

Birmingham City Schools Charter School Application for a 2022 Opening

New Charter Application #000597

Alabama Aerospace and Aviation High School

Submitted To:

Birmingham City Schools
Birmingham City Schools
2015 Park Place North
Birmingham, AL 35203

Phone: 205-231-4895

Submitted By:

RUBEN MORRIS
1731 OAK PARK LN HELENA, Alabama 35080

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GENERAL

A. School Information

Open Date: **August 8, 2022**
 Proposed Name: **Alabama Aerospace and Aviation High School**
 School Type: **High**
 Grade Levels: **[9, 10, 11, 12]**
 School District: **Birmingham City Schools**
 Neighborhood / Community: **East Birmingham**
 Organization Type: **Non-profit Corportation**
 Sponsoring Entity: **Non-profit Organization**
 Address: **4343 73rd St. N Birmingham, Alabama 35206**
 Phone: **(205) 538-0702**
 Fax:
 Web Site: **www.alaahs.org**
 Calendar Type: **Standard - 182 instructional days**
 Educational Service Provider: **(None)**

B. Primary Contact Person

Name: **RUBEN C MORRIS**
 Mailing Address: **1731 OAK PARK LN HELENA, Alabama 35080**
 Mobile Phone: **205-434-7051**
 Alternate Phone: **205-538-0702**
 Email: **rmorris@alaahs.org**
 Current Employer: **Alabama Aerospace and Aviation Schools, Inc.**

C. Attendance Projections

Grade Level	2022-23 Enrollment		2023-24 Enrollment		2024-25 Enrollment		2025-26 Enrollment		2026-27 Enrollment		At Capacity 2025-26	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
9	125	150	125	150	125	150	125	150	125	150	125	150
10			125	150	125	150	125	150	125	150	125	150
11					115	135	119	135	119	135	125	150
12							113	128	113	128	125	150
Total	125	150	250	300	365	435	482	563	482	563	500	600

D. Board Members

Name	Title	Contact Information	Current Employer
Brown, Auri	Board Secretary	P: M: E:	

		auri.brown@exprealty.com	
French, Courtney	Board Member	P: M: E: cfrench@fpflaw.com	
Jones, Megan	Board Member	P: M: E: huntmegan114@yahoo.com	
Knight, Charles	Board Chairperson	P: M: E: cknight500@bellsouth.net	
Russell, Tramayne	Board Vice Chairperson	P: M: E: tramaynerussell@gmail.com	
Sims, Merrick	Board Member	P: M: E: merrick7467@gmail.com	
Smith, RJ	Board Treasurer	P: M: E: rjsmith06@gmail.com	
Storey, Tiffany	Parent Representative	P: M: E: tsstorey@gmail.com	
Wright, Tierra	Board Member	P: M: E: tbouyer@jeffersonstate.edu	

E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Brown, Veronique	Academic / Curriculum Development	P: M: 205-335-2285 E: vbrown@alaahs.org	
Morris, Ruben C	Founder and Chief Executive Officer	P: M: 2054347051 E: rmorris@alaahs.org	

EXECUTIVE SUMMARY

1. Executive Summary

Mission & Vision

The Alabama Aerospace and Aviation High School (AAHS) seeks to launch the first aviation high school in Alabama for 9-12th grade students in Birmingham. In accordance with the Alabama School Choice and Student Opportunity Act, AAHS desires an education partnership with Birmingham City Schools in introducing a high rigor, high support start-up charter school that will equip students from 35206, 35211, 35210, and 35235 with 21st century skills to be leaders of the aerospace and aviation industry.

At AAHS, our mission is to provide a diverse group of students rigorous college prep and an authentic industry-aligned STEM education to prepare Birmingham students to be leaders in the classroom and in the aerospace and aviation industry.

We create clearly defined pathways into aviation and aerospace careers for all students creating a diverse pipeline of future industry leaders. Located at the Southern Museum of Flight, AAHS serves approximately 520 students grades 9-12 at full capacity and will invite our founding class of 125 “Young Aviation Professionals” in 2022.

Educational Need & Anticipated Student Population

Alabama aspires to be among the top performing states in K-12 education, and we are confident Birmingham students can lead the charge. AAHS hopes to assist Birmingham in meeting the 71% Math/ELA proficiency goals set in Alabama’s ESSA Plan for 2030. Our founding team recognizes the academic needs of East Birmingham families and are compelled to serve the local community by offering a high rigor college and career prep schooling experience. The Table below provides a snapshot of the student performance of East Birmingham schools.

East Birmingham Non-Tested Public HS Performance (2018-19)					
	Huffman	Woodlawn	Parker	BCS	AAHS
					22-23
ELA	14%	13%	26%	24%	35%
Math	11%	11%	22%	21%	32%
Growth	4%	4%	4%	4%	6%

An analysis of 2019 Scantron data highlights three BCS schools in the proposed neighborhood working diligently to grow our students. How can AAHS be an asset? We believe that a rigorous, college-aligned academic model and an aerospace and aviation STEM focus will help East Birmingham students excel and immediately begin closing the proficiency gap.

Education Plan/School Design

The AAHS academic model is rooted in intellectually rigorous, industry-based, and placed-based instruction where a high college-ready bar is achieved by all students. Prioritizing both college and career readiness drastically increases the likelihood that all AAHS students complete their high school requirements with viable options to engage the 2/4-year institution of their choice or the career of their dreams. Academically, our goal is for AAHS students to supersede the current district average by 3% in year 1 of operation and subsequently chart a 6% annual increase in ELA and Math proficiency. AAHS seeks to achieve this goal through:

Rigorous, Data Driven Instruction. Our instruction provides a healthy balance of teacher-led direct instruction, small group exploration, and independent practice all intended for students to bare the cognitive load. We normalize “productive struggle” and make student learning visible through small groups discussion, cold call, and daily writing tasks. Student mastery is the goal of every class every day. Because AAHS believes in the academic potential of all students, teachers aggressively track student data daily for possible reteach moments. Aiming to meet AAHS’s academic goals for general education students, their teammates with disabilities, and their EL classmates keeps the staff and student body in a perpetual state of growth and achievement.

Supportive Learning Environment. AAHS’s supportive learning environment equips each student with a caring adult and positive peer group the moment his or her high school journey begins. Affectionately known as “flight crews”, student-driven, adult-guided advisories work to keep students actively engaged in the life of the school, socially responsible for upholding community values, and academically accountable to one another. AAHS’s college-ready instruction challenges students in every class to work through productive struggle, and the school’s high-support culture creates the ideal environment for them to do so as they track towards mastery. The AAHS team is also deliberate in offering multiple intervention opportunities for students in need of extended time or additional exposure to Alabama standards through small group instruction.

Authentic College & Career Development. AAHS is inspired by BCS’s Pillar 1 focus on “Student Success” identified in the 2018-2023 BCS Strategic Plan. The plan states a goal of ensuring “All children are prepared for productive citizenship, college, career, and life”. In response, AAHS offers students a unique schooling experience that affords them a diploma with aviation and aerospace credentials granting them immediate access to the college or career of their dreams. On campus, our students learn in ways that are rigorous, engaging, authentic, technologically advanced, and prepare them to be successful in college, the military, and the larger aerospace, defense, and aviation industry. Our highly-qualified faculty are prepared to implement a word-class, Alabama standards-aligned curriculum that is augmented with real-world tasks and experiences. Through our committed partnerships with industry leaders and postsecondary institutions, students have access to a wealth of opportunities largely unavailable to many students of color in America, especially those in our Eastlake community.

Aggressive Goal-Setting

We believe Birmingham students are among Alabama’s brightest, and AAHS is prepared to present such claims through data. The following AAHS goals are created via the Alabama

Department of Education ESSA Plan non-proficient reduction rate goal setting format.

Over a 5-year initial charter term, AAHS will achieve...

- 59% ELA proficiency, 11 points above BCS projections (ESSA)
- 56% Math proficiency, 11 points above BCS projections (ESSA)
- 5-year average graduation rate equal to or better than the state average of 92%, outpacing ESSA's 2030 goal.
- 100% of students admitted to 2/4-year college or military enlistment.
- 100% of students complete a 4-year Aviation/Aerospace STEM pathway leading to industry recognized credentials or college credit
- African-American/low-socioeconomic students outperform their peers across the state by 15 percentage points in Math and ELA
- Black/Latinx students narrow state-wide achievement gap within 10 points of white peers

Annual Academic Goals

- Students achieve annual increase of 6% proficiency in ELA and Math
- Students outperform district teammates in Math/ELA by 3%
- Students rank in top 25% of growth in the state annually and the top 5% by year 3.

Non-Academic Goals

- Students average 95% daily attendance.
- School culture receives an 8 of 10 quarterly (positive school culture rubric)
- 90% of students report "feeling safe in school" and "having an adult support system at school". (SEL)
- 85% of families report two home/school connections quarterly.
- AAHS suspensions remain below 5% quarterly.

Community Engagement

AAHS has engaged with several industry leaders and corporations providing guidance regarding school design. Potential parents and community stakeholders were also primary conversation partners as we seek to meet the varied educational needs of 9-12th graders in East Birmingham. Of the industry leader conversations, three partners have stood out, The Southern Museum of Flight, Kaiser Aircraft, and Delta Airlines Tech Ops. From conversations with our "Big 3" we have also had the opportunity to engage with a host of additional industry-related supporters like the Birmingham Fred Shuttlesworth International Airport, the 117th Air Guard Air Refueling Wing, and the Blue Origin Aerospace company. All have graciously agreed to provide guidance in curriculum design of our aviation and aerospace-focused elective pathways.

Our conversations with East Birmingham parents and students have revealed a deep desire for college and career readiness opportunities. Parents, above all, expressed their desire for choices beyond high school. Students seem to be emphatic about wanting real world learning experiences specific to careers. Amidst the pandemic, we have held one socially-distanced community engagement session. Our "Spooky Flight" gathering in East Lake Park was enjoyed by 50 students and parents there to learn about AAHS and engage with flight simulators and drones. Our community conversations continue as a series of 8 web-based Zoom sessions on the following dates: 12/1; 12/15; 1/5; 1/26; 2/9; 3/9; 4/6; and 5/4. With COVID, planned in person sessions at the Worship Center Christian Church Derby Campus will be moved to a Zoom platform as well. However, our AAHS "Street Team" continues to safely engage the East

Birmingham neighborhoods of Woodlawn, East Lake, Roebuck, and Tarrant with marketing materials in English and Spanish.

Leadership & Governance

The Alabama Aerospace and Aviation High school has assembled a knowledgeable, high-capacity governing board. Our team’s expertise spans across Law, Finances, and management with a total 50+ years in education. Each individual brings a unique set of skills necessary to ensure success and effective operation AAHS.

Enrollment Summary

Our primary enrollment chart at Alabama Aerospace and Aviation High School (AAHS) is based on a grade level capacity of 125 students with an expectation of maintaining a 50-person waitlist. AAHS will open with 9th grade in year 1 and is committed to backfilling in 9th and 10th grade to account for an 8% attrition rate year 3 and a 5% attrition rate in year 4 for rising seniors. Among students who matriculate to their junior year at AAHS, we expect to retain a higher percentage going into their senior year. Our total capacity represents a total enrollment of 500 students.

Attachments

Section 1: Executive Summary

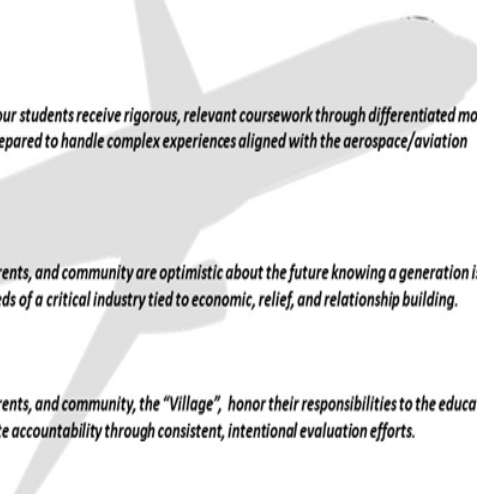
1.1	Tiffany Storey Resume	MORRIS, RUBEN, 11/29/20 5:41 AM	DOCX / 22.101 KB
1.2	Merrick Sims Resume	MORRIS, RUBEN, 11/29/20 5:41 AM	PDF / 110.526 KB
1.3	Megan Jones Resume	MORRIS, RUBEN, 11/29/20 5:41 AM	PDF / 99.339 KB
1.4	Charles Knight Resume	MORRIS, RUBEN, 11/29/20 5:41 AM	DOCX / 18.705 KB
1.5	Board Members/Leadership Team Bios and Contact Information	MORRIS, RUBEN, 11/29/20 5:40 AM	XLSX / 3.366 MB

EDUCATIONAL PROGRAM DESIGN AND CAPACITY

1. Program Overview

The Alabama Aerospace and Aviation High School's overarching goal is to equip the next generation of diverse leaders poised to transform the aerospace and aviation industry by leading from a core set of values focused on Scholarship, Optimism, Accountability, and Respect. Using aerospace and aviation pathways in conjunction with core content provides a substantiated means for our students to learn in ways that are rigorous, engaging, authentic, technologically advanced; they will be adequately prepared for college, the military, or industry-related careers. We believe our students will S.O.A.R. to new heights by engaging in challenging curriculum, aggressively closing academic gaps, and maturing as an independent learner.

Alabama Aerospace and Aviation Core Values
Our students S.O.A.R.




S.cholarship
Our faculty delivers and our students receive rigorous, relevant coursework through differentiated modes; they are academically prepared to handle complex experiences aligned with the aerospace/aviation industry.

O.ptimism
Our faculty, students, parents, and community are optimistic about the future knowing a generation is prepared to meet the needs of a critical industry tied to economic, relief, and relationship building.

A.ccountability
Our faculty, students, parents, and community, the "Village", honor their responsibilities to the educational process; they demonstrate accountability through consistent, intentional evaluation efforts.

R.espect
Our faculty, students, parents, and community demonstrate respect for each other and the process. AAAHS produces a safe culture and climate where its stakeholders are willing to openly communicate their expectations and needs; they know all will be addressed in a respectable manner.



Academic Approach

AAHS is eager to establish a innovative academic program which combines the following elements:

1. Rigorous standards-based instruction and a college-ready bar
2. High engagement lessons with real-world applicability
3. Authentic career development with knowledge and credentials for post secondary schooling

4. Supportive staff/student relationships to leverage for students to do their best work

Our high rigor, high support approach seeks to create the ideal learning conditions for all students allowing AAHS’s general education, English Language Learners, Special Populations students to rise to the occasion and become the academic leaders of their peers statewide.

While the AAHS team of staff, students, and families bring heart and hard work to the table, it takes an effective overarching academic model to guide AAHS to successfully achieving our goals of 6% gains, top 25% growth, and industry credentials for all students. Our academic approach below details how AAHS’s program of Rigorous Classroom Instruction, Industry-based schooling, and Place-based learning directly leads to a high quality educational experience for Birmingham students.



