teachers and school administrators/leaders have a direct role in operation of the school;
7. encouraging the use of high-quality models of teaching, governing and scheduling;
8. providing for exceptional levels of results-driven accountability based on student outcomes;
9. offering related services needed and or identified for students to include services such as speech therapy and occupational therapy and ensuring these services are provided in location that is centrally located for parents in the service area.
10. operating within the allowable financial structure for public school funding set forth in Act No. 2015-3, and adhering to all state and federal law;
11. creating expanded opportunities for involvement in the education system by students, parents and community members; and
12. accepting and fully committing to serving all students who may attend or is enrolled (i.e., students with and without disabilities).

All new start up public charter schools approved in Macon County through this process will be subject to the legal requirements set forth in Alabama School Choice and Student Opportunity Act, Ala. Code §16-6F-1, et seg, Act 2015-3.

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Applicant Types

In this request for proposal cycle, applicants will be considered only for a ***start-up public charter school***, which is a school did not exist as a non-charter **public or non-public** school prior to becoming a public charter school.

Operators will be defined in two categories as follows:

- New Operators are nonprofit organizations which:
 - Have never operated a charter school OR currently operate a charter school that has been open for less than one school year (regardless of location)
 - Do not intend to employ an educational service provider OR intend to employ an educational service provider that has not operated a school for more than one year (regardless of location)
- Existing Operators are nonprofit organizations which currently:
 - Have one or more schools in operation nationwide which have been in operation for more than one full school year
 - Intend to employ an educational service provider with one or more schools in operation for more than one full school year

Evaluation Process

The public charter school proposal evaluation process includes four steps of review and are summarized as follows:

1. Initial Review of Charter Application.

The Superintendent or Superintendent's designee will complete the initial review the charter application to determine if the applicant has met all the requirements to be considered for full review. If the Superintendent or designee determine that the application is complete, the charter application will move on to **Step 2**. If the application is not complete, the review process will terminate, and the applicant will be issued a denial letter with the reason and area of incompleteness noted.

2. Academic Review of Charter Application and Operational Review of Charter Application.

This review will be completed by review team members specific to each area of the application.

3. Full Team Review.

Once each area has been reviewed by team members specific to each area, the full review team will meet to discuss and review the application(s).. Once the full review team has discussed the completed application(s), the team will then submit the application(s) and details of discussions from the full review to the Macon County Board of Education for final review and approval or denial.

4. Board Review as Authorizer.

The Board may, pursuant to Alabama Act 2015-03, approve or deny the application within 60 iii

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days of the submission of a complete application, by a resolution adopted at a public meeting of the Board. If the Board approves the application, it may include reasonable and appropriate conditions that the applicant must satisfy prior to the execution of a charter contract. If the Board denies the application, it will provide an explanation for the reasons for the denial.

NOTE: In addition, at least with respect to the first few charter applications received by the Board, the Board may retain a consultant with knowledge in the area of charter authorizations in order to ensure that the Board is properly handling the charter authorization process (including a focus on the core principles of quality charter authorizers). With respect to each evaluator of the charter application, the Superintendent will review the potential for any conflict of interest, to ensure that no evaluator would be employed by or receive financial gain from the charter applicant or the proposed education service provider, or would otherwise profit from the results of the evaluation.

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2020-2021 Request for Proposals Timeline

Milestone Date
<p>Launch of Request for Proposals By November 1, 2020</p>
<p>Prospective Applicant Informational Session or Webinar</p> <p style="text-align: right;">November 11, 2020</p> <p>This informational session will provide those interested in applying for a charter in this cycle with an overview of the process; high-level walk through of the application; and a detailed walk through of the application timeline via video conferencing.</p>
<p>requirements.</p> <p>Deadline for Complete Proposals</p> <p style="text-align: right;">December 1, 2020 by 11:59 pm</p> <p>All proposals must be submitted in complete/final form by this date.</p>

Evaluation Team Proposal Review	January 4, 2021– January 24, 2021
Evaluation teams will review each written proposal.	
In-Person Interviews (Mandatory) Week of January 11, 2021	
Public forum for residents to learn about and provide input on each application Week of January 20, 2021	
MCBOE Application Decisions	By January 25, 2021
An approval decision may include reasonable conditions which the charter applicant must meet before the charter contract may be executed.	
MCBOE Reports Approval/Denial to ALSDE	By January 27, 2021
MCBOE reports decision(s) to the Alabama State Department of Education, Public Charter Schools	
Charter School Contract Execution	By February 1, 2021
MCBOE will execute a public charter school contract for all approved public charter school applications.	

PUBLIC CHARTER SCHOOL APPLICATION INSTRUCTIONS

This application is based on all key public charter school application components required by the Alabama School Choice and Student Opportunity Act, Ala. Code §16-6F-1, et seq, Act 2015-3. Therefore, the Macon County Board of Education requires all start-up public charter school or program applicants to use this application form.

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1. At a minimum, read and become familiar with the following documents:

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

NOTE: The content of this application must rely significantly on the information shown above.

2. Complete all information in each section of the application in the order in which it is listed:

I. Formal cover letter to the Macon County Board of Education signed and dated by the appropriate applicant governing board member and/or key school leader.

• **Acknowledgement and Attribution**

- The cover letter must include a statement of acknowledgement and attribution, as discussed in the

- introduction of this document, *if applicable*.
- Likewise, the *charter authorizer's public charter school application must also require that the public charter school applicant acknowledge and attribute professional entities' permission to use their resource, if applicable.*

II. Cover Sheet and Enrollment Projections

III. Executive Summary

IV. Section 1. Educational Program Design and Capacity

- Program Overview
- Curriculum and Instructional Design
- Student Performance Standards
- High School Graduation Requirements
- School Calendar and Schedule
- School Culture
- Supplemental Programming
- Special Populations and At-Risk Students
- Student Recruitment and Enrollment
- Student Discipline
- Parent and Community Involvement
- Educational Program Capacity

V. Section 2. Operations Plan and Capacity

Governance

- Legal Status and Governing Documents
- Organizational Chart
- Governing Board
- Advisory Bodies

Staffing

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- Staffing Structure
- Staffing Plans, Hiring, Management, and Evaluation
- Professional Development
- Performance Management

Facilities

- Part A. Existing Public Facilities (If available)
- Part B. Independent Facilities
- Start-Up and Ongoing Operations
- Operations Capacity

VI. Section 3. Financial Plan and Capacity

- Financial Plan
- Financial Management Capacity

NOTE: Each section of this application must be accurately completed and submitted before the Macon County Board of Education will review the application to become a public charter school in the proposed local school board jurisdiction. The application must be fully executed (signed and dated) in all pertinent sections where indicated for it to be deemed under submission and ready for review.

- 3. Use a legible font and point size throughout the application.
- 4. The original hard copy of the application must be received by the Macon County Board of Education in sufficient time for Board review and approval and to allow for a successful opening of school OR no later than November 30, 2020.
- 5. Scan and electronically mail the completed application mcboecharterschools@gmail.com. Mail or hand-deliver the completed hard copy with original signatures to:

**Macon County Board of Education ATTN: Dr. Jacqueline A.
 Brooks Macon County Board of Education
 303 Union Springs Road
 Tuskegee, Alabama 36083**

6. The Macon County Board of Education will notify the public charter school applicant contact person regarding the school’s application status upon completion of a review of the application. 7. For technical assistance, contact Kimi Riggins or Logan Searcy at pcs@alsde.edu or 334-353-1815.

8. For specific information related to current staffing, enrollment numbers, or various programs offered in Macon County Schools, contact Student Services Director, Mr. Albert J. Nelson, at nelsonaj@maconk12.org before the application close date **DECEMBER 1, 2020**.

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ATTACHMENTS REFERENCED IN APPLICATION

- Attachment 1**—Overview of Planned Curriculum
- Attachment 2**—School’s Curriculum
- Attachment 3**—Complete Set of the School’s Proposed Learning Standards for Each Grade the School Will Serve
- Attachment 4**—School’s Exit Standards for Graduating Students
- Attachment 5**—Annual Academic Schedule, Including Proposed Calendar for the First Year of Operation, and Including Total Number of Days/Hours of Instruction
- Attachment 6**—Structure of the School Day and Week, Including Number of Instructional Hours/Minutes for Subjects, Length of School Day, Start and Dismissal Times, Reason Schedule is Optimal for Student Learning, Minimum Time Per Day/Week Devoted to Academic Instruction By Grade, and Sample Daily and Weekly Schedule
- Attachment 7**—School Enrollment Plan
- Attachment 8**—School’s Approach to Student Discipline
- Attachment 9**—Plan to Inform Students and Parents of School Discipline Policy

- Attachment 10**—Qualifications, Resume, and Professional Biography of Principal/Head of School Candidate
- Attachment 11**—Job Description or Qualifications, Timeline, Criteria, and Recruitment/Selection Process for Principal/Head of School Candidate (if not hired)
- Attachment 12**—Qualifications, Resumes, Professional Biographies of School’s Leadership/Management Team Members
- Attachment 13**—Proof of 501(c)3 Non-Profit Status and Federal Tax-Exempt Status (or copies of filings for such)
- Attachment 14**—School Governing Documents Already Adopted (such as Board Policies)
- Attachment 15**—School Organizational Chart
- Attachment 16**—Governing Board Bylaws
- Attachment 17**—Complete Staffing Chart
- Attachment 18**—Personnel Policies or Employee Manual (if developed)
- Attachment 19**—Leadership Evaluation Tool(s)
- Attachment 20**—Educator Evaluation Tool(s)
- Attachment 21**—Facility Memorandum of Understanding or Proof of Intent to Secure Facility and Brief Description of Location, Size, Amenities
- Attachment 22**—Supporting Documents Providing Details of Facility
- Attachment 23**—Detailed Plan for School
- Attachment 24**—School Transportation Plan
- Attachment 25**—School Insurance Coverage Including Description and Levels of Coverage
- Attachment 26**—Budget Narrative Including Detailed Description of Assumptions and Revenue and Expense Estimates, Etc.

ALABAMA PUBLIC CHARTER SCHOOL COMMISSION

INTRODUCTION

PURPOSE

Applications for a start-up public charter school must be submitted to the Macon County Board of Education. If the application for a start-up public charter school is denied by the MCBOE, the applicant may appeal to the state commission. The Macon County Board of Education will evaluate the application and approve or deny the application for a start-up public charter school based on the educational needs identified by the Macon County Board of Education. The Macon County Board of Education cannot approve a public charter school application that includes a parochial or religious theme or includes admission requirements for students, such as financial means, academic proficiency, or particular skills or competencies. If the applicant intends to contract with an education service provider for substantial education or management services, this relationship must be articulated in the public charter school application. **NOTE:** *This application form addresses all required components of Requests for Proposals stipulated in Act 2015-3, Section 7. (a)(8).*

TAILORING TO SPECIFIC NEEDS

All of the information contained in the public charter school application must reflect the original work of the applicant. No portion of the application content may be appropriated as original product.

ATTRIBUTION

Some professional entities allow non-commercial reuse of content when proper attribution is provided. If a charter applicant elects to use another professional entity’s content or work product, the applicant must seek the entity’s permission for reuse and then meet its requirements for reusing, acknowledging, and attributing the work back to the entity.

MACON COUNTY BOARD OF EDUCATION'S ACKNOWLEDGMENT AND ATTRIBUTION

The Macon County Board of Education appreciates and acknowledges the Athens City Board of Education, the Alabama State Department of Education (ALSDE), the Public Charter Schools Section, and the National Association of Charter School Authorizers (NACSA) at <http://www.qualitycharters.org/> for granting permission to review, modify, and use their application forms to create this public charter school application for use by the Macon County Board of Education. By combining components of the NACSA and the ALSDE Commission's documents, the MCBOE was able to tailor this application to meet the needs of Alabama's public charter schools pursuant to Alabama law.

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Cover Sheet & Enrollment Projection

Name of proposed school: Red Tails Preparatory

Primary contact person(s): Jeanisha Whetstone

Mailing address: 1429 Bush Blvd. W Birmingham, AL 35208
Street/ PO Box

City State Zip

Phone: (day)205-356-0288 (evening)

Email address: j.whetstone@knowledgeunltd.org Fax:

Primary contact for facilities planning: Jeanisha Whetstone

Phone Number: 205-356-0288 E-mail:

Name of entity or interest group applying: Knowledge Unlimited Foundation

Names, roles, and current employment of all persons materially involved in the preparation of this application or the organization or governance of the proposed school *(you may add lines as needed)*:

Full Name	Current Job Title and Employer	Position with Proposed School
Jeanisha Whetstone	Red Tails Preparatory	Executive Director

Stephen Walker	District Technology Instructor/Montgomery Public Schools	Proposed Principal
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Does this applicant entity or interest group have charter school applications under consideration by any other authorizer(s) in the United States? Yes No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision
				Date

Provide school opening information.

Opening Year	*Geographic Area	Opening Grades	Grade Levels at Full Enrollment
2023-24	Tuskegee,AL Macon County	K-2	K-5

*Identification of geographic area may be as specific as a school zone or as general as the school district targeted for school location but it must include the name of the local education agency (LEA) with authority over the area of the proposed school. Additionally, it may also include a specific neighborhood or school with the LEA.

Model or focus of proposed school (e.g., arts, college preparation, dual-language, and/or other):

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Does the school intend to contract with a third-party education service provider (ESP) to manage the educational program and operations of the school?

Yes No

If Yes, identify the ESP or other partner organization: 4th Sector Solutions

Does the school intend to partner or be affiliated with an organization through which a single governing board governs or will govern multiple schools?

Yes No

If Yes, identify the organization:

Proposed Principal/Head of School Information (if identified):

Name of proposed principal candidate: Stephen C. Walker

Current employment: _ Montgomery Public Schools

Daytime phone: 205-276-6051 Cell:

E-mail:stephen.walker@mps.k12.al.us

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Executive Summary

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

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

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

The mission and vision statements, when combined, should:

- Identify the students and community to be served.

- Illustrate what success will look like.
- Align with the purposes of the *Alabama School Choice and Student Opportunity Act* (Act 2015-3) and the authorizer's stated priorities for schools.

- 2. Educational Need and Anticipated Student Population.** Describe the anticipated student population, the students' anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based consistent with student enrollment eligibility and selection criteria.
- 3. Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non negotiables of the school model. Describe evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school is projected to do more effectively than the schools that are now serving the targeted population and how the school plans to achieve its goals.
- 4. Community Engagement.** Describe the relationships that have been established to generate community engagement in and support for the proposed school and how needs and/or solicited support for the school have been assessed. Briefly describe these activities and summarize the results.
- 5. Leadership and Governance.** As an attachment, list the members of the school's proposed leadership team and governing board, including their roles with the school, their current job titles and employers, and full resumes (including contact information and professional biographies for each individual listed).

Executive Summary

Red Tails Preparatory (Red Tails Prep) prepares every student for college, a career, and life through a holistic educational experience. We are excited to partner with Macon County Public Schools to provide an academically challenging, disciplined, and safe K-5 elementary school that prepares students for success in college and beyond. We are committed to raising the bar of student achievement and leading neighborhood schools in the drive towards academic excellence and student wholeness. Because we are aware that developing a solid reading foundation is critical in the early grades, our initial aim is to increase reading proficiency rates to ensure that each year 80% of our K-3 students are able to read at or above grade level by the end of the year. This will ensure that students have an advantage that allows them to excel throughout their school years. Red Tails Prep also seeks to help the state of Alabama drive towards its 2030 ESSA goals by leading its district partners in Reading and Math proficiency, ranking in the top 10% of the state in academic growth, strengthening the English proficiency skills of English Language Learners, maintaining an average daily attendance of 95%, and tracking towards college and career readiness. Our long term goal is that Red Tails Prep students in 36083, 36075, 36866 and 36088 be among the highest performing in the state of Alabama. We accomplish our mission by providing our students academically with 1) a balanced instructional practice approach of effective, direct instruction, supportive, guided practice, and sustained independent practice, 2) hands-on/tactile learning tasks, and 3) engaging, culturally relevant lessons that are tailored to address each students' unique needs. Along with preparing students academically, Red Tails Prep students are educated in a safe, caring, trauma-sensitive environment.

Red Tails Preparatory (Red Tails Prep) is founded and deeply rooted in three core beliefs: social justice, excellence, and empowerment. These beliefs drive us towards our ultimate goal, academic excellence for every student:

1. **(Social Justice) Education is a civil right.** We believe that equitable education is a civil right, and that all students are entitled to a quality, free public education regardless of race, gender, religion or socioeconomic status.
2. **(Excellence) High quality teachers develop high quality students.** We are aware of the need for quality teachers, so we recruit, hire, and retain teachers of the highest caliber to achieve student success.
3. **(Empowerment) Empowered students pursue their passions, interests, and purpose.** We equip our students with the leadership and life skills needed to thrive in an ever-changing society. We lead students on a journey to self-discovery that allows them to find their sense of purpose and contribution to the world.

In addition, the following core values are deeply rooted in all we do and say at Red Tails Preparatory:

Leadership-We believe that every child has the capacity to lead. We work to ensure that every child's superpower is exposed in order for each of them to use their gifts to lead change in their communities and the world.

Community-We believe that "it takes a village", therefore we partner with neighboring schools, families, and community groups to develop a culture in which the overall wellbeing of our children is supported.

Empowerment- Red Tails Prep encourages students and teachers alike to be catalysts of change in our building and throughout the community. All members of the Red Tails Prep community are empowered to take bold risks and effect positive change.

Excellence- Red Tails Prep's staff and students are held to high standards, and are expected to perform at a high level academically and behaviorally daily. We mold students of distinction who become successful men and women. We provide quality services to our students and we meet and exceed our goals.

Legacy- The character, unselfish sacrifices, and heroic acts of the many men and women before us are ingrained in our actions and attitudes. We empower our students to become catalysts of change who plant seeds of continued excellence for future generations.

"Focusing on the whole child is changing the world. It changes the world one student, one classroom, one school, and one community at a time"¹. Once we realize that transitioning from focusing narrowly on academic achievement in students to a focus on educating the whole child, we can then prepare children for the challenges and opportunities of today and tomorrow. The **mission** of Red Tails Preparatory is to prepare every student for college, a career, and life through a holistic educational experience. Through our hands-on, highly-structured, and challenging approach to teaching and learning, we provide a holistic educational experience with an emphasis on academics and social, emotional, and psychological development to foster a love of learning as well as mental stability and wellness that produces successful individuals who possess a balance of education and character.

Vision

Red Tails Preparatory (Red Tails Prep) provides an academically challenging, disciplined, and safe K-5 elementary school that sets students on a path to become successful, contributing members of society.

Our mission, design, and academic and organizational priorities are structured to eradicate the academic gaps plaguing underserved children starting in kindergarten and position them on a trajectory of success throughout

¹ <https://inservice.ascd.org/strengthening-the-desire-to-learn-by-artsying-up-the-place-2/>

middle school, high school, and on to college and the workforce. The following objectives describe the academic and social-emotional development components that will lead to the success of our students:

Preparing for Proficiency of Alabama’s College and Career Ready Standards

In 2012, Alabama began implementing the Alabama College and Career Ready Standards in math. The following year, English/Language Arts was implemented. The purpose of this initiative is to prepare students to be college or career-ready through the implementation of standards that require students to meet certain academic goals or expectations at each level. Since the adoption of these standards, teachers have been given the responsibility of developing curricula at each level in math and English to ensure that students are proficient. At Red Tails Prep, we will close achievement gaps, move students to proficiency, increase graduation rates and prepare students for college and a career without remediation. We will be able to accomplish this through our adoption of research-based programs that are rigorous, systematic and effective as well as instructional practices that are highly effective.

Implementing High Quality Instruction Through Authentic Learning Experiences

We believe that all students have a right to receive a quality education regardless of race, religion, gender or ethnic background. At Red Tails Prep, students will receive high quality instruction from high quality educators daily. We will recruit, hire, develop, and retain educators of the highest caliber. Our educators will promote a culture of achievement and use research-based, practice-proven instructional strategies. Educators will tailor instruction to the make-up of his/her classroom by developing relationships with each student in order to decipher how each student learns best. We are aware that our students have unique and differing backgrounds, learning styles, perspectives and life experiences, so we plan to utilize an integrative, authentic whole- child learning approach that is tailored to meet the needs of our students. Students will be actively engaged in meaningful discussions and activities on relative topics with endless opportunities to connect directly with the real world.

Developing the Whole Child

Education is necessary in order for students to experience success in life. However, education alone is not enough. Dr. Martin Luther King Jr. stated, “intelligence plus character-that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate”. In order to ensure that our students acquire a holistic educational experience, students will develop habits of success that will ultimately develop them into self-directed, lifelong learners. The development of these principles will also place our students on a trajectory towards becoming successful, contributing members of society.

Unveiling Each Student’s Sense of Purpose

We are aware that the students within our proposed community have unique life experiences, interests and values. Although every student will ultimately take different paths upon completion of school, every student will have to make important life decisions that will either negatively or positively impact their lives. In order to provide all students with the tools to make meaningful decisions, we guide our students on a journey to understanding his or her identity, interests, values and culture through culturally relevant curricula²coupled with authentic learning experiences. Students will develop goals, create a viable plan and acquire a mindset that causes them to be committed to continually progressing towards meeting their goals.

Educational Need and Anticipated Student Population

² Rajagopal, Kadhira. *Culturally Responsive Instruction*. Retrieved from: <http://www.ascd.org/publications/books/111022/chapters/Culturally-Responsive-Instruction.aspx>

Red Tails Prep seeks to partner with Macon County Schools (MCS) in providing an academically rigorous and highly structured elementary school that sets the most underserved children in Macon County on the path to college or a career. Our mission, design, and academic and organizational priorities are structured to eradicate the academic gap plaguing underserved children starting at pre-kindergarten, and position them on a trajectory of success throughout middle school, high school, and on to college and the workforce. We are open to all students within Macon County and surrounding areas and encourage diversity.

Of the six schools that our proposed student population attends within Macon County, five schools earned a C and one school earned a D. These scores were determined by several different aspects including academic achievement. Below we have respectfully displayed the 2018-2019 academic achievement scores of the six MCS that the students within our proposed community attend. These scores represent the percentage of students who were proficient in reading, math and science, and percentage of college and career readiness.

School	Reading Proficiency	Math Proficiency	Science Proficiency	College and Career Ready
George Washington Carver Elementary (PK-3)	29.47%	25.26	N/A	N/A
D.C. Wolfe (K-6)	25.0%	18.75%	15.79%	N/A
Tuskegee Public Elementary (4 th -6 th)	23.77%	21.51%	16.24%	N/A
Tuskegee Institute Middle	31.78%	19.49%	19.13%	N/A
Notasulga High School	17.11%	20.13%	7.89%	59.46%
Booker T. Washington High School	26.55%	10.62%	18.58%	65.6%

According to the data, George Washington Carver Elementary outperformed the majority of the schools by as many as twelve percentage points in reading and fifteen points in math. However, all six schools struggled to meet district and state goals. The scores of most schools were significantly lower than the state’s math (47%), reading (46%), and science (37%) proficiency percentages³.

Further Analysis of Proficiency Data: George Washington Carver Elementary

Reading		Math	
1- Needs Support	29.47%	1- Needs Support	32.63%
2-Close	41.05%	2-Close	42.11%
3- Ready	25.26%	3- Ready	23.16%
4-Exceed	4.21%	4-Exceed	2.11%

After further analysis of the data, George Washington Carver Elementary’s 2018-2019 data revealed that almost half of students scored *Close* in reading (41.05%) and math (42.11%). This means that these students were a step away from scoring proficient or *Ready* in reading and math. Developing a solid reading foundation is critical in the early grades. According to the National Adult Literacy Survey, children who have not developed some basic literacy skills by the time they enter school are 3 to 4 times more likely to drop out in later years. From this data, we have determined that there is a need to address the learning gaps of the students in MCS. Additionally, according to the Foundation for Excellence in Education, “by third grade, students must make the transition from learning to read to reading to learn. If they do not, they cannot do their coursework”. Like MCS, we work to ensure that all students are proficient in reading, math and other subjects. The result of our students meeting and exceeding proficiency in all subjects yields increased graduation rates and more students prepared to succeed in college, a career and beyond. Our school model is specifically designed to position children in Macon County to become productive citizens.

³ Alabama Report Card. <https://reportcard.alsde.edu/Alsde/OverallScorePage?schoolcode=0000&systemcode=000&year=2019>

Red Tails Prep serves those students within underserved areas in order to narrow the achievement gap. Like MCS, we are committed to the success of our students and ensure that all students are proficient in reading, math, and other subjects. Each year of testing beginning in 2023, Red Tails Prep students outperform neighborhood schools by five percentage points in each tested subject. For example, in 2023 George Washington Carver Elementary (GWC) will improve the percentage of third grade students meeting annual growth targets in reading to 34% and math 30%. With gap closing, high quality instruction, a rigorous curriculum, and timely intervention, Red Tails Prep students are expected to reach 35% proficiency in math and 39% proficiency reading by 2024, our first year of standardized testing. Year after year, Red Tails Prep assists in narrowing the achievement gap and outperforming the national average. Additionally, our academic model positions our students to grow a year and a half in reading and math each year. The chart below illustrates the annual academic growth in reading and math at Red Tails Prep and MCS beginning in 2024.

Annual Grade 3 Reading and Math Proficiency

	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Red Tails Prep	Reading: 39% Math:35%	Reading:44% Math:40%	Reading:49% Math:45%	Reading: 54% Math:50%	Reading: 59% Math:55%
GWC Elementary	Reading: 34% Math:30%	Reading: 39% Math:35%	Reading: 44% Math:40%	Reading:49% Math:45%	Reading:54% Math:50%

Our mission requires that all students be equipped with the critical areas of early childhood development. These critical areas include literacy, number sense, oral language and social and emotional development. We ensure that the students grasp and master the foundational critical areas that are essential to success in future grades and beyond. Red Tails Prep is prepared to partner with MCS to close the achievement gap, exceed national norms in all subjects, and ultimately prepare students for college, a career, and beyond.

Non-Academic Challenges

A major non-academic challenge that Red Tails may face is accommodating a large percentage of students who suffer from adverse childhood experiences (ACEs)⁴. These events are defined as traumatic events that occur in childhood and teenage years that can put children at risk for violence, chronic health problems, mental illness, and substance abuse in adulthood. ACE is categorized into three categories: abuse, neglect, and household challenges. Research suggests that although ACEs are not specific to one race of people, there is a difference in the amount of exposure to ACEs among children of different races and ethnicities. According to the Center for Child Counseling, in the U.S. 61% of black children and 51% of Hispanic children have experienced at least one ACE, compared to 40% of white children. Currently, in Macon County Schools, 98% of the student population is African American and the Hispanic population is 1%. After numerous discussions with community members, we are aware that a large number of our students and their families experience adverse circumstances that ultimately affect their quality of life. The following data points⁵ are a snapshot of Macon County:

- 45% of children under 18 live below the poverty line
- 48% of the number of households are female-lead households
- Highest percentage of educational attainment among citizens is high school (30%)
- 26% of children experience food insecurity

⁴ <https://www.cdc.gov/violenceprevention/aces/help-youth-at-risk.html>

⁵ Alabama Possible. *Alabama Poverty Data Sheet*. Retrieved from https://alabamapossible.org/wp-content/uploads/2018/06/AP_PovertyFactSheet_2018_Web.pdf

The following points clearly indicate that students within Macon County may experience one or more traumatic events that fall within the three categories explained above. Although we are aware that students who experience traumas are more likely to exhibit negative behaviors in school, we will not compromise on having high behavioral and academic expectations for every student. We cannot change our students' environmental circumstances, but we will provide them with the tools to navigate their way to success by renewing their minds, helping them understand their identity (e.g., voice of purpose) and changing or improving their perceptions of themselves to reflect who they have the capacity to become. Once we change their perceptions of themselves, we will create a positive learning environment that develops life-long, self-directed learners. Red Tails Prep proposes the following strategies to intervene and prevent these traumatic events from further plaguing our students and their families:

Restorative Justice Practices Embedded into Our Code of Conduct: It is important for us to set the tone of a culture of achievement and excellence before school begins in order to change, improve, or enhance the students' perceptions of themselves and their communities before optimal learning can take place. Research states that socio-emotional competence is critical for both academic performance and life success⁶. Furthermore, research states that children who have difficulty socially (e.g, getting along with peers) and/or emotionally (e.g, controlling negative emotions) demonstrate poorer school adjustment and performance. Ultimately, children's early interpersonal behavior predicts academic performance as well or better than intellectual factors⁷. We implement restorative practices within our school in order to help students make positive changes in their behavior. Restorative justice and the implementation of restorative practices is an alternative method to discipline that focuses on repairing harm between the victim and the accused. Unlike zero-tolerance policy schools, restorative justice recognizes humanity and individuality. We are aware of the challenges and limitations our students may possess, and commit to using culturally relevant best practices to ensure all students are valued, heard, and socialized into their cultures. We propose a different way of helping children to control their impulses and to develop social skills that allow them to fully participate in lifelong interactions with others around them.

Mentorships: Red Tails Prep partners with the Civil Air Patrol and Auburn University's Organization of Black Aerospace Professionals (OBAP)⁸ to provide mentorships to both male and female students. Monthly meetings will take place on Wednesday with mentees on-campus, however meeting opportunities are not limited to our campus. Both organizations will work with Red Tails Prep to help raise awareness in aerospace science, design, and technology and also increase interest, recruitment, and training for the students who are interested and decide to pursue aerospace-related careers.

Red Tails Preparatory will continue to seek other mentorship programs that are willing to partner and assist with on-going character development of our students.

Staff and Teacher Preparedness: Prior to the first day of school, Red Tails Prep teachers and staff will complete rigorous training sessions on understanding childhood trauma, how it affects our students, identifying symptoms of trauma, and how to create and maintain trauma-sensitive environments within their classrooms and the school. On-going training will continue throughout the school year to ensure effective practice and continuous growth. In alignment with Macon County Schools' Academic Goal 4, our educators and staff work for and on behalf of the children, who are our clients.

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<http://www.child-encyclopedia.com/school-success/according-experts/school-completion-and-academic-success-impact-early-social#:~:text=A%20growing%20body%20of%20research.essential%20for%20optimal%20student%20learning.&text=Equally%20important%20are%20relationships%20with%20adults.>

⁷ McClelland, Megan & Morrison, Frederick & Holmes, Deborah. (2000). Children at risk for early academic problems: The role of learning-related social skills. *Early Childhood Research Quarterly*. 15. 307-329. 10.1016/S0885-2006(00)00069-7.

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Family and Community Partnerships:

Red Tails Prep develops authentic relationships with its students, teachers, and staff. However, we are aware that in order for students to experience optimal success, we must also have these authentic relationships with families and the community. During student enrollment, we want to gain parent/guardian insight into students who may be in need of social-emotional supports through interest and enrollment forms. Red Tails Prep teachers and staff will be able to use pertinent information to ensure that students' social-emotional needs are identified early. No matter the circumstances that our students come to school with, we develop authentic relationships with them and their families to better understand them and their actions. Our goal is that 75% of students in need of higher social-emotional support (Tier 2 and Tier 3) are identified by week 2 of the academic school year. Students who enter Red Tails Prep mid-year will have the opportunity to complete social-emotional interest and enrollment forms at the time of enrollment.

Educational Plan/School Design

Red Tails Preparatory (Red Tails Prep) is committed to building a culturally inclusive student population at all age/grade levels. Recruitment and marketing plans are intentional and varied to reach a wide range of families looking for an exemplary choice in a charter school. The community can learn about Red Tails Prep in a wide variety of communications. These include: public press releases to local television, door to door neighborhood visits, small business visits, community cookout family events, radio, newspapers, social media, public notices at branch libraries, and flyers distributed in locations that children and their parents frequent such as ball parks and grocery stores.

Our purpose for placing a quality charter school in our targeted community is to work together with Macon County Schools to raise the bar of student achievement and lead neighborhood schools in the drive towards academic excellence and student wholeness. The students within this community are deserving of a fair and equitable opportunity to be able compete with peers within surrounding communities, the state and nation. Red Tails Prep ensures that students regardless of race, gender, religion and socioeconomic status have the opportunity to obtain an equitable education.

In order to achieve our mission and vision, we work tirelessly to ensure that all of our students are successful. Our mission and vision require that students have a solid foundation in early childhood development skills such as number sense, literacy, oral language development and social and emotional development. We tailor our instruction to the Alabama College and Career Ready Standards in order to ensure that students continuously progress, remain on track, and are proficient in reading, math, and other subjects prior to graduation. We have adopted research-based programs in all core subjects and implement instruction utilizing practice-proven, effective instructional strategies that complement our population of student learners. Mastery is the key to our students' success in every subject, on every level. There is a strong emphasis on developing students' literacy skills because we believe that literacy is freedom. We have adopted a strong phonics-based program that will be used along with our reading program to teach students all of the skills that are a necessary foundation to proficient reading.

We promote a culture of achievement and excellence because our goal is to mold students of distinction who will become men and women of distinction. Academics alone will not ensure that students experience success, so we will develop students academically, socially and emotionally. We will assist students in finding their academic voice, (i.e., unique learning style) and work alongside them to develop a personalized prescription designed to address their specific learning needs. Students will develop habits of success that will prepare them to experience success in college and life. Finally, we will assist students in unveiling their sense of purpose. In order for students to aspire to be something great in life, they must understand who they are and what they have the potential to become. Students will understand their identities and use this knowledge to develop viable goals and a plan to accomplish them.

We also prepare students for an ever-changing society through the implementation of our high-quality STEM program. STEM is a curriculum based on the idea of educating students in science, technology, engineering and mathematics in an interdisciplinary and applied approach. In our K-5 setting, STEM education focuses on the introductory level STEM courses, and awareness of the STEM fields and occupations. This initial step provides standards-based structured, inquiry-based, and real-world problem-based learning, connecting all four of the STEM subjects. More specifically, our STEM program exposes students to careers in aviation and aerospace to increase minority participation in the aerospace field, and help to shape the industry to be as diverse as the people that it serves. According to the Bureau of Labor Statistics, the racial makeup of America's professional pilots and flight engineers is 92% white and 91% male. Figures from 2018 show that less than 3% of U.S. commercial pilots are African Americans. Fewer than 7% are Hispanic or Latino, and a little more than 4% are Asian. According the Federal Aviation Association (FAA), women make up 7% of U.S. pilots, and according to Sisters of the Skies⁹, a professional organization of black women pilots founded in 2018, less than one percent of those women are African Americans. At Red Tails Prep, we strive to change these statistics and accomplish our mission by resurfacing and placing at the forefront the legacies, attitudes, and values of the heroic men and women who paved a way for African Americans in aviation today.

Furthermore, we have developed partnerships with organizations such as the Civil Air Patrol and Auburn University's Organization of Black Aerospace Professionals (OBAP)¹⁰ that specialize in aerospace, aviation, and STEM education to ensure our students are able to participate in highly engaging, hands-on, mind- on activities as well as mentorships. The goal of our program is to pique students' interest into them wanting to pursue the courses and career paths. We are aware that all of our students will not desire to pursue careers in aviation and aerospace, however Red Tails Prep provides all students with the knowledge, skills, and opportunities to become self-sufficient, successful, contributing members of society.

Governing Board

Red Tails Prep's Board of Directors is comprised of educators, engineers, former administrators, accountants, and business men and women who are distinguished, successful contributing members in several counties within the state of Alabama. A list of our current board members is attached.

⁹ Sisters of the Skies. <https://www.sistersoftheskies.org/>

¹⁰ Since Civil Air Patrol's formation during the earliest days of World War II, this vigilant organization of citizen Airmen has been committed to service to America. Founded on Dec. 1, 1941, to mobilize the nation's civilian aviation resources for national defense service, CAP has evolved into a premier public service organization that still carries out emergency service missions when needed — in the air and on the ground.

Civil Air Patrol's awarding-winning aerospace education program promotes aerospace, aviation, and STEM-related careers with engaging, standards-based, hands-on curriculum and activities. It shapes the experiences and aspirations of youth both in and outside CAP's cadet program.

The Organization of Black Aerospace Professionals (OBAP) is a nonprofit organization founded in 1976. The mission includes providing support, community, and professional development for students on their collective journeys towards becoming aviation professionals. OBAP prepares young adults to realize a successful future and highlights the exciting potential available in aviation. OBAP offers exposure, training, mentoring, and scholarships to assist in increasing the number of underrepresented minority professionals.

6. Enrollment Summary. Complete the following table, removing any rows for grades the school will not serve.

Grade Level	Number of Students					
	Year 1 2023- 24__	Year 2 2024-2 5__	Year 3 2025-2 6__	Year 4 2026-2 7__	Year 5 2027-2 8__	At Capacity 2026-27__
Pre-K						
K	83	83	83	83	83	
1	83	83	83	83	83	
2	83	83	83	83	83	
3		83	83	83	83	
4			83	83	83	
5				83	83	500

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

To combat the achievement gap at its roots, Red Tails Prep proposes to open with 250 kindergarten through second grade students (up to 30 students in 3 classrooms) in our first operational year (2023-2024). The school adds one grade with 83 students each year, eventually reaching full K-5 enrollment of 500 students by 2026. The slow growth model of adding one grade per year allows us to strategically develop systems, instructional programs, and new curricular materials, while building a strong foundation of culture and achievement. Researchers agree that the most critical stage at which to close the achievement gap is in the youngest grades. If left unaddressed, this gap steadily widens each year from kindergarten. Notably, vocabulary size in kindergarten predicts reading comprehension in the middle elementary years and orally tested vocabulary at the end of first grade predicts reading comprehension ten (10) years later¹¹.

¹¹ Cunningham, Anne E., Stanovich, Keith, E. *Early Reading Acquisition and Its Relation to Reading Experience and Ability 10 Years Later*. Retrieved from: <https://pdfs.semanticscholar.org/aa80/07d71042168e1b897289663c56adbdc172b.pdf>

Section 1. Educational Program Design & Capacity

Education Program Overview

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

Red Tails Preparatory (Red Tails Prep) prepares all students for college, a career and life through a holistic educational experience. We accomplish our mission by providing students academically with 1) a balanced instructional practice approach of effective, direct instruction, supportive, guided practice, and sustained independent practice, 2) multisensory learning tasks, and 3) implementing a rigorous, standards based curricula. Along with preparing students academically, Red Tails Prep students are educated in a safe, caring, and trauma-sensitive environment where we build character development through the enforcement of our core values: Leadership, Community, Empowerment, Excellence, and Legacy.

Our mission and vision require that students have a solid foundation in early childhood development skills such as number sense, literacy, oral language development and social and emotional development. We tailor our instruction to the Alabama College and Career Ready Standards to ensure that students continuously progress, remain on track, and are

proficient in reading, math and other subjects prior to graduation. We utilize research-based programs in all core subjects and implement instruction utilizing practice-proven, effective instructional strategies that complement our population of student learners. Mastery is the key to our students' success in every subject, on every level. We utilize educational psychologist Benjamin Bloom's mastery learning approach as one of our primary methods of teaching and learning. Students are required to master a skill before progressing to the next skill or level. For students to achieve mastery of a standard, they must perform at 70% proficiency or higher. Because we are aware that developing a solid reading foundation is critical in the early grades, our initial aim is to increase reading proficiency rates to ensure that each year 80% of our K-3 students are able to read at or above grade level by the end of the year. This will ensure that students have an advantage that allows them to excel throughout their school years. We believe in Fredrick Douglass's profound idea that literacy is freedom. When students learn to read, and are able to read to learn, they have the capacity to experience unlimited success. We have a strong phonics-based program that is used along with our high-quality reading program to teach students all of the skills that are a necessary foundation to proficient reading.

We also prepare students for an ever-changing society through the implementation of our high-quality STEM program. According to the Department of Education (DOE), studying science or math in college leads to a higher employment rate and salary than other majors after graduation. In order to accomplish our mission, we prepare students to excel in science and math to be able to compete with their peers and succeed in future endeavors. STEM is a curriculum based on the idea of educating students in science, technology, engineering and mathematics in an interdisciplinary and applied approach. In our K-5 setting, STEM education focuses on the introductory level STEM courses, and awareness of the STEM fields and occupations. This initial step provides standards-based structured, inquiry-based, and real-world problem-based learning, connecting all four of the STEM subjects. The goal is to pique students' interest into them wanting to pursue the courses. More specifically, our STEM program exposes students to careers in aviation and aerospace to increase minority participation in the aerospace field, and help to shape the industry to be as diverse as the people that it serves.

The following objectives describe the components that will lead to success of our students:

Preparing for Proficiency of Alabama's College and Career Ready Standards

In 2012, Alabama began implementing the Alabama College and Career Ready Standards in math. The following year, English/Language Arts was implemented. The purpose of this initiative is to prepare students to be college or career ready through the implementation of standards that require students to meet certain academic goals or expectations at each level. Since the adoption of these standards, teachers have been given the responsibility of developing curricula at each level in math and English to ensure that students are proficient. At Red Tails Prep, we close achievement gaps, move students to proficiency, increase graduation rates, and prepare students for college and a career without remediation. We are able to accomplish this through our adoption of research-based programs that are rigorous, systematic, and effective as well as instructional practices that are highly effective.

Implementing High Quality Instruction Through Authentic Learning Experiences

We believe that all students have a right to receive a quality education regardless of race, religion, gender or ethnic background. At Red Tails Prep, students receive high quality instruction from high quality educators daily. We recruit, hire, develop, and retain educators of the highest caliber. Our educators promote a culture of achievement and use research-based, practice-proven instructional strategies. Educators tailor instruction to the make-up of his/her classroom by developing relationships with each student to decipher how each student learns best. We are aware that our students have unique and differing backgrounds, learning styles, perspectives, and life experiences, so we plan to utilize an integrative, authentic whole- child learning approach that is tailored to meet the needs of our students. Students are actively engaged in meaningful discussions and activities on relative topics with endless opportunities to connect directly with the real world.

Developing the Whole Child

Education is necessary for students to experience success in life. However, education alone is not enough. Dr. Martin Luther King Jr. stated, “intelligence plus character-that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate”¹². To ensure that our students acquire a holistic educational experience, students develop habits of success that will ultimately develop them in to self-directed, lifelong learners. The development of these principles also place our students on a trajectory towards becoming successful, contributing members of society.

Unveiling Each Student’s Sense of Purpose

We are aware that the students within our proposed community have unique life experiences, interests, and values. Although every student will ultimately take different paths upon completion of school, every student will have to make important life decisions that will either negatively or positively impact their lives. To provide all students with the tools to make meaningful decisions, we guide our students on a journey to understanding his or her identity, interests, values, and culture through culturally relevant curricula¹³. Students develop goals, create a viable plan, and acquire a mindset that causes them to be committed to continually progressing towards meeting their goals.

"If a school is truly committed to ensuring that every student mastered the intended outcome of the core curriculum, it would be vigilant in its effort to assess each student's learning on a timely, ongoing basis"(DuFour 2004). In order to determine the effectiveness of our program, we must assess, collect and analyze student data, and adjust instruction to the needs of our students on a consistent basis. Our goal is to become a data-driven culture in order to meet and outperform state and national norms. Our staff participates in professional development sessions where we dive into the book, *Driven by Data* by Paul Bambrick- Santoyo to develop a data- driven culture.

¹² <https://projects.seattletimes.com/mlk/words-education.html>

¹³ Rajagopal, Kahir. *Culturally Responsive Instruction*. Retrieved from: <http://www.ascd.org/publications/books/111022/chapters/Culturally-Responsive-Instruction.aspx>

Our staff will learn about the eight pitfalls that prevent effective assessment, analysis, and data action and the creation of a truly data-driven culture. Through this book study, we expect to gain insight to ensure that our students are constantly making progress towards proficiency.

Along with the mandatory state assessments, Red Tails Prep utilizes the STEP reading assessment and NWEA's MAP Growth and MAP Skills assessment as forms of ongoing assessment to develop and maintain a high-performing educational institution.

Curriculum and Instructional Design

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

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

The Learning Environment

We believe that in order for students to be prepared for college and life, they must have unlimited learning experiences and opportunities presented to them. Therefore, each day at Red Tails Prep, students will take away knowledge that they can apply to their academic and social development. We promote a culture of excellence and achievement, so students are expected to perform at a high level each day. All major instruction is delivered in a classroom setting, however every inch of our school will be used to educate our students. Our halls are lined with quotes from relevant influential heroes from the past and present. Students will walk quietly in the hallways while reading and contemplating Martin Luther King Jr.'s quote, "intelligence plus character, that is the goal of true education" and Barack Obama's saying, "yes we can". These quotes and heroes will be intentionally pointed out to students and used to encourage and empower students that they are able to accomplish just as much as those displayed before them.

Eye-catching hallway displays are filled with authentic student work that demonstrates that our students are always participating in meaningful, challenging, and engaging activities. Each of our classrooms will also reflect that authentic learning experiences take place. Technology hubs are available for students to complete research projects, enjoy audiobooks and engage in interactive learning programs for intervention and enrichment. Reading nooks with plush, comfortable seating areas will intrigue students' interest to read the plethora of print materials that are provided such as picture and chapter books, magazines, newspapers, and sales ads. The walls will serve as a third teacher to our students. Charts with helpful tips on a specific skill or strategy that are developed by the teacher and students during instruction will line the walls to be used as

tools for students to refer back to at any time. In order to promote oral language development and writing, our rooms contain synonym word walls that will aid students in developing a robust vocabulary that will allow them to be confident when engaging in conversations with others and/or develop quality writing pieces, whether it be emails or a novel. For example, the word *good* is a common word used to describe how something tastes, looks, or describes the performance of something. Several synonyms will be provided under the word *good* for the students to use to expand vocabulary and improve writing quality. Throughout the year as the students and teacher engage in meaningful discussions, they will add words such as *amazing*, *excellent*, *stupendous* and *splendid* under the word *good*.

Each classroom is a safe haven where students can learn, make mistakes without judgement, and succeed. Our students are excited and eager to learn. Each K-3 has two certified teachers; a Lead Teacher and a teacher fellow¹⁴. Our Lead Teachers will handle the main day-to-day operations of the classroom while the teaching fellow assists with instruction, learning tasks, and intervention. Grades 4-5 students will change classes, and have a total of four teachers per grade level; each teacher specializing in one particular subject area. Our goal is to create a pipeline of effective teachers that we will train “in-house” and over time, those fellows become Lead Teachers. This will ensure that we retain teachers of the highest caliber.

The schoolwide schedule will reflect common reading and math instruction for all grade levels in order to place students into subgroups by skill level or mastery level. During these common times, select students will travel to classrooms other than their homeroom classes to receive accelerated or remedial reading and math instruction, as necessary. The following chart outlines our proposed class sizes at Red Tails Prep.

Proposed Class Sizes K-5

Grade Level	Student/Teacher Ratio
Kindergarten	15:1
First Grade	18:1
Second and Third Grade	18:1
Fourth and Fifth Grade	20:1

2. Provide an overview of the planned curriculum, including, as an **attachment (Attachment 1)**, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. In an **attachment (Attachment 2)** explain the school’s curriculum; its correlation to the Alabama standards; the specific instructional materials to be used to implement the curriculum; and the process your school will follow to evaluate, review, and revise its curriculum on an annual

¹⁴ At Red Tails Prep, teacher fellows are certified teachers who provide support to Lead Teacher in the classroom. The teacher fellow may usually be a teacher with less experience (novice teacher). Fellows provide small group instruction in reading and math and assist with all day-to-day tasks. These tasks as well as many other responsibilities prepare Fellows to become Lead Teachers the following year(s).

basis.

High Quality Curriculum

All curriculum selections are based on quality and alignment to the Alabama College and Career Ready Standards. Edreports.org was used as a guide to identify high-quality curriculum options that assist our teachers in developing and implementing high-quality lessons. Additionally, when making curriculum selections and determining our instructional practices, we were certain to consider the student population that we will serve. We believe that “if a curriculum does not respond to a culture, then the culture cannot respond to the curriculum”[1]. Gloria Ladson-Billings coined and defined the term “cultural relevance” in 1994 as “a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes”. To ensure that we are able to effectively educate our students, we encompassed the above stated definition of cultural relevance into our mission and throughout every aspect of our school from our instructional practices, school culture, leadership and staff population, curriculum adoptions, school and classroom behavior management, physical environment, daily interactions with students, staff, and parents, supplemental programs and partnerships, and the day to day operations of the school. All curriculum adoptions are provided as Attachment 2.

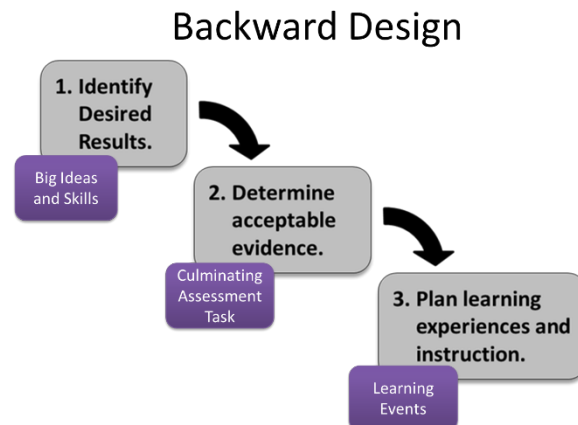
[1] <https://lesliehooks1.com/2013/10/08/culturally-responsive-curriculum/>

3. Describe the primary instructional strategies that the school will expect educators to use and why they are well suited for the anticipated student population. Describe the methods and systems that educators will utilize to provide differentiated instruction to meet the needs of all students.

Primary Instructional Strategies

Prior to implementing instructional strategies, we will need to know what is to be taught to our students. Following a diagnostic assessment at the beginning of the school year, we begin planning for the success of our students. Our teachers attend weekly team meetings, data meetings, and training sessions to ensure that we are well prepared to meet the needs of every student. An approach that our educators will utilize when planning lessons is the Backward Design model. This model is not necessarily an instructional strategy, but it is more so a planning tool to guide our teachers to developing meaningful lessons that they will later implement using our primary instructional strategies. The Backward Design model ensures that educators are intentional about the “what” and “how” when it comes to student learning. The Backward Design, developed by Wiggins and McTighe, was crafted to redesign the broad, traditional forward planning approach to teaching into a more specific, intentional teaching and learning approach. The primary focus of this design is for students to achieve

and succeed the specific, desired learning outcomes. The “what” and “how” is clearly defined upfront for students to understand the “why”, and educators have a clear guide to where students need to go. The image below is the Backward Design model that will be referred to during professional development trainings, faculty meetings, and grade level meetings to ensure that we are consistent schoolwide.



Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

While planning, we will begin with the end in mind. We will identify what outcomes or goals the students need to master. We will follow up with determining how we plan to assess whether students have obtained the desired outcome. Lastly, we will develop the plan on implementation of instruction and the culminating tasks (hands on learning experiences). As a result of utilizing this approach, we expect the following results:

- clearly defined goals that can be used for teachers, students and parents to gauge the level of understanding of a particular skill
- appropriate assessments that produce meaningful data that can be used to reflect and adjust instruction
- tightly aligned lessons and more purposeful teaching.