3-Tiered Academic Model

To engage Birmingham students, maximize their secondary school experience, and increase their earning potential upon graduation, AAHS introduces Birmingham students to an intricate 3-tiered academic model. AAHS student excel with the support of a High rigor, Placed-based, and Industry-based learning model.

Industry-Based Education

AAHS students will have the unique opportunity to learn from an industry-based education model that translates academic content into career access. Leveraging support from industry affiliates and the Alabama Community College System, AAHS students will master both industry and Alabama State Course of Study standards. 100% of AAHS students will walk across stage with an acceptance to a 2/4-year post secondary institution or the American Armed Forces. Furthermore,

each student will have completed a 4-year Aviation/Aerospace STEM pathway leading to an industry recognized credential or college credit.

The Federal Aviation Administration touts aerospace curriculum effectively addresses student needs of all grades and abilities. Through our model, students spend their 9-12th grade years engaging academic coursework that prepares them to meet AHSG standards and earn industry credentials upon graduation. For a unique and meaningful 9th grade experience, entering AAHS students enroll in a year-long Aerospace/Aviation introductory course divided into 4 quarter-long units:

- Aviation Mechanic
- Aviation Pilot/Drone Pilot
- Aerospace/Aviation Engineer
- Aerospace/Aviation Computer Science (Cyber Security)

After 8 weeks of high-level exposure to each (180 minutes weekly), students embark on their 10th-12th grade journeys majoring in one of the following Aerospace & Aviation career tracks for an authentic STEM experience.

AAHS will also facilitate industry-based apprenticeships, internships, and work-based learning opportunities. Career pathways satisfy AHSG core and elective requirements for graduation while generating college credit or course requirements for industry-based credentials.

Place-Based Learning

Our place-based model establishes the classroom as the 3rd teacher. AAHS will be housed in the current Southern Museum of Flight just a few miles from the Birmingham-Shuttlesworth International Airport. Place-based learning provides students with opportunities to engage with the local community as a learning tool (Drew, 2020). Having tangible access to aircrafts, hangers, equipment, and other industry-based resources allows students to make immediate connections to instruction.

Place-based learning provides enhanced opportunities for AAHS students to engage both Alabama and industry standards using industry-based practice problems and academic tasks.

University of Michigan researchers detail that place-based education is more than using location as a learning tool and that it also heavily relies on inquiry-based learning and hands-on instruction. AAHS teachers encourage student inquiry into daily content objectives and require them to use a variety of tools for exploration. Place-based education often prioritizes experiential learning, however AAHS deems it critically important for instructors to also include regular assessments and set clear goals to track and ensure student mastery, the same as they would for a traditional class.

Both the ALCOS English Language Arts curriculum and our aerospace/aviation curriculum call for mastery in language, reading, writing, speaking, and listening. Modeling, solving equations, mathematical reasoning, working with statistical data are all competences associated with math, science, and industry-based curriculum. The aerospace/aviation field drives the global economy by providing necessary logistical functions for the distribution of vital global resources, and AAHS students have the unique opportunity to be front-line learners. .

AAHS teachers will use direct instruction to provide foundational content. Once the foundation

has been laid, students engage in the experimental instructional approach where they are encouraged to use the investigation process. Teachers supervise while students manipulate objects in their environment, test hypotheses, and work together to problem solve.

Rigorous Classroom Instruction

To prepare AAHS students to be both leaders in the college academic setting as well as leaders of industry, teachers focus on challenging students daily through rigorous texts, higher level Bloom objectives, and a high college bar for intellectual production. AAHS ascribes to the Strong, Silver, and Perini's (2001) theory that rigor is in the quality of content, not a measure by the quantity of content covered. Therefore lesson plans begin with daily objectives that meet or exceed the rigor level of the state standards being taught. Furthermore, texts that are high lexile, culturally relevant, and high engagement are prioritized by teachers as ideal learning tools. The culmination of direct instruction, group discussion, small group exploratory moments, and multiple checks for understanding lead to AAHS students growing their individual capacities to produce academically sound products that display a high level of content mastery.

AAHS administers interim standards-based assessments in all core subjects every six weeks to closely monitor student growth and performance. Under the guidance of school leadership, teachers use the data from these interim assessments to revise and drive their instruction for the following six weeks and to inform individual student interventions. Daily, AAHS provides tutoring to students not yet mastering the core skills and in need of additional supports. With rigorous content including Pre-AP, AP, and dual enrollment courses accessible to all students, AAHS graduates will be better prepared to secure industry recognized credentials and be in position to meet the rigorous demands of a post-secondary education.

Attachments

Section 1: Program Overview

– No Attachments –

2. Curriculum and Instructional Design

AAHS applies a hybrid approach in creating an ideal learning environment for such a racially and academically diverse student population. Our high rigor, place -based, industry-style program allows AAHS to offer a class model but with independent study applied through student-selected aerospace and aviation majors. In addition, the AAHS 90-minute block periods are designed to include a variety of differentiated instructional methods designed to provide whole-group, team, and personalized experiences where all students feel safe and able to learn, no matter their learning style.

The primary learning environment for foundation building will be classroom-based instruction. However, an AAHS's "classroom" will not be the norm; our classrooms will be outfitted with the latest technology, instructional tools, and innovative furnishings designed for movement and collaboration. Class sizes will reflect an optimal teacher to student ratio where individual academic and social-emotional needs will be detected and addressed; it is important to account for both types of needs in order to enhance the learning process. Addressing personalized needs is very important to AAHS; all other learning environments will address authentic learning

interests, foundational gaps, extended practice and/or application, and enrichment. The maximum number of students per classroom environment is based on best practice.

Learning Environment Structure to Size

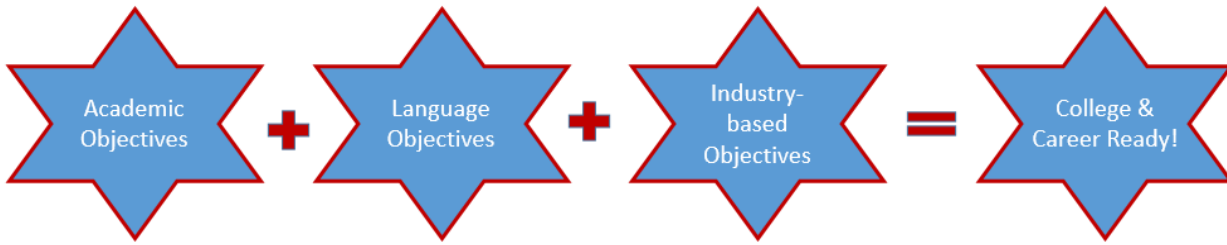
Learning Environments	Description	Teacher &/or Assistant	Maximum number of Students
Classroom	In an AAHS classroom, there is a mixture of teacher facilitation and student directed learning. Classrooms have one to one technology for all students. The physical space is conducive to small group exploration, hands on learning, and independent practice.	1-teacher	25
Labs	An in classroom model focused on group exploration. 35 minutes in each 90 minute block is dedicated for small group discussion and tasks. Students drive the learning using peer accountability to complete high level work.	1-teacher	10
Staff-Student Support	AAHS staff aggressively monitor student learning in the classroom, provide multiple checks for understanding, and use positive staff student relationships to encourage students to produce their best work everyday.	1-teacher or assistant	25 students max
Independent Learning	AAHS classrooms grow students' ability to learn independently and produce high quality work with minimal prompting. Students have the ability to practice in AAHS classrooms the work ethic and production quality needed to be leaders in the college classroom and in industry.	Student driven/teacher monitored	25 students max
Industry-based	Rooms equipped with industry-specific simulators, machinery, and/or equipment will be used for experiential learning. Students will experience and gather		

<p>Simulation Rooms</p>	<p>meaning through numerous real-world scenarios. Teachers will control the parameters of this “world” and use them to achieve desired instructional objectives.</p>	<p>1-teacher</p>	<p>5</p>
<p>Resource Classrooms</p>	<p>A separate setting, either a classroom or a smaller designated room, will be used to deliver personalized programs to students, individually or in a small group. Resource rooms are used in a variety of ways ranging from instruction, homework assistance, meetings, or representing students' alternative social space.</p>	<p>1-teacher</p>	<p>6</p>
<p>Dual enrollment</p>	<p>In partnership with 2-year and 4-year colleges, students will have the opportunity to take academic and industry-based courses while receiving college-credit.</p>	<p>Discretion of provider</p>	

Planned Curriculum

AAHS will utilize both state and industry-based curriculum to address academic and college and career readiness needs (See Attachment 2). Alabama Course of Study standards for English, math, social science, and science will be addressed using foundation building and cross-curricular integration; grade level core teachers will collaboratively plan and include cross-curricular core content to compliment instruction. Students will complete quarterly high stakes projects where key components are directly tied to grade-baring core area requirements. Industry-based curriculum will support core-area instruction by embedding core-area objectives. For example, the 9th grade Intro To Flight Course ties in all core areas into its scope and sequence (See Attachment 2). Students are able to connect core content to their career aspirations.

Students will demonstrate core and industry-based proficiency through various communication channels. Teachers will document instructional communication efforts by including language objectives along with academic and industry-based objectives in their lesson plans. Language objectives include speaking, listening, reading, and writing objectives that complement the content knowledge and skills identified in content area standards and address the aspects of academic language that will be developed or reinforced during the teaching of grade-level content concepts. The inclusion of industry-based objectives will insure students are consistently exposed and assessed on material and processes tied to aerospace and aviation. All are necessary to increase student success on industry credential requirements; AAHS students will graduate with an industry-based credential. Through these intentional efforts, AAHS students will exceed prescribed Alabama High School Graduation Requirements (See Attachment 5).



AAHS teachers and students will use quality instructional materials that provide tiered support. Core area curriculum providers will meet all requirements as described by EdReports, the nation's leading curriculum reviewer. Requirements include acceptable levels for standard alignment, teacher and student usability, differentiation, rigor, and instructional materials tied to technology. AAHS met with core content providers to negotiate the inclusion of industry-based lessons, examples, and practice; teachers and students will have relevant instructional support readily accessible. AAHS students and teachers will utilize several industry-based curriculum options to insure relevance and updated standards. Delta Airlines, the Aircraft Owners and Pilots Association, and Cyber Org, AAHS partners, will provide an industry-based curriculum to ensure students are properly prepared to meet industry requirements and demands. They have also committed to providing teacher professional development and student experiences. Also, AAHS will offer diverse learning opportunities to address its students' personal needs. This includes Advanced Placement, dual-enrollment, and remediation; students will know AAHS is able to reach them wherever they are. AAHS is excited about the life-changing opportunities its students will have.

Integrating the State's course of study with industry-based curriculum will allow AAHS to provide real-world alignments leading to increased content retention and application; improved academic performance has been linked to students who are able to see connections between core curriculum and life experiences. AAHS students will have a personalized "flight plan" where AHSG required core and elective courses along with industry-based courses are mapped. Students will know what is expected and will have the support of their "flight crew" to track progress and receive specialized help as needed; their flight crew will include a teacher/advisor, counselor, and

Student Flight Plan of Study-Aviation Mechanics

Name _____ Date _____

Parent/Guardian Signature _____ Date _____ Advisor/Counselor Signature _____ Date _____

Current Area of Interest: Aviation Maintenance. This AAHS or AHSG should serve as a guide for the next four years. Courses listed in this plan are only recommended coursework and should be evaluated to meet each student's educational and career goals. All plans will meet minimum high school graduation requirements. Postsecondary institutions may set additional requirements. Electives for students in the ninth grade in the 2013-2014 school year, all students that earn the required credits for the Alabama High School Diploma. A local board of education may establish requirements for receipt of diploma and endorsements, but must diploma or endorsement still include the requirements of the Alabama High School Diploma. The Alabama course of study shall be followed to determine minimum required content in each discipline.

Grade Level	English/Language Arts Total 4 Credits	Math Total 4 Credits	Science Total 4 Credits	Social Studies Total 4 Credits	Electives (None Required)	Electives for Aerospace Engineering Pathway	Electives for ALL AAHS Students (ALCDE Required)
	English 9 English Language Arts credit: English Language Arts includes Advanced Placement or International Baccalaureate/International course/IGCSE approved	Geometry or its equivalent/substitute	Biology	World History	Liberal Individualized History Electives (IIFE) or one AHCTE Credit	Introduction to Flight/ASP	Writing Lab 2 credit Credit Earned <input type="checkbox"/> Math Lab 3 credit Credit Earned <input type="checkbox"/>
9	English 9 1 credit Credit Earned <input type="checkbox"/>	Geometry or its equivalent/substitute 1 credit Credit Earned <input type="checkbox"/>	Biology 2 credit Credit Earned <input type="checkbox"/>	World History 1 credit Credit Earned <input type="checkbox"/>	Liberal Individualized History Electives (IIFE) or one AHCTE Credit 2 credit Credit Earned <input type="checkbox"/>	Introduction to Flight/ASP 1 credit Credit Earned <input type="checkbox"/>	Writing Lab 2 credit Credit Earned <input type="checkbox"/> Math Lab 3 credit Credit Earned <input type="checkbox"/> Innovation Elective/CTE 1 credit Credit Earned <input type="checkbox"/>
10	English 10 1 credit Credit Earned <input type="checkbox"/>	Algebra II with Trig or its equivalent/substitute 1 credit Credit Earned <input type="checkbox"/>	AP Physics 2 credit Credit Earned <input type="checkbox"/>	US History I 1 credit Credit Earned <input type="checkbox"/>	Health Education I (H) 1 credit Credit Earned <input type="checkbox"/>	UNFA 1 credit Credit Earned <input type="checkbox"/>	Writing Lab 2 credit Credit Earned <input type="checkbox"/> Math Lab 3 credit Credit Earned <input type="checkbox"/> Innovation Elective/CTE 1 credit Credit Earned <input type="checkbox"/>
11	English 11 1 credit Credit Earned <input type="checkbox"/>	Pre-Calculus or its equivalent substitute 1 credit Credit Earned <input type="checkbox"/>	AP/IB 3 credit Credit Earned <input type="checkbox"/>	US History II 1 credit Credit Earned <input type="checkbox"/>	Career Preparedness 1 credit Credit Earned <input type="checkbox"/>	IFE/Flight Training 1 credit Credit Earned <input type="checkbox"/>	Writing Lab 2 credit Credit Earned <input type="checkbox"/> Math Lab 3 credit Credit Earned <input type="checkbox"/> Innovation Elective/CTE 1 credit Credit Earned <input type="checkbox"/>
12	English 12 1 credit Credit Earned <input type="checkbox"/>	AP Calc 1 credit Credit Earned <input type="checkbox"/>	AP 121/AP 122 2 credit Credit Earned <input type="checkbox"/>	US Government/Economics Students are required to pass the Civics Test in the National Government class effective the 2014-2015 school year. 3 credit/3 credit 1 credit Credit Earned <input type="checkbox"/>	Elective of choice between CTE, Foreign language, or Arts 1 credit Credit Earned <input type="checkbox"/>	Unmanned Aircraft Operations 1 credit Credit Earned <input type="checkbox"/>	Inferiority, Apprenticeship, Dual Enrollment, and/or approved Electives 2 credit Credit Earned <input type="checkbox"/>

industry-tied mentor (See Attachment 2).