As our educators utilize the Alabama College and Career Ready Standards as a base to drive all instruction, they utilize this method to intentionally design student-centered lessons with meaningful activities that focus on learning outcomes.

Instructional Strategies

In order to accomplish the mission of Red Tails Prep, teachers provide effective, rigorous instruction in a safe and challenging environment. Our educators understand that there is no one way to teach students, therefore a personalized learning path is provided for each student to be successful. Through our balanced instructional practice approach, students are pushed to and beyond mastery. Students are required to master concepts and skills before progressing to the next level. At Red Tails Prep, a student has mastered a standard when they perform at 70% or higher on a given task. Any student that is performing at “Approaching Standard” must receive corrective feedback and provided with a remediation lesson and/or assignment. Students must be assessed again to determine effectiveness of remediation.

Achievement Scoring Guide

4= Exceeding Standards (90%-100% proficiency)	Consistently grasps, applies, and extends the grade level standard beyond the expected level of mastery.
3= Meeting Standards (70%-89% proficiency)	Grasps and applies the grade level standard. Has met the standard.
2= Approaching Standard (60%-69% proficiency)	Making progress towards the grade level standard.
1=Below Standard (0-59% proficiency)	Working well below grade level standard. Needs significant support to reach the standard.

The following objectives describe the components that will lead to success of our students:

Providing a Balanced Instructional Practice Approach to Teaching and Learning

Every student has a preferred way in which they absorb, process, comprehend, and retain information. As educators it is important to implement best practice strategies into our daily activities, curriculum, and assessments. Our instructional practice approach allows us to provide balance of practice proven instructional strategies to ensure the needs of each individual student are addressed and their outcomes soar.

Direct Instruction

Direct instruction is a teacher directed approach where a concept or skill is explicitly taught and modeled step by step while students observe, but are allowed to interact. Direct instruction usually sets the stage for learning. Students are informed of the expected learning outcomes, then they are modeled with clear explanations and examples. Although the instructional strategy involves more direction from the teacher, the amount of teacher talk time is limited. In order to ensure optimal student engagement, our K-5 teachers will spend no more than ten minutes of talk time to ensure that students have ample amount of time to practice the concept or skill to mastery.

Guided Practice

“Guided practice is the transition phase, where children take more control of their learning and the teacher slowly steps back.”¹⁵ Following direct instruction where the teacher has all or most of the responsibility, students are now able to practice the skill or concept with guidance from the teacher and peers. Early elementary grades are the most critical years; therefore, we use a two-teacher model to decrease class size to ensure intensive, small group, differentiated instruction¹⁶ takes place to move all students towards mastery. While the students practice the skill or concept, the teacher supports students as needed clarifying any misconceptions and pushing them beyond mastery. Students also have the opportunity to work collaboratively to compare notes, clarify misconceptions, and problem solve.

Independent Practice

Independent practice is the part of the lesson cycle where students are able to practice the modeled skill or concept while working towards mastery and beyond. Teachers provide practice that is beyond worksheets in order to ensure that students have not only obtained a surface level of knowledge, but a deep beyond the surface understanding that can be applied and connected to new concepts and skills. Students are able to practice their new skills through real world applications in order to better assist them in retaining the information, seeing the value in what they are learning, and retaining the skills over a long period of time.

Each step in our balanced instructional practice approach ensures that students receive the adequate amount of instruction, support, and practice in English Language Arts and Math in order to obtain mastery. In order to obtain mastery of any concepts or skills, students must be focused and engaged in the lesson. We are aware that active student engagement is important in moving students towards mastery, so adequate, grade appropriate time to introduce, practice, and master the skills or concepts is critical to accomplishing our mission. The chart below describes the amount of time given, within a forty-five minute block of time, to implement direct instruction, guided practice, and independent practice in classrooms at Red Tails Prep.

Time Intervals for Instruction

Grade Levels	K-2	3-5
Direct Instruction	10 minutes	10 minutes
Guided Practice	20 minutes	15 minutes
Independent Practice	15 minutes	20 minutes

In grades K-2 and 3-5, direct instruction is limited to no more than ten minutes of teacher led instruction to avoid a decline in student engagement. After the initial lesson, students in K-2 are provided more time for supported practice since students are learning the foundational skills that are critical to success in future grades. By grades 3-5, students have been equipped with the basic foundational skills in grades

¹⁵ Pearson, P.D., & Gallagher, M.C. (1983). The Instruction of Reading Comprehension. *Contemporary Educational Psychology* 8, 317-344. Retrieved from <https://readingrecovery.clemson.edu/home/reading-comprehension/lesson-structure/guided-practice/>

¹⁶ Reading Rockets. *Differentiated Instruction*. <https://www.readingrockets.org/article/what-differentiated-instruction>

K-2, and need less time to practice with guidance from the teacher. Students in grade 3-5 spend a larger amount of time during independent practice working towards mastery and beyond. Ensuring that students receive a balanced instructional approach to learning guarantees that our students are on track year after year and are ultimately prepared for college and beyond.

Providing Multisensory Learning Tasks

Multisensory learning involves the use of visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning ¹⁷. Multisensory learning is not limited to reading and listening. In Red Tails Prep classrooms, teachers implement science and social studies instruction using multi-sensory tasks and methods. This includes STEM instruction that is built into the daily schedule. Along with the allotted 50 minutes of science/social studies instruction, students receive an additional 35 minutes of instruction during the STEM Innovation stations each day. Students are able to use their hands, bodies, ears, and even taste buds to explore the world around them instead of just reading from a text. This approach is best practice for ensuring that students develop a deeper understanding of the information or skill. Students are able to engage material in more than one way. Since teaching strategies are not a “one size fits all”, multisensory learning ensures that all students can learn. A 2018 study using fMRI technology, which measures brain activity by detecting changes in blood flow, found that children with the strongest literacy skills had more interactivity between different regions in their brain¹⁸. This suggests that multisensory learning has a direct correlation with higher levels of achievement, especially in reading. When children are small, they instinctively learn about our world through their senses. Children are most commonly called “sponges” because they “soak up” all that they hear, see, taste, smell, and touch in their environments. As students enter grade school, they must not be made to rely solely on hearing and seeing as a means of acquiring new information. At Red Tails Prep, we are committed to doing whatever it takes to ensure that our students are prepared academically for college and beyond.

Implementing a Rigorous, Standards Based Curricula

Red Tails Prep bases its entire curriculum around the state academic content standards. Our students receive the knowledge, concepts, and skills at each grade level that the state has determined to be essential. Not only are students expected to master all areas of the standards, the school expects to accelerate learning so that the mastery of the standards is achieved at the faster pace necessary for students to be ready for middle and high school honors and Advanced Placement programs. In 2010, Alabama adopted the Common Core State Standards¹⁹ along with some selected Alabama state standards. The Alabama College and Career Ready Standards detail what K–12 students in Alabama should know in English language arts and mathematics at the conclusion of each school grade. With students mastering the

¹⁷ International Dyslexia Association. *MULTISENSORY STRUCTURED LANGUAGE TEACHING*. <https://dyslexiaida.org/multisensory-structured-language-teaching-fact-sheet/>

¹⁸ Waterford.org. *Why Multisensory Learning is an Effective Strategy for Teaching Students How to Read*. <https://www.waterford.org/education/why-multisensory-learning-is-an-effective-strategy-for-teaching-students-how-to-read/>

¹⁹ Alabama Learning Exchange. *Alabama College and Career Ready Standards*. <https://alex.state.al.us/ccrs/>

standards at each grade level, they are prepared to succeed in post-high school education and the workforce without remediation.

Student Performance Standards

Responses to the following items regarding the proposed school's student performance standards must be consistent with applicable state and Macon County Board of Education standards.

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

Red Tails Prep bases its entire curriculum around the state academic content standards. All grades are standards-based instead of the traditional one hundred point scale grading system. Students will receive one of the following grades for each grade level standard: 1- Below Standard, 2-Approaching Standard, 3-Meeting Standard, or 4-Exceeding Standard. We ensure that our students are receiving the knowledge, concepts, and skills at each grade level that the state has determined to be essential. Not only are students expected to master all areas of the standards with 70% proficiency or higher (see Achievement Scoring Guide), the school expects to accelerate learning so that the mastery of the standards is achieved at the faster pace necessary for students to be ready for middle and high school honors and Advanced Placement programs. In 2010, Alabama adopted the Common Core State Standards along with some selected Alabama state standards. The Alabama College and Career Ready Standards detail what K–12 students in Alabama should know in English language arts and mathematics at the conclusion of each school grade. With students mastering the standards at each grade level, they are prepared to succeed in post-high school education and the workforce without remediation.

Reading proficiently by the end of third grade is a significant milestone in a student's educational trajectory because it signifies a time when the focus is placed on reading to learn instead of learning to read. With the creation of the Alabama Literacy Act (HB388), students in grade three who do not demonstrate sufficient reading skills are retained unless they qualify under one of the good cause exemptions²⁰. Educators at Red Tails Prep utilize the Alabama Course of Study Standards to guide instruction, and ensure mastery of each standard. Students who have difficulty mastering standards are provided with intensive interventions until the standards are mastered.

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2. Provide, in an **attachment (Attachment 3)**, a complete set of the school's proposed learning standards for each grade the school will serve. Address the skills and knowledge each student will be expected to attain by the end of each grade. Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.

²⁰Alabama State Department of Education. *Alabama Literacy Act Implementation Guide*. Retrieved from: <https://www.alsde.edu/sec/ari/Leadership/Alabama%20Literacy%20Act%20Implementation%20Guide%20-%20final%20draft%207.15.20.pdf>

In **Attachment 3**, a complete set of K-5 learning standards are provided. For example, grade three standards are attached to describe the standards that students must master in order to be promoted to fourth grade. To ensure a solid foundation for college and career readiness, students must read a broad range of high-quality, increasingly challenging literary and informational texts widely and deeply. Speaking and listening skills continue to develop through collaboration, discussion, and reports. Writing is integrated within all subjects to develop skills so that students are able to develop quality opinion, narrative, and informative pieces. In math, students focus on four critical areas: 1) developing understanding of multiplication and division within 100; 2) developing an understanding of fractions; 3) developing understanding of the structure of rectangular arrays and of area; and 4) describing and analyzing two dimensional shapes. The curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. At Red Tails Prep, we prepare students at each grade level to meet and exceed grade level standards in order to remain on track year after year.

The result of our students meeting and exceeding proficiency in all subjects yields increased graduation rates, and more students are prepared to succeed in college, a career and beyond. With an academically challenging, disciplined, and safe K-5 elementary school in Macon County Schools (MCS), Red Tails Prep can assist system wide with narrowing the achievement gap in reading, math, and all other subjects. Narrowing the achievement gap would not only benefit Tuskegee, but the state of Alabama. Our school model is specifically designed to position children of Macon County on a path to become successful, contributing, and productive citizens.

3. If you plan to adopt or develop additional academic standards beyond the applicable state and Macon County Board of Education standards, explain the types of standards (e.g., content areas, grade levels, and/or others). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example and explain how these additional standards exceed applicable state and Macon County Board of Education standards.

N/A

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

Promotion Policy

The Board of Directors/Principal shall develop (1) proposed promotion standards and (2) a process to be used in determining a student's readiness to progress to the next level of study and shall submit the standards and process to the Board of Directors for approval. The standards are based, in part, upon proficiency in reading. The guidelines of the Alabama Literacy Act (HB388) are used to determine promotion or retention of students. The standards and process must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, standards-based grades, a portfolio or anthology of the student's work and, when appropriate,

accepted standards for assessing developmental growth. A further breakdown of the guidelines for promotion are below:

Grades K-2

- a) To be promoted to the next grade level, students must score proficient (on grade level) in reading and writing on the End-of-Year Progress Report or show significant progress (documented by literacy assessments and work samples) toward meeting current grade level standards.
- b) Students also must score proficient on the quarterly math assessments or show significant progress (documented by objective assessments and work samples) toward meeting current grade level standards.

Grade 3

- a) To be promoted to the next grade level, students must demonstrate proficiency in reading of current grade level standards.
- b) To be promoted to the next grade level, students should also demonstrate grade level proficiency and make adequate academic growth for the year in mathematics.
- c) Students who do not meet the promotion standards will be given remediation and retesting in compliance with HB388, Alabama's Literacy Act.
- d) In addition, students must pass language arts, mathematics, science, and social studies. Students must demonstrate proficiency or adequate progress toward proficiency in writing as documented by work samples maintained in the student's writing portfolio.

Additionally, a sample third grade standards-based report card is **attached** in order to provide specific information about the level of proficiency on the learning targets that are taught each quarter. Red Tails Prep utilizes this format for K-5 students for progress reports and report cards to provide teachers, students, and parents specific progress of grade level standards throughout the school year.

Grades 4 and 5

- a) To be promoted to the next grade level, students in grades 4-5 should demonstrate grade level proficiency of the grade level standards and make adequate academic growth for the year in reading and mathematics.
- b) In addition, students must pass language arts, mathematics, science, and social studies. Students must demonstrate proficiency or adequate progress toward proficiency in writing as documented by work samples maintained in the student's writing portfolio.

Good Cause Exemptions

The following students qualify for a "good cause exemption" and are exempt from mandatory retention, per HB388:

- a) Students with disabilities whose Individual Education Plan (IEP) indicated that participation in the statewide assessment program is not appropriate, consistent with state law.
- b) Students identified as English language learners who have had less than two years of instruction in English as a second language.
- c) Students who participate in the statewide English language arts reading assessment and who have an Individual Education Plan or a Section 504 plan that reflects that the student has received intensive reading intervention for more than two years and who still demonstrates a deficiency in reading and was previously retained in kindergarten, first grade, second grade, or third grade.

5. Provide, in an **attachment (Attachment 4)**, 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.

N/A

High School Graduation Requirements

High schools will be expected to meet the applicable state and Macon County Board of Education graduation requirements.

1. Describe how the school will meet these requirements. Explain how students will earn credit hours, how grade point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed applicable state and Macon County Board of Education standards, explain the additional requirements.

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

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

School Calendar and Schedule

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In an **attachment (Attachment 5)**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.

"Demanding that students learn more in the same amount of time is especially counterproductive for students who are behind in grade level, have limited English proficiency, or have special needs.²¹" We provide an extended school year of 187 days, extended school day of 8 hours and 10 minutes, and multiple blocks of literacy and mathematics instruction daily. Student and teacher schedules reflect commitment to our mission in length, organization, and content. We obsessively protect instructional time; therefore, our schedule minimizes transitions and maximizes time in the core content areas of literacy, mathematics, science, and social sciences.

The calendar has been designed so that it coordinates as much as possible with the Macon County Schools' calendar. The intention is to help parents coordinate their schedules with children whom they have in other schools. The calendar includes a full week of Thanksgiving and Spring Break, two weeks of Christmas Break, and proposed PD Days based off of MCS's previous academic calendar.

2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for subjects such as English language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. This response should include, in an **attachment (Attachment 6)**, a sample daily and weekly schedule.

In order to accomplish our mission and establish ourselves as a high-quality educational program, it is extremely important that our students and teachers spend quality time engaged in optimal learning experiences. Our school day begins at 7:50 am and ends at 4:00 pm, with the exception of every Wednesday, which operates from 7:50 am to 2:00 pm to provide teachers with on-going, targeted professional development. Our daily reading block is 180 minutes, with the exception of Wednesday, which is an early release day. On Wednesdays, K-2 students participate in 115 minutes of reading while 3-5 students participate in 205 minutes of reading. Students participate in multiple reading blocks of 15-45 minutes in which phonics, comprehension, vocabulary development, novel studies, and writing instruction is implemented. Monthly, students

²¹ Massachusetts 2020. *Time for a Change: The Promise of Extended-Time Schools for Promoting Student Achievement*. <https://files.eric.ed.gov/fulltext/ED534911.pdf>.

rotate between 50 minutes of daily science or social studies instruction. Additionally, students participate in up to 50 minutes of STEM Innovation Stations²², where students engage in hands-on, engaging lessons and activities and are able to explore many fields including aviation and aerospace. In regards to math, students participate in 60 minutes of math instruction daily. Fifteen minutes snack breaks are provided for students as well as daily physical education for 30 minutes. Daily, teachers benefit from our extended day, as they receive 65 minutes of daily planning time every Monday, Tuesday, Thursday, and Friday, during which they collaborate with grade level colleagues and the Director of Curriculum and Instruction to develop, refine, and reflect upon their lesson and unit plans. Currently, our proposed academic calendar reflects that there are 8 professional development days, however these days are in addition to our weekly professional development days that occur weekly. We plan to add more sessions and partnerships upon approval to ensure that our educators are prepared to effectively serve all students.

The chart below provides instructional minutes for each subject each day at Red Tails Prep.

Instructional Times K-5 (Monday, Tuesday, Thursday, Friday)

Subject	Minutes of Instruction
Reading	180 minutes
Math	60 minutes
Science/Social Studies	50 minutes
Choice Time ²³ /STEM Innovation Station	50 minutes
Physical Education	30 minutes

Instructional Times K-2 (Wednesday)

Subject	Minutes of Instruction
Reading (Interdisciplinary)	115 minutes
Math	60 minutes
Physical Education	30 minutes

Instructional Time 3-5 (Wednesday)

Subject	Minutes of Instruction
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²² STEM Innovation Stations is a unique program offered by Red Tails Prep to expose young children, beginning in kindergarten, to the field of aviation and aerospace through STEM related activities. STEM Innovation Stations is a time of the day where students engage in hands-on, engaging STEM activities. Teachers implement the Aerospace Connections in Education (ACE) program and guest speakers who are connected to aviation and aerospace visit to teach lessons as well. ACE is an aerospace themed curriculum that provides cross-curricular aerospace-themed lessons that support STEM initiatives. The purpose of this time is to expose our students to the fields of aviation and aerospace and pique their interests in how we can better assist each of them in becoming successful, contributing members of society.

²³ Choice time is specifically designed for K-1 students to have the opportunity to choose between a variety of fun, engaging activities. Some activities include playing games, playing with toys, making art, and playing outside.

Reading (Interdisciplinary)	205 minutes ²⁴	
Math	60 minutes	
Physical Education	30 minutes	
	Red Tails Prep	Traditional Public Schools
Number of Student Instructional Days	187 days	180 days
Hours in Each Day	8.10 hours	6.5 hours
Total Hours Each School Year	1,515 hours	1,170 hours

School Culture

1. Describe the culture of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

School Culture

Dr. Martin Luther King Jr. stated, “intelligence plus character-that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate”. In order to ensure that our students acquire a holistic educational experience, students must be developed academically, socially and emotionally. We are aware that students within our proposed community may not have all of the support needed due to unfortunate circumstances within their homes and communities. We believe that all students should receive the best educational care to address and target their specific needs regardless of their socioeconomic status. We create a trauma-sensitive environment where we serve as a support system to students and their families in order to help them to realize that their voices are heard, they are cared for, and able to attain success regardless of their circumstances.

Prior to the beginning of school, we will host a retreat where students and their families are invited to come and interact with other students, teachers and community mentors in order to begin building relationships and establishing our school culture of achievement and excellence. Students will attend sessions on teamwork, proper uniform presentation, community relations, and professional etiquette. The students and their families will learn our school creed, our policies and procedures, and our “Language of Success”. Our “Habits of Success” is how we will set the tone in preparing our students to experience success in grade school, college, the workforce and life. Students will learn to make eye contact when communicating with others, give firm handshakes and will improve oral communication in order to engage in meaningful, wholesome conversations. At this gathering we introduce our expectations for students, parents, and

²⁴ Red Tails Prep’s unique Oral Language Program is infused into the writing block on Wednesday for students in grades 3-5. This is to ensure that students are developing the ability to write quality writing pieces and the opportunities to practice public speaking. This time along with each and every day at Red Tails Prep is used to develop our Habits of Success which involve all students being able to use proper etiquette when speaking and listening.

also what students and parents should expect from the Red Tails administration and staff. These expectations will be reiterated throughout the school year through multiple outlets such as our school app, PTA meetings, parental engagement events, and newsletters. We will develop and maintain open lines of communication between our school, teachers, and parents. We believe in the saying “teamwork makes the dream work”, so we want to work together with our parents to create a community of individuals who learn, grow, and succeed together.

It is important for us to set the tone of a culture of achievement and excellence before school begins in order to change, improve or enhance the students’ perceptions of themselves and their communities before optimal learning can take place. Research states that socio-emotional competence is critical for both academic performance and life success²⁵. Furthermore, research states that children who have difficulty socially (e.g, getting along with peers) and/or emotionally (e.g, controlling negative emotions) demonstrate poorer school adjustment and performance. Ultimately, children’s early interpersonal behavior predicts academic performance as well or better than intellectual factors²⁶.

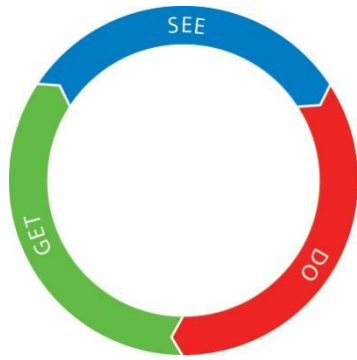
School	Reading Proficiency	Math Proficiency	Science Proficiency	College and Ready
George Washington Carver Elementary (PK-3)	29.47%	25.26	N/A	N/A
D.C. Wolfe (K-6)	25.0%	18.75%	15.79%	N/A
Tuskegee Public Elementary (4 th -6 th)	23.77%	21.51%	16.24%	N/A
Tuskegee Institute Middle	31.78%	19.49%	19.13%	N/A
Notasulga High School	17.11%	20.13%	7.89%	59.46%
Booker T. Washington High School	26.55%	10.62%	18.58%	65.6%

The scores reflected above are the academic achievement scores of third through eighth grade students at schools that students within our proposed community attend. However, the provided data does not depict the true academic potential of the students that attend the schools in Macon County. Environmental and biological factors mostly attribute to the students’ academic performance, and although the students are not responsible for their situations, they are deprived of the opportunity to receive a quality education that allows them to be able to compete with peers within the state and nation. The academic gaps that students develop year after year have the tendency to be detrimental to their self-esteem. Although we cannot change our students’ environmental circumstances, we will provide them with the tools to navigate their way to success by renewing their minds, helping them understand their identity (e.g., voice of purpose) and changing or improving their perceptions of themselves to reflect who

²⁵ Ford, Laurie, PhD., Hymel, Shelley, PhD. *The Impact of Early Social-Emotional Competence*. Retrieved from: <http://www.child-encyclopedia.com/sites/default/files/textes-experts/en/839/school-completion-and-academic-success-the-impact-of-early-social-emotional-competence.pdf>

²⁶Ibid

they have the capacity to become. Once we change their perceptions of themselves, we will create a positive learning environment that develops life-long, self-directed learners. One of the ways that we will change the students' perceptions is through the adoption of the Leader in Me²⁷ framework²⁸ and the *See-Do-Get* cycle; "When you change the way you **See** things, it influences what you **Do** and the results you **Get**".



<https://www.leaderinme.org/what-is-leader-in-me/>

With the rich history of Tuskegee, our goal is to contribute to its legacy by building up future leaders through our school. We believe that every student has the capacity to lead, so we empower them to take bold risks and effect positive change. We strive to become not only an exceptional educational institution, but a leadership academy. We will begin working towards our ultimate goal by adopting the Leader in Me program within our school. As a school, we will participate in a book study of, The 7 Habits of Happy Kids by Sean Covey to coincide with the Leader in Me program. In this book, our students and teachers engage in short stories that illustrate practical examples of how each of the characters' actions helped them to live according to principles such as responsibility, planning ahead, respect for others, teamwork and balance. Through this study, students will learn and put into action the seven principles discussed in the best selling book, The 7 Habits of Highly Effective People by Stephen Covey, in a kid-friendly way.

2. Explain plans for creating and implementing this culture for students, educators, instructional leaders, and parents starting with the first day of school. Describe the plan for transitioning students who enter school mid-year into the school's culture.

Each day on our campus, all faculty and staff will conduct themselves in a professional, ethical manner. In order to create change, we will develop a consistent

²⁷ Instead of focusing on academic measures alone, *Leader in Me* embodies a holistic approach to education, redefining how schools measure success. This framework provides schools with highly effective practices that are implemented school wide in order to create a positive school culture. Retrieved from: <https://www.leaderinme.org/what-is-leader-in-me/>

²⁸ Leader in Me framework. https://www.leaderinme.org/wp-content/uploads/2020/04/Leader-in-Me-Framework-4.0_Final.pdf

culture and maintain it in order to see growth. Students will consistently witness staff cheerfully greeting each other when walking along the hallways, making eye contact when communicating with others, dress professionally, and eloquently communicate using a robust vocabulary in order to model habits of success. Students in turn will be required to adopt the same values. In our classrooms, students will speak in complete sentences, consider and respect the differences in opinions and beliefs of others during debates, encourage their peers to persevere when they seem to have given up and build quality, life-long relationships where they will motivate and hold each other accountable for their actions and success.

Transitioning students who enter school mid-year, along with their parent or guardian, are oriented by the school counselor and administration regarding the culture and expectations of the school immediately upon admission. Additionally, they are assigned a peer mentor who has excelled as a leader to help them make the transition smoothly.

Our educators, administration and staff will attend team building workshops prior to the start of the school year and continuously throughout the year. We will also participate in book studies where we learn how to effectively impact our students. During this training phase, instructional leaders, teachers and staff will collaboratively determine common language, common practices and incentives for success. We will become a true learning community that works together, grows together and succeeds together.