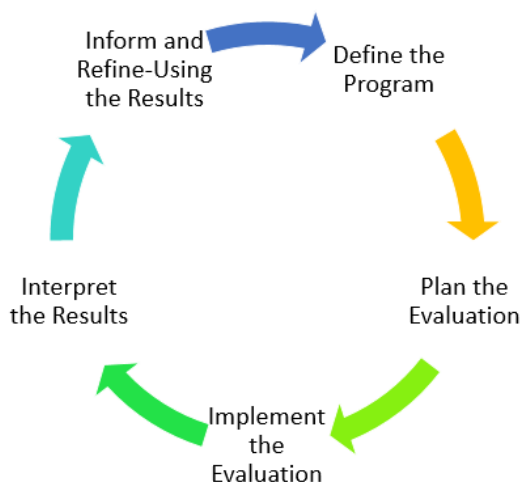
AAHS will utilize block scheduling to accommodate instructional strategies, collaborative assignments, research, the use of technology tools, adequate practice, and time-sensitive enrichment/remediation needs. Block scheduling will also allow industry-connected extended experiences including guest presenters and demonstrations. Students will consistently see content come alive.

Evaluation, Review, and Revision of Curriculum

AAHS will use an embedded evaluation plan cycle that regularly evaluates the effectiveness of our curriculum in regards to student learning. Weekly classroom observations from the leadership team and student performance data create quantitative and qualitative measures as we consider our curriculum's effectiveness. 180 learning hours for AAHS teachers on effective instruction and curriculum implementation ensure that teachers are delivering instruction according to the curriculum. If AAHS fails to see our desired student outcomes and growth, we will consider making a curriculum change. Decisions about possible curricular changes will happen three times a year to ensure that our decision to change or alter curriculum is timely and best supports our students. A prescribed evaluation plan will help AAHS in planning, providing additional resources, and assessing performance at all levels; planned check-ups will also allow AAHS to make adjustments as needed. AAHS will use U.S Department of Education research-based guidelines to build its evaluation plan framework . Figure ____ illustrates the USDE embedded evaluation process.

Figure ____

Embedded Evaluation Model

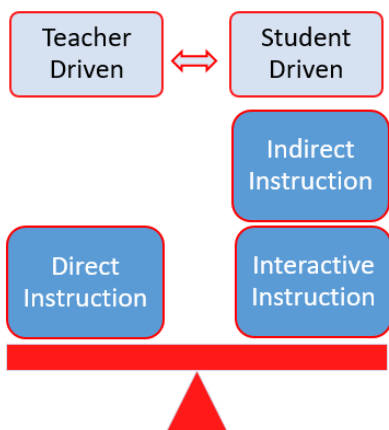


Primary Instructional Strategies

AAHS teachers will employ a multitude of tools to facilitate diverse instructional strategies. Using resources and professional training provided by core and industry-based curriculum providers, teachers will provide direct instruction building students' foundational knowledge of core and industry-tied content. Proficiency levels for academic, language, and industry-based objectives will be facilitated through questioning, discussions, guided practice, and independent practice. Teachers will provide opportunities for students to participate in indirect instructional strategies where students take the lead in critical inquiry and problem solving. Students will work through question sets, scenarios, and multi-tiered problems where they must demonstrate their understanding from the foundational to application levels. Finally, students will solidify learning using interactive instructional strategies. Using simulations, labs, team projects, and technology, students will integrate skill sets where they must apply research, critical analysis,

and collaboration to complete rigorous core and industry-based coursework. Using a balanced instructional strategy approach leading to increased student involvement will help solidify learning.

Instructional Strategies



Attachments

Section 2: Curriculum and Instructional Design

2.1	Math (Algebra I Planned Curriculum)	MORRIS, RUBEN, 11/29/20 5:55 AM	PDF / 131.524 KB
2.2	Math Curriculum Overview	MORRIS, RUBEN, 11/29/20 5:55 AM	PDF / 1,016.695 KB
2.3	No Title	MORRIS, RUBEN, 11/29/20 5:55 AM	DOCX / 29.397 KB

3. Student Performance Standards

AAHS performance standards will be aligned with the Alabama Course of Study, Alabama College and Career Readiness Standards, and industry-based credentialing requirements. The AAHS team creates a data rich learning environment where teachers aggressively monitor student performance and students aggressively drive towards their co-created academic goals. Specifically, the AAHS team uses NWEA MAP, comprehensive exams, standards-based interim assessments, bi-weekly classroom assessments, rigor-aligned exit tickets, and daily independent assignments to inform and adjust curriculum, instruction, and student interventions.

Teachers also prepare students for additional college admission requirements by embedding SAT and ACT-type questions in classroom assessments. Students will exit not only with a high school diploma, but with the assurance of being prepared to enter college or immediate employment. AAHS proposed learning standards will be based on the Alabama Courses of Study and industry-based standards. AAHS's goal is for its students to graduate not only with a diploma, but with an industry credential. (See Attachment 4 for learning standards).

AAHS students will go beyond state academic standards. They will also be required to meet aerospace and/or aviation industry standards, leading to obtaining an industry credential. AAHS students will start by completing an introduction course where they will learn about aerospace and aviation track options. Track options will include:

- Aviation Mechanic
- Aviation Pilot/Drone Pilot
- Aerospace/Aviation Engineer
- Aerospace/Aviation Computer Science (Cyber Security)

Students will meet with their "flight crew" near the end of their 9th grade year to determine their best track fit and to finalize their "flight plan" for the 10th-12th grade. Flight plans will meet both AHSG and industry credential requirements. Students will meet with their flight crew weekly for progress checks and flight plan adjustments, as needed. See Attachment 4 for the introduction course standards.

Promotion Criterion: Grades 9 through 12

9th grade promotion

At AAHS we set a college-ready bar and scaffold supports to ensure all students have access to proficiency. Students must have a cumulative semester score of 70%+ to pass each course. To be promoted from 9th to 10th grade, students must pass 4 of 5 core subjects during both semesters and must have successfully completed a minimum of 6 units of credit, including the industry-based elective "Intro to Flight" course. Students must also have completed at least 10 clock hours of simulation time per their respective flight-plan.

10th grade promotion

To be promoted from 10th to 11th grade, students must pass 4 of 5 core subjects during both semesters and must have successfully completed a minimum of 12 units of 29 credit; this includes at least 1 of 2 industry-based electives. Students must also have completed at least 20 clock hours of simulation, job shadowing, apprenticeship, and/or internship time per their respective flight-plan.

11th grade promotion

To be promoted from 11th to 12th grade, students must have successfully completed a minimum of 18 units of credit; this includes 2 industry-based electives. Students must also have completed at least 30 clock hours of simulation, job shadowing, apprenticeship, and/or internship time per their respective flight-plan.

Graduation

To graduate, students must complete a minimum of 24 units of credit. Students must have completed at least 40 clock hours of simulation, job shadowing, apprenticeship, and/or internship time per their respective flight-plan. Students must also meet a minimum of three of six college and career readiness indicators/targets as outlined by Alabama's Plan 2020

1. a benchmark score on any section of the ACT test;
2. a qualifying score on an AP or IB exam;
3. approved college or postsecondary credit while in high school;
4. a benchmark level on the ACT WorkKeys;
5. an approved industry credential; or
6. documented acceptance for enlistment into the military).

ALL Means ALL at AAHS-Students with Limited English Proficiency (LEP) and students with disabilities

AAHS is committed to the success of ALL students. We believe all students have the potential to excel academically and meet Alabama standards, and we are prepared to provide the necessary supports to ensure their success. Students with LEP will be required to meet all aforementioned requirements. They will receive accommodations and additional support to mitigate language barriers. Students with disabilities will meet modified or accommodated standards reflecting their documented needs. Their "flight plans" will be based on their Individual Education Programs (IEPs); students whose IEPs indicate an alternative mastery process receive a document of graduation. Special consideration will be given for their industry-based track options; alternative options will be available based on need.

Credit Recovery

AAHS realizes some students may not pass all initially planned courses or may decide to change their aerospace/aviation track; AAHS students will have an opportunity to retake or replace courses as needed. AAHS will have a credit recovery program that includes online courses, dual enrollment, and summer program options to meet student credit recovery needs.

Student and Parent Communication

AAHS students will meet with their "flight crew" weekly to discuss their flight plan progress. Their flight crew will include at least one core teacher and an advisor. During weekly meetings, attendance, behavior, and coursework grades will be reviewed. The crew will celebrate successes and address concerns; additional supports will be assigned as needed. Parents are key to a student's success, therefore we will regularly engage AAHS parents in the academic lives of our students. Parents will receive weekly progress reports indicating the current performance of their children. AAHS parents will also participate in mandatory conferences each 9-weeks to review their student's flight plan progress. AAHS has included early release days in its master schedule to accommodate meeting schedules. Parents will have options to meet in person or through video conferencing.

AAHS students will be required to meet both the AHSG requirements (See Attachment 5), at least 40 clock-hours of industry-based simulation, apprenticeship, and/or internship time, and the completion of an industry-based credentialing program (See Attachment 4 for the Federal Aviation Administration student pilot guide). The industry-based credentialing program can be changed

based on a student's ability level; AAHS will offer credentialing programs that reflect accommodating levels.

Attachments

Section 3: Student Performance Standards

3.1	9th Grade Science Standards	MORRIS, RUBEN, 11/30/20 6:55 PM	PDF / 94.489 KB
3.2	9th Grade SS Standards	MORRIS, RUBEN, 11/30/20 6:55 PM	PDF / 76.803 KB
3.3	Algebra I Standards	MORRIS, RUBEN, 11/29/20 6:05 AM	PDF / 585.269 KB
3.4	9th Grade ELA Standards	MORRIS, RUBEN, 11/29/20 6:05 AM	PDF / 188.901 KB
3.5	Pathway Course Standards	MORRIS, RUBEN, 11/29/20 6:05 AM	PDF / 204.329 KB
3.6	Attachment 4	MORRIS, RUBEN, 11/29/20 6:05 AM	DOCX / 29.405 KB

4. High School Graduation Requirements (High Schools Only)

AAHS will provide multiple pathways for students to earn a diploma. Students will explore distinct aviation, aerospace, and defense related career pathways in introductory elective courses and choose a specific industry related pathway by 10th grade. Each pathway will consist of a corresponding elective track. Flexibility in course offerings allows for personalized education plans for all students. Students will earn course credit by demonstrating mastery in each course. Mastery will be earned by demonstrating a 70% or higher mastery rate. AAHS is providing 6 semesters for all students to earn a CTE endorsed Alabama High School diploma. Additionally, students will have the opportunity to take an industry-aligned credentialing examination their senior year. In college, entire campuses shift their focus to prepare students for final exams. At AAHS, we also focus on industry-based credentialing examinations and create the conditions for students to successfully pass these exams leading to the opportunity for students to be hired directly after graduation. This allows AAHS to meet its goal of 100% of students graduating with a CTE endorsed Alabama High School diploma and 90% of students graduating with a professional license/credential in aviation, aerospace, or defense.

Grade Point Average (GPA) will be calculated using a 4.0 scale with 4.0 representing an "A". 3.0

representing a "B", 2.0 representing a "C", 1.0 representing "D" and 0.0 representing failure. AAHS students must earn a 70% to demonstrate mastery of the course content. Anything below 70% will result in no credit assigned to the course. Upon successful completion of a course, the teacher will enter the final grade. Transcripts will include the semester the course was completed, the state identified course number, the course name, and the final grade. AAHS transcripts will include a cumulative GPA.

AAHS students must meet and exceed the requirements for the Alabama High School Diploma. Students must earn 26 credits and:

- Earn one math credit in a math course higher than Algebra II with Trigonometry

- Earn one foreign language credit as evidenced by passing with an average of “C” or higher each semester
- Successfully complete two of four core credits as evidenced by passing with an average of “C” or higher each semester in advanced or Pre-AP coursework in grade 10.
- Successfully earn at least one Advanced Placement credit as evidenced by an average of “C” or higher each

semester, or

- • one Dual Enrollment credit as evidenced by an average of “C” or higher each semester ...must complete a minimum of one AP.

**In order to receive the Alabama Diploma with Career and Technical Endorsement, AAHS students must meet the minimum requirements for the Alabama High School diploma in addition to three sequential Career and Technical Courses in the same pathway and earn credentialing in that area.

In support of consistent focus on college and career readiness, AAHS students will engage in a wide range of exposure experiences for students. A significant part of the challenge for many underserved students in achieving high school graduation and beyond can be associated with the very limited experience students have with transformational exposure opportunities. AAHS believes that students who are in environments where exposure is limited need to be given access to people, places, things and ideas that challenge the notions developing in the bubble of their own experience. These culturally enriching experiences are a key part of our strategy in keeping students engaged and ensuring students graduate. and can be as simple as bringing in unique individuals to interact with students and as complex as securing international travel. Youth participating in one culturally enriching exposure showed a 14% increase in their desire for additional exposures. A US Travel Association report in NEAchieve showed that students who participate in field trips have 59% higher grades, 95% higher high school graduation rates, 63% higher college graduation rates and 12% higher average annual salary. In total, 89% of those surveyed said that a field trip had a lasting impact on their education and ultimately supported their final career choice.

Attachments

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

4.1	No Title	MORRIS, RUBEN, 11/29/20 6:18 AM	PDF / 599.274 KB
4.2	No Title	MORRIS, RUBEN, 11/29/20 6:18 AM	PDF / 244.11 KB
4.3	No Title	MORRIS, RUBEN, 11/29/20 6:18 AM	PDF / 498.117 KB
4.4	No Title	MORRIS, RUBEN, 11/29/20 6:18 AM	DOCX / 37.503 KB

5. School Calendar and Schedule

At AAHS, our students, teachers, and parents are informed and prepared. Our academic calendar will as much as possible corroborate with the surrounding Jefferson County school districts to help parents with scheduling needs. It will include adequate professional development days so our teachers are well trained in best practices. Our calendar will also embed days for parent/teacher conferences providing teachers and parents with opportunities to review their student's data and collaborate on supportive measures. Using our innovative block scheduling and 182 instructional days, students will not only engage in rigorous coursework, but will have consistent time for hands-on activities, technology use, collaborative projects, and simulation experiences designed to lock-in learning. Extended intentional efforts, through summer bridge programs, will be made to fill in college and career readiness gaps; this includes both academic and social-emotional deficiencies. The AAHS Summer Bridge Program will also help to minimize summer learning losses. AAHS students and teachers are always prepared, ready for continuous building on a solid foundation.

The AAHS instructional day begins at 7:30AM and ends at 3:15PM. Students will be dismissed at 1:55PM for Teacher Professional Development every Friday. On days when students will be dismissed early, students will still receive the required instructional time set by the Alabama State Department of Education. AAHS will provide after school programming as well as extra-curricular programming for students who remain daily. Students will receive at minimum an average of 4 hours and 15 minutes of core content instruction weekly. Additionally, AAHS students will attend physical education, and other electives. As illustrated in the daily and weekly schedule, core subjects and intervention are prioritized to ensure we meet the stated goals and objectives.