List of Proposed Books for Staff Training

- *A Framework for Understanding Poverty: A Cognitive Approach* by Ruby Payne,
- *Leader in Me* by Stephen Covey
- *Excellence through Equity: Five Principles of Courageous Leadership to Guide Achievement of Every Student* by Alan M. Blankenship and Pedro Noguera,
- *No Excuses: Lessons from 21 High-Performing, High Poverty Schools* by Samuel Casey Carter

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

We will have students of varying backgrounds and abilities, however we are aware that all children appreciate and desire structure. Red Tails Prep students are held to high standards, and are expected to perform at a high level academically and behaviorally daily. We model our expectations in order for students to understand how they must conduct themselves while in school. Students and their families will know our non-negotiables, expectations, and penalties for non-compliance. Samuel Casey Carter stated that, “when a school clearly teaches by example that self-control, self-reliance, and self-esteem anchored in achievement are the means to success, that

school's own success inspires confidence, order and discipline in its students"²⁹. We will be unapologetically firm, but loving as we are building students of distinction that will become men and women of distinction.

Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for summer programs.

At this time, we will not offer summer school. Upon approval, we desire to partner with Macon County Schools to provide co-curricular activities that will optimize the learning experiences of our students.

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

David J. Johns stated, "like all children, African American children are born with the ability to learn, but require experiences to bring their potential to fruition". The missing ingredient to the success of students within underserved areas is exposure. The students within underserved areas are not provided with the many opportunities as the students in high performing schools. At Red Tails Prep, students have the opportunity to engage the outside world as a platform for learning. Students are exposed to unlimited opportunities to learn, grow, and succeed. In alignment with MCS's goal five (5)³⁰, we create partnerships with organizations and institutions of higher learning to support our school's mission.

We partner with the Civil Air Patrol (CAP) and Auburn University's Organization of Black Aerospace Professionals (OBAP) to provide our students with STEM based projects for aviation and aeronautical career pathways and mentorships. This opportunity opens the door for students to no longer be limited by their circumstances. It also provides them an opportunity to discover their purpose, interests, and desires, and provides the discipline and confidence needed to succeed in a world where the educational requirements for successful and fulfilling careers continue to rise.

Since Civil Air Patrol's formation during the earliest days of World War II, this vigilant organization of citizen Airmen has been committed to service to America. Founded on Dec. 1, 1941, to mobilize the nation's civilian aviation resources for

²⁹ Carter, Samuel Casey. *No Excuses: Lessons from 21 High-Performing, High Poverty Schools*. Washington, DC. The Heritage Foundation, 2000.

³⁰ MCS's Goal 5: Financial Sovereignty, Savvy, and Partnerships: The Macon County School System will create partnerships and build relationships with parents, businesses, political entities, institutions of higher learning, and the general public to support the district's mission. These partners will be encouraged to provide funds, expertise, resources, and personal service to enhance the system's educational vision, mission, and goals

national defense service, CAP has evolved into a premier public service organization that still carries out emergency service missions when needed — in the air and on the ground.

Civil Air Patrol’s awarding-winning aerospace education program promotes aerospace, aviation, and STEM-related careers with engaging, standards-based, hands-on curriculum and activities. It shapes the experiences and aspirations of youth both in and outside CAP’s cadet program.

The Organization of Black Aerospace Professionals (OBAP) is a nonprofit organization founded in 1976. The mission includes providing support, community, and professional development for students on their collective journeys towards becoming aviation professionals. OBAP prepares young adults to realize a successful future and highlights the exciting potential available in aviation. OBAP offers exposure, training, mentoring, and scholarships to assist in increasing the number of underrepresented minority professionals.

Services provided by both organizations are voluntary.

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

Students’ social and emotional welfare is important for academic success. Schools are responsible for teaching academics and also for promoting mental health of students. Through our hands-on, highly-structured, and challenging approach to teaching and learning, we provide a holistic educational experience with an emphasis on academics and social, emotional, and psychological development to foster a love of learning as well as mental stability and wellness that produces successful individuals who possess a balance of education and character. Research evidence shows that social and emotional skills can improve academic learning and enhance students’ motivation to cooperate and achieve. Red Tails Prep emphasizes teaching children the skills for positive relationships, so social and emotional learning is a key strategy for schools in their efforts to reduce bullying and improve caring, respect and responsibility at school. When children are taught specific strategies for recognizing and responding to emotions, thinking through challenging situations and communicating effectively, they are less likely to act out frustrations at school and elsewhere. We are aware of the challenges and limitations our students may possess, and commit to using culturally relevant best practices to ensure all students are valued, heard, and socialized into their cultures. We propose a different way of helping children to control their impulses and to develop social skills that allow them to fully participate in lifelong interactions with others around them. Red Tails Prep also recognizes that social and emotional skills develop over time, and that they may develop differently for different children. Parents and schools working together to help children develop social and emotional skills can really make a positive difference for children’s mental health. During student enrollment, we want to gain parent/guardian insight into students who may be in need of social-emotional supports through interest and enrollment forms. Red Tails Prep teachers and staff will

be able to use pertinent information to ensure that students' social-emotional needs are identified early. No matter the circumstances that our students come to school with, we develop authentic relationships with them and their families in order to better understand them and their actions. Our goal is that 75% of students in need of higher social-emotional support (Tier 2 and Tier 3) are identified by week 2 of the academic school year. Students who enter Red Tails Prep mid-year will have the opportunity to complete social-emotional interest and enrollment forms at the time of enrollment.

Red Tails Prep teachers and staff will:

- Model behaviors expected of students at all times; be a positive role model
- Always listen to students; students have a voice and is important
- Establish meaningful relationships with students
- Provide positive affirmations

In addition, our staff participates in book studies such as Ruby Payne's A Framework for Understanding Poverty and on-going trainings on restorative practices to ensure each teacher and staff member is prepared to assist our students as they develop socially and emotionally. Red Tails Prep also provides mentorship opportunities to students in whole groups, small groups, and individually.

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

As a school, we will participate in a book study of, The 7 Habits of Happy Kids by Sean Covey to coincide with the Leader in Me program. In this book, our students and teachers engage in short stories that illustrate practical examples of how each of the characters' actions helped them to live according to principles such as responsibility, planning ahead, respect for others, teamwork and balance. Through this study, students will learn and put into action the seven principles discussed in the best selling book, The 7 Habits of Highly Effective People by Stephen Covey, in a kid-friendly way.

Special Populations and At-Risk Students

1. Describe the overall plan to serve students with special needs, including, but not limited to, students with Individualized Education Programs (IEPs) or Section 504 plans; English Learners (EL); students identified as intellectually gifted; and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

Red Tails Preparatory will be responsible for compliance with federal and state laws regarding serving special populations and special education students, including the Individuals with Disabilities ACT (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities (ADA). Red Tails Prep is committed to identifying and meeting the learning needs of all students, including students with Individualized Education Programs (IEPs) or Section 504 plans; English Language Learners (ELL); students identified as intellectually gifted, and students at risk of academic failure or dropping out. No students will be denied admission due to special needs or disabilities.

Special Populations

Currently, Macon County Schools' data indicates that 11% of children are receiving special education services. The data study also indicates a high number of economically disadvantaged students which Red Tails Prep recognizes as a factor to consider when determining the potential for serving at-risk students. Red Tails Prep is committed to providing the necessary resources for all special populations of students.

All students currently receiving Special Education (SPED) services, will have Individualized Education Plans (IEP) and all students receiving 504 services, will have Section 504 plans. These plans will be developed and monitored by teachers with proper certifications including SPED certification. The special education department will determine appropriate placement of SPED students and 504 students. These meetings will allow time for students/teachers/administrators/parents to set mutually agreed upon goals for individual student learning. The school will also employ a diagnostician, as needed, who will work alongside teachers to determine if identified students qualify for services.

Scope and Sequence, Daily Schedule, Staffing Support Strategies and Resources

Red Tails Prep believes that all students deserve the opportunity to experience success in the context of their peers, and that the best learning environment for the student is in the classroom. We develop a teaching and learning environment that meets the needs of every child so that he/she is provided the support needed to be successful within the least restrictive environment (LRE). A scope and sequence will be developed to provide teachers with a guide to ensure coverage and pacing of state standards through lessons and hands-on learning experiences. Teachers will serve as learning facilitators and provide support for students based on their Individualized Education Program plan (IEP). Assessment will be integrated into all aspects of the teaching and learning process. Teachers will assess students on specific state standards based on specific IEP goals and objectives. A wide variety of instruction and assessment methods will ensure that all types of learners can experience success in the classroom. For the students who do not reach mastery, targeted intervention sessions will be provided. Special education students will follow the daily schedule, as much as possible, with the rest of the school; however, when appropriate, their daily schedule will be adapted to accommodate special classes, programs or other services.

Once a student is tested and qualifies for special education services or 504 and a plan for individual learning is developed, the special education teacher will address the student's needs, including but not limited to, classroom accommodations, tutoring, monitoring, inclusion support, resource support and more. This is also for new students who enter into Red Tails Prep who have already been tested and were receiving services at his/her previous school. The special education teacher will also work with all of the students' regular education teachers to ensure the students' needs are met at all times

and that each student is in the least restrictive environment as often as possible. Numerous opportunities for remediation will be available through online educational platforms, assistive technologies, Orton Gillingham methodology for dyslexia, etc.

The bilingual and/or English as a second language (ESL) program will be incorporated into daily instruction by providing an emphasis on reading and writing instruction across all subject areas and providing opportunities for listening and speaking skills through a multi-sensory approach. Similar to the special education inclusion setting, we will provide a multi-sensory environment in every classroom allowing students to remain in the same room with their peers as often as possible. Students may be pulled out of the classroom by ESL teachers for additional support as needed.

Red Tails Prep offers a Gifted and Talented (GT) program in which students are identified as gifted and/or talented through a series of designated assessments and surveys. Teachers who have GT certification will be employed to not only help identify these students, but also to monitor progress on grade level assessments and acceleration of study. These students will have a multitude of opportunities for accelerated instruction through protocols such as an individualized online curriculum, as well as, independent study topics, outside enrichment programs, and specialized field experiences.

2. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports the school will provide for these students.

A strong Response to Instruction and Intervention (RtII) program will be implemented for struggling students. Students who are not experiencing success in the classroom will have access to three levels of support, each increasing in the level of intensity and frequency before requesting SPED testing. Only after a student has progressed through Tiers 1-3, which is at least eight weeks of intense intervention, will he/she be considered for special education testing. All other reasons for lack of success will be investigated, including but not limited to, attendance, lack of specific interventions, frequency of interventions, hearing and/or vision difficulties, etc.

Additionally, teachers will utilize our Intervention Cycle model in order to ensure uniformity across all grade levels. Teachers will:

1. Utilize a **Universal Screener** to identify the problem that the student(s) is/are having.
2. Analyze data and perform a **diagnostics** to determine what help is needed.
3. Plan and implement **instruction** based off data findings.
4. Assess and **monitor** students' progress to determine if instruction corrected problem.

We have developed a visual model that each teacher will have access to at all times. The following model describes the strategies that our teachers will continuously implement in the classroom when conducting intervention. Teachers are required to take the following steps in the Intervention Cycle in order to identify students' academic needs:

Red Tails Prep Intervention Cycle

Process	Purpose
Universal Screener	What is the problem? Who needs help?
Diagnostics/Deep Analysis	Why is this happening? What help is needed?
Instruction	What should be done to solve this problem? How do we help?
Monitoring	Did the instruction work? How are they doing?

These strategies will be discussed with the Problem Solving Team (PST) during RTII meetings. Proper documentation from student portfolios, assessment data and teacher observations will be used to determine each step of closing the achievement gaps that are impeding students' academic success.

Given our target population, we expect that students will arrive below grade level, particularly with extreme literacy gaps. Our school design, specifically our academic program is designed to target these academic gaps quickly and strategically through rigorous curriculum and high quality instruction, which provide differentiated, intensive support to all students. We also have an intervention approach, which specifically targets students that need additional support in addition to what we provide through classroom instruction. These students will be identified through universal screeners such as the MAP Growth computer-based assessment and the Strategic Teaching and Learning Program (STEP) Reading Assessment. Students who score below benchmark levels in reading and math will be provided small group intervention with evidence-based reading intervention programs. We will implement an intervention approach based on the Response to Instruction and Intervention (RTII) Framework which serves as additional, targeted support for students performing below grade level.

3. Explain more specifically how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities. Specify the programs, strategies, and supports the school will provide, including the following:
 - a. Methods for "identifying, locating, and evaluating" students with disabilities who are in need of special education and related services; (and avoiding misidentification).
 - b. Plans for hiring and evaluating certified special education teachers and licensed related service providers, including projecting adequate staffing for the anticipated population of students.
 - c. Specific instructional programs, practices, and strategies the school will employ to ensure students with disabilities are provided a free appropriate public education in the least restrictive environment.

- d. Plans regarding continuum of placements, access to the general education curriculum, and the opportunity for students with disabilities to be educated with non-disabled peers to the greatest extent appropriate.
- e. Plans for monitoring and evaluating the progress and success of students with disabilities.
- f. Plans for promoting college- and career-readiness for students with disabilities, including high school graduation and post-school indicators.
- g. Plans regarding self-monitoring of disproportionality in the areas of identification, least restrictive environment, and disciplinary actions, including suspension/expulsion of students with disabilities. Self-monitoring of

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

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

In accordance with state requirements, Red Tails Prep will arrange for evaluations for three to five year olds and school-aged children with suspected learning disabilities through Alabama's Early Intervention System, Child Find. Upon enrollment we conduct intake activities including home visits, during which we discuss whether or not the enrolling student has an existing IEP. Though we do not anticipate receiving many children with a special education classification at such early grades of their schooling, we do not want to misidentify any incoming students with an IEP. Students who could possibly be misidentified for special education services are students that attended private schools, students who are highly mobile, students who have been suspended or expelled from school, home-schooled students, and those who are advancing from grade to grade with borderline failing grades in multiple subjects. At Red Tails Prep, we will avoid misidentification of students who may need services by ensuring that teachers receive proper, on-going training on how to identify possible signs of learning disabilities through analyzing students' performance on weekly assessments, daily assignments and behaviors that may be impeding his/her learning. Assessment data and the aforementioned will be discussed at weekly faculty and grade level meetings to monitor progress or continued decline in students' performance. The teacher's update of students' progression or lack thereof determines the actions of the team.

Red Tails Prep will employ, train and retain educators of the highest caliber, therefore we will ensure that each student receives a quality, equitable education from high quality educators. All members of the Special Education Department will provide exemplary services to the students requiring special education needs within our targeted community. The Special Education Department will work collaboratively with the Problem Solving Team (PST) to identify teaching strategies, best practices, and interventions to meet the needs of all students. Our Special Education Department will strive to offer services in the least restrictive environment - to the maximum extent appropriate, providing an education in the same manner as it is provided to every other child, alongside peers in a general education environment. General education teachers and special education teachers will collaborate to ensure that students receiving special education services master the goals specified in his/her IEP and continue making progress in the general education classroom as well.

Students receiving special education services will receive accommodations and modifications to ensure academic success. Accommodations and modifications will be made on assignments, quizzes, tests and during instruction as needed. We want to provide support as needed, however we believe that all students are capable of attaining success, so students will be challenged. Students will be given assignments on his/her functional level, however we will ensure that each student is introduced to the skill or concept that is being taught in the general education classroom. We want to empower all of our students to ask for help, but we want to empower students to be self-guided learners as well. Below are some accommodations and modifications that will be utilized to ensure student success:

- Small group instruction
- Visual aids (classroom charts, movies)
- Manipulatives
- Larger texts
- Texts read aloud
- Small group testing
- Extended time on assignments
- Shortened assignments
- Peer helpers

Students with IEP plans will be continuously monitored to ensure that they are successful. During weekly data meetings, teachers, both special education and general education, will analyze data and determine whether students are continuously making progress. If continuous progress is not being made by a student(s), the teacher may call a reevaluation meeting to discuss the lack and determine with the IEP Team, a new set of measurable goals and objectives that will be better tailored to the needs of the student. The intervention programs within our reading and math programs and other resources will be used to remediate students' deficits.

Section 504 requires schools to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. Section 504 prohibits discrimination on the basis of disability. Red Tails Prep adheres to all obligations under IDEA (Individuals with Disabilities Education Act) and Section 504. We immediately evaluate and identify any students protected under Section 504. This includes any student determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment. Our Special Education Department will ensure that students' legal rights are met and that their special needs are effectively served.

4. Explain how the school will identify and meet the needs of intellectually gifted learners, including the following:
 - a. Approach to defining gifted, methods for ensuring equity and comparability in identification of students in need of gifted services, and methods for monitoring and ensuring racial equity in the gifted program.
 - b. Certification requirements for gifted specialists and professional development targets for general education teachers who teach gifted learners.

- c. Methods for ensuring the needs of gifted learners are met and continuum of service delivery options that will be offered (e.g., pull-out classes, advanced classes, interest clusters, cluster grouping with differentiated curriculum for gifted learner, acceleration procedures, field studies, mentors, all of the above).
- d. Methods for determining cognitive and affective growth among gifted learners.
- e. Procedures related to the monitoring of achievement data for gifted learners, including plans for disaggregation and distribution of results to parents.
- f. Self-monitoring methods for the gifted program, including what, when, and by whom.

Red Tails Prep offers a Gifted and Talented (GT) program in which students are identified as gifted and/or talented through a series of designated assessments and surveys. Teachers who have GT certification will be employed to not only help identify these students, but also to monitor progress on grade level assessments and acceleration of study. These students will have a multitude of opportunities for accelerated instruction through protocols such as an individualized online curriculum, as well as, independent study topics, outside enrichment programs, and specialized field experiences.

Research indicates that Intellectually Gifted students require challenge and support to further develop their interests and capacities, and that these should be provided in a systematical and targeted manner. Entering students who score above-grade level proficiencies on the MAP Growth and STEP assessment are placed on a list of students considered Intellectually Gifted. Identified students will receive an Advanced Learning Plan developed by the grade level team and highly-qualified gifted specialist. The plan will focus on challenging the student in his/her core subjects. All teachers will include advanced assignments and work creatively to identify strategies to differentiate lesson plans for more advanced students. Each lesson plan includes a section on acceleration strategies in daily enrichment activities. Enrichment activities may change regularly and allow for a variety of experiences - music, theater, dance, art, sports, etc. Students will also be allowed to visit classrooms that are a grade level above his/her current grade level for instruction, as necessary.

In order to ensure continued growth of gifted students, the MAP Growth assessment, the STEP assessment, weekly quizzes and tests will be analyzed at data meetings to monitor progress.

Gifted students will receive the services needed to continue to excel from a highly-qualified gifted specialist who will be hired to service these students alongside the classroom teacher.

5. Explain how the school will meet the needs of English Learner (EL) students, including the following:
- a. Methods for notifying parents/caregivers in a language they understand about the procedures that the school will use to identify EL students for possible language acquisition support.
 - b. Methods for identifying and evaluating EL students with disabilities in a timely manner by administering special education evaluations in the child's native language, unless it is clearly not feasible to do so (ensuring that a student's language needs can be distinguished from a student's disability related needs).
 - c. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for

these students.

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

Red Tails Prep complies with all applicable federal laws related to the education of language minority students as stated under Title IV of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974. We will also be in compliance with the Alabama Department of Education's EL Policies and Procedures Manual. English Language Learner (ELL) students are provided with equal access to and full participation in school activities. ELL students study the same content and are held to the same standards as other students. While all classes are taught in English, the level of English used for instruction, verbal and written, is modified as needed to facilitate ELL students' acquisition of English. For students identified as English Language Learners (ELL), we will use Structured English language immersion to accelerate academic progress. We will eliminate or limit the separation of English Language Learners from the mainstream classroom, acknowledging the immersion method of language acquisition as the most expedited effective manner to educate ELL students. If a student's English language proficiency is so severely limited as to render the student incapable of following the activities in a regular classroom, the school will provide instruction in English to speakers of other languages for a certain period of time every school day by highly-qualified, fully bilingual teachers. Because the objective is for the student to fully transition to English classes, the ELL student is expected to participate in part of the regular classroom schedule, where all students have the opportunity to hear and use English.

We will use Home Language Surveys to screen all new enrollees for potential limited English proficiency within the first thirty days of the school year. Students who enroll after the beginning of the school year will receive the survey within the first ten days after enrollment. If the home language is other than English or the student's language is other than English, appropriate Red Tails Prep staff or a hired interpreter will conduct an informal review in the student's native language and English. If the student speaks a language other than English and/or speaks little or no English, we will administer the WIDA ACCESS Placement Test (W-APT) as a screener and placement. The ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners), is designed to satisfy the Elementary and Secondary Education Act, No Child Left Behind, requirements for Title III. Results from these assessments are used to provide identification of and avoid misidentification of ELL students, inform instruction, and ensure all students can access academic content and master performance and content standards. Teachers are responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency. All teachers will receive professional development training in techniques for detecting whether a student has English language deficiencies and in communicating with students designated as ELL students. Any student suspected of having limited English proficiency is tested to determine what level of services, if any, is necessary.

Below is the Home Language Survey that will be given to all enrollees at Red Tails Prep:

Does your child speak a language other than English?
What is the first language your child learned to speak?
What language does your child speak most often?
What language is most often spoken in your home?

If all responses on the Home Language Survey indicate that English is the only language used by the student and by individuals in the home, the student is considered an English-only speaker. Procedures established by Red Tails Prep for placement in the general student population will be followed. If any response on the Home Language Survey indicates the use of a language other than English by the student or an individual in the home or other person during the registration process, then additional assessment may need to be conducted to determine the student's English-language proficiency level. School office personnel will be responsible for notifying the Title III contact when a Home Language Survey indicates a language other than English. The presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English, but if the Home Language Survey indicates that the primary language in the home is not English, then the Title III contact person or designee will be contacted and an initial assessment of the student's English language proficiency level will be conducted.

To ensure academic success and equitable access to the core academic program for ELL students, Red Tails Prep will utilize a sheltered instruction model, which calls for instruction to be implemented in English, but teachers will use strategies to help meet students' linguistic needs, such as the explicit teaching of vocabulary and the use of visual representations. Although we want to keep students in the mainstream classroom as often as possible, a pull out program will be available as needed. Students will be allowed to receive additional support in his/her native language, if necessary. Our supplemental reading program, Phonics First, is designed to provide a systematic, explicit instructional sequence that minimizes confusion for children who are not familiar with the structure of the English language and provides a multi-sensory approach to maximize the instructional impact and minimize confusion. Our educators will receive ongoing professional development in order to ensure proper training on how to effectively instruct, monitor and assess ELL students. The following principles will drive our instructional methods:

1. ELLs require comprehensible input as they move through different stages of language acquisition and acquire English proficiency. Therefore, teachers will scaffold their instruction; use multiple methods for conveying information, particularly non-linguistic methods; and promote student interaction that is structured and supported.
2. Academic language—the more formal, complex English needed to learn advanced academic content—is distinct from conversational language. Teachers will provide explicit instruction in academic language, as well as multifaceted and intensive vocabulary instruction.
3. ELLs need instruction that will allow them to meet state content standards. Teachers will become comfortable implementing the school's ELL program model to convey course content to ELLs. They will also incorporate primary language supports to help students understand the content, when appropriate.
4. ELLs have background knowledge and home cultures that differ from the U.S. mainstream. Teachers will use culturally compatible instruction to build a bridge

between home and school. They will make the norms and expectations of the classroom clear and explicit.

5. Assessments measure English language proficiency as well as content knowledge. Teachers will use testing accommodations when appropriate.

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Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and parents. Specifically describe the plan for outreach to students and families who have an economic or academic disadvantage that requires special services and assistance to succeed in educational programs. Those students include, but are not limited to, students who are members of economically disadvantaged families, students who are identified as having special needs, students who are limited in English proficiency, students who are at risk of dropping out of high school, and students who do not meet minimum standards of academic proficiency.

Red Tails Preparatory is committed to building a culturally inclusive student population at all age/grade levels. Recruitment and marketing plans are intentional and varied to reach a wide range of families looking for an exemplary choice in a charter school. The community can learn about Red Tails Prep in a wide variety of communications. These include: public press releases to local tv, door to door neighborhood visits, small business visits, community cookout family events, radio, newspapers, social media, public notices in branch libraries in neighborhoods, flyers distributed in locations that children and their parents frequent, jump parks, dance and karate studios, etc.

Our intentional and varied plan is to seek guidance from the community members in order to offer programs that will benefit students and their families. We are aware of the need to provide hands-on, engaging STEM-related opportunities and tutoring after school. Therefore, we will continue to work with community members to develop a program that will meet the needs of the community. We are also aware of the need for resources and support for at-home learning. Because we want our parents to feel confident as they work with their students at home, we provide opportunities to participate in conveniently scheduled parent workshops. Parents will not only receive support, they will also receive resources and easy to use materials to effectively work with students at home. These events are held at varying times throughout the week and on weekends to accommodate parents who have busy work schedules.

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

If the number of applications received by the deadline exceed the number of available seats at any grade level, a lottery is used to determine students who are enrolled. All applicants are provided with a random number that is entered into the lottery for a

random drawing. The lottery drawing process continues after the lottery slots are filled to determine the order of students on the wait list.

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

Red Tails Preparatory (Red Tails Prep) is a public charter school and is open to all students and families. According to Act 2015-3 Section 5(a)(3), Red Tails Prep will not limit admission based on ethnicity, national origin, religion, gender, income, disability, English language proficiency, or academic or athletic ability. Instead, the school is open to all students whose grade level is served (according to the development phase), and will enroll all students who wish to attend as long as enrollment does not exceed facility capacity.

Red Tails Prep gives enrollment preference to the following persons, according to the Alabama Charter Law (SB45):

School Founder/Board Members/Full-time Employees: Children of the School Founder, Board members, and full time employees are able to receive enrollment preference as long as they constitute no more than 10 percent of the school's total student population.

Previously Enrolled Students and Siblings: Enrollment preference is granted to students who were enrolled in Red Tails Prep the previous year, and to the siblings of students already enrolled in Red Tails Prep.

4. Provide, as an **attachment (Attachment 7)**, the school's enrollment plan, which should include the school's plan for maintaining records on all enrolled students utilizing the state-adopted Alabama Student Information System (ASIM).

Our Enrollment Policy is attached.

Student Discipline

Describe in detail the school's approach to student discipline. Provide, as an **attachment (Attachment 8)**, the school's proposed discipline policy. The proposed policy must comply with any applicable state and federal laws and Macon County Board of Education policies. The description of the school's approach and the proposed policy should address each of the following:

1. Practices the school will use to promote good choices, including both penalties for infractions and incentives for positive behavior.
2. 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.

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

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

Red Tails Preparatory (Red Tail Prep's) Board of Directors recognizes that maintaining a safe and productive learning environment is essential to its mission to prepare every student for college, a career, and life through a holistic educational experience. Necessary and appropriate disciplinary measures, including interventions, will be taken to address the misconduct of students who engage in behaviors that distract and disrupt the mission of the school.

All students are expected to follow all policies and regulations set forth by the Board of Directors, school rules of conduct, and city, state and federal law. Students who disregard established policies, rules, regulations, or laws are subject to discipline. All students are expected to adhere to appropriate standards of conduct while at school, traveling to and from school, during lunch, and while involved in school sponsored activities. Students representing the school in an extracurricular school group must conform to standards established by their coaches or sponsors in accordance with policy and regulations established by the Board of Directors and any other athletic or activity association to which the school belongs.

Red Tails Prep employs a Multi-Tiered Instructional Support Model with a focus on prevention to deter negative student behaviors. If student behavior falls outside school expectations, school established behavioral guidelines will be used by school administrators to determine appropriate consequences and/or interventions for student behavioral violations. In all instances, these guidelines may be modified contingent upon the level of severity of the incident and aligned with age, developmental level, and other extenuating circumstances. Whenever possible and appropriate, Red Tails Prep will provide restorative disciplinary practices which include 1) holding a student accountable for his or her behavior; 2) restoration or remedies related to the behavior of the student; 3) relief for any victim of the student; and, 4) changing the behavior of the student.

In all circumstances, school administrators will make decisions based upon the health, safety and welfare of all students. Decisions will be made regardless of real or perceived race, creed, religion, sex, sexual orientation, gender identity, economic status, and/or disability status with a focus on student success.

Exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student at Red Tails Prep and one that will not be imposed without appropriate due process, including timely

notification to parents/guardians and a right of appeal since exclusion may deprive a student of the right to a public education. Accordingly, suspension or expulsion of students at Red Tails Prep will occur only in compliance with all state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, as applicable. When city, state or federal laws have been violated, a referral will be made to the proper legal authorities.

Red Tails Prep's Approach

We implement restorative practices within our school's progressive discipline policy in order to help students make positive changes in our students' behavior. Unlike zero tolerance policy schools, restorative justice recognizes humanity and individuality. We are aware of the challenges and limitations our students may possess, and commit to using culturally relevant best practices to ensure all students are valued, heard, and socialized into their cultures. We propose a different way of helping children to control their impulses and to develop social skills that allow them to fully participate in lifelong interactions with others around them.

Taking a Break From the Community (Suspension) and Expulsion

In a situation where an infraction has occurred, all students involved are innocent until all information regarding the infraction has been presented whether the offense is minor, or one that requires suspension or expulsion. Red Tails Preparatory (Red Tails Prep) ensures that all students receive due process and have the right to defend themselves during disciplinary procedures.

For short term suspensions (less than 10 days), Red Tails Prep will provide:

1. Oral or written notice of the offenses or charges against the student
2. If the student denies the allegations against him or her, the student will be allowed to present his or her side of the story

When a student or students have allegedly committed an offense, all students involved are provided with an oral or written notice of the allegations or charges against him or her. After the students have been made aware of the accusations, an opportunity to present his or her side of the story in a fair hearing (formally or informally) is provided. An explanation may be necessary if the student denies the allegations against him. Administration will use the student's account in the overall decision.

For long term suspension (more than 10 days) and expulsions Red Tails Prep will provide:

3. Oral or written notice in advance of the allegations against the student
4. An opportunity for student to present his or her side of the story

Students who have been determined to have brought a firearm to school or have possession of a firearm on school grounds, in a school building, on a school bus, or

school sponsored function require expulsion for a period of one year. Within this time period, a student cannot attend regular school classes, but can attend alternative school designed to provide educational services.

Students with disabilities can be suspended or expelled for the same reasons as students without disabilities. Discipline of students with disabilities will be determined on a case- by-case basis to ensure that disciplinary actions is in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

5. Provide, as an **attachment (Attachment 9)**, how students and parents will be informed of the school's discipline policy.

Attached.

Parent and Community Involvement

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

Members of the community have been directly involved in the planning of Red Tails Prep. Members of the community are responsible for the name of our school. On October 2,2020, we hosted our first community meeting to propose the idea of a new school for the community. Eager and excited to make this school happen, community members went to work making plans to ensure that we open our doors. Two of our Board Members are an essential part of our targeted community. They not only wanted to say that they support our efforts to bring a high-quality school to their area, they were willing to use their resources to further our efforts. We are actively seeking and involving other families and members of the community that would like to provide their voice, time and resources.

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

Red Tails Prep has collaborated and is continuing to collaborate with community members of Macon County on numerous occasions in order to discuss developing a high-quality charter school in the area. Community members are excited and eager to partner with a school that not only prepares students to succeed through gap-closing, high-quality instruction and character development, but they are also excited about the opportunity of a school that exposes students to aerospace and aviation focused careers. The proud members of Macon County are aware of Tuskegee's rich history and are excited about the opportunity for a school to honor their city's legacies. Red Tails Prep listened to its proposed community members and is excited to partner with the Civil Air Patrol to provide opportunities for students to learn about the fields of aviation and aerospace

through authentic real world learning experiences, participate in mentorships, and be provided with the opportunity at an early age to receive hands-on skills and training that can provide a pipeline to a fulfilling career in the aviation or aerospace field.

Through our numerous in-person and virtual meetings, we worked with community members to name the school and specific plans within the school that are essential to providing a quality education to all students. We have also presented before Tuskegee's City Council on May 11,2021 to bring awareness and gain support from the city. A brief list of some of our in-person and virtual encounters with the Macon County community members and leaders are as follows:

October 2, 2020

November 17,2020

November 19,2020

January 12,2021

January 18,2021

February 6,2021

February 9,2021

February 22,2021

March 1,2021

May 4,2021

May 11,2021

June 14,2021

November 10,2021

November 12, 2021

3. Describe how you will engage parents in the life of the school (including any proposed governance roles described in Act 2015-3). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

Carrying out our mission requires a strong partnership between our school and the families whose children we serve. Research has shown that parental engagement raises student academic performance, graduation rates, decreases chronic absenteeism, and promotes self-confidence in students. There are many challenges to successfully involving families in their children's academic lives. Families may have competing demands on their time and attention. Some may not have positive feelings about schools or teachers based on their own school experiences. Some avoid involvement in their children's schoolwork because their own academic skill deficits make them feel unable to help. Moreover, many school-parent relationships suffer because the first time that the parent hears from the school is when there is a problem to discuss. We provide a clear plan to support meaningful involvement of parents and community members in the life of the school and specifically in its governance.

Despite potential challenges, active family involvement in school and learning is essential to accomplishing our mission of preparing students to succeed while at Red Tails Prep, in college, and beyond. We understand and embrace that parental involvement will look different for each of our families, however every family will be expected to participate in some way (i.e. donating, raising money, volunteering time). We build relationships with our parents by conducting comprehensive information sessions during the application process, conducting summer visits for all enrolled students before the beginning of the school year, providing documents that inform families of the school's commitments to them,

and clarifying the school's expectations of students and families. We also build relationships through student and family events that we host throughout the year including fundraisers, Fun Day at the Airport, holiday gatherings, etc. Additionally, we send home daily and weekly behavioral and reading logs to parents which they review, sign, and return to the school. We also provide periodic evening or weekend workshops known as Knowledge Nights that are designed to help families hone the skills they need to be effective teachers for their children; these nights coincide with report card conferences to reduce the potential burden of multiple events on families where parents work evenings or multiple jobs.

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments.

Red Tails Preparatory is seeking partnership with Macon County Schools to provide transportation and meal services for our students, upon approval. Red Tails Prep has been in contact with the City Council regarding funding opportunities. Red Tails Prep and the City Council will continue discussions regarding this matter.

Red Tails Prep has partnered with Moton Field Airport to provide students with opportunities for exposure, experimentation and exploration in the field of aviation. During the school day, students engage in hands-on, STEM based activities, and are provided with after school and weekend opportunities to explore these fields more in depth with aviation professionals once they have expressed sincere interest in learning more about the field of aviation and aerospace. Students will work closely with the Civil Air Patrol and Auburn University's Organization of Black Aerospace Professionals (OBAP) to take a deep dive into weather, longitude and latitude, drone flying and building and even taking flights with professional pilots.

Red Tails Prep seeks to provide other services to students and their families, therefore we will continue to develop partnerships with community organizations, businesses, and educational institutions.

Educational Program Capacity

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

School Leadership Team

Dr. Stephen C. Walker (Principal)

Jeanisha Whetstone (Executive Director)

Governing Board

Dr. Joe Burns (Board Chair)
Jeanisha Whetstone (Ex Officio)
Hattie Kirk (Board Member)
Dr. M. Javed Khan Ph.D (Board Member)
Deborah Mitchell (Board Member)
Martez Nalls (Board Member)
Adam Levine (Board Member)
Dr. Bruce Bright (Board Member)
Dr. Tonya Anthony (Board Member)
Captain Willie D. Billingslea (Board Member)

13

ALABAMA PUBLIC CHARTER SCHOOL COMMISSION

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

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

Jeanisha Whetstone Founder and Executive Director (Ex Officio)

Red Tails Preparatory Founder, Jeanisha Whetstone, is a passionate educator that has served as Team Leader and mentor to her colleagues and students in the Jefferson County school system for over ten years. She has served in Title 1 schools that are situated in underserved communities. Not only has she taught in underserved schools, she has lived in the very type of community she intends to help. She is aware of the injustices that the students and parents face each and every day, and is a witness to the lack of access to quality resources, opportunities to learn from the outside world, and in many cases support.

In preparation for her role as Executive Director, Mrs. Whetstone served as not only a leader and mentor to her grade level team, but to other colleagues and students. Her rapport with colleagues, students, parents, and community members allowed her to serve as a voice when working with colleagues to develop and revise school strategic improvement plans, also known as Continuous Improvement Plans (CIPs), to guide the school improvement effort of the school. She has also worked with administration to create and revise school budgets to allocate funds toward effective and efficient resources that would enhance the learning experiences of the students. Using the Alabama College and Career Ready standards as a base to drive instruction and a deep knowledge of how her students needed to perform to reach and exceed proficiency, she consistently developed and implemented engaging and effective instruction to move students towards proficiency. A combination of her exceptional performance in the classroom as well as her the performance of her students on standardized tests qualified her to supervise colleagues in order to mentor, support, and provide resources.

In her transition from the classroom, she has used her experience and expertise to develop high quality schools to ensure that all students have access to a quality education and are prepared for college, a career, and beyond. Academically, she has used the skills and knowledge gained to tirelessly create quality programs and gather curricula that promote reading and math literacy amongst all students to ensure that all students are equipped with the critical areas of early childhood development and are on track year after year in order to graduate prepared for the path in which they decide. Operationally, she has connected with several high-quality charter schools such as the award-winning Purpose Preparatory (Purpose Prep) in Nashville, Tennessee. She has also been able to visit other successful charters such as Freedom Preparatory in Memphis, Tennessee to shadow the leadership staff, including the Executive Director, to gain hands-on experience in those roles.

As a lifelong learner, she plans to continue to participate in hands-on leadership experiences to be able to effectively lead beyond the daily oversight of the school. She is currently participating in Teach for America's Rural School Leadership Academy, a yearlong fellowship that focuses on building skills in school leadership competencies.

Dr. Stephen C. Walker (Principal)

Dr. Stephen Christopher Walker has served the Montgomery Public School District for a little over ten years. His career began at Davis Elementary School as a sixth-grade self-contained classroom teacher. Since then, Dr. Walker has had the opportunity to serve the Montgomery Public School District in many facets to include an elementary and middle school classroom teacher, technology coordinator, and also as assistant principal. In addition to serving the students, staff, and stakeholders of MPS, he has also had the opportunity to educate and work with students and personnel within a behavioral treatment facility setting. He currently serves the Montgomery Public School System as a District Technology Instructor. This particular role allows him to combine his love for leadership, educating students, teachers, parents, and district personnel in the integration of technology.

During his time as Assistant Principal at Garrett Elementary School, he served as an instructional leader for the elementary school. He was also tasked with disaggregating student data, facilitating professional development training and faculty meetings, collaborating with stakeholders for educational and financial school support, attending leadership professional development training, effectively monitoring student interactions and behavior and assisting with fostering a love and appreciation for learning within students. Dr. Walker supported implementation of the "Leader in Me" in the school environment, participated in classroom observations and feedback sessions, supported budget implementation, modeled 21st-century technological skills for students and teachers, incorporated and utilized Web 2.0 applications for the school, implemented social media initiatives for the school, participated and facilitated PTA events and meetings, and professionally supported the instructional leader of the school. Dr. Walker's experience and accomplishments affirm his ability to serve as an effective instructional leader at Red Tails Preparatory. For more information on Dr. Walker, please visit his digital portfolio at stephencwalker.com.

Dr. Joseph Burns (Board Chair)

Dr. Burns is Associate Professor Emeritus in the Department of Curriculum and Instruction at the University of Alabama at Birmingham, a department for which he

served as Chair from 1994-2002. He is a lifelong and multiple award-winning educator who holds an Ed.D. in Science Education from the University of Georgia. Dr. Burns's experience in preparing and supervising aspiring educators and expertise in science education justifies his capacity to ensure curricular adoptions and programs effectively promote student learning and recruit high-quality educators.

Dr. M. Javed Khan Ph.D (Board Member)

Dr. Khan is the Professor and Head of the Department of Aerospace Science Engineering at Tuskegee University. Dr. Khan received his Ph. D. in Aerospace Engineering from Texas A&M University in College Station, Texas. Dr. Khan will be able to assist us in developing a high-quality STEM based program.

Captain Willie D. Billingslea (Board Member)

Captain Willie D. Billingslea is a graduate of the U.S. Naval Academy with a B.S. in physics. He is also a graduate of the University of Tennessee and the Industrial College of the Armed with a M.S. in both aviation systems and national resource strategy with a specialty in acquisition. Mr. Billingslea is currently the Commanding Officer for the Auburn/Tuskegee University ROTC Consortium.

Dr. Tonya Anthony (Board Member)

Tonya Anthony is a former teacher who has served in several leadership positions from 1990 until current. She began her career as a mathematics teacher in Broward County Schools. She worked as a math, science, and reading teacher for 12 years in Birmingham City Schools. After working with the Alabama State Department of Education for 5 years as an Education Specialist, she began working at AMSTI-UAB where she held the title as Professional Development Specialist. She supervised all grades 6-8 math and science teachers in the Birmingham City School District and Jefferson County School District. She worked closely with teachers to model best practices in mathematics and provide support as needed to ensure effective implementation of math and science standards. Dr. Anthony's experience in training and professional development of teachers justifies her capacity to oversee and ensure that Red Tails Prep hires quality educators and staff, provides effective, efficient professional development to staff, and ensured that our education program promotes student learning.

Deborah Mitchell (Board Member)

Debra Mitchell is a retired high school teacher and Principal who served Birmingham City Schools from 1971-2011. From 1995-2011, she served as Principal at several Birmingham City Schools including Gate City Elementary and Woodlawn High. Mrs. Mitchell's operational experience justifies her capacity to oversee and ensure that Red Tails Prep develops and maintains a quality educational program and is able to provide insight on operations and the effectiveness of school leaders.

Martez Nalls (Board Member)

Mr. Martez Nalls works as a Project Engineer with the Alabama Department of Transportation (ALDOT). Mr. Nalls oversees numerous contractors on single and multiple projects. As a project engineer, he works on specific projects that have schedules, timelines, and budgets that need to be met. As a project engineer there are many things that he must do, such as:

Planning and Defining the Project:

build a comprehensive work plan to ensure every step is done correctly
schedule who's going to do the work and when
assess all risks involved, avoid or manage them ahead of time

Executing and Managing:

ensure all work meets code
manage and keep the budget at the forefront throughout the project
ensure project is on schedule
motivate team members
assess obstacles and remove items that slow productivity
coordinate work done by different groups
be adaptable to change
manage all teams involved and maintain a constant level of commitment

Delivering and Closing:

manage the project on budget
manage and deliver expectations to stakeholders
communicate project status to stakeholders and resolve unexpected difficulties
update management on project

Mr. Nalls is also a parent who joined our efforts to start a high-quality school in 2018 because of his concern about the lack of quality schools in the area for his children. He and his wife considered homeschooling their children, however he decided to put his efforts into helping Red Tails Prep develop a high-quality school in which he is confident that his children will be able to be successful. Martez is also Founder/Owner of Bold as a Lion Studios, a photography/videography company that assists with our advertising, marketing, and community engagement on social media and in the community.

Dr. Bruce Bright (Board Member)

Dr. Bright has served a stellar 28-year career in the U.S. Marine Corps as a Marine F/A-18 Fighter Pilot. Bruce joined the civilian workforce as Director of Business Development for The Sanders Trust Fund, a real estate investment trust in Birmingham, AL. His personal decorations include the Defense Meritorious Service Medal, the Meritorious Service Medal; the Air Medal with 1 strike/flight award, the Joint Commendation Medal, five Navy Commendation Medals (one with the Combat Distinguishing Device) and the Aerial Achievement Medal. Dr. Bright's numerous achievements and connections in aviation justify his capacity to assist in developing a quality aviation and aerospace program for the students of Red Tails Prep.

Adam Levine (Board Member)

Adam Levine is a Certified Public Accountant at Levine & Associates, LLC. He has served in the accounting industry for over 30 years. He graduated from the University of Alabama in 1991 with a degree in Business and Accounting. Mr. Levine, along with the remainder of the Board, will use his expertise to review and analyze financial information to ensure that the organization has the resources necessary to fulfill its mission.

Hattie Kirk (Board Member)

Hattie Kirk is a retired middle and high school teacher and counselor who served in Birmingham metro area schools from 1989-2013. She earned her B.S. in Special Education at Indiana University and holds a M.Ed. in Guidance and Counseling from Tuskegee University.

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

Our team has deep ties within our targeted community and is a proud alumna of Tuskegee University. Boardmember Kirk spent many years of her career serving students as a middle and high school counselor. She attained her M.Ed. in Guidance Counseling from the historic Tuskegee University.

Currently, Dr. Khan and Boardmember Billingslea currently serve as educators at Tuskegee University. Dr. Khan is the Professor and Head of the Department of Aerospace Science Engineering at Tuskegee University, while Willie Billingslea serves both Tuskegee University and Auburn University.

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

Because Dr. Khan serves as a board member, Tuskegee University's Department of Aerospace Science Engineering will be used as a resource in order to strengthen our academic program.

Additionally, Willie Billingslea is an Advisor for the Organization of Black Aerospace Professionals (OBAP) at Auburn University. This organization will volunteer to assist with STEM related activities and mentor students who show a sincere interest in aviation and aerospace.

Moton Field Airport Manager, Nikki Jordan, is assisting Red Tails Preparatory with the development of a Civil Air Patrol (CAP) program. CAP will allow our students to participate in highly engaging, hands-on, minds-on STEM-based activities utilizing the CAP's Aerospace Connections in Education curriculum as well as mentorships, field trips, and special guests presentations. Our teachers will be able to enrich classroom instruction and place students on the path to possess the skills and knowledge necessary to experience success in the STEM workforce.

3. Identify the principal/head of school candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing public charter school. If the proposed leader has never managed a school, describe any previous leadership roles or leadership training programs that (s)he is currently

participating in or has completed. Also provide, as an **attachment (Attachment 10)**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.

Dr. Stephen Christopher Walker has served the Montgomery Public School District for a little over ten years. His career began at Davis Elementary School as a sixth-grade self-contained classroom teacher. Since then, Dr. Walker has had the opportunity to serve the Montgomery Public School District in many facets to include an elementary and middle school classroom teacher, technology coordinator, and also as assistant principal. In addition to serving the students, staff, and stakeholders of MPS, he has also had the opportunity to educate and work with students and personnel within a behavioral treatment facility setting. He currently serves the Montgomery Public School System as a District Technology Instructor. This particular role allows him to combine his love for leadership, educating students, teachers, parents, and district personnel in the integration of technology.

During his time as Assistant Principal at Garrett Elementary School, he served as an instructional leader for the elementary school. He was also tasked with disaggregating student data, facilitating professional development training and faculty meetings, collaborating with stakeholders for educational and financial school support, attending leadership professional development training, effectively monitoring student interactions and behavior and assisting with fostering a love and appreciation for learning within students. Dr. Walker supported implementation of the "Leader in Me" in the school environment, participated in classroom observations and feedback sessions, supported budget implementation, modeled 21st-century technological skills for students and teachers, incorporated and utilized Web 2.0 applications for the school, implemented social media initiatives for the school, participated and facilitated PTA events and meetings, and professionally supported the instructional leader of the school. Dr. Walker views a collaborative educational environment as the key to cultivating successful teachers and students. He believes partnerships with parents and the community stakeholders are essential to enhancing the educational effectiveness of the Red Tails Prep, and will work to develop this culture within our school. Dr. Walker's experience, expertise in technology and accomplishments affirm his ability to serve as an effective instructional leader at Red Tails Preparatory. For more information on Dr. Walker, please visit his digital portfolio at stephencwalker.com.

If no candidate has been identified, provide, as an **attachment (Attachment 11)**, the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school instructional leader/administrator.

4. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as an **attachment (Attachment 12)**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

Red Tails Prep's current leadership team consists of an Executive Director and Principal. However, we seek to develop our leadership team with highly-qualified individuals from Macon County and surrounding communities to serve on our team.

We are actively seeking these individuals and upon approval, we will have our leadership team complete in 2022. Red Tails Prep has adopted a distributed leadership model that will consist of an Executive Director, Principal, Director of Operations, and Director of Curriculum and Instruction. The purpose of this model is to utilize the different skill sets, expertise, and experience of the leaders within the organization to ensure continuous improvement of organizational outcomes. Qualifications for our leadership team are **attached**.

Section 2. Operations Plan & Capacity

Governance

Legal Status and Governing Documents

Describe the proposed school's legal status, including 501(c)3 non-profit status and federal tax-exempt status. In an **attachment (Attachment 13)**, provide proof of 501(c)3 non-profit status and federal tax-exempt status (or copies of filings for the preceding items). Also, include as an **attachment (Attachment 14)** any governing documents already adopted, such as board policies.

Red Tails Preparatory is a school under the umbrella of Knowledge Unlimited Foundation, a non-profit corporation formed and organized under the applicable laws of the State of Alabama. Red Tails Prep shall file as an educational organization under Section 501 (c)(3) of the Internal Revenue Code. Knowledge Unlimited Foundation has been granted tax-exempt status by the IRS as of April 23, 2020. Documentation of tax exempt status and governing bylaws are provided in Attachments 13 and 14.

Organizational Chart

Submit, as an **attachment (Attachment 15)**, an organizational chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, and any related bodies (such as advisory bodies or parent/educator councils) and any external organizations that will play a role in managing the school.

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

The Organizational Chart, Attachment 15, shows the initial structure of Red Tails Prep and the anticipated positions to be filled as grades are added and enrollment increases. Instructional staff and the Director of Operations report to the Principal. Non- instructional staff report to the Director of Operations. This allows the Principal to manage the day-to-day instructional leadership, while still being involved with oversight of all employees of Red Tails Prep.

Governing Board

1. Explain the governance bylaws that will guide the board, including the nature and extent of involvement by key stakeholder groups. Provide the governing board's bylaws as an **attachment (Attachment 16)**.

The governance philosophy of Red Tails Preparatory is consistent with governance best practices for nonprofit organizations in general as well as public charter schools, more specifically. The sound and sustainable governance of the school will be predicated upon a balance of leadership powers, inclusion of a diverse group of key stakeholders, fiduciary responsibility, academic excellence, and transparency. Board members will represent a wide range of stakeholder groups, professional backgrounds, experience and supportive skill sets. In addition to educators and parents, members with expertise in law, finance, fundraising, organizational management, community engagement, health and human services, marketing, and information technology will be recruited. The board will also seek to remain diverse in terms of race, ethnicity, gender, age, and socioeconomic status. All decisions made by the school's board and administration will be made with the school's mission, its charter contract responsibilities, and students' best interests in mind. By laws are attached as **Attachment 14 and 16**.

2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the governing board's size, current composition, and desired composition; powers; and duties. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that (a) the school will be an educational and operational success; (b) the board will evaluate the success of the school and school leader(s); and (c) there will be active and effective representation of key stakeholders, including parents.