Attachments

Section 5: School Calendar and Schedule

5.1	Attachment 7	MORRIS, RUBEN, 11/29/20 11:48 PM	PDF / 51.322 KB
5.2	Daily Schedule	MORRIS, RUBEN, 11/29/20 11:47 PM	XLSX / 191.531 KB
5.3	Annual Calendar	MORRIS, RUBEN, 11/29/20 6:26 AM	PDF / 189.418 KB

6. School Culture

Alabama Aerospace and Aviation High school believes that a school's academic achievement is contingent upon and inextricably linked to its ability to establish a strong school culture, first. We believe that a strong school culture starts with clear expectations, strong relationships, a focus on student learning, and effective performance management systems. Justin Rosenstein in his article How to Lead With Clarity says that "there are three kinds of clarity high-performing teams have: clarity of purpose, clarity of plan, and clarity of responsibility." We believe that the foundation of a strong school culture starts with clarity. This level of clarity of purpose translates into our hiring and professional development practices. We believe that investing in staff culture has a direct impact on the overall school culture. Leadership team members, especially in the school's opening years, will treat the development of staff culture as an essential priority. From the

beginning, selection processes will ensure that the hired staff supports the school's mission, approach and desired culture. In the initial Summer Institute, school staff will establish faculty agreements and these will be revisited annually.

We follow Bambrick-Santoyo's core tenet that what works for adults works for children when it comes to establishing culture.

Hook

Teachers and students are hooked with the "why" behind our cultural language, routines, expectations, and protocols. Our "why" is grounded in a laser focus on student achievement with the end goal of creating the next generation of aerospace and aviation professionals. Our students' achievement and access into high paying aerospace and aviation careers confirm the reality that individuals from diverse backgrounds can excel in any aviation or aerospace related occupation.

Frame

We will frame our school culture by outlining and defining the specific behaviors, routines, and common language connected to our lived core values as the vehicle for achieving our mission and vision. Students and staff will see the connection between our long term and short term goals and how the ethos of how we operate as a school will determine how long it takes to reach those goals. Specifically, the school founder and CEO will set the cultural vision connecting school goals to individual student learning outcomes. Teachers and students in the two separate specifically designed school culture implementation spaces (Summer Learning Institute and the Student Summer Bridge Program) will unpack our mission and vision as well as core values. The groups will then construct a shared montra personalizing the collective commitment to building the culture necessary to realize our mission.

Model

Our school culture will be modeled through the physical environment throughout the facility. Students and staff will see examples of diverse aviation and aerospace heroes and sheros pictured on walls throughout the facility. Reminders of being "On Time and On Point" will be prominent fixtures in classrooms and hallways. Most importantly, the leadership team will model the desired behavior of teachers, parents, staff, and students. Routines will be literally role played giving visual and voice to what success looks like and sounds like in all areas. We will also model how we will measure success. Explanations of feedback procedures and corrective error improvements will be laid out before the first day of school.

Debrief

Reflection and constant improvement are bedrocks of the AAHS culture as well. Students, staff, parents, and leaders will engage in specific reflective groups and individual periodic reflection exercises connected to ensuring organizational clarity and learning. We know that most things will not go right the first time. We want to capture what went wrong or what could have gone better and discuss solutions and suggestions on all stakeholder levels. This will be an intentional practice with student, staff, and parent focus groups that regularly debrief our commitment to living out our core values and filtering all decisions through our mission and vision. This enterprise wide practice will be established during the Summer Institute and Summer Bridge programs including a full day AAHS Parent Boot Camp.

Practice

Precise practice is a cultural bedrock of AAHS. Our industry mandates precision given that lives are at stake every time a plane, helicopter, jet, rocket, or even an unmanned aircraft takes off. The FAA requires a pilot to have 1,500 flight hours or practice flying time before a pilot can become a first officer on a commercial jetliner. Everyone expects their plane to land safely when they board a flight. The safety and interrater reliability we often take for granted comes from thousands of hours of practice. We practice routines like morning meetings and community circles with all stakeholders before the first school bell rings. We run through bell schedules and model precise transitions as a staff before students arrive. Students practice going to their lockers and walking through the lunch line over the summer. When the first day of school begins we are in the feedback and monitoring phase. Students will know where their first class is located and who to talk to about additional tutoring. Teachers and leadership team members will be giving “lightning-quick” feedback on error correction and missed opportunities demonstrating a consistent and united front.

Students who move from the waitlist into our school after the beginning of the year will participate in a full day Saturday orientation along with their parents. This training will hook, frame, model, debrief, and practice the major cultural elements of our school. Each new student will also be paired with a “co-pilot”. This person is another student who has demonstrated mastery of key cultural concepts and skills as observed by teachers and other members of their assigned advisory or “flight crew”. “Flight Crews” or advisories are also school culture reinforcement systems. They connect student achievement and student wellness in one daily structure designed to reinforce norms, foster a culture of celebration, cultivate collaboration, and organize student activities.

Alabama Aerospace and Aviation High School’s lived core values extend to every population in our school community including English Learners and students with disabilities. We believe that all students can reach HIGHER and achieve regardless of their background or current academic ability level. Our school culture is rooted in above average student achievement leading to a career in the aviation and aerospace industry. We also recognize that above average student achievement may look different for different students or may require additional supports. That is why we follow Marzano’s tactic of creating a Highly Reliable School through intentionally fostering a safe, supportive, and collaborative culture for English learners, students with disabilities, and any students who are academically below grade level. For us, this again begins with clarity. English learners know that every lesson taught in our school will have a language objective. This objective will give a clear north star as to how they along with every other student in the class will practice listening, speaking, and writing with hands on tools to improve their mastery of the English language. We utilize Sheltered Instruction to reinforce language usage and development for all students not just our English language learners. This shared commitment to language learning will support the already established inclusive culture and translate over to non-English language learners learning new languages as a part of our global approach to learning. Aviation and Aerospace is a global industry that will require all of our students to be language learners.

Our safe, supportive, and collaborative culture extends to students with disabilities and students with academic challenges. First and foremost, our physical facility will meet all Americans with Disabilities Act compliance protocols ensuring that all students can safely move about our building. We also will ensure that concrete systems and structures are embedded and practiced as a regular part of the ethos of our school that reinforce our core belief that all students can and will achieve at high levels. That starts with clearly defined and measurable goals for students with learning disabilities connected to their Individual Education Plans. Learning supports will be readily available and clearly defined for students and parents. For example, all students will

participate in extended time for both math and literacy in their first year at AAHS. All students will participate in a mandatory math and literacy lab that will be personalized to remediate or extend learning. We also believe in supporting gifted and talented students as a special population in our school. GT students will be supported in learning extensions and personalized learning opportunities. All students will be heterogeneously grouped for learning opportunities and school cultural events. Structured wellness check-ins will be embedded into Fly Crews supported by our school counselor. All students will understand and be able to articulate our focus on learning leading to long-term life success goals in the aviation and aerospace industry whether you are working to become a pilot, airframe and powerplant mechanic, military pilot, aerospace engineer, avionics technician, or an airport ground crew member.

Typical Day For A 9th Grade Student

A typical day for an AAHS 9th grade student will begin with being picked up at a bus stop near where the student lives. A parent or community volunteer bus rider will greet this student and welcome them on the bus. This student will pull out an on grade level text to read while on the ride to school. The student will exit the bus and head to his Algebra I teacher for a 7:30 to 8:00 breakfast tutorial. At 8:00 he will transition to student selected school appropriate music playing for the transition to "Flight Crews". This student will move to his/her designated flight crew for a 30 minute SEL lesson. This student's first period class will begin at 8:40 and will be 90 minutes of Algebra I. Next this student will transition to their second period class following the typical schedule for an "A Day". This will be another 90 minute course. If this course was a pathway course, this student would be doing some hands on learning about different career options in aviation and aerospace likely delivered via a group project. After this class, this student would head to lunch for 30 minutes then head to the aviation lab for 30 minutes of prescheduled flight simulator time for their "flex time". This student would then rotate through two more 90 minute courses likely one core course and an intervention block where they would receive extra support in a targeted academic area where their diagnostic scores indicated a gap. At 4:20 this student would head to golf practice for an hour before catching the sports/club bus back to his or her bus stop.

Typical Day For A Teacher

Teachers at AAHS arrive no later than 7:15 each day. The day begins with a morning huddle in the hallway with all teachers and the Director of Teaching and Learning. This huddle will focus on daily priorities like learning environment agreements and any important announcements. At, 7:30 this teacher would move to their classroom for a 30 minute tutorial block where they would be working with a targeted group of students who did not meet mastery on last week's weekly quiz. By 8:00, this teacher is in the hallway ready to greet their flight crew students as they arrive. Dress code is being monitored and a "This day in aviation history" is posted on a smart board. The teacher leads students through an SEL lesson and does a check-in in the hallway with a student who is visibly upset. Student led announcements are viewed on a digital broadcast and the teacher is at their door to monitor the transition to first period. This teacher teaches two 90 minute sections of their content utilizing the instructional techniques they learned at last Friday's PD. They then move into lunch/flex time where they monitor lunch duty for 30 minutes and host a student led industry related club in their class for 30 minutes. It's an "A Day" so this teacher has a 90 minute data team meeting next with the Director of Teaching and Learning and another teacher. This teacher ends their day with another 90 minute section of their content taught.

Attachments

Section 6: School Culture

– No Attachments –

7. Supplemental Programming

All incoming 9th grade students will participate in a 4-week Summer Bridge Program which serves as an orientation program for the AAHS high school experience. The Summer Bridge Program prepares students for college and career readiness; this includes filling both academic and social-emotional gaps. 9th graders will begin their AAHS career by attending a 9:00AM to 2:00PM orientation Monday through Thursday which allows them to take their baseline assessments through MAP testing, gain an introduction to AAHS programming, and receive gap closing interventions in Math and ELA instruction. Teachers will complete observation forms that include both academic and behavioral data points. The AAHS Summer Bridge Program will also help to minimize summer learning loss. The Summer Bridge Program helps provide incoming students with a safe and supportive onramp to their high school experience.

AAHS students will have the opportunity to engage in a diverse array of various extracurricular activities related to our school design model. On top of these opportunities we will also be working toward including team sports and student led clubs and organizations. We plan to offer the following sports:

- Boys and Girls Golf
- Boys and Girls Indoor/Outdoor Track and Field

We also plan to pursue opportunities to offer JROTC and the Civil Air Patrol. Clubs and student led organizations will include student government and other industry related national student based organizations including but not limited to:

- National Honor Society (10th-12th)
- National Society of Black Engineers (10th-12th)
- Organization for Black Aerospace Professionals “Aerospace Career Academy” (10th-12th)

All student led organizations, clubs, and affinity groups will conduct meetings and activities outside of the regular school day typically after or before school. Funding for sports will be raised through philanthropic support and fundraising that meets all applicable AHSAA guidelines and regulations.

AAHS will implement a comprehensive SEL curriculum called Overcoming Obstacles by the Community for Education Foundation. To date, 55 million students have benefited from the skills learned from this curriculum. Educators report that when students are taught Overcoming Obstacles, “grades and graduation rates go up, bullying goes down, and young people are better prepared for college and careers”.

This curriculum will focus on the development of life skills related to student mental, emotional,

and social development. Students will engage in sequential lessons, providing a solid base of life skills development that will help them achieve social, emotional, and academic success during their first two years of high school and build upon that success in the last two years.

85% of our program implementation will take place daily in our morning student advisory or “Flight Crews”. Flight Crews will engage daily modules each morning from 7:30AM to 8:00AM. AAHS teachers will also integrate our SEL program into core content classes by asking students to apply life skills to what they are learning. AAHS believes that our Flight Crew model in tandem with the Overcoming Obstacles SEL curriculum will help us achieve our stated non-academic goals of achieving an average 95% daily attendance rate, an 8 out of 10 quarterly rating on the positive school culture rubric, and a 90% rating of AAHS students “feeling safe in school” and “having an adult support system at school”.

All AAHS students will have the opportunity to choose and matriculate through an industry-based aviation or aerospace related elective pathway. During our students 9th grade year, they will each take an introductory elective course that will provide a broad survey of various aspects of aviation, aerospace, and computer science. At the beginning of their 10th grade year, students will select a specific pathway from the following choices:

- Aviation (6 Credit Hours)
- Aircraft Maintenance (6 Credit Hours)
- Aerospace Engineering (6 Credit Hours)
- Computer Science (6 Credit Hours)

By students 11th grade year, they will begin either college coursework with one of our pathway related post-secondary partners or work-based learning with one of our industry partners. Each pathway has a corresponding course of study or “Flight Plan” that outlines which electives students will take sequentially leading to either a credential in a specific industry related career or college credit toward a post-secondary course of study.

Attachments

Section 7: Supplemental Programming

– No Attachments –

8. Special Populations and At-Risk Students

At AAHS, intentionality is our mantra. Our student recruitment area will primarily come from Jefferson County, a diverse county with twelve public school districts. These districts range from A+ to D+ according to the Niche ranking system; data from the U.S Department of Education are used for ranking analyses. AAHS will use “Student Flight Plans” and a reflection, evaluation, and communication process to insure our students’ needs are being met. Personalized Student Flight Plans will comply with federal and state regulations for students with special needs. This includes

special education, 504, ESL, and those showing risk-factors. Flight Plans will include modifications, accommodations, and any other additional supports needed to optimize student learning, retention, and well-being.

AAHS analyzed Alabama State Department of Education (ALSDE) and Alabama Council of Higher Education (ACHE) to gain insight into its student recruitment pool risk factors. ALSDE academic, absentee, and behavior data from districts close to the AAHS school site show compelling needs for deliberate support in all areas. ACHE provides remedial course enrollment and retention data of students from specific districts and schools who enrolled in 2 and 4-year Alabama public colleges/universities. Alarming rates of students from the AAHS' recruitment area must take non-credit bearing remedial math and English courses; some are not making it past their freshmen year. AAHS has identified industry-specific and risk-factor aligned partners to provide supplemental support to address learning gaps and mind-set shift needs. Collaborating with partners, parents/guardians, and students is essential to the holistic approach AAHS believes is necessary to adequately prepare students for college and career.

Highly skilled, resourceful, and thorough special education, ESL, general education, and career tech teachers will not only provide instruction, but the guidance and support needed for all AAHS students to succeed. Using an innovative block schedule, AAHS teachers will have time to incorporate various instructional strategies needed to differentiate instruction and reach students of varying ability levels. Using students' personal flight plans to determine modification and accommodation needs will be standard; student flight plans will include any documented IEP, 504, RTI, and/or advanced learning plan needs. Through teacher and partner facilitation, AAHS's schedule will include time for resource classes designed for remediation and enrichment, team and independent learning, online practice, labs and hands-on application assignments, simulations, and special projects. AAHS students will be encapsulated with support.