The governance philosophy of Red Tails Preparatory is consistent with governance best practices for nonprofit organizations in general as well as public charter schools, more specifically. The sound and sustainable governance of the school will be predicated upon a balance of leadership powers, inclusion of a diverse group of key stakeholders, fiduciary responsibility, academic excellence, and transparency. Board members will represent a wide range of stakeholder groups, professional backgrounds, experience and supportive skill sets. In addition to educators and parents, members with expertise in law, finance, fundraising, organizational management, community engagement, health and human services, marketing, and information technology will be recruited. The board will also seek to remain diverse in terms of race, ethnicity, gender, age, and socioeconomic status. All decisions made by the school's board and administration will be made with the school's mission, its charter contract responsibilities, and students' best interests in mind.

The attached bylaws (**Attachment 16**) and Conflict of Interest Policy, discuss terms that may be served by Directors as well as policies and procedures for membership requirements, holding elections, organizing meetings, etc. Upon approval of the charter, the Board will develop the Code of Ethics.

On an annual basis, the Board, Executive Director and Principal/Executive Director will work together to set appropriate goals for the academic program and operational and financial success of the school. A set of reports including management dashboards, financial statements, and other tools will be developed for the Principal/Executive Director to keep the board informed of progress toward these goals in a timely manner. Board members will assist the Principal in translating academic goals and other results for the school's other stakeholders (its authorizing body, parents, students, other community members, and funders). It will ultimately be the responsibility of the Principal to develop and implement the academic programs and general operations of the school. The Board will be accountable for understanding the academic assessments and student outcomes as well as the operational and financial results of the school.

Officers of the board will include Chair, Vice Chair, Treasurer and Secretary and will be elected annually in August. Officers will serve three (3) year terms and may serve up to two (2) consecutive terms.

Board Officer	Responsibilities
President	Presides over and develops agendas, in partnership with Executive Director, for all board meetings; ex officio member of all committees; oversees development and implementation of board policies and procedures; works with committee chairs to ensure committee agendas are established and resources available; Chair of Executive Committee
Vice President	Presides over board meetings in President's absence; other duties as assigned by President; succeeds President in the event that the office is vacated without due election process
Treasurer	Provides direction for the oversight of the school's financial recordkeeping and development and board review of its financial policies; ensures presentation of timely and informative financial reports to the board; leads board interaction for financial compliance and regulatory matters; Chair of Finance Committee
Secretary	Provides direction on keeping legal documents including board meeting minutes; presents meeting minutes to board for approval; serves as protocol oversight including requirements of posting meeting minutes, adherence to open meeting laws, and other procedural elements are followed legally and ethically
Personnel	Hires Executive Director, establishes and periodically reviews compensation and evaluates performance; approves personnel policies
Resource Development	Ensures long range commitment of resources; establishes fundraising and development plans; approves major grant proposals

The Red Tails Preparatory Board understands and is committed to the appropriate distinction between school governance and the day-to-day management of the school's operations. Board governance will address major policy decisions, set the overall direction of the school, and hold the school's senior leadership accountable for the continued successful operation and financial condition of the school and for the academic performance of its student body. It will formally evaluate the Principal performance annually.

The school's Principal in turn will be responsible for managing the day-to-day operations of the school, supporting the board's policy and oversight function by providing accurate and timely information and resources to the board, and assisting the board in planning for the school's future through a strategic planning process to identify and measure the school's major objectives and performance over time.

Division of Governance and Management Duties

Responsibility	Board of Directors	Executive Director	Principal
Strategic Planning	Establishes mission and program direction; approves related objectives and strategies; periodically reviews progress toward objectives; assesses progress toward achievement of educational outcomes agreed to in charter contract	Works with Board and Principal to maintain alignment between the school's mission, vision, policies, and strategic direction of school; consistently plans for efforts to achieve the strategic outcomes	Participates in proposed mission and program direction; identifies related objectives and strategies for board approval and designs program specifics to meet objectives; oversees and periodically reports progress toward objectives
Legal	Executes charter contract with authorizing body and other contracts; Exercises fiduciary role to ensure school is properly managed; maintains legal status; ensures charter contract and other regulatory compliance; exercises proper oversight and judgement to avoid conflicts of interest.	Negotiates charter contract with authorizing body and other contracts; Provides information to board demonstrating school is properly managed; complies with reporting and filing requirements; alerts board to any potential conflicts of	Provides information to board demonstrating school is properly managed; complies with reporting and filing requirements; alerts board to any potential conflicts of interest

		interest	
Finance and Accounting	Approves annual budget; reviews periodic financial reports; ensures proper internal controls are in place	Works with Principal/Director of Operation to prepare annual budget; oversees preparation of periodic financial reports; engages external auditors; designs and implements proper financial controls	Prepares annual budget; oversees preparation of periodic financial reports; engages external auditors; designs and implements proper financial controls
Policy	Develops and adopts board governance policies (by-laws, conflict of interest, financial, etc.); periodically reviews and amends policies when necessary	Identifies needs for new or amended policies; assures implementation of policies with operational procedures	Executes new or amended policies; Implements policies with operational procedures
Personnel	Hires Executive Director, establishes and periodically reviews compensation and evaluates performance; approves personnel policies	Assists in staff hiring; evaluates performance; designs and proposes personnel policies for board approval	Hires staff and evaluates performance
Resource Development	Ensures long range commitment of resources; establishes fundraising and development plans; approves major grant proposals	Assists design of fundraising and development plans; operates	Implements fundraising and development plans; promotes fundraising events

		fundraising events; identifies and develops grant proposals	
Community Relations	Promotes school to parents and the community; serves as champion to broader public for school; engages in school-related activities	Promotes school and its mission to community through direct personal engagement, PR, and media; collaborates with board on community relations efforts	Oversees the day to day implementation of the school's mission; engages parents and community during school-related activities, phone, conferences and daily interactions

The identification, recruitment, nominations, orientation, training, and evaluation of board members will be the ultimate responsibility of the Governance Committee. That having been said, any board member, school leader, parent or other interested party may present the committee with a potential board member candidate at any time and the committee will take such potential candidate under advisement. The committee will, on an annual basis, produce nominations for new board members and/or renewal of board member terms, as well as officer positions, for consideration and election by the board.

Board meetings will be held monthly during planning years for the school and not less frequently than every two months once the school is in operation. These meetings will serve as the venue for the school's leadership to provide periodic progress reports of the school to the board and for overall school governing decisions to be made by the board.

A committee structure will be used for smaller groups of board members to work in partnership with the school's leadership to review and compose recommendations for board approval on specific matters. These committees will include: Executive Committee, Governance Committee, Finance Committee, and, from time to time, Ad Hoc Committee(s). The Executive Committee will be composed of, and only of, all elected officers on the board. Each board member will be required to serve on at least one committee during their term. All committees will be chaired by a designated board member, but may include parents, community members, or others with interest in the committee's work in addition to other board members.

Board Committees and Responsibilities

Committee	Responsibilities
Executive	May make decisions on behalf of full board on matters not requiring full board approval; considers strategies to address any sensitive matters of the board, school and/or personnel; serves as a communication link with other

	board members
Governance	Identification, recruitment, nominations, orientation, training, and evaluation of board members; considers strategies pertaining to legal matters or governance process and procedures
Finance	Coordinates board's financial oversight responsibilities; works with school leadership to create upcoming fiscal year budget recommendation for board approval; evaluates school performance to budget; considers strategies to address any financial performance or policy deficiencies
Ad Hoc	Formed as 'task force' type committees to address specific topics needing focused attention on behalf of the board; (example: Facilities Committee to assist school leadership in identifying, planning and negotiating lease or purchase terms of school facilities)

Red Tails Prep governing board will provide evidence of our compliance and adherence to the Alabama State Ethics Law. Red Tails Prep shall abide by all State Ethics Laws and Public Record Regulations as outline in the Code of Alabama and as enforced by the Alabama State Ethics Commission. Red Tails Prep shall provide items required by law by the completion of State forms onsite for public inspection. All members of the governing board will receive professional development training regarding what is expected of them as public officials according to the Alabama State Ethics Law. Red Tails Prep shall hold monthly public meetings and advertise those meetings. Students, parents, media, and the public shall be notified by email, mail, text, or school website. The school website shall contain dates, times, agendas, locations, and minutes of the meeting. The Board will comply with all aspects of the Open Meeting Act and will not hold special meetings of the Board.

The current Board of Directors consists of (10) Directors and will not exceed this amount. At such time as there is a vacancy on the Board of Directors, the President of the Board will appoint a Nominating Committee composed of three incumbent Directors.

In addition to candidates proposed by the Nominating Committee, nominations will be taken from the floor. The names of all persons so nominated shall be submitted to the Board of Directors, which shall select the person or persons to serve as such Directors from those nominated. Vacancies will be filled by a majority vote of the remaining directors from a list of nominations made by the Nominating Committee and taken from the floor.

The overwhelming priority in recruiting new Directors is locating the best, most talented Director to fit the needs of the Board of Directors with attention given to diversity in perspective and impact. Attention will be given to educational background, work experiences, areas of expertise, community involvement, and parental participation. All new Directors will receive orientation/training no later than their second Board of Directors meeting. Topics covered during orientation will include, at a minimum, Alabama Ethics Laws, Conflicts of Interest, Alabama Open Meetings Act, and familiarity with Red Tails Prep's model and its curriculum. Current Directors will receive ongoing training and development on topics covered during orientation, as well as topics dealing with strategic planning, school administration, finance, facilities, etc. It is anticipated this continued training and professional development would occur in the summer months and will be conducted by external sources. Participation in such training will be mandatory.

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3. List all current and identified board members and their intended roles. Summarize members' interests in and qualifications for serving on the school's governing board. Provide full resumes regarding the expertise and background of the proposed founding governing members.

The current board members are as follows:

Dr. Joe Burns (Board Chair)

Jeanisha Whetstone (Ex Officio)

Hattie Kirk (Board Member)

Dr. M. Javed Khan Ph.D (Board Member)

Deborah Mitchell (Board Member)

Martez Nalls (Board Member)

Adam Levine (Board Member)

Dr. Bruce Bright (Board Member)

Dr. Tonya Anthony (Board Member)

Captain Willie D. Billingslea (Board Member)

The Red Tails Preparatory Board of Directors is comprised of educators, administrators and business professionals from all over the state of Alabama. Each member of our Board has a genuine interest in seeing students achieve success. They believe wholeheartedly in our mission, and have agreed to use their expertise, time and resources to give back to the community. Resumes of each individual are attached.

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

If this application is being submitted by an existing non-profit organization, respond to the following:

- a. 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?
- b. 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.

- c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

On an annual basis, the Board, Executive Director and Principal will work together to set appropriate goals for the academic program and operational and financial success of the school. A set of reports including management dashboards, financial statements, and other tools will be developed for the Principal/Executive Director to keep the board informed of progress toward these goals in a timely manner. Board members will assist the Executive Director/Principal in translating academic goals and other results for the school's other stakeholders (its authorizing body, parents, students, other community members, and funders). It will ultimately be the responsibility of the Principal to develop and implement the academic programs and general operations of the school. The Board will be accountable for understanding the academic assessments and student outcomes as well as the operational and financial results of the school.

5. Explain the procedure by which governing board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.

The identification, recruitment, nominations, orientation, training, and evaluation of board members will be the ultimate responsibility of the Governance Committee. That having been said, any board member, school leader, parent or other interested party may present the committee with a potential board member candidate at any time and the committee will take such potential candidate under advisement. The committee will, on an annual basis, produce nominations for new board members and/or renewal of board member terms, as well as officer positions, for consideration and election by the board.

Board meetings will be held monthly during planning years for the school and not less frequently than every two months once the school is in operation. These meetings will serve as the venue for the school's leadership to provide periodic progress reports of the school to the board and for overall school governing decisions to be made by the board.

A committee structure will be used for smaller groups of board members to work in partnership with the school's leadership to review and compose recommendations for board approval on specific matters. These committees will include: Executive Committee, Governance Committee, Finance Committee, and, from time to time, Ad Hoc Committee(s). The Executive Committee will be composed of, and only of, all elected officers on the board. Each board member will be required to serve on at least one committee during their term. All committees will be chaired by a designated board member, but may include parents, community members, or others with interest in the committee's work in addition to other board members.

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

The Red Tails Prep governing board will provide evidence of our compliance and adherence to the Alabama State Ethics Law. Red Tails Prep shall abide by all State Ethics Laws and Public Record Regulations as outlined in the Code of Alabama and as enforced by the Alabama State Ethics Commission. Red Tails Prep shall provide items required by law by the completion of State forms onsite for public inspection. All members of the governing board will receive professional development training regarding what is expected of them as public officials according to the Alabama State Ethics Law. Red Tails Prep shall hold monthly public meetings and advertise those meetings. Students, parents, media, and the public shall be notified by email, mail, text, or school website. The school website shall contain dates, times, agendas, locations, and minutes of the meeting. The Board will comply with all aspects of the Open Meeting Act and will not hold special meetings of the Board.

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

There are no known conflicts of interest.

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

The current Board of Directors consists of (10) Directors and will not exceed this amount. At such time as there is a vacancy on the Board of Directors, the President of the Board will appoint a Nominating Committee composed of three incumbent Directors.

In addition to candidates proposed by the Nominating Committee, nominations will be taken from the floor. The names of all persons so nominated shall be submitted to the Board of Directors, which shall select the person or persons to serve as such Directors from those nominated. Vacancies will be filled by a majority vote of the remaining directors from a list of nominations made by the Nominating Committee and taken from the floor.

The overwhelming priority in recruiting new Directors is locating the best, most talented Director to fit the needs of the Board of Directors with attention given to diversity in perspective and impact. Attention will be given to educational background, work experiences, areas of expertise, community involvement, and parental participation. All new Directors will receive orientation/training no later than their second Board of Directors meeting. Topics covered during orientation will include, at a minimum, Alabama Ethics Laws, Conflicts of Interest, Alabama

Open Meetings Act, and familiarity with the Red Tails Prep model and its curriculum. Current Directors will receive ongoing training and development on topics covered during orientation, as well as topics dealing with strategic planning, school administration, finance, facilities, etc. It is anticipated this continued training and professional development would occur in the summer months and will be conducted by external sources. Participation in such training will be mandatory.

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Advisory Bodies

Describe any advisory bodies or councils (e.g., parent and educator councils) to be formed, and include the roles and duties of any such body. Describe the planned composition of each advisory body; the strategy for achieving that composition; the role of parents, students, and educators (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

Red Tails Prep understands the importance of shared power leadership. The school advisory board is a way to encourage strong parent participation involvement within every student's education at Red Tail Prep. The advisory board is the voice of the parents and community. The advisory board will have eight members. It consists of students, parents, faculty, administration, and the one community member to work together to provide advice regarding school mission, safety, student achievement, and the future of the school.

In addition, the advisory board will serve the school community through its community outreach programs, parent education, festivals, school fundraisers, school gatherings, and oversight of multiple school-based committees. The advisory board will review and approve Red Tails Prep's Family Handbook. The school advisory board will meet quarterly and be chaired by a parent representative.

Staffing

Staff Structure

Provide, as an **attachment (Attachment 17)**, a complete staffing chart for the school. The staffing chart and accompanying notes or roster should identify the following: a. Year 1 positions as well as positions to be added in future years.

b. Administrative, instructional, and non-instructional personnel.

c. The number of classroom educators, paraprofessionals, and specialty educators. d. Operational and support staff.

The Red Tails Preparatory board understands and is committed to the appropriate distinction between school governance and the day-to-day management of the school's operations. Board governance will address major policy decisions, set the overall direction of the school, and hold the school's senior leadership accountable for the continued successful operation and financial condition of the school and for the academic

performance of its student body. It will formally evaluate the Principal's performance annually.

The staffing chart is attached.

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

The Principal will be responsible for managing the day-to-day operations of the school, supporting the board's policy and oversight function by providing accurate and timely information and resources to the board, and assisting the board in planning for the school's future through a strategic planning process to identify and measure the school's major objectives and performance over time.

Red Tails Prep has a strong support structure that gives teachers more than enough coaching and support to be effective. In addition to the Executive Director, Principal, Director of Operations, Director of Curriculum, and Director of Student Support, each classroom will have lead and co-teachers to support a 15:1 student to teacher ratio (30 students total) and a student-staff ratio of approximately 11:1.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as an **attachment (Attachment 18)**, any personnel policies or an employee manual if developed.
2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing educators.

The nature of our employment is "at-will". This means that at the sole discretion of either the Employer or employee, the relationship may be terminated with or without cause and with or without notice. The school will draft and execute an at-will agreement with employees. Continued employment under at-will agreement is within the sole discretion of the school/Employer, and the Employer may terminate the employment of the Employee at any time, for any reason or for no reason, so long as the reason is not an illegal one. The Employee shall have no expectation of continued employment, either during or after the term of the at-will agreement, and no expectation of a property interest in his or her employment with the Employer under the Agreement. The Employee shall have the right to resign his or her employment at any time.

**Red Tails Preparatory
Proposed School Salary**

Position	Salary	Employment Benefits
Executive Director	\$100,000-125,000	Full Benefits
Finance Director (CFO)	\$90,000-\$100,000	Full Benefits
Director of Development	\$60,000-\$80,000	Full Benefits
Principal	\$95,000-110,000	Full Benefits
Director of Operations	\$85,000-100,000	Full Benefits
Director of Curriculum	\$60,000 - \$75,000	Full Benefits
Director of Student Support (Special Education)	\$60,000 - \$75,000	Full Benefits
Teacher {Sp. Ed, ESL, Librarian, Physical Education, etc.}	\$45,000 - \$65,000	Full Benefits
Office Manager	\$25,000 - \$35,000	Full Benefits
Counselor/ Social Worker	\$50,000 - \$65,000	Full Benefits
Nurse	\$45,000 - \$50,000	Full Benefits
Cafeteria Manager	\$25,000 - \$35,000	Full Benefits
Custodian	\$25,000 - \$35,000	Full Benefits

There are many factors that influence the rate of pay for Red Tails Prep. For example, years of experience, educational level, etc. Some of the items considered are the nature and scope of the job, and what other employers pay their employees for comparable jobs. Full benefits are provided to all full-time employees. Compensation shall include, but not limited to base pay, wages, bonuses, stipends, and benefits. Red Tails Prep's Board of Directors shall have clearly defined policies, processes, and procedures that will allow the school leaders the ability to hire and retain effective employees. Red Tails Prep's Board of Directors will monitor all employees' salaries and benefits levels annually to ensure all employees are receiving competitive pay and salaries and benefits reflect their work.

- Describe the proposed school's strategy, plans, and timeline for recruiting and hiring the teaching staff. Explain other key selection criteria and any special considerations relevant to your school design.

Red Tails Prep understands the importance of a talented, driven, and high-capacity teaching staff, and we employ proactive and effective recruitment practices to

ensure we reach the best and brightest teachers. Red Tails Prep will conduct a nationwide search to find the best candidates that fit Red Tails Prep's model. This search will be conducted by using the following: Facebook, Twitter, LinkedIn, Indeed, other social media networks, local newspapers, radio, and local T.V. stations. We believe networking with local and out of state universities will also help recruit highly qualified teachers. We will strategically target universities, such as Tuskegee University, Auburn University, Spelman College, and Morehouse College. These institutes have proven to effectively develop teachers to produce significant achievement results for students, as well as individuals across the nation with proven track records of success. In accordance with Act 2015-3, Section 9. (e)(1), Red Tails Preparatory shall comply with applicable federal laws, rules, and regulations regarding the qualification of teachers and other instructional staff. The school timeline for recruiting will be November 2022- March 2023. All hiring shall be selected in February 2023 – April 2023. We will primarily recruit from institutions regarded as having achieved statistically significant positive rating for driving student academic outcomes. We will recruit and hire staff who possess the qualifications to work successfully with the target student population, deliver the education program effectively, and support and sustain the school's college-going culture. To ensure selection of the highest quality staff, we will implement the following selection process:

- Posting of job openings (career and education websites, newspapers, Schools of Education, referrals, and email)
- Request of a resume, cover letter, and short essay responses
- Brief screening interview (in-person or by phone)
- Sample teaching lesson followed by debrief with Principal (for instructional positions)
- Extensive in-person interview with members of the school's current staff
- Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks
- The Principal will make offers of employment to the strongest candidate

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4. Act 2015-3, Section 9. (e)(1).

Provide an assurance that public charter schools shall comply with applicable federal laws, rules, and regulations regarding the qualification of teachers and other instructional staff. In accordance with subsection (a), teachers in public charter schools shall be exempt from state teacher certification requirements.

- Approaches to earning Alabama Educator and/or Leadership Certification for individuals working in conversion public charter schools or start-up public charter schools are the same as those for individuals in the public local education agencies of Alabama.
- After approval of a public charter school, a certification specialist at the Alabama State Department of Education (ALSDE) will be available to help the school's human resource department to provide assistance with certification approaches and/or questions just as they do with local education agencies and registered private schools in Alabama.

In accordance with Act 2015-3, Section 9. (e)(1), Red Tails Preparatory shall comply with applicable federal laws, rules, and regulations regarding the qualification of teachers and other instructional staff.

5. Outline the school's procedures for hiring and dismissing school personnel.

Red Tails Prep will implement a progressive discipline policy while attempting to educate the employee simultaneously. Our policy has been incorporated into the employee policy manual. Our Employee Policy Manual is in the process of final review by the Board, therefore it is not provided. However, regarding employee disciplinary action, our policy mentions the following discipline 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. 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. A Performance Failure / Final Warning may be used in situations of repeated minor infractions or for more serious and major infractions. This step will incorporate the Principal or Director of Operations 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 final warning may not be appropriate for major issues/infractions.

4. 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 may be used in situations of repeated minor infractions or for more serious and major infractions. The Principal 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 Red Tails Prep's Board of Directors to have the termination overturned.

6. Include a statement acknowledging the school's understanding of the ALSDE, Educator Certification Section, criminal history background check process and, if approved, the school's plan to comply with this process. Information can be found at www.alsde.edu/EdCert (Background Clearance).

Act 2015-3, Section 9(d)(1).

Public charter schools shall 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 this Act.

Pursuant to Act 2002-457, Red Tails Preparatory will ensure that an applicant for certification, licensure, or an applicant employed by a local school system or nonpublic school who will have unsupervised access to children in an educational environment shall be required to be fingerprinted for a criminal history background check through the Alabama State Bureau of Investigation (ASBI) and the Federal Bureau of Investigation (FBI).

7. Explain how the school instructional leader(s)/administrator(s) will be supported, developed, and evaluated each school year. Provide, as an **attachment (Attachment 19)**, any leadership evaluation tool(s) that already exist(s) for the school.

Red Tails Prep intends to handle unsatisfactory instructional leaders based heavily upon results of student performance. Continuation as an instructional leader is tied inextricably to academic performance and not to tenure, advancement of professional degrees, or other considerations. Each instructional leader is hired exclusively because of his/her demonstrated capacity to participate in meaningful, measurable ways to the ongoing academic success of the school and every student.

The Red Tails Preparatory Executive Director, in conjunction with the Board of Directors, will annually review the effectiveness of the Principal and Director of Operations. This review will evaluate the Principal's and Director of Operation's performance as a measure of his/her efficiency at moving the school towards the academic and operational goals set by the Board.

Red Tails Preparatory's Principal will be responsible for continuous learning as well. Ongoing professional development to continue to sharpen leadership competencies will be provided and required for all administrative staff. Mentorship opportunities are available to provide continuous support to administration as well.

8. Explain how educators will be supported, developed, and evaluated each school year. Provide, as an **attachment (Attachment 20)**, any educator evaluation tool(s) that already exist(s) for the school.

We are deeply committed to recruiting, hiring, and training high-quality educators to serve our students. Educators are provided with ongoing professional development opportunities throughout the summer, weekly during data days, and numerous other times throughout the school year in order to ensure that our students continue to receive a high-quality education. At Red Tails Prep, we support, prepare, and evaluate our teachers consistently to ensure that they are provided with the best possible resources and skills to push all of our students towards success. Classroom visits and observations are frequently conducted by the Principal, Director of Curriculum, and peers to provide constructive feedback. Teachers' overall effectiveness evaluations are divided into four domains: purposeful planning, effective instruction, teacher leadership, and core professionalism. The following tools will be used to evaluate Red Tails Prep educators on a consistent basis:

Tool	Area of Evaluation
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Teacher Effectiveness Rubric (TER) ³¹	Overall teacher effectiveness: Lesson Planning, Instruction, Leadership, Core Professionalism
Effective Learning Environments Observation Tool (ELEOT 2.0)	Learning Environment
Backwards Design Lesson Plan Rubric ³²	Lesson Planning

The following chart is not an exhaustive list of the professional development and growth opportunities available for our educators:

	<u>In-House Ongoing Professional Development</u>
Classroom Observation and Feedback Debriefs	The Executive Director, Principal, and/or Director of Curriculum conduct regular classroom observations. Teachers receive feedback through written follow-ups and debrief conversations around strengths and areas for growth within observed lessons. Achievement data from the lesson's objective is discussed, and both teacher and students' actions are correlated to the data to determine trends. Next steps are derived from these debrief conversations and follow-up observations are conducted to ensure a frequent observation-feedback loop. Observations range from 5 minutes to 30 minutes. The Principal and/or Director of Curriculum identify teachers demonstrating strong instructional practices in specific areas and provide coverage for teachers to observe these practices in action.
Data Analysis and Action Planning Meetings	During Data Days, teachers gather with the Principal and/or Director of Curriculum to analyze data and determine instructional adjustments. Teachers conduct item analyses, where they correlate each question to a standards-based objective, assess student mastery per the objectives, and determine specific misunderstandings that may exist with groups of students or individual students to guide re-teaching plans. Noting how students fared with specific objectives provide the platform for the action plans teachers create. Teachers break the mastery of objectives into groups, which correlate with the following circumstances: (1) objectives mastered by 80% of students and require additional challenge, which may involve increasing the rigor through word and logic problems or advancing vertically to the next grade level's objective within that same strand; (2) objectives mastered by 20% of students receive small group and 1 on 1 intervention to achieve mastery. The proficiency of a teacher's lesson is based on student mastery of the objective, and

³¹ We have adopted the Teacher Effectiveness Rubric (TER) that is utilized in East Allen County Schools. Several effective, practice proven teaching frameworks were utilized in the development of this rubric, and it is closely aligned with the expectations for our teachers.

https://p2cdn4static.sharpschool.com/UserFiles/Servers/Server_3123024/File/EastAllenCounty/HumanResources/TeacherInformation/TER%20Final%20Rev.%206-19-15.pdf

³² The lesson plan rubric was specifically designed to accompany our backwards planning lesson plan template. This rubric provides educators with clear expectations when planning lessons.