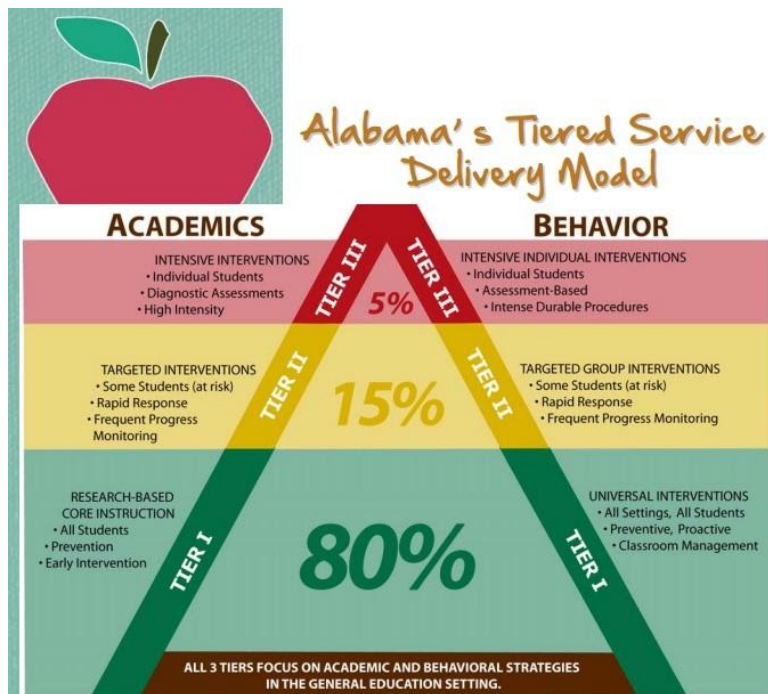
Using multiple data sources, AAHS will evaluate every student to determine his or her specific needs.

- Alabama Comprehensive Assessment Program (ACAP) scores, coursework, behavior, and attendance historical data will be considered during the personalized flight plan development process.
- To ensure proper placements prior to the official start of the school year, AAHS students will participate in a summer orientation program prior to the start of the official school year. Additional data, including the Measures of Academic Progress (MAP) and observation data, will be collected, analyzed, and considered in finalizing students' Year 1 flight plans.
- AAHS students entering with IEPs, Tier III-Response to Intervention (RTI) support, will be reevaluated during orientation. As required, parents/guardians will be a part of the reevaluation process. AAHS faculty, students, and parents will work together to determine any necessary IEP revisions and to insure appropriate modifications and accommodations are included.
- AAHS students performing below grade level but do not qualify for SPED services, will follow the Tier I and II RTI model. These tiers integrate fluidly with AAHS' instructional model where our teachers use researched-based instructional strategies, incorporate various

learning settings, and frequently monitor learning. The school’s schedule has intervention resource time, reading, writing, and math labs built in to provide intensified support as needed.

- AAHS students will also receive interventions through online core curriculum support; teachers will be able to use student performance dashboard reports to help determine re-teaching and remediation needs.

Response to Intervention Model

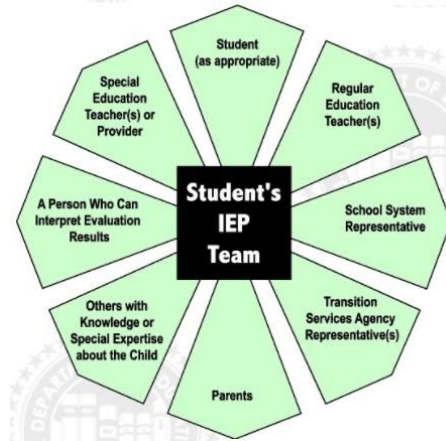


- AAHS students will review academic and behavioral progress during their weekly “flight crew” meetings; this will be a time for feedback, reflection, and “flight plan” adjustments as needed.
- Parents/guardians will have opportunities to participate in the process during monthly meetings including both the teachers and their students.
- If a student receiving Tier II services continues to perform below grade level and special education services are recommended, AAHS will follow the U.S Department of Education and ALSDE SPED required procedures.

Knowing our students so we are able to personalize learning and provide additional needs as necessary is essential at AAHS. During the enrollment process, AAHS will request student school records from the previous three years. This will include SPED determination documents and IEPs, if applicable. All students will participate in a 4-week summer orientation program. During the program, students will complete formal and informal assessments. Teachers will complete

observation forms that include both academic and behavioral data points. This process will continue throughout the school year and will be used during weekly student flight plan meetings and monthly parent meetings.

- For any enrolling student with an IEP, AAHS along with the student’s complete IEP team will evaluate correlations between previous records and data obtained during orientation; any inconsistencies will be re-evaluated through collaborative measures using additional assessments, observations, and parent/guardian feedback. AAHS will work to clear any inconsistencies and to ensure all students qualifying for special education services are

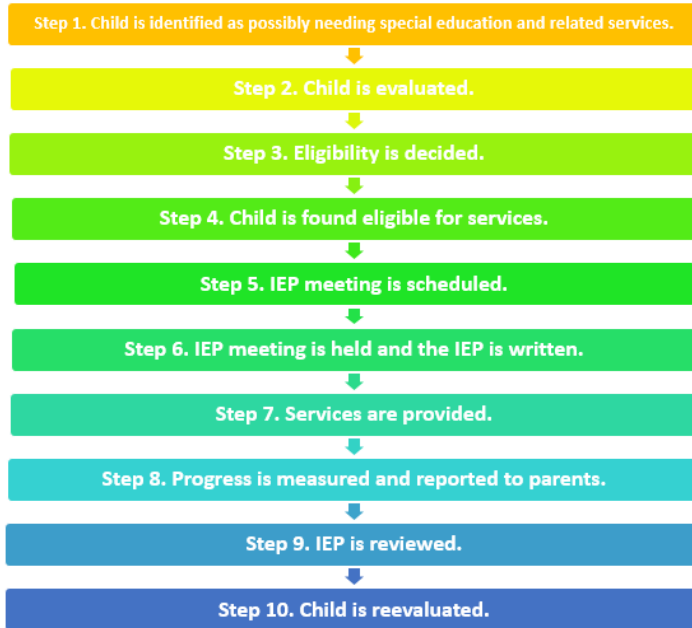


placed in their least restrictive learning environment.

- Using historical data, summer program data, student, and parent feedback, AAHS will develop a personalized Student Flight Plan. The goal of the “flight plan” is to insure there is up-to-date documentation in place outlining each student’s appropriate core courses, electives, aerospace/aviation connected track, and support measures, including SPED resource classes and external support if needed.
- Flight plans will be used during the weekly student/flight crew check-in meetings to assess progress and identify additional support needs. AAHS flight plans will be flexible enough to make adjustments if students are unable to meet certain requirements; flight plan changes must be approved by the Director of Teaching and Learning and the parent/guardian.
- AAHS believes its highly engaging industry-based approach, use of technology, and differentiated instruction using research-based strategies will address most of its students’ needs, even those with IEPs. However, AAHS has also embedded supports like resource classes, reading, writing, and math labs to help students fill academic gaps. Our highly skilled special education teachers and relevant partnering agencies will be prepared to meet any severe needs that cannot be addressed in a general education setting.
- If a struggling student was not already receiving SPED services, after Tier I and II options have been exhausted and it is found that an AAHS student is not able to make adequate educational progress, the special education provision of service process will begin as outlined by the ALSDE Mastering the Maze guiding document (See Attachment ____). This

includes a referral for evaluation by the student, parent, or teacher, the completion of a Notice of Consent for Initial Evaluation from the parent/guardian, an official and thorough evaluation that includes academic and behavioral data, an eligibility determination meeting with all required parties, an official decision of eligibility, IEP development for those who

The Basic Special Education Process Under IDEA



qualify to insure FAPE.

- Students who are not benefiting from instruction due to physical or mental impairments can be referred by a parent or legal guardian, teacher, physician, or therapist for 504 services (See Attachment ___). A 504 plan can help when a student returns to school after a serious injury or illness, or when a student is not eligible for special education services or an IEP, but still needs extra services to succeed academically. Once an educational concern is raised, the school 504 liaison sets up a meeting of a 504 planning team. The team usually consists of parents, an administrator, classroom teachers, and other school personnel (such as the school nurse, guidance counselor, psychologist, or social worker). After reviewing academic and medical records and interviewing the student and parents, the 504 team determines if the student is eligible to have a 504 plan put in place. If the school and parents disagree about eligibility or details within the 504 plan itself, parents can submit written appeals to the school or the U.S. Office for Civil Rights.

AAHS's instructional leaders and faculty are well prepared for its diverse student population. The AAHS Director of Teaching and Learning has a PhD in Educational Leadership with a focus in Innovative Instructional Approaches and a Master's in special education. This provides the background necessary to help facilitate and evaluate special education processes. AAHS special education teachers are thoroughly vetted; they will hold at least a Master's in special education, have strong academic records, and experience working with students with special needs (i.e. learning, physical, and behavioral). AAHS SPED teachers are expected to assist with advising, planning, and instruction in both self-contained and inclusive settings. This is necessary to ensure SPED students are well-supported in their Least Restrictive Environment and able to meet industry-based credentialing requirements; this is an AAHS expectation.

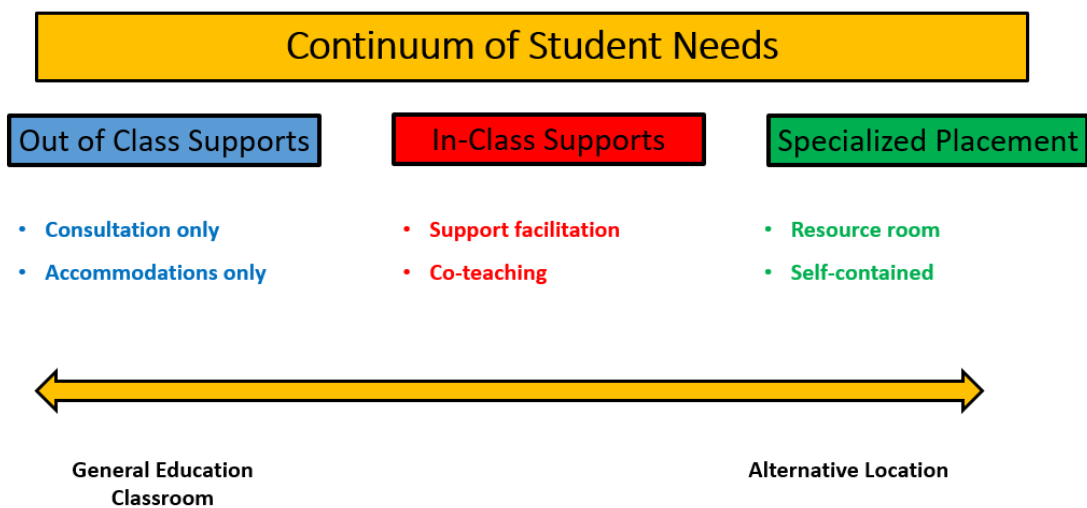
- • SPED teachers' lesson plans and instructional practices through routine observations will be evaluated by the Director of Teaching and Learning to ensure AAHS individual

student needs are being addressed.

- SPED student IEP progress will be reviewed weekly by the student's flight crew.
- To ensure SPED students receive the support they need, AAHS will work with partnering agencies to provide SPED related services that cannot be adequately addressed by the SPED and general education teachers. Related services, as listed under IDEA, include (but are not limited to):
 - Audiology services
 - Counseling services
 - Early identification and assessment of disabilities in children
 - Medical services
 - Occupational therapy
 - Orientation and mobility services
 - Parent counseling and training
 - Physical therapy
 - Psychological services
 - Recreation
 - Rehabilitation counseling services
 - School health services
 - Social work services in schools
 - Speech-language pathology services
 - Transportation
- All potential partners will be vetted and must provide letters of support from current and/or past partners/clients. They will complete background checks prior to working with students. The AAHS Director of Teaching and Learning along with faculty will perform routine observations. Partners will also submit monthly reports summarizing services provided and student outcomes. These data, along with student, teacher, and parent/guardian feedback, will be used for partner annual reviews to determine service continuation.
- AAHS will employ instructional strategies that are both teacher and student driven to differentiate and reach all sensory learning styles (i.e. visual, auditory, and kinesthetic). Direct, indirect, and interactive instructional strategies will aid in making content understandable and applicable for SPED students. It is particularly important for students

with learning disabilities to experience core content using various strategies in order to make cognitive connections that are typically blocked by mundane approaches. AAHS will make learning come alive for its SPED students leveraging the school site at the Alabama Museum of Flight located near the Birmingham Shuttlesworth Airport to facilitate student discussions, simulations, projects, and hands-on experiences using industry-based equipment.

- To ensure SPED students are also exposed to rigorous coursework and industry-based connections, they will receive instruction in the general education setting with their peers to the greatest extent possible. The goal of special education services is to provide students with needed support and to train them to use strategies on their own leading to greater independence. Students will receive instruction in their least restrictive environment; SPED and general education teachers will work together for service provision. Weekly flight crew meetings and embedded collaborative planning opportunities will help these teachers make adjustments as needed to maximize student learning and evaluate/adjust appropriate learning environments; self-contained and/or resource room options will be available if needed.

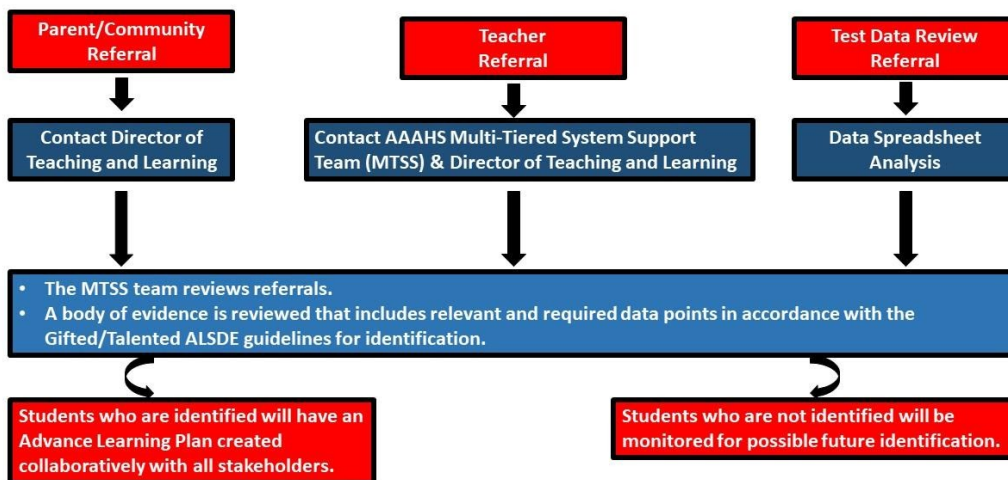


- Weekly flight crew meetings will provide time for students to meet with their advisors and discuss progress towards promotion and graduation requirements. Both AHSGE and AAHS aerospace/aviation pathways include not only academic indicators, but college- and career-readiness indicators. AAHS will work with ALSDE liaisons to make sure it's SPED students have access to all transitional service resources available through Federal Vocational Rehabilitation services and state resource centers. AAHS career tech teachers and partnerships with the Alabama Community College System, Delta Airline, and The Kaiser Corporation will provide a plethora of college- and career-readiness experiences for its SPED students. SPED students will have opportunities to not only develop academic skills, but employability skills as well. Certain behaviors are necessary for post-secondary schooling success and to obtain and keep a job. AAHS students are expected to earn an industry-based credential; SPED students will work with their flight crew and an industry-based representative to determine appropriate credentialing options; this will further

prepare SPED for gainful employment and independence-both are strong indicators of college- and career-readiness. Students' SPED case managers will make sure IEP documented modifications and accommodations are honored.

- By providing multiple learning environments and experiences, SPED students will be better equipped to be productive citizens. They will learn the importance of soft-skills and appropriate behaviors. They will build relationships with their flight crew members who will serve as mentors and advisors. AAHS believes students' relationships with their flight crew members will result in open communication where students are able to discuss their issues and identify solutions leading to desirable outcomes. AAHS hopes this process along with supplemental supports will result in more exits from SPED, less referrals, and minimal disciplinary actions, suspensions, and expulsions. AAHS has a routine evaluation cycle where absentee, behavior, and coursework (ABC) data and federal/state regulation compliance are considered and addressed accordingly. Specialized group evaluation checkpoints are included in the evaluation plan; this includes SPED cases.
- AAHS students who are identified as intellectually gifted/talented will receive intentional support where they are challenged by rigorous coursework, enrichment, and extended experiences. The first cohort of AAHS students will be identified using previous school records and data collected from the AAHS Summer Orientation Program. Gifted/talented identification can be based on test data, teacher, and/or parent referrals. AAHS will honor previously identified students. However, new referrals will be based on ACAP and MAP assessment data along with observations, work samples, and interviews. These data will be considered by the Director of Teaching and Learning and faculty team to help mitigate racial and gender biases.

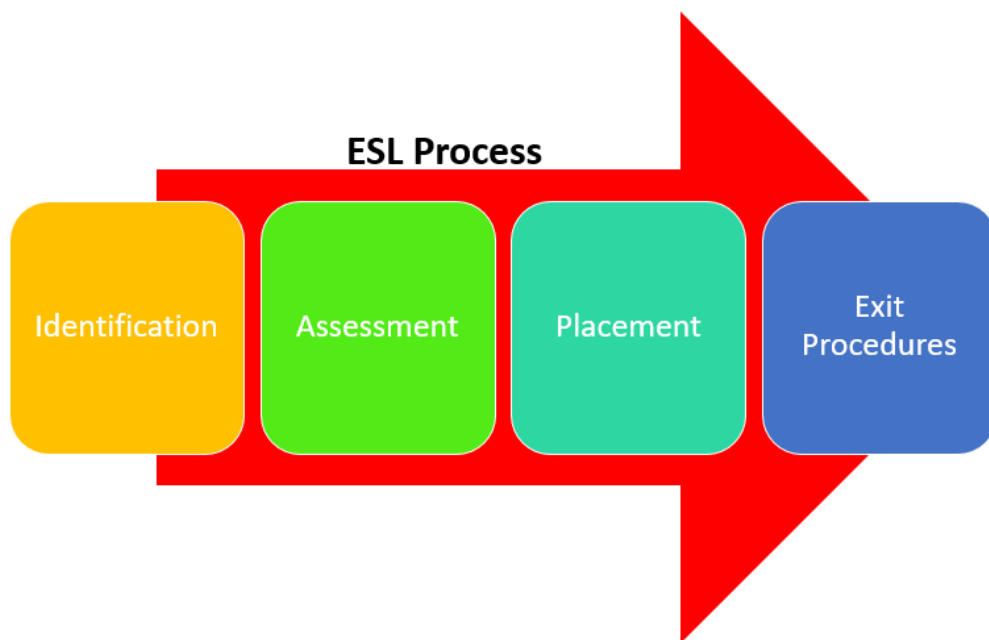
Gifted/Talented Referral Process



- AAHS students who are identified as gifted/talented will have an advanced learning flight plan. This will include AP and/or dual enrollment core and elective courses, enrichment resource classes, and accelerated special interest group/internships options. AAHS teachers will receive professional development on best practices for addressing gifted/talented

student needs. These practices should be evident through teachers' instructional strategies, student activities, and formal/informal assessments. In addition to academic data, teachers will complete behavioral surveys for gifted students that will be used for cognitive growth analyses. Partnering agencies will also provide extending opportunities, including mentoring as needed. Students will meet weekly with their flight crew to discuss their data, progress, concerns, additional supplemental support needs, and flight plan change requests, as needed. They will also participate in monthly parent/guardian meetings. All flight plan changes must be approved by the Director of Teaching and Learning and parent/guardian.

- AAHS's evaluation plan includes the review of gifted/talented student absentee, behavior, and coursework data. Using these data, AAHS will identify and address any teacher and/or student instructional and supplemental support needs. Additional teacher professional development will be provided as necessary. AAHS will also utilize this process to evaluate services provided by partners and to determine if additional partners are needed to address specific gifted/talented student needs.
- AAHS will actively recruit diverse students, this includes ESL students. Upon receiving an intent to enroll, AAHS will send out a Home Language Survey. Parents/guardians will be asked to submit the survey as soon as possible so the identification process can continue. If the survey is returned indicating a home language other than English, the referral and placement process will continue. An ELL Committee meeting will immediately be scheduled; parents/guardians will be notified. ESL personnel will administer the World- Class Instructional Design and Assessment (WIDA) ESL comprehensive assessment. WIDA results will be used by the ELL Committee to determine the most appropriate Limited English Proficient (LEP) plan for a student. This may or may not include ESL Program placement; minimal supplemental support may suffice.
- If it is determined that ESL program enrollment is needed, the parent/guardian must grant permission for the student to participate. Students will then be enrolled in an ESL resource class for targeted support. However, ESL accommodations will be provided in all classes regardless if permission is granted. Identified students will also be required to participate in the ACCESS for ELLs assessment until they are proficient in English.
- General and ESL teachers will collaboratively plan to insure ESL students receive appropriate accommodations. These accommodations will be evident in the student's flight plan as well. AAHS core curriculum provides online ESL support. This includes translations and specific language building activities in all core content areas.
- ESL students will meet with their flight crew weekly to discuss progress, concerns, additional support needs. ESL students may exit the ESL program upon scoring a 4.8 or higher composite score on the ACCESS for ELLs along with the ELL committee's recommendation. However, the ESL student's performance will continue to be monitored and additional support will be provided as needed.



Attachments

Section 8: Special Populations and At-Risk Students

– No Attachments –

9. Unique/Innovative Program Offering

Birmingham's History Makers

The Aircraft Owners and Pilots Association detail that only .002 percent of the US Population holds a pilot license. Furthermore, 93% of credentialed pilots are male and white. Our local students at Birmingham's own Aerospace and Aviation High School proposed for 2022 will make history by introducing the next generation of pilots diversifying the industry by gender and race.

The Careers of Their Dreams

The AAHS student experience far surpasses the traditional schooling model and allows Birmingham students to authentically engage the careers of their dreams while in high school. Rarely is academic learning so directly tethered to a student's future job opportunities, but AAHS students experience it daily. Upon walking across the stage as graduating seniors, 100% will be admitted to a 2/4-year college or enlist in the American Armed Forces. In addition, all will have completed a 4-year Aviation/Aerospace STEM pathway leading to an industry recognized credential or college credit.

Our 21st Century Classroom is Not A Classroom

AAHS offers Birmingham students a unique place-based learning experience. AAHS students attend school in a 10,000 square foot airplane hangar, which also serve as an avionics and aviation mechanics lab at the Southern Museum of Flight. Students experience a most authentic aerospace and aviation learning environment with close proximity to the Birmingham Shuttlesworth Airport. When we ask young people to consider their futures, AAHS student only need to walk around campus or look up in the sky for a vivid image.

Partnerships/Experiences

AAHS is proud to have several partners who share our core beliefs and are committed to help Birmingham students succeed. Our greatest partnerships with Delta Airlines and Kaiser Aircraft Industries have led to industry-specific curriculum development, access to industry materials, teacher training, simulation/practice equipment, special presentations, job shadowing, summer programming, apprenticeship, and internships. These are great additions to the AOPA curriculum currently in place for AAHS staff and students.

AAHS is also partnering with Tuskegee University, the Alabama Community College System, The Aircraft Owners and Pilots Association (AOPA), to provide unique experiences coupled with on-going support for our innovative schooling experience. AAHS students are properly trained and exposed to aerospace/aviation experiences. AOPA will also assist with scholarships for additional student training and flight time needed to satisfy pilot's license requirements. What would normally cost individuals \$10,000 in training and credentialing will be included in the total AAHS experience and will be free to students. Tuskegee University and the Alabama Community College System are providing dual enrollment courses/instructors, summer programming, and aerospace/aviation credentialing support. Tuskegee has also committed to provide scholarships to those who choose their university to complete a 4-year degree in an aerospace/aviation industry-aligned field. Lastly, AAHS's facility will be fully equipped with the latest technology, simulation rooms, and actual aerospace/aviation equipment for demonstrations and practice. This includes an actual airplane donated by Delta Airlines.

Attachments

Section 9: Unique/Innovative Program Offering

– No Attachments –

10. Student Recruitment and Enrollment

Recruitment Strategies

Alabama Aerospace and Aviation High School will employ an aggressive researching, recruitment, and marketing campaign based on proven strategies geared toward equal access for all students, including those with economic or academic disadvantages, students with special needs, and students who have limited English language proficiency. The goal is not only to attract a sufficient pool of applicants to meet AAHS enrollment projections but to equally ensure that Alabama Aerospace and Aviation High School accurately assess the needs of the community and provides a high quality educational option deserving of students in East Birmingham. In compliance with state and federal law, the school will target all middle school students in the greater Birmingham metro area community prioritizing students in the East Lake community, regardless of race,

disability, ethnicity, or gender. Socioeconomically and racially diverse schools are beneficial to all students who attend them because it builds both a cognitive capacity to value difference and process different perspectives as well the ability to recognize their own perspectives and to weigh others. Given the global nature of the world of aviation and aerospace, an appreciation for diversity, equity and inclusion will be critical to student success.

Engaging parents, students, community leaders, faith based leaders, business owners, and non-profit leaders is the cornerstone of our comprehensive recruitment plan, thus AAHS has already begun actively engaging families and community members by:

Recruitment Objective:

Present Alabama Aerospace and Aviation High School Charter Schools to parents and students, positioning them as the best choice for college preparatory education in the East Lake community, and to compel them to choose Alabama Aerospace and Aviation High School.

Student Recruitment Targets:

Grade	Current Enrollment	School	Number Goal
7th	118	Ossie Ware MS	25
7th	73	Hayes K-8	25
7th	79	Tarrant HS	20
7th	110	Huffman MS	25
7th	212	Erwin MS	20
7th	178	Irondale MS	20
7th	115	Putnam MS	25

Sub-total	160
Grand Total (Including Additional Non-Target Enrollees)	*175

*This number reflects the target recruitment goal that includes a 50 student waitlist.

Lottery

The lottery will be governed by a few basic rules:

- The number of applications will be counted, and if that number exceeds the number of spaces available within capacity, those applicants will be assigned a number, and a random drawing will be held to enroll the number of students who can be accommodated within the capacity limits.
- All students who applied but were not selected in the lottery will be automatically added to the waitlist.
- Alabama Aerospace and Aviation High School has an interest in making sure that any prospective students and their families understand the particular mission and focus of the school they are interested in being a part of. Toward that end, Alabama Aerospace and Aviation High School may: Require students to complete the grade preceding the grade the student plans to enter, and strongly encourage parents/guardians to attend all informational sessions.

Admission

Alabama Aerospace and Aviation High School, as described above, will admit students via a regular enrollment process up until all seats are filled or the end of March 2022. If there are more applicants than seats available, an admissions lottery in April of 2022 will ensure that a random selection process is used to place students into the school. After all seats have been assigned, a waiting list will be established for the remaining students who have registered in the event that a seat should open up. Any additional students applying for enrollment will be placed at the end of the waitlist on a first-come, first-serve basis.

Attachments

Section 10: Student Recruitment and Enrollment

10.1	Attachment 8	MORRIS, RUBEN, 11/30/20 7:10 PM	PDF / 50.776 KB
10.2	Enrollment Policy	MORRIS, RUBEN, 11/29/20 7:21 AM	PDF / 89.829 KB

11. Student Discipline Policy and Plan

To create consistent outcomes for every student in every classroom, all AAHS teachers, leaders, and staff members work diligently to uphold key academic and cultural practices that, when done effectively, promote a higher rigor resulting in a college and career ready classroom environment. Intentionally using the techniques charted below in Table 2 as part of Alabama Aerospace and Aviation High School’s school programming and culture was inspired by Doug Lemov, President of School Performance, Founder of Rochester Prep in Rochester, NY, Founding Principal of the Academy of the Pacific Rim in Boston, and author of Teach Like A Champion. Mr. Lemov is among the most accomplished school leader trainers in school design, curriculum, assessment, and data driven instruction.

Table 1

Alabama Aerospace and Aviation High School		
Sweat the Details	Behavioral	Approach that encourages teachers to enforce compliance with every expectation, including aspects that may seem minor.
Do it Again	Behavioral	Technique in which a teacher instructs students to complete a procedure or process that has been practiced and demands that students repeat the process if it is not done well or by all students.
Stretch it	Academic	Many teachers respond to a correct answer by saying “good” or “right.” With this technique a teacher can push students to higher standards by asking them to “stretch” their answer by explaining how they arrived at an answer or asking them to answer a more complex question that builds on that same concept or standard.
Ratio	Academic	Method in which the teacher purposefully minimizes the time spent talking to afford more opportunities for the class to lead instruction by answering questions as a group or individually.
		Process in which a student who answers incorrectly is not

No Opt Out	Academic	able to give up on the learning process. We have high expectations for student performance and a teacher should not accept “I don’t know” for an answer. Instead the teacher should prompt the student to answer a clarifying question, or push the student to attempt to answer. If the student genuinely does not know the answer the teacher will call on a fellow classmate to assist, and then the student will be asked the same question or be given a similar question to answer correctly.
Warm/Strict	Academic/ Behavioral	Strategy that combines a caring tone with a ‘no exceptions’ standard of behavioral expectations. Often used by teachers to build culture and set the tone inside their classrooms.
Precise Praise	Academic/ Behavioral	Technique used by teachers to reward students with praise using very specific examples that are meaningful and genuine. For example: “Lisa you did a great job using three distinct adjectives to describe the main character.”

Attachments

Section 11: Student Discipline Policy and Plan

11.1	Attachment 9	MORRIS, RUBEN, 11/29/20 7:27 AM	PDF / 165.075 KB
11.2	School Discipline Policy	MORRIS, RUBEN, 11/29/20 7:26 AM	PDF / 350.363 KB

12. Family and Community Involvement

AAHS was designed to meet the needs of the community and that will continue to be a priority for AAHS.