	<p>action plans are based on which objectives need to be retaught, reviewed, or retaught in a way that addresses misunderstandings per the mistakes from groups of students. Action plans are determined based upon each individual student's data needs.</p>
Curriculum Development and Review	<p>Curriculum development is prioritized heavily throughout the summer and consists of standards alignment and the development of a scope and sequence, which prioritizes the order by which objectives should be taught throughout the year. Adjustments are made to these on an ongoing basis throughout the year based on achievement data and student progress to ensure we are meeting the needs of every student.</p>
Lesson Review and Analysis	<p>The Principal and/or Director of Curriculum conducts a thorough review of lesson plan drafts and provides feedback to teachers before the submission of the final version. During Professional Learning Community meetings, teachers gather to discuss upcoming lesson plans and changes to be made based on current student achievement trends</p>
Professional Learning Community (PLCs)	<p>PLCs provide the opportunity for teachers to problem-solve and develop an action plan around ways to enhance instruction. The format may vary per the specific outcome needing to be achieved, but may involve teachers (a) gathering within and across grade levels to discuss, plan, and analyze lessons, (b) creating exemplars for writing instruction per student ability group, (c) collaboratively grading writing samples and other qualitative assignments, and (d) reviewing the progress of instructional action plans.</p>
Classroom Observation Video Debriefs	<p>Teacher lessons are video recorded at least every 90 days, and instructional leaders and teachers gather to watch the video. Areas of strength and growth are discussed during the debriefing. We build a resource bank of instructional videos, which include videos from excellent teachers in other schools.</p>
Instructional Rounds	<p>The instructional leadership team regularly conducts a whole-school analysis of instruction by observing every classroom. Following a discussion, notes are calibrated, trends are determined, and instructional gaps are prioritized in a subsequent professional development session with teachers.</p>
Leadership Opportunities	<p>There are structured opportunities available to teachers ready to take on more leadership responsibilities. These opportunities include mentoring a teacher, curriculum development, or planning a school-wide event, such as our math and literacy night.</p>
Excellent Classroom and School Visits	<p>We continue to improve and refine our practices by observing the practices of the highest performing schools in and out of state. We take regular trips to high performing schools to study best practices. Additionally, during Y0, the Principal continues to refine his/her leadership by conducting extended residencies in highly performing charter schools as they prepare to open Red Tails Prep with strong academic and operational integrity.</p>
Professional	<p>These sessions, or workshops - led by instructional leadership team members, lead teachers, or consultants - provide</p>

Development Sessions	information to teachers about specific areas of focus. Sessions mainly focus on enhancing either teachers' classroom management strategies or instructional techniques.
Individual Check-Ins	The Principal conducts weekly check-ins with each staff member. There are many purposes of these meetings: 1) discuss how each staff member is feeling and approaching the work associated with their role; 2) outline and discuss professional growth goals and the progress made to date; 3) address specific questions and concerns; and 4) provide support, advice, or insight with any challenges.

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

Red Tails Preparatory's students deserve a high-quality education to prepare them to be successful in college and careers. To achieve this goal requires a collective effort and commitment of all educators, including the Principal, teachers, operations staff members, families, and community members.

Red Tails Prep will act in the best interests of the students and understands that, unfortunately, there will be occasions where there is unsatisfactory instructional leadership/administration or educator performance. In such situations where there is unsatisfactory performance, a performance improvement plan will be created. The Principal/Instructional leader is responsible for implementing a corrective plan. The plan will be based on the needs of the data. 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.

Examples:

Targeted on-going professional development

Additional support provided by a mentor

Teacher and Administrator coaching sessions

Termination

Red Tails Preparatory understands there will be changes and turnover with educators and administrators. To address this concern, Red Tails Prep builds strong leaders and administrators from within its educator ranks. Red Tails Prep ensures decision making is shared throughout the educator ranks with the use of a School Leadership Team. Additionally, we focus on hiring from within and creating additional leadership roles, when possible, to promote deserving and promising educators. Promising educators will be given opportunities to observe, participate and lead activities to prepare them for an administrative position. Red Tails Prep will also constantly work with its educators in professional development and career building exercises to address the educator's goals and needs to provide the educator self-fulfillment and growth.

Professional Development

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

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

Red Tails Prep’s Principal is an instructional leader and is present in classrooms, observing teachers and the curriculum-in-action, providing feedback to teachers, analyzing trends across classrooms and any curricular gaps, and coordinating professional development for teachers that address the instructional or curricular gaps observed. We will hire a Director of Curriculum in Year One (Y1) to observe teachers and provide feedback and resources, as well as support our data analyses processes around student achievement. The Executive Director, who is also a part of the leadership team, will work closely with the Principal, Director of Curriculum, and staff fulfilling some of the above stated actions, when necessary.

2. Discuss the components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

Quality teacher development is vital to attracting and retaining talented individuals and the lever to raising student achievement levels. Red Tails Prep understands that the children of Macon County deserve the highest quality educators, and it is our responsibility to support our teachers to execute remarkable student results. We understand the importance of classroom instruction and acknowledge that when it improves, student achievement increases. Throughout the school year, we view videos of Red Tails Prep teachers in real-time. Utilizing video gives us the opportunity to highlight the teaching standard in our school building and to facilitate a learning community amongst our teachers enabling them to learn and grow their skillset from the support and expertise of their colleagues.

	In-House Ongoing Professional Development
Classroom Observation and Feedback Debriefs	The Executive Director, Principal, and/or Director of Curriculum conduct regular classroom observations. Teachers receive feedback through written follow-ups and debrief conversations around strengths and areas for growth within observed lessons. Achievement data from the lesson’s objective is discussed, and both teacher and students’ actions are correlated to the data to determine trends. Next steps are derived from these debrief conversations and follow-up observations are conducted to ensure a frequent observation-feedback loop. Observations range from 5 minutes to 30 minutes. The Principal

	and/or Director of Curriculum identify teachers demonstrating strong instructional practices in specific areas and provide coverage for teachers to observe these practices in action.
Data Analysis and Action Planning Meetings	During Data Days, teachers gather with the Principal and/or Director of Curriculum to analyze data and determine instructional adjustments. Teachers conduct item analyses, where they correlate each question to a standards-based objective, assess student mastery per the objectives, and determine specific misunderstandings that may exist with groups of students or individual students to guide re-teaching plans. Noting how students fared with specific objectives provide the platform for the action plans teachers create. Teachers break the mastery of objectives into groups, which correlate with the following circumstances: (1) objectives mastered by 80% of students and require additional challenge, which may involve increasing the rigor through word and logic problems or advancing vertically to the next grade level's objective within that same strand; (2) objectives mastered by 20% of students receive small group and 1 on 1 intervention to achieve mastery. The proficiency of a teacher's lesson is based on student mastery of the objective, and action plans are based on which objectives need to be retaught, reviewed, or retaught in a way that addresses misunderstandings per the mistakes from groups of students. Action plans are determined based upon each individual student's data needs.
Curriculum Development and Review	Curriculum development is prioritized heavily throughout the summer and consists of standards alignment and the development of a scope and sequence, which prioritizes the order by which objectives should be taught throughout the year. Adjustments are made to these on an ongoing basis throughout the year based on achievement data and student progress to ensure we are meeting the needs of every student.
Lesson Review and Analysis	The Principal and/or Director of Curriculum conducts a thorough review of lesson plan drafts and provides feedback to teachers before the submission of the final version. During Professional Learning Community meetings, teachers gather to discuss upcoming lesson plans and changes to be made based on current student achievement trends
Professional Learning Community (PLCs)	PLCs provide the opportunity for teachers to problem-solve and develop an action plan around ways to enhance instruction. The format may vary per the specific outcome needing to be achieved, but may involve teachers (a) gathering within and across grade levels to discuss, plan, and analyze lessons, (b) creating exemplars for writing instruction per student ability group, (c) collaboratively grading writing samples and other qualitative assignments, and (d) reviewing the progress of instructional action plans.
Classroom Observation Video Debriefs	Teacher lessons are video recorded at least every 90 days, and instructional leaders and teachers gather to watch the video. Areas of strength and growth are discussed during the debriefing. We build a resource bank of instructional videos, which include videos from excellent teachers in other schools.
	The instructional leadership team regularly conducts a whole-school

Instructional Rounds	analysis of instruction by observing every classroom. Following a discussion, notes are calibrated, trends are determined, and instructional gaps are prioritized in a subsequent professional development session with teachers.
Leadership Opportunities	There are structured opportunities available to teachers ready to take on more leadership responsibilities. These opportunities include mentoring a teacher, curriculum development, or planning a school-wide event, such as our math and literacy night.
Excellent Classroom and School Visits	We continue to improve and refine our practices by observing the practices of the highest performing schools in and out of state. We take regular trips to high performing schools to study best practices. Additionally, during Y0, the Principal continues to refine his/her leadership by conducting extended residencies in highly performing charter schools as they prepare to open Red Tails Prep with strong academic and operational integrity.
Professional Development Sessions	These sessions, or workshops - led by instructional leadership team members, lead teachers, or consultants - provide information to teachers about specific areas of focus. Sessions mainly focus on enhancing either teachers' classroom management strategies or instructional techniques.
Individual Check -Ins	The Principal conducts weekly check-ins with each staff member. There are many purposes of these meetings: 1) discuss how each staff member is feeling and approaching the work associated with their role; 2) outline and discuss professional growth goals and the progress made to date; 3) address specific questions and concerns; and 4) provide support, advice, or insight with any challenges.

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how educators will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

The following schedule outlines the professional development that takes place prior to the beginning of the academic school year to maintain consistency to our culture and develop a common language for instruction amongst all instructional staff members. During this training phase, instructional leaders, teachers, and staff will collaboratively determine common language, common practices, and incentives for success. We will become a true learning community that works together, grows together, and succeeds together.

July (Prior to Day 1) and August (1st month of School)

Instructional Practices

- Bloom's Mastery Learning and Backwards Planning/Lesson Planning
- Teacher Development Rubric (Educate Alabama)

Curricular Planning and Development

- Literacy Instruction: Balanced Instructional Approach
- Phonics First

- Math Instruction and the Mathematical Practice Standards
- Science: Interactive Science, STEM education, Civil Air Patrol ACE Program Overview
- Social Studies: Unit Planning
- Oral Language Program
- Character Development

Assessments

- Achievement Scoring Guide/Formative Assessments
- MAP Growth and STEP Training

School Culture Development Series – Introduction

- Habits of Success-character habits, specific actions
- Classroom Culture
- Behavioral Taxonomies

School Routines and Structures

- Walkthrough and discussion of school-wide routines
- Consistency

School Culture Development Series – Intro (follow up)

- Culture of achievement
- Trauma-sensitivity
- Restorative Practices

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and describe how such time will typically be used.

Prior to opening day of Y1, teachers engage in 15 summer PD days, on School Culture, Assessment and Data, and Curriculum and Instruction. In many ways, this summer combines both a basic orientation to the school with a basic training on the skillsets Red Tails Prep needs. Throughout the school year other professional development opportunities will be available to provide teachers and staff with ongoing development and growth. Teachers also benefit from 105 minutes of daily planning time every Monday, Tuesday, Thursday, and Friday, during which they collaborate with grade level colleagues and the Director of Curriculum to develop, refine, and reflect upon lesson and unit plans. Every Wednesday, from 2:00pm to 4:00pm, teachers and staff participate in collaborative grade level professional development, which encompass opportunities for teachers to critically reflect upon instruction and develop concrete strategies to improve student achievement. Our Wednesday professional development structure includes lesson plan feedback sessions, classroom observation video debriefs, collaborative grading of students writing assignments, and review/discussion of the progress of instructional action plans.

Performance Management

The Macon County Board of Education will evaluate the performance of every school annually and for renewal and revocation purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter contract. The academic performance standards will consider status, growth, and comparative performance based on applicable state, federal, and school-specific measures. The financial performance standards will be based on generally accepted accounting principles for sound financial operation. Additionally, the school shall annually engage an independent certified public accountant to do an independent audit of the school's finances. 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.

Applicants may propose to supplement the authorizer's performance standards with school specific academic or organizational goals.

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

As a school, we have defined our annual goals for each assessment:

Goal Category	Goal
Student growth – MAP nationally normed assessment	80% of students will achieve their NWEA MAP growth goal annually, with the lowest achieving 10% of students all achieving two (2) times their NWEA MAP growth goal
Student growth (state assessments, all subjects)	Annual increase will rank in top 10% in the State of Alabama
Overall School Success Achievement Measures Grades 3-5	Red Tails Prep will perform in the top 25% in the State of Alabama for state test proficiency by the 2025-26 school year. By 2025, our first state mandated testing year, Red Tails Prep will lead the neighboring district by 5 percentage points and ensuring our students 1.5 years of academic growth as measured by NAEP.
Reading Proficiency (K-2)	Each year, 80% of students in Grades K-2 will read on grade-level at the end of the year, as measured by the STEP Assessment. Kindergarteners will achieve STEP 4, 1st Graders will achieve STEP 7 and 2nd Graders will achieve STEP 9.
STEP Reading Assessment Goal Chart	
End of K	STEP 4
End of 1	STEP 7 (or three levels)
End of 2	STEP 9 (or three levels)

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2. Describe any mission-specific organizational goals and internal and external measures and assessments the school plans to use. State goals clearly in terms of the measures or assessments the school plans to use.

Daily, 95% of Red Tails Prep students will attend and remain at school, as measured by the daily attendance reports.

Within the first 2 weeks of school (8/1/2023-8/15/2023), 75% of students requiring Tier 2 and 3 social/emotional and behavioral support will be identified and a plan of action initiated, as measured by parent intake surveys and enrollment applications.

3. In addition to all applicable mandatory state assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and applicable state standards.

To determine the effectiveness of our program, we must assess, collect, and analyze student data, and adjust instruction to the needs of our students on a consistent basis. Our goal is to become a data-driven culture to meet and outperform state and national norms. Along with the mandatory state mandated assessments, Red Tails Prep will utilize the STEP reading assessment and NWEA's MAP Growth and MAP Skills assessments as forms of ongoing assessment to ensure that we will develop and maintain a high-performing educational institution. MAP Skills, a progress monitoring computerized program, is a tool that is used to formally assess and monitor students' progress towards mastery of the Alabama Course of Study Standards in between MAP Growth assessments. MAP Skills provides a personalized instructional plan for each student after they have taken the MAP Growth screening assessment. Our teachers use this tool to identify skills the students have not yet learned or are deficient in, then set them on a path to either fill in gaps or advance them to the next level. Data from MAP Skills is useful and a required form of documentation for teachers who refer students to the Problem Solving Team (PST) for intensive intervention. These documents help the teachers, members of the PST team, and administration develop a personalized plan for success of each child.

4. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Red Tails Prep prepares all students for proficiency of the Alabama College and Career Ready Standards (CCRS) through the implementation of educational psychologist Benjamin Bloom's mastery learning approach³³ as one of our primary methods of teaching and learning. Students are required to master a skill before progressing to the next skill or level. At Red Tails Preparatory, a student has mastered a skill when he/she performs at 70% or higher on the task. Tasks may be assessed through teacher made assessments, projects,

³³ Guskey, Thomas. Lesson of Mastery Learning. Retrieved from <http://www.ascd.org/publications/educational-leadership/oct10/vol68/num02/Lessons-of-Mastery-Learning.aspx>.

computer programs, and/or verbally. Data from tasks will be collected and analyzed in detail during weekly data days by classroom teachers, the Director of Curriculum, and Principal. Reports will be provided to the Director of Operations to plot data and develop a system to track data as the year progresses.

We provide remediation and enrichment in several different ways to ensure that we track students' progress and provide varied learning opportunities. Our Achievement Scoring Guide (below) provides teachers, students, and parents with a simple guide to determine the level of mastery that must be attained on each grade level standard to progress to the next level.

Achievement Scoring Guide

4= Exceeding Standards (90%-100% proficiency)	Consistently grasps, applies, and extends the grade level standard beyond the expected level of mastery.
3= Meeting Standards (70%-89% proficiency)	Grasps and applies the grade level standard. Has met the standard.
2= Approaching Standard (60%-69% proficiency)	Making progress towards the grade level standard.
1=Below Standard (0-59% proficiency)	Working well below grade level standard. Needs significant support to reach the standard.

[1] The scoring guide will be used as a grading scale on classwork, tests, quizzes, progress reports, and report cards instead of the traditional letter grade. Students will receive a number, 1-4, to rate level of proficiency for each standard.

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

Red Tails Prep's teachers, Director of Curriculum, and Director of Operations will work together to manage data. The Director of Operations is responsible for collecting data obtained by teachers and developing reports. During our weekly data days, teachers will work with the Director of Curriculum and Principal to develop action plans in response to data. Teachers are not limited to analyzing data on the designated weekly data days. Teachers are expected to consistently analyze data within classrooms on a daily basis. Our goal is to become a data driven organization, therefore we use data daily to drive all instruction.

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

Representatives from NWEA will provide school-wide in-person training on how to interpret and analyze the MAP Growth and MAP Skills computer program data. NWEA also is available as needed virtually for our teachers and staff as needed.

STEP Reading Assessment representatives are available to provide training to ensure that teachers and staff are able to correctly administer assessments, collect data and analyze findings.

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

Given our target population, we expect that students will arrive below grade level, particularly with extreme literacy gaps. However, because students participate in frequent assessments cycles with data tracked in the dashboard, academic shortfalls can be predicted and identified early. Our school

design, specifically our academic program is designed to target these academic gaps quickly and strategically through rigorous curriculum and high-quality instruction, which provide differentiated, intensive support to all students. We also have an intervention approach, which specifically targets students that need additional support in addition to what we provide through classroom instruction. These students will be identified through universal screeners such as the MAP Growth computer-based assessment and the Strategic Teaching and Learning Program (STEP) Reading Assessment. Students who score below benchmark levels in reading and math will be provided daily small group intervention with evidence-based reading and math intervention programs. We will implement an intervention approach based on the Response to Instruction and Intervention (RTII) Framework (Tiers 1-3) which serves as additional, targeted support for students performing below grade level. Academic corrective action strategies within classrooms and with individual students might include but are not limited to:

- Corrective feedback, remediation, and follow-up task to reassess standard
- Adjustment of allocated time and enrollment in intervention programming to address students who are not meeting goals: this may include after-school tutoring, Saturday school, and/or adjustments to the daily schedule to afford more time or access to intervention programming held during the school day.
- Increased and targeted professional development for instructional staff.
- Adjustment to schedule to provide more time in a target content area.
- Adjustment to unit plan to integrate target standards across content area lesson planning.
- Application of appropriate strategies to earlier grades or planning to proactively address challenges that may arise in the future. (Vertical Planning and/or Professional Learning Communities)
- Temporarily placing Executive Director and/or Leadership Team member directly into the classroom.

For issues whose challenges are rooted in culture, additional strategies may include:

- Increased support staff allocations.
- Intensive professional development and culture-focused feedback loop for all staff.
- Temporarily placing Executive Director and/or Leadership Team member directly into the classroom.

Should Red Tails Prep not meet annual academic goals for the school year, the Executive Director, Principal, and leadership team will plan intensive summer re-training for staff and students, as well as a coaching plan for the Director of Curriculum and/or Principal for the following year that will be more intensive and closely monitored by the Executive Director and/or Board of Directors.

Accountability

Accountability begins at the top of Red Tails Prep. The Board of Directors, in conjunction with the Executive Director, reviews progress towards measures in the accountability plan. The Executive Director, who serves as the highest administrator at Red Tails Prep, will collaborate with each member of the Red Tails Prep team (Principal, Director of Curriculum, Director of Student Support, Teachers) to ensure the overall health of the organization which includes but is not limited to supporting the school's vision while ensuring the curriculum aligns with it, and making sure students are learning effectively in the classroom and meeting their education goals. The following chart provides a brief explanation of the contributions of each member of Red Tails Prep's team in regards

to continuous improvement of assessment, professional development, student learning, data, and data management.

Executive Director	Principal	Director of Operations	Director of Curriculum	Teachers
<p>Support and assist in the development of school goals.</p> <p>Shares data, analyses, and school goals with Board of Directors.</p> <p>Assists with approval of assessments, data analysis, teacher evaluations and feedback, and monitoring of student learning.</p> <p>Plans and assists in professional development opportunities.</p> <p>Participates in Data Days</p>	<p>Sets dates for assessment creation, revision, approval, facilitation, analysis.</p> <p>Analyzes results for school-wide trends.</p> <p>Reviews plans for Data Days.</p> <p>Uses action plans to set school goals and inform observational data.</p> <p>Shares data, analyses, and school goals with Board of Directors.</p>	<p>Creates copies of all assessments and puts student supplies in rooms.</p> <p>Collects tests and enters data.</p> <p>Produces reports for Data Days.</p> <p>Organizes action plans to encourage collaboration.</p>	<p>Reviews and approves all assessments during Summer PD.</p> <p>Reviews Unit and Lesson Plans to look for trends. Creates plans for data days.</p> <p>Reviews and assists teachers as they write action plans.</p>	<p>Create assessments with help from Director of Curriculum.</p> <p>Write lesson and unit plans aligned to standards and assessments.</p> <p>Participate actively in Data Days.</p> <p>Create action plans during data days and implement action steps in classroom.</p>

Facilities

If the school is seeking to utilize an existing public school facility made available by the charter authorizer, complete Part A and Part B. If the school intends to identify and operate in an independent facility, complete only Part B.

Part A. Existing Public Facilities (if available)

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

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

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

3. List anticipated administrative/support space needs, including the anticipated number of the following:

Anticipated Administrative/Support Space Needs	Number
a. Main office	
b. Satellite office	
c. Work room/copy room	
d. Supplies/storage rooms	
e. Educator work rooms	
f. Other (please list) _____	

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

Type	Check if Essential
a. Gymnasium	
b. Locker rooms	

c. Weight rooms	
d. Field(s) (football, soccer, multi-purpose)	
e. Baseball/softball field	
f. Other (please list) _____	

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

a. Playground
b. Large common space for assemblies and other large-group meetings
c. Other special considerations (identify and explain)

6. Does the applicant have specific desired location(s) different from those being made available by the authorizer? Yes _____ No _____

If Yes and the applicant has a specific facility under consideration, identify by current school name and/or neighborhood (you may add rows to the table as needed).

Desired Location(s):	
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7. Is the applicant willing to share a facility with another school? Yes _____ No _____ If so, identify by school name and/or neighborhood (you may add rows to the table as needed)

Desired School Name and/or Neighborhood:	
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8. Please identify funding sources to be used for facility upgrades and/or new construction.

Funding Source(s) for Facility Upgrades and/or New Construction:	
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9. Discuss contingency plans in the event you do not receive a facility from the authorizer.

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Part B. Independent Facilities

If you intend to operate in an independent facility, describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, and financing. If you currently hold a facility or have a Memorandum of Understanding or other proof of intent to secure a specific facility, please provide proof of the commitment as an **attachment (Attachment 21)**. Briefly describe the facility including location, size, and amenities. Provide, as an **attachment (Attachment 22)**, supporting documents providing details about the facility, as needed. Public charter school facilities must comply with applicable state, local and Macon County Board of Education health and safety requirements. In addition, applicants must be prepared to follow applicable city planning review procedures. **NOTE:** Public charter school facilities shall comply with Act 2015-3, Section 11. (a), regarding access to Alabama Public School and College Authority (PSCA) funds.

Red Tails Prep is currently in the process of securing a campus suitable for our students. We are communicating with Moore Company Realty and its client to secure the property located in Washington Plaza at 711 W. Martin Luther King Hwy, Tuskegee, AL 36083. This location is 25,600 square feet and is currently an open space to add walls to create optimal space for our students. Upon approval from Macon County Schools, further details will be discussed regarding a contract and the build out plans. To date, we have discussed a \$500,000 tenant allowance to be able to develop our school.

We also have a contingent location in which we will communicate with the Macon County School Board to lease Lewis Adams Elementary School (Lewis Adams Early Child Center) located at 1133 West Old Montgomery Road, Tuskegee, AL 36088. We have previously toured this facility and have discussed renovation plans to help revitalize the community. If for any reason we are no longer able to occupy our first option in Washington Plaza, further discussion will continue with the Macon County School Board, and a contract will be developed.

We have attached proof of commitment as Attachment 21.

Start-Up & Ongoing Operations

1. Provide, as an **attachment (Attachment 23)**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.

The Start Up and Ongoing Operation Plan is attached.

2. Provide, as an **attachment (Attachment 24)**, the school's plan for all transportation (including field trips, extra-curricular and co-curricular activities, food services, and all other significant operational and auxiliary services).