- Community Forum- An in person community engagement event provided opportunities for community members and parents to learn about school choice, charter schools, AAHS, and to ask questions in regards to planning and implementation. These individuals have also been asked to share their needs and desires in regards to the development of AAHS. The application team captured trends of any major desires, concerns, and needs of the community. The team took care to consider these elements while drafting the application.

- Focus Groups- A series of three focus groups with a diverse group of community members, parents from the local public and private school systems, educators, and others were designed to help the application team uncover and understand the factors that will influence families’ choices of schools, determine the level of satisfaction with current schools, policies and procedures, and examine the information that families feel they need to make informed decisions.

- External Community, Business, and Industry Meetings- A diverse group of leaders in the community have come together to learn more about charter schools, AAHS, and school choice. They have also provided input and asked questions to gain clarity. The purpose of these meetings is to learn what business and industry leaders are looking for in the K-12 arena. Incorporating essential skills, specific skills training, and career readiness modules into the curriculum as early as 8th grade could provide our students with an opportunity to be more college and career ready upon graduation. AAHS could help not only the city and county where it will be housed, but it could potentially help recruit businesses to the region and help others expand.
- Informational Web Page- The AAHS Application Team has provided an informational webpage that contains key information throughout the development of the application. The website was designed to provide general information on charter schools, school choice, and to answer specific questions related to AAHS. The website contains a question/comment submission form that allows parents and community members to ask questions or voice satisfaction, indifference, or concerns regarding AAHS development ideas. The link to the webpage is www.alaahs.org.

The aforementioned focus groups, forum, and meetings are ways in which the AAHS Founding Team has assessed the support for the proposed school. The AAHS Founding Team used the development of the AAHS webpage along with forums, meetings, and focus groups to build parent and community support for AAHS. The webpage contains the following information: basic information on charter schools and school choice, development for FAQ, handouts, schedule for meetings, and a question/comment submission form. The webpage is used to demonstrate that the AAHS Founding Team intends to be very transparent during the application process and to allow parents and the community a platform to demonstrate their support. The founding team also tried to accept every invitation extended to discuss AAHS and the application process. This transparency helps us to build the support needed for AAHS. Upon approval, AAHS will continue to involve parents in the development of and promotion of the school. Parental involvement is a key to success of any educational institution and its students. One of the ways that AAHS will continue to involve the community and parents is to hold informational sessions with parents as the developments in implementation are occurring. AAHS plans to use the web and social media platforms to update parents and the community about important information on programs and ways to get involved and how they can contact us with any questions. Finally, through the development of an advisory board, which will include community representatives and industry leaders, AAHS will listen, learn, and collaborate on ways that we can ensure we are giving students what they need. This approach will help us strengthen the connection of the community and the school through the building of lasting partnerships.

Upon approval, the life of the school will continue to actively involve parents, particularly through advisory council and parent teacher association. These groups will work to ensure the mission and vision of the school is a reality. The following are ways in which we will engage parents in the life of the school:

Parent Service- The school will encourage parent volunteerism. We will ask parents to volunteer for a minimum of 10 hours per school year. Knowing that some families may have only morning or afternoon availability, our assumption is that some families will exceed this expectation while

others may not meet the minimum volunteer hours. We will not make parent volunteer hours a “requirement” because we do not have any intention of suspending or expelling a student for a family’s lack of volunteerism. Still, we will continue to strongly encourage parental volunteerism in the school and consistently educate parents on how being involved strengthens students, families, and schools. AAHS will train its teachers to work with volunteers to make this process as seamless and comfortable as possible for both parents and teachers. Offering flexible times for volunteers should also help with varied and hectic schedules of parents. AAHS will provide as many volunteer opportunities as possible for parents and will provide meaningful volunteer experiences that match the volunteer’s strengths. Some strategies for increasing volunteerism and attendance at school events if participation is low are:

- Survey potential volunteers throughout the year about interest and availability to volunteer.
- Appoint a volunteer coordinator to help remind volunteers of committees, provide training on equipment, and to organize volunteer activities and events.
- Publicize volunteer opportunities year-round so that if parents cannot attend PTA meetings or miss school announcements, they will still have an opportunity to participate. Additional opportunities will be explored to ensure we are providing strategies that work.

Family-School Partnership- Alabama Aerospace and Aviation High School believes in partnering with parents in the education of their students. We recognize this essential relationship between school and home. The influence of and importance of families on their children, their children’s choices and their children’s success in school is key. Schools greatly succeed when parents are welcomed, involved, and a part of all aspects of the school community. Families as partners is also an important part of our school culture. AAHS will acknowledge that most children’s first teacher is a parent, and we respect the wisdom and guidance parents are able to provide us in regards to their child and his or her needs. Additionally, we value their perspective which will be different from those who work in the school daily. Thus, partnering with parents only serves to make us better. AAHS plans to work with our parents in such a way that the school and families will learn from and support one another and build a school of excellence together. Daily and weekly communication via various means will be essential for open dialogue with the parents and to build the desired family-school partnership. AAHS plans to:

- Provide weekly newsletter
- Provide daily home enhancement activities
- Provide progress reports and written updates
- Meet with families before the start of the school year for updates
- Set volunteer expectation and communicate opportunities
- Create regularly scheduled volunteer opportunities
- Establish parent association
- Host parent information sessions

- Additional activities or events that parents may recommend

Governance Roles – The AAHS Board of Directors will have at a minimum 20% parent representation to be involved in key decision making in accordance to Act 2015-3 Section 4 (10): A governing Board of Directors shall have at least 20 % of its membership be parents of students who attend or have attended the public charter school for at least one academic year. Before the first day of instruction, the 20% membership requirement may be satisfied by parents who intend to have their students attend the public charter school.

Attachments

Section 12: Family and Community Involvement

– No Attachments –

13. Partnership or Contractual Relationships

At AAHS, we believe that our role is to serve the community as a hub for a diverse array of resources that meet educational needs and beyond. AAHS will have three main partners who will provide support indefinitely:

- Tuskegee University
 - Tuskegee will be our primary partner for dual enrollment in our Aerospace Engineering Pathway. They will provide online dual enrollment courses for students beginning in 11th grade. They also will support Aerospace curriculum development and provide summer programming for students.
- Kaiser Aircraft
 - Kaiser will serve as an industry partner for our Aircraft Maintenance Pathway. They will provide apprenticeships and internships for students beginning in 11th grade. They also will provide industry mentors and curriculum development support.
- Delta Airlines TechOps
 - Delta will also serve as an industry partner for our Aircraft Maintenance Pathway. They will provide decommissioned aircraft engines and guidance on technology use and student learning experiences. They are essentially interested in providing work-based learning opportunities for our students as a mechanism to train a pipeline of future employees.

AAHS will also have other key partnerships including with the AG Gaston Boys and Girls Club. They will support our SEL program pushing into Flight Crews each morning and providing on site mentoring as well as after school tutoring support. The 117th Air Refueling Wing will likely be an

apprenticeship partner. They will support students interested in military aviation in exploring those career choices.

Several other colleges and universities have expressed interest in supporting our school in potential dual enrollment partnerships and career pathway education including:

- Alabama State University
- Miles College
- University of Alabama at Birmingham
- Auburn University
- Community College System of Alabama

Attachments

Section 13: Partnership or Contractual Relationships

13.1	Letters of Support	MORRIS, RUBEN, 11/30/20 7:24 PM	PDF / 745.271 KB
13.2	Email From Delta Airlines	MORRIS, RUBEN, 11/29/20 7:54 AM	PDF / 190.524 KB
13.3	Dual Enrollment Agreement Tuskegee	MORRIS, RUBEN, 11/29/20 7:52 AM	DOCX / 31.271 KB

14. Educational Service Providers (ESP) and Other Partnerships

N/A

Attachments

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

14.1	Attachment 11	MORRIS, RUBEN, 11/30/20 8:49 PM	PDF / 54.102 KB
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15. Educational Program Capacity

AAHS will be led by Mr. Ruben Morris, the proposed CEO/Head of School. He will serve as the school leader. Mr. Morris will lead a leadership team in year one consisting of a Director of Teaching and Learning, Dr. Veronique Brown, and a soon to be identified Director of Operations. This leadership team will be responsible for the day to day operation of the school. As the school reaches full capacity, leadership team members will be added each year. Please see below for specific roles and responsibilities.

The President of the Governing Board is Mr. Charles Knight. Mr. Knight will provide leadership of the governing board as described in the AAHS Bylaws. According to the approved Bylaws, the Governing Board of Directors will form committees responsible for the oversight of key school operational tasks. AAHS will maintain its relationship with New Schools For Alabama as a partner for ongoing leadership professional development opportunities as well as Board Development opportunities.

School Leadership, Administration and Governance

AAHS's CEO/Head of school is an experienced education leader with a long track record in school leadership and administration. Mr. Morris moved into school leadership in what was at the time Denver Public School's only Innovation School Network, the Denver Summit Schools Network. His Innovation School experience began at a Turnaround School, Collegiate Prep Academy (CPA). While serving at CPA, he was also awarded a school leadership fellowship with Get Smart Schools (Now Catapult Leadership) established to train dynamic leaders on how to design and lead charter schools. He later completed a Principal Residency within Denver Public School at the Denver Center for International Studies at Montbello as the lead administrator for the high school. The very next year he went on to be the school's first middle school principal. Mr. Morris later transitioned to Colorado's only competency based school district where he served as a high school administrator at Westminster High School. Upon returning to Birmingham in 2016, he served as the Interim Education Director for the Woodlawn Innovation Network in Birmingham City Schools. He later served as the Executive Director of the New Rising Star Community Support Corporation where he was instrumental in the planning of Birmingham's first public charter school. He also was the Interim Principal of the Middle and High School at Cornerstone Schools of Alabama. Most recently, he led Build Up, the nation's first and only private school workforce development program that turns inner city students into homeowners.

The Alabama Aerospace and Aviation High School Governing Board President is also a proven leader with a rich background in board leadership and governance. Mr. Knight's governance experience includes:

Professional Membership and Public Service:

Vice Chair - Crime Stoppers of Metro Alabama, Inc.

Chair - State of Alabama Private Investigation Board

Founder & Past President - Metropolitan Criminal

Justice Executives Association - MCJEA

Past Chair – ASIS International - Chapter 37

Birmingham Business Alliance - BBA

Rotary Club of Birmingham

Curriculum, Instruction, and Assessment

Dr. Veronique Brown is an experienced and skilled educator with in-depth secondary education experience. She has presented at numerous national/state conferences and provides professional development, coaching, and interventions in several school systems covering topics on proper special education inclusion practices, collaboration and co-teaching, instructing and servicing English Language Learners, building professional learning communities, teacher self-efficacy, and making data-driven decisions to improve student and faculty performance and school climate and culture. Dr. Brown holds teaching certifications in mathematics, English as a second language, special education, and educational leadership/administration. She is also a certified ACT Educator and SREB College and Career Counselor. She has worked with federal and state government officials, the Alabama State Department of Education, and business/industry entities in efforts to provide comprehensive academic, socio-emotional learning, and real-world experiences for students to better equip them to chart life choices.

Performance Management

With over 40+ years of combined education experience, Mr. Morris and Dr. Brown exhibits a demonstrated track record of leadership in performance management. Dr. Brown, as the owner/operator of Brown's Education Consulting, LLC, makes intentional efforts to work with school districts/schools to help prepare and support not only their students but faculty in order to make sustainable progress towards the culture's college/career readiness and growth mindset. Mr. Morris, as the owner/operator of EIS Consulting, LLC has guided and supported both independent charter schools and districts in goal setting, strategic planning, college and career readiness, as well as culturally competent pedagogy.

Parent and Community Engagement

AAHS parent and governing board member Tiffany Storey will provide additional leadership with our CEO/Head of School Mr. Morris in the area of parent and community engagement. Mrs. Storey is a Mid-career professional with 19+ years' experience in community service and outreach programs. She is a licensed professional counselor who is passionate about providing clients the best support to

manage challenging life issues.

The Proposed School Leader is currently a fellow in the Freedom Fellows Institute, a 12-month fellowship led by Freedom Preparatory Academy Charter School Network in Memphis, TN. where he was selected among a 2020 pool of 96 school leaders of color nationally to found a high quality charter school that supports underserved students with an innovative school model. The Institute has offered extensive support in school design, curriculum evaluation, instructional leadership, organizational leadership, operations and finance. Mr. Morris was also selected into the New Schools for Alabama School Founders Program which provides expert training on Alabama compliance, school development, operations, and community organizing. The proposed AAHS founder also partners with Roblin Webb (CEO of Freedom Prep Charter Schools-Memphis) for extensive training on board formation, governance, and operations. Lastly, MCG Financials provides AAHS leadership with best-in-class financial development and support.

Director of Teaching and Learning-

Qualifications:

- Master's degree or higher in Educational Administration, Curriculum Development, or related field.
- Minimum of three years as an administrator with curriculum experience
- Three or more years of school teaching experience
- Leadership skills including visioning, active listening, coaching, facilitation, and use of data for decision making.
- Ability to work with diverse curricular subject areas.
- Broad knowledge of school curriculum and technology integration.

Responsibilities:

- Develops and supervises curriculum coordinators by setting goals, providing regular feedback, and conducting annual performance evaluations.
- Develops and implements an on-going evaluation program for all instructional programs in the district.
- Plans, implements, and monitors budgets in all areas of Teaching and Learning.
- Administers and coordinates federal and state grants through communication with the Department of Instruction, the district leadership team, and building administration to ensure accountability for use of funds and student learning.
- Provides leadership and support to building administrators through collaborative planning, professional development, coaching, school improvement planning and regular communication.

(Identified) Director of Teaching and Learning- Veronique Zimmerman-Brown, PhD

Dr. Veronique Brown is a veteran educator with 25+ years of experience in K-12, higher education, non-profit, and corporate sectors. She is the owner/operator of Brown's Education Consulting, LLC.

Timeline for additional Leadership Team hires

Position	Hired by
Director of Operations	Fall 2021
Director of Child Nutrition	Spring 2022
Director of Student Success	Spring 2023
Director of Community Engagement	Spring 2023
Director of Work-Based Learning	Spring 2024

Attachments

Section 15: Educational Program Capacity

15.1	Attachment 13 and 14	MORRIS, RUBEN, 11/30/20 7:32 PM	PDF / 53.375 KB
15.2	Veronique Brown Resume	MORRIS, RUBEN, 11/29/20 8:12 AM	PDF / 511.543 KB
15.3	Ruben Morris Resume	MORRIS, RUBEN, 11/29/20 8:12 AM	PDF / 137.863 KB

OPERATIONS PLAN AND CAPACITY

18. Legal Status and Governing Documents

Alabama Aerospace and Aviation High School is constituted as an Alabama non-profit corporation pursuant to Alabama law. The Alabama Aerospace and Aviation High School has received recognition of exemption under Section 501(c)3 of the Internal Revenue Code. (Evidence of this determination can be found in Attachments 15 and 16).