The Transportation Plan is attached.

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3. Provide the school's plan for safety and security for students, staff, facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

School safety is a top priority for Red Tails Preparatory. In accordance with Alabama law [AL Code § 16-144 (2013)], Red Tails Prep adopts a comprehensive school safety and security plan that includes health, safety and security, risk management policies and procedures, necessary security personnel, and the associated technology and equipment needed to implement this plan effectively. Background checks, health policies and procedures, emergency preparedness plans, and facility safety and security procedures are necessary safety and security measures Red Tails Prep implements.

Red Tails Prep is located inside of Macon County and within the City of Tuskegee. Red Tails Prep has contacted the Macon County Sherriff's Department and Tuskegee Police Department to develop a proposed School Safety Plan. The police department strives to create a safe and secure learning environment to the students and citizens of Macon County by proactive enforcement of the city laws and regulations and in doing so promotes Red Tails Prep's mission to provide students with opportunities to pursue a quality education in a safe environment.

Goals of the Safety Plan:

- Provide Red Tails Preparatory with a safe and secure school campus environment that allows the school to perform its mission.
- Promote and enhance community partnerships and policing activities.
- Promote the use of proven technology for policing and safety.
- Understand and promote an environment in which all personnel are committed to a professional code of ethics, accountability, and personal responsibility.

Red Tails Prep's School Safety Plan will determine hazards to student and staff safety and propose solutions that promote the prevention of dangerous problems and circumstances. The plan will specifically include:

- A protocol for addressing serious threats to the safety of school property, students, employees, or administrators including, but not limited to, a specific code red school safety plan.
- A protocol for responding to emergency events that compromise the safety of school property, students, and employees, including such action as notification of appropriate law enforcement and emergency response personnel for assistance, and informing parents of affected students.

Red Tails Prep and the Tuskegee Police Department or Macon County Sherriff's Department performs an assessment of our facilities to ensure that the building and property meet appropriate safety codes.

Red Tails Prep's safety plan also includes:

- A copy of the developed safety plan to law enforcement and safety officials;
and,
- Access to the school for law enforcement and fire department personnel that enables them to be prepared for responding to threats and emergency events that may affect the school.

Below are specific security measures addressed in the Red Tails Prep Safety Plan:

- Police Officers and Security Personnel Sworn personnel with full arrest powers
- Provide full police and safety services
- Investigate crimes
- Provide educational presentations
- Assist faculty staff and students
- Secure and perform building checks

Security personnel

- Non-sworn personnel with no arrest powers
- Patrol inside and outside of campus
- Enforcement of the parking rules and regulations
- Help phones (Code Blue Phones)
- Provides safety and security to those who work, learn, and visit our campus

Notification System

- State-of-the-art emergency notification system
- Timely Notifications
- Alerts via email, text message, land-line, cell phone and voicemail

Policies

Background Checks: Employees and contractors at Red Tails Prep will be required to complete a fingerprint and criminal background check.

Health: Red Tails Prep follows all laws required for health testing, immunization, and students with specific medical conditions. All employees will be CPR/First Aid trained.

Emergency Alertness: Red Tails Prep will develop and comply with an Emergency Alertness Plan designed specifically to the needs of the school site and in conjunction with law enforcement and the Fire Marshal. This plan includes but is not limited to the following emergency situations: fire, tornado, weapon on campus, and active shooter. The plan also includes emergency contact numbers, procedures for various types of emergencies, roles and responsibilities, emergency response teams, and evacuation maps. All Red Tails Prep's faculty and staff are trained on this site-based safety plan.

Facility Safety: Red Tails Prep’s school site is fully compliant with the International Building Code. Sprinkler systems, fire extinguishers, and fire alarms are checked annually by the Birmingham Fire Department. Red Tails Prep conducts fire and storm drills at least twice per year.

Security: The building will have an alarm system, and the school leaders will have keys to the building and ensure it is locked and armed each night. All Red Tails Prep staff will help ensure the building is safe for students.

4. Provide, as an **attachment (Attachment 25)**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.

Operations Capacity

1. Describe the applicant team’s individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
- Staffing.
 - Professional development.
 - Performance management.
 - General operations.
 - Facilities management.

Our Founding Board Members and Leadership Team include a diverse array of Alabama’s civic leadership. Their skills include school leadership, curriculum, instruction, assessment, operations, education policy, human resources, engineering, business development, and aviation. Exemplary leadership that can execute on every detail is a critical component of a high performing school. Red Tails Prep is founded, governed, and operated by an extraordinary team of Alabama's educational, civic, and business leaders. With a combined 180 years of serving in the field of education, the Founding Board and Leadership Team are more than capable of governing and managing the school in alignment with the mission and vision and establishing policies that protect the school’s academic and financial success. Below we describe the areas in which our members have served and prove our capacity to successfully govern, operate, and sustain a high quality educational institution.

Jeanisha Whetstone (Executive Director)

The Founder and Executive Director, Jeanisha Whetstone, brings experience of working in Title I schools situated in underserved communities. She has an extensive background in scientifically based educational best practices and a plethora of knowledge and experience with strategies that have been proven to improve student learning. Using the Alabama College and Career Ready standards as a base to drive instruction and a deep knowledge of how her students needed to perform to reach and exceed proficiency, she consistently developed and implemented engaging and effective instruction to move students towards proficiency. As a result of her knowledge and skills, she will be able to effectively work closely with the Principal and Director of

Curriculum and Instruction to develop meaningful professional development opportunities for the teachers and staff of Red Tails Prep.

Mrs. Whetstone also has experience in performance management. She has experience in developing and revising school strategic improvement plans, also known as a Continuous Improvement Plans (CIPs), to guide the school improvement effort of the school. She has also worked with administration to create and revise school budgets to allocate funds toward effective and efficient resources that would enhance the learning experiences of the students. Her experience in the above-mentioned areas allows her to fulfill the duties as Executive Director, specifically the overall ability to support and oversee execution of key organizational priorities and ensure administration accomplish top of the line goals including academics, enrollment, and school culture.

Dr. Stephen C. Walker (Proposed Principal)

Dr. Stephen Christopher Walker has served the Montgomery Public School District for a little over ten years. Dr. Walker has had the opportunity to serve the Montgomery Public School District in many facets to include an elementary and middle school classroom teacher, technology coordinator, and also as assistant principal. During his time as Assistant Principal at Garrett Elementary School, he served as an instructional leader for the elementary school. He was also tasked with disaggregating student data, facilitating professional development training and faculty meetings, collaborating with stakeholders for educational and financial school support, attending leadership professional development training, effectively monitoring student interactions and behavior and assisting with fostering a love and appreciation for learning within students. Dr. Walker supported implementation of the “Leader in Me” in the school environment, participated in classroom observations and feedback sessions, supported budget implementation, modeled 21st-century technological skills for students and teachers, incorporated and utilized Web 2.0 applications for the school, implemented social media initiatives for the school, participated and facilitated PTA events and meetings, and professionally supported the instructional leader of the school. Dr. Walker’s experience and accomplishments affirm his ability to serve as an effective instructional leader at Red Tails Preparatory.

Dr. Joseph Burns (Board Chair)

Dr. Burns is Associate Professor Emeritus in the Department of Curriculum and Instruction at the University of Alabama at Birmingham, a department for which he served as Chair from 1994-2002. He is a lifelong and multiple award-winning educator who holds an Ed.D. in Science Education from the University of Georgia. Dr. Burns’s experience in preparing and supervising aspiring educators justifies his capacity to oversee and ensure that Red Tails Prep hires high performing educators and maintains a quality educational program.

Dr. Tonya Anthony

Tonya Anthony is a former teacher who has served in several leadership positions from 1990 until current. She began her career as a mathematics teacher in Broward County Schools. She worked as a math, science, and reading teacher for 12 years in Birmingham City Schools. After working with the Alabama State Department of Education for 5 years as an Education Specialist, she began working at AMSTI-UAB where she held the title as Professional Development Specialist. She supervised all

grades 6-8 math and science teachers in the Birmingham City School District and Jefferson County School District. She worked closely with teachers to model best practices in mathematics and provide support as needed to ensure effective implementation of math and science standards. Dr. Anthony's experience in training and professional development of teachers justifies her capacity to oversee and ensure that Red Tails Prep hires quality educators and maintains a quality educational program.

Mrs. Deborah Mitchell

Deborah Mitchell is a retired high school teacher and Principal who served Birmingham City Schools from 1971-2011. From 1995-2011, she served as Principal at several Birmingham City Schools including Gate City Elementary and Woodlawn High. Mrs. Mitchell's operational experience justifies her capacity to oversee and ensure that Red Tails Prep hires and maintains a quality educational program.

Adam Levine

Adam Levine is a Certified Public Accountant at Levine & Associates, LLC. He has served in the accounting industry for over 30 years. He graduated from the University of Alabama in 1991 with a degree in Business and Accounting. Mr. Levine, along with the remainder of the Board, will use his expertise to review and analyze financial information to ensure that the organization has the resources necessary to fulfill its mission.

Mr. Martez Nalls

Mr. Martez Nalls works as a Project Engineer with the Alabama Department of Transportation (ALDOT). Mr. Nalls oversees numerous contractors on single and multiple projects. As a project engineer, he works on specific projects that have schedules, timelines, and budgets that need to be met. As a project engineer there are many things that he must do, such as:

Planning and Defining the Project:

- build a comprehensive work plan to ensure every step is done correctly
- schedule who's going to do the work and when
- assess all risks involved, avoid or manage them ahead of time

Executing and Managing:

- ensure all work meets code
- manage and keep the budget at the forefront throughout the project
- ensure project is on schedule
- motivate team members
- assess obstacles and remove items that slow productivity
- coordinate work done by different groups
- be adaptable to change
- manage all teams involved and maintain a constant level of commitment

Delivering and Closing:

- manage the project on budget

- manage and deliver expectations to stakeholders
- communicate project status to stakeholders and resolve unexpected difficulties
- update management on project

Martez is also Founder/Owner of Bold as a Lion Studios, a photography/videography company that assists with our advertising, marketing, and community engagement on social media and in the community.

Dr. Bruce Bright

Mr. Bright has served a stellar 28-year career in the U.S. Marine Corps as a Marine F/A-18 Fighter Pilot. Bruce joined the civilian workforce as Director of Business Development for The Sanders Trust Fund, a real estate investment trust in Birmingham, AL. His personal decorations include the Defense Meritorious Service Medal, the Meritorious Service Medal; the Air Medal with 1 strike/flight award, the Joint Commendation Medal, five Navy Commendation Medals (one with the Combat Distinguishing Device) and the Aerial Achievement Medal. Mr. Bright's numerous achievements and connections in aviation and business justify his capacity to assist in developing a quality aviation and aerospace program for the students of Red Tails Prep and other general operations.

Dr. M. Javed Khan Ph.D (Board Member)

Dr. Khan is the Professor and Head of the Department of Aerospace Science Engineering at Tuskegee University. Dr. Khan received his Ph. D. in Aerospace Engineering from Texas A&M University in College Station, Texas. Dr. Khan will be able to assist us in developing a high-quality STEM based program with high quality resources, professional development opportunities, and staff.

2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Mr. Martez Nalls works as a Project Engineer with the Alabama Department of Transportation (ALDOT). Mr. Nalls oversees numerous contractors on single and multiple projects. As a project engineer, he works on specific projects that have schedules, timelines, and budgets that need to be met. As a project engineer there are many things that he must do, such as:

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Mr. Bright has served a stellar 28-year career in the U.S. Marine Corps as a Marine F/A-18 Fighter Pilot. Bruce joined the civilian workforce as Director of Business Development for The Sanders Trust Fund, a real estate investment trust in Birmingham, AL.

Section 3. Financial Plan & Capacity

Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

The Board of Directors and Finance Committee shall have the responsibility to monitor and review the financial condition, statements and supporting information monthly, reporting to the board at regular scheduled meetings of the board of directors. Financial and internal controls of the school will be developed and adopted by The Board of Directors, while the Principal/Director of Operations and Finance Director will be responsible for the implementation.

A thorough financial management process shall be developed and implemented. This process will cover all aspects of the organization, including but not limited to processes for purchasing, bank account authorizations and oversight, contract review and approval, accounts receivable and payables, payroll processing selection of bank institutions, retention of records, cash receipts oversight payroll and all other financial management elements. Transparency is top priority for Red Tails Prep, it is important that the school produce a timely and effective financial management system. All financials will be open to the public.

The governing board, Executive Director, Principal/Director of Operations, and Finance Director will work with 4th Sector Solutions Inc., a well-known financial management company that has operated for over 10 years and has assisted with the strategic, operational, financial, and organizational goals

of over 100 schools including Alabama and several other states within the U.S., to ensure that Red Tails Prep is engaging in best practices when it comes to the financial well-being of our organization.

Audit and Accounting:

Employment and retention of services from an independent, certified public accountant or auditor for an annual external audit of the corporation shall be approved by the Board of Directors. The administration in coordination with the Board of Directors and Finance Director, will complete and review the annual audit and financial review in a timely manner, to meet all requirements and regulations of the Alabama State Board of Education, Macon County Schools, and IRS 501c3 rules. Within a designated period as set by the corporation’s Board of Directors, appropriate systems for accounting, financial management, reporting, technical support, and other related procedures and processes will be developed and implemented.

Purchasing:

Purchase orders and contracts within the approved budget will be required for all expenditures and will be reviewed and pre-approved by the Principal/Director of Operations and/or Finance Director and presented to the Treasurer of the Board for final review and approval. A complete monthly report of these expenditures shall be made available to the finance committee and Board of Directors as directed. Purchase order and contracts will be duplicated, with one going to the vendor and the other remaining on file in the offices of the school. Purchases that exceed the order limits set by the Board of Directors will be required to receive board approval. Checks will be signed by two individuals designated and approved by the Board of Directors. The Board of Directors will be responsible for compliance with all applicable state and federal competitive bid laws.

Payroll:

The Finance Director will prepare timely monthly payroll reports that will include all salaries and wages, withholding summaries and any other required payroll information. The Finance Director will issue monthly checks and process federal, state and local payroll taxes as approved from the Principal or Director of Operations. The Finance Director will prepare the state and federal quarterly and annual tax forms, review the forms with the Principal/Director of Operations, and submit forms to the required and appropriate agencies in a timely manner.

Financial Reporting:

Collaboration with the Executive Director, Principal/Director of Operations, Finance Director and Treasurer, all regular financial reports shall be provided to the Board of Directors, consist of, budget comparisons, statement of income and expenditures, balance sheet, ongoing financial forecasts and other related information. Reports will be reviewed monthly or as needed by the Finance Committee and the Board of Directors. The review of financial reports should be related to the annual goals and strategic objectives as approved by the Board of Directors. All school financial statements will be available to the public through the school’s website.

BUDGETING	ACCOUNTS PAYABLE AND RECEIVABLE	FINANCIAL STATEMENTS	GOVERNMENT FINANCIAL REPORTS
<ul style="list-style-type: none"> • Annual and Multi-Year Budgets w/ Cash Flow • Budget Revisions • Updated Monthly Budget Forecasts 	<ul style="list-style-type: none"> • Revenue Verification • Revenue Collection • Accounts Payable Processing 	<ul style="list-style-type: none"> • Monthly Year-To Date Financial Statements • Cash Flow Projections – Monthly • Financial Statement Analysis – Monthly • Customized Financial 	<ul style="list-style-type: none"> • Preliminary and Final Budget • Audited Financial Reports

		Analysis • Support Resolving Financial Issue	
ACCOUNTING	AUDIT SUPPORT	FINANCIAL STATEMENTS CONTINUED	PAYROLL PROCESSING AND REPORTING
<ul style="list-style-type: none"> • Annual and Multi-Year Budgets w/ Cash Flow • Budget Revisions • Updated Monthly Budget Forecast 	<ul style="list-style-type: none"> • Revenue Verification • Revenue Collection • Accounts Payable Processing 	<ul style="list-style-type: none"> • Monthly Year-To-Date Financial Statements • Cash Flow Projections – Monthly • Financial Statement Analysis – Monthly • Customized Financial Analysis • Support Resolving Financial Issue 	<ul style="list-style-type: none"> • Salaried and Hourly • Federal and State Agency Reporting • Payroll Tax Reporting and Tax Deposits • W-2 and 1099 Processing • IRS, SDI, WC Support • Retirement Plan Support/Reporting
COMPLIANCE AND ACCOUNTABILITY	BOARD SUPPORT	4th SECTOR SOLUTIONS	SCHOOL AND STUDENT PERFORMANCE SOLUTIONS
<ul style="list-style-type: none"> • Annual and Multi-Year Budgets w/ Cash Flow • Budget Revisions • Updated Monthly Budget Forecast 	<ul style="list-style-type: none"> • Meeting Attendance • Present Financials • Present Analysis of School’s Financial Condition 	<ul style="list-style-type: none"> • Strategic Budget Development • Facilities Needs Assessments, Planning, Cost Modeling • Financial Support 	<ul style="list-style-type: none"> • Formative assessment creation, grading, reporting • Standards-aligned item bank of test questions

2. Describe the roles and responsibilities of the school’s administration and governing board for the school finances and distinguish between each party.

The Board of Directors and Finance Committee shall have the responsibility to monitor and review the financial condition, statements and supporting information monthly, reporting to the board at regular scheduled meetings of the board of directors. Financial and internal controls of the school will be developed and adopted by The Board of Directors, while the Principal/Director of Operations and Finance Director will be responsible for the implementation.

A thorough financial management process shall be developed and implemented. This process will cover all aspects of the organization, including but not limited to processes for purchasing, bank account authorizations and oversight, contract review and approval, accounts receivable and payables, payroll processing selection of bank institutions, retention of records, cash receipts oversight payroll and all other financial management elements. Transparency is top priority for Red Tails Prep, it is important that the school produce a timely and effective financial management system. All financials will be open to the public.

Red Tails Prep’s Board of Directors will take responsibility for the financial oversight of the school and will hold management accountable for sound financial management and adherence to set policies. The Board will select a Treasurer with professional

experience in finance or accounting and will convene a standing Finance Committee. The Treasurer and the Finance Committee will ensure that the Board monitors the school's finances closely and on a monthly basis. The Finance Committee, Executive Director, Principal/Director of Operations will develop the annual budget and present it to the Board for review and approval during the last month of the fiscal year. The Finance Committee will also ensure that quarterly financial reports with analyses of actual spending versus budgeted amounts are submitted to the Board, and will work with the Executive Director and Principal/Director of Operations to ensure that an annual audit is completed. The following described responsibilities is not intended to be a comprehensive list. Upon approval of the charter, a complete plan will be developed.

Financial Responsibilities of the Board include:

- Establish and approve financial policies
- Approve annual budget
- Review monthly financial performance
- Appoint auditor
- Accept/approve audit/direct action needed
- Review and approve annual budget
- Approve all contracts, agreements, etc.
- Establishes budget and internal controls
- Finance committee/treasurer reviews monthly financial statements, balance sheet, income and expenditure per budget
- Board approves all compensation
- Treasurer reviews monthly expenditures, account receivables and payables, and all transactions.
- Approves grants
- Develops long-range resource development strategies.

While the Board is responsible for financial oversight, the Principal and/or Director of Operations is responsible for the day-to-day financial management of the school. Responsibilities include:

- Monitor budgets and expenditures daily
- Implement board approved controls
- Identify grants and apply as approved
- Ensure transparency and openness of finances
- Authorize purchasing
- Oversee financial management
- Financial goals and budget development

Red Tails Preparatory's (Red Tails Prep) Board of Directors will implement effective, transparent and strict financial policies and administrative operational guidelines for the school in compliance with the adopted mission, objectives and strategies of Red Tails Prep and in compliance with standard and required operating procedures of an IRS 501(c)3 nonprofit corporation and any state and federal agency requirements.

An annual audit report will be performed by the independent auditor in accordance with Governmental Auditing Standards at the end of each fiscal year and furnished to the Board. The auditing firm shall be selected by request for proposal (RFP) process and only those firms experienced in audits of charter schools will be considered. The

audit will be of assistance to the Board in carrying out its responsibility to assure that its financial resources are properly managed and to ensure implementation and management of approved policies and procedures, effective use of all resources, and stewardship at the highest level to support the mission of Red Tails Prep. Its top priority is to ensure that all funds are budgeted, expended, accounted for and maintained appropriately.

The governing board, Executive Director, Principal/Director of Operations, and Finance Director will work with 4th Sector Solutions Inc., a well-known financial management company that has operated for over 10 years and has assisted with the strategic, operational, financial, and organizational goals of over 100 schools including Alabama and several other states within the U.S., to ensure that Red Tails Prep is engaging in best practices when it comes to the financial well-being of our organization.

3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.

Employment and retention of services from an independent, certified public accountant or auditor for an annual external audit of the corporation shall be approved by the Board of Directors. The administration in coordination with the Board of Directors and Finance Director, will complete and review the annual audit and financial review in a timely manner, to meet all requirements and regulations of the Alabama State Board of Education, Macon County Schools, and IRS 501c3 rules. Within a designated period as set by the corporation's Board of Directors, appropriate systems for accounting, financial management, reporting, technical support, and other related procedures and processes will be developed and implemented.

4. Describe how the school will ensure financial transparency to the Macon County Board of Education and the public, including its plans for public adoption of its budget and public dissemination of its annual audit, annual financial report, monthly check register, and monthly financial reports.

Red Tails Prep believes that transparency is the key to building trust, community support, parental involvement, and community engagement. Each element is key to building a healthy community school for the city of Tuskegee. Therefore, Red Tails Prep will hold an annual budget meeting publicly. We will also post electronic copies of its annual budget, budget amendments, annual audit, and Board meeting minutes online for public transparency. The school will prepare an annual financial report for Macon County Schools.

Collaboration with the Executive Director, Principal/Director of Operations, Finance Director and Treasurer, all regular financial reports shall be provided to the Board of Directors, which consist of, budget comparisons, statement of income and expenditures, balance sheet, ongoing financial forecasts and other related information. Reports will be reviewed monthly or as needed by the Finance Committee and the Board of Directors. The review of financial reports should be

related to the annual goals and strategic objectives as approved by the Board of Directors. All school financial statements will be available to the public through the school's website.

5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

Red Tails Preparatory will contract a high-quality financial service provider to ensure proper financial management, coordination of payroll services and benefits packages, cash-flow management, and accounts payable, and monitoring of the budget and development of initial budgets and cash flow systems. Red Tails Prep partners with 4th Sector Solutions, a well-known financial management company that has operated for over 10 years and has assisted with the strategic, operational, financial, and organizational goals of over 100 schools including Alabama and several other states within the U.S., to ensure that we engage in best practices when it comes to the financial well-being of our organization. The 4th Sector Solutions team has experience developing financial models for lenders, supporting the financing process with lenders, conducting requests for qualifications and proposals, architect and contractor selection, support in collaboration with architect of progress monitoring the construction, and conducting stakeholder meetings. Recent projects in Louisiana include: Mentorship Academy, University Preparatory Elementary, Slaughter Community Charter School, Encore Academy, and Lycee Francais de la Nouvelle Orléans.

6. Describe the school's plans for obtaining liability insurance to indemnify the school, its board, staff, and educators against tort claims.

Red Tails Preparatory shall obtain and maintain insurance on the Officers and Trustees, general liability, worker's compensation, real and personal property, fidelity bonds, and automobile liability in the following amounts:

- Officers and Directors/ Errors and omissions: \$1,000,000 per claim;
- General liability: one million dollars (\$1,000,000) per occurrence;
- Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000);
- Automobile liability: one million dollars (\$1,000,000) per occurrence.

7. **Budget Narrative:** As an **attachment (Attachment 26)**, present a detailed description of assumptions and revenue and expense estimates, including, but not limited to, the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).

- a. Per-Student State Revenue. Use the figures below in developing your budget assumptions.
- b. Anticipated Funding Sources. Indicate the amount and sources of funds, property, or

other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's operation depends.

- c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
- d. Year 1 cash flow contingency in the event that revenue projections are not met in advance of opening.

ALABAMA PUBLIC CHARTER SCHOOL COMMISSION

- e. Start-up and five-year budgets with clearly stated assumptions.

Attached

Financial Management Capacity

Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following: • Financial management.

- Fundraising and development.
- Accounting and internal controls.

As stewards of the public trust, Red Tails Prep will maintain sound fiscal responsibility. As a publicly supported entity, Red Tails Prep is responsible for ensuring the public's confidence and integrity of school's activities. Therefore, we have outlined school processes and procedures that ensure accountability at every level of financial management.

a. Financial Management

Dr. Stephen Walker has experience managing finances at the school level, as he has worked as an Assistant Principal at Garrett Elementary School in Montgomery, Alabama.

Mrs. Debra Mitchell has experience managing finances at the school level, as she worked as a Principal at G.W Carver High School.

Dr. Bruce Bright is a Certified Commercial Investment Member (CCIM) and is recognized as an expert in the disciplines of commercial and investment Real Estate.

b. Fundraising and Development

As the Founder and Director of an afterschool enrichment program, Ms. Tonya Anthony has experience in fundraising and development that she will bring to Knowledge U. She has also written and been awarded grants for materials for the after school enrichment program.

Dr. Bruce Bright is the Founder and Chief Energy Officer (CEO) of On Target Leading, a for-profit organization, and has experience in development.

c. Accounting and Internal Controls

Adam Levine is a Certified Public Accountant at Levine & Associates, LLC. He has served in the accounting industry for over 30 years. He graduated from the University of Alabama in 1991 with a degree in Business and Accounting. Mr. Levine, along with the remainder of the Board, will use his expertise to review and analyze financial information to ensure that the organization has the resources necessary to fulfill its mission.