Alabama Aerospace and Aviation High School’s Certificate of Formation states:

The purpose for which the Corporation is organized is exclusively for charitable, educational, religious, or scientific purposes, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section to any future tax code. Accordingly, the corporation shall transact any or all lawful business for which a non-profit corporation may be organized under the laws of the State of Alabama, including but not limited to: (a) To apply for, form and establish a Start-Up Public Charter School to improve public education in west Alabama, by developing a coalition of citizens, public officials and interested parties; and, (b) To provide a tax-exempt vehicle for the receipt of gifts and grants to benefit the corporation’s programs and goals. Alabama Aerospace and Aviation High School will be governed and operated by an independent Board of Directors pursuant to corporate Bylaws adopted by the Board of Directors. Alabama Aerospace and Aviation High School’s Certificate of Formation, and the Conflict of Interest Policy are included in Attachment 15 and 16_.

Attachments

Section 18: Legal Status and Governing Documents

18.1	COI Policy	MORRIS, RUBEN, 11/30/20 7:39 PM	PDF / 103.729 KB
18.2	Articles of Incorporation	MORRIS, RUBEN, 11/29/20 6:42 PM	PDF / 17.979 MB
18.3	Statement of Assurances	MORRIS, RUBEN, 11/29/20 6:05 PM	PDF / 306.05 KB
18.4	AAHS Bylaws	MORRIS, RUBEN, 11/29/20 6:05 PM	PDF / 278.5 KB

19. Organization Structure and Relationships

AAHS starts with our commitment to serving the community. We expect to ensure clear lines of communication with roles, relationships, and responsibility. Our organizational chart ensures that clarity.

Attachments

Section 19: Organization Structure and Relationships

19.1	Org Chart	MORRIS, RUBEN, 11/29/20 6:46 PM	PDF / 56.108 KB
19.2	Attachment 17	MORRIS, RUBEN, 11/29/20 6:45 PM	PDF / 51.298 KB

20. Governing Board

Alabama Aerospace and Aviation High School's By-Laws are included as Attachment 18..

The Alabama Aerospace and Aviation High School Board of Directors is a self-perpetuating board. A Nominating Committee will be formed whenever a vacancy exists on the Board. The Nominating Committee is instructed in the By-Laws to receive input from both community leaders and parents prior to submitting a list of nominations to the Board for approval. Further nominations will be taken from the floor. As provided in the By-Laws, at least 20% of the members of the Board of Directors must be parents of students attending AAHS. This will ensure all stakeholders have a voice and involvement in the selection of Directors. In an effort to further involve key stakeholder groups, AAHS By-Laws provide for the creation of an Industry-Based Advisory Board. The Advisory Board will be composed of local community leaders who have a desire to serve the community and support the mission of AAHS by providing expertise and professional knowledge in areas such as curriculum alignment, career pathway guidance, also college and career readiness / work-force development.

The Alabama Aerospace and Aviation High School Accountability plan will consistently be used to evaluate school progress annually and for the term of the charter. The Board of Directors, through its Academic Accountability Committee, will review progress towards measures in the accountability plan. The CEO will be evaluated on these measures and for every assessment described below, and the school has critical goals outlined in the Accountability Plan.

The Board of Directors will provide effective and sound oversight of the school. School governance and leadership will effectively support the essential work of the school to promote teaching and learning in schools.

Administrative Audit

The Board of Directors will conduct an annual internal administrative audit, consisting of:

- Board of Directors self-review
- Board of Directors review of the CEO
- CEO's review of the Director of Teaching and Learning

This internal review will involve a performance review and an opportunity to discuss ways of improving administrative structure and policies.

Monthly Financial Status

The CEO in coordination with the Director of Operations will produce a monthly financial statement to present at the monthly Board of Directors' meetings showing the current financial state of Alabama Aerospace and Aviation High School.

Founding Board

The Founding Board is a group of individuals who have worked formally on the organization of Alabama Aerospace and Aviation High School since October of 2019. Board members were initially invited based upon clarity of vision, relevant skills and expertise, and willingness to dedicate themselves to educational excellence, and this group has reviewed, contributed to, and supported this charter application and the school design. Our Founder Ruben Morris is in the process of completing a year-long Fellowship with the Freedom Fellows Institute, a national organization that trains and develops professionals to create, open, and lead high-performing college preparatory charter schools across the country. Throughout the Fellowship, Mr. Morris will spend 600+ hours learning about educational program components, finance, operations, and charter school governance. In addition, Mr. Morris will participate in school visits to numerous high performing charter schools recognized for their outstanding student achievement results with similar populations as Alabama Aerospace and Aviation High School seeks to serve.

Board members were selected after a comprehensive process and were evaluated on the criteria of skills/expertise, teamwork, available time and energy, and philosophical alignment with the mission of Alabama Aerospace and Aviation High Schoolary Academy. At present, we intend Ruben Morris to serve as the school's Founding CEO/Head of School. At the time of chartering, the Board will review this intent, establish clear expectations for the CEO, and hire the Founding CEO.

Governing Board

Should Alabama Aerospace and Aviation High School be granted a charter, the school will be governed by a Board of Directors. This Board, ultimately to be composed of between 9 and 15 members, will hold the charter of Alabama Aerospace and Aviation High School and ensure accountability to its mission, financial viability, and adherence to the terms of the charter. Priority selection of Directors will be from members of the Founding Board. This Board will be composed of a diverse, talented group of professionals, including community leaders, parents, business leaders, business owners, participants with technical skills in the areas of law, real estate, finance, and fundraising. Such a board is desirable to provide independent governance for Alabama Aerospace and Aviation High School by a broad coalition of qualified leaders. This group will meet monthly for two hours (at least 10 times each year), in a public space with pre-announced meetings, in accordance with the Alabama Open Meetings Law.

The Board's primary role is to provide oversight, while delegating the day-to-day management of

school operations to the CEO. The Board will ensure that Alabama Aerospace and Aviation High School successfully executes the school's mission, is fiscally responsible (implementing sound financial policies and procedures), adheres to the school's charter agreement with the authorizer and is compliant with all applicable local, state and federal laws. The governance and operational policies of Alabama Aerospace and Aviation High School will be designed to clearly delegate responsibility to appropriate parties and to set standards and

expectations that can be used to measure performance and accountability.

To guide the Board's activities, a Board manual will be created and distributed to all members. The Board manual will include, but not be limited to, the following items:

- Overview information, including the school's mission statement and articulated goals
- By-laws and Articles of Incorporation
- Charter contract
- List of current Board members, offices held and terms
- List of committees, including purposes and objectives of each
- Board policies – including conflicts of interest policies and legal requirements
- School information – educational and organizational information pertaining to
- the school, such as a brief description of the curriculum, student achievement data and organizational chart
- Operating plan and strategic plan
- Recent reports – financial, administrative, programmatic audit; annual report

The Board manual will be developed in collaboration with the CEO and the Board and distributed to all Board members and the executive staff. This manual will give Board members a clear description of their roles and responsibilities and outline the distinction between governance and management.

In addition to the Board manual, the school will also create a staff handbook that will include all human resources policies and other information needed for the school staff. A student and family handbook, outlining major school and student policies (i.e., Code of Conduct, enrollment and attendance policies) will also be disseminated to all who attend the school. At the end of each school year, the CEO and the Board will review and revise these documents as appropriate.

Financial Oversight

Alabama Aerospace and Aviation High School Academy will implement sound financial policies and practices to ensure the long term viability of the school. These policies include maintaining a balanced budget, creating a comprehensive budgeting process, conducting an annual audit of the financial statements, as well as an audit of internal procedures and controls (via an outside CPA firm), developing a system of checks and balances, and assigning clear roles and responsibilities to school administration, the Finance Committee and the Board. A Finance Committee has been created by the Board to oversee the financial operations of Alabama Aerospace and Aviation High School. The Committee will work closely with the Director of Operations and the CEO to develop and execute responsible fiscal policies and practices. On a monthly basis, the Finance Committee will report to the Board on the financial health of the school. The report will include updated financial statements (income statement, balance sheet, cash flow statement) and any other material financial information needed

for the Board to carry out its responsibilities.

The Alabama Aerospace and Aviation High School Board will be representative of the Birmingham community and will have a wide range of expertise, including finance, marketing, law, human resources, fundraising, philanthropy, real-estate, K-12 school experience, and community building. In addition, the Alabama Aerospace and Aviation High School Board has one parent representative on the board. Most importantly, the Alabama Aerospace and Aviation High School Board will have committed members who:

- Believe that all children can and will realize high academic achievement
- Dedicate their efforts to furthering the vision and mission of Alabama Aerospace and Aviation High School
- Contribute their experience and knowledge to the governance of Alabama Aerospace and Aviation High School
- Serve on one or more Board committees and contribute the appropriate time and energy necessary to follow through on assigned tasks

Members of the initial governing board will be seeded from the founding board and initial members will serve staggered terms. One-half (1/2) of the Board will initially serve a two-year term and one half will serve a three-year term. Thereafter, members will be elected to a two-year term to fill the vacancies created by expiring terms. This structure of staggered terms provides stability, while at the same time providing opportunities to infuse the Board with new contributors. Officers will be elected by the Board and will initially include a Chair, Vice-chair, Secretary, and Treasurer. New officers may be created and filled at any meeting of the Board of Directors.

The Board will meet at least once a month to review Alabama Aerospace and Aviation High School Academy's operations and hear reports and updates from each Board member and the school' CEO, consider and adopt policies and consider requests and concerns from the larger school community. A majority vote of those present at a Board meeting will constitute action by the Board. The Board may not act unless a quorum of the directors is present.

The Board of Directors of Alabama Aerospace and Aviation High School will work efficiently through a committee structure. The initial committees will include a Governance Committee, Academic Accountability, Finance Committee, and Resource Development Committee. The Board may establish other committees and/or task forces from time to time that it deems necessary for carrying out the responsibilities of the Board. Certain tasks will be delegated to the committees which, in turn, will recommend a particular action to the full Board for discussion and vote as required. Each Board Member will serve on at least one committee, based on his or her area of interest and experience. Committees will work closely with the school administration, teaching staff, Board Members and outside individuals and organization, when appropriate, to achieve its objectives.

Board development is a critical part of creating and sustaining a high performing school. The Board of Directors of Alabama Aerospace and Aviation High School will invest the necessary funds and time to build an effective governing body. This development will include an annual retreat to review in depth the school's and Board's performance and to generate annual strategic plans. In addition, the Board will participate yearly in a self-evaluation that will help the Board better understand its strengths and weaknesses and serve as a useful tool for improvement. As part of Follow-on Support from New Schools For Alabama, we will train the Board in the transition from Founding Board to Governing Board and in good Board practice and policy.

The Board of Directors will maintain a standing Governance Committee that will have responsibility for identifying potential new directors, presenting them to the full board for consideration, and orienting all new members. The Governance Committee, composed of at least three directors, will cultivate relationships with potential new directors, present a slate of nominees to the full Board for selection, and orient new Directors to the business of the Board and the school. The Governance Committee will always recruit new Directors according to the best interests of the school. Potential Directors will include community leaders, parents, business leaders, business owners, and individuals contributing necessary skills to the operations of the board. The Board will also maintain standing committees for

Academic Accountability, Finance, and Fundraising. The Academic Accountability Committee will monitor the school's academic progress, using the academic and community goals of the Accountability plan as a guide. The Accountability Committee will ensure that the school meets academic goals, including Adequate Yearly Progress (AYP) under NCLB, and that academic progress is properly reported in an annual report. The Finance Committee will monitor the financial health of the school, through monthly financial reports and regular monitoring of the financial goals of the Accountability plan. The Finance Committee will monitor the annual audit of the school's finances. The Fund Development Committee will ensure the long-term viability of the school through private fundraising initiatives.

The following is the decision-making process for the Board upon identifying the need for a new policy:

- Board level discussion. The full Board will first discuss the need for the new policy and establish general considerations for the policy.

- Assign who will draft the policy. The CEO will draft the policy for Board review. The CEO will take on this role because he/she is most intimately aware of the day-to-day operations of the school.
- Write a first draft of the policy. The CEO will write the first draft of the policy.
- Present draft policy to the board for approval. The CEO will present the draft policy to the Board for discussion and approval.

Attachments

Section 20: Governing Board

20.1	No Title	MORRIS, RUBEN, 11/30/20 7:48 PM	PDF / 52.468 KB
20.2	Megan Jones Board Information Sheet	MORRIS, RUBEN, 11/30/20 6:24 PM	PDF / 333.859 KB
20.3	Tierra Wright Board Information Sheet	MORRIS, RUBEN, 11/30/20 4:27 PM	PDF / 180.736 KB
20.4	G. Courtney French Board Information Sheet	MORRIS, RUBEN, 11/30/20 3:40 PM	PDF / 190.802 KB
20.5	Auri Brown Board Information Sheet	MORRIS, RUBEN, 11/30/20 3:06 PM	PDF / 1.403 MB
20.6	Attachment 19	MORRIS, RUBEN, 11/30/20 6:26 AM	PDF / 3.68 MB
20.7	Conflict of Interest Policy	MORRIS, RUBEN, 11/29/20 7:19 PM	PDF / 103.729 KB
20.8	Attachment 20	MORRIS, RUBEN, 11/29/20 7:19 PM	PDF / 52.228 KB
20.9	Attachment 18	MORRIS, RUBEN, 11/29/20 6:50 PM	PDF / 53.216 KB
20.10	AAHS Bylaws	MORRIS, RUBEN, 11/29/20 6:49 PM	PDF / 278.5 KB

21. Advisory Bodies

In an effort to further involve key stakeholder groups, Alabama Aerospace and Aviation High School's By-Laws provide for the creation of an Advisory Board. This advisory board will be composed of community and industry leaders who have a desire to serve the community and support the mission of the AAHS by providing expertise and professional knowledge in areas such as curriculum alignment, apprenticeship development, industry related extracurricular activities, as well as college and career readiness / work-force development capacity building. The Advisory Boards' role will be to provide input and suggestions on career pathway curriculum development and alignment with current industry standards. The Industry Advisory Board will consist of aerospace, aviation, defense, engineering, and STEM professionals with years of leadership and experience in the industry and post-secondary education. The Advisory Board is one way AAHS will attempt to receive community participation and input on various topics affecting the school. AAHS will actively seek the participation of the various stakeholder groups listed above through community outreach and suggestions provided by current industry partners. At least one member of the Board of Directors will serve on each Advisory Board in an effort to facilitate and ensure

communication between the Advisory Board and the Board of Directors. The Director(s) serving on the Advisory Board will keep the Board of Directors current on any issues with the relevant Advisory Board and can invite members of the Advisory Board to present at a Board of

Directors meeting. Further, the Advisory Board will report to the CEO / Head of School to assist the CEO / Head of School in addressing issues relevant to the Advisory Board.

Attachments

Section 21: Advisory Bodies

– No Attachments –

22. Grievance/Complaint Process

Parent/Student Appeals Process

In the event that a student or parent would like to dispute or appeal a discipline/retention decision made at the school level, the parent is notified by the school administration to contact the CEO/Head of Schools of Alabama Aerospace and Aviation High School-Ruben Morris (and are provided the email address, phone number, and office address). The CEO, as an impartial party, affords the parent time and attention to express their concern about the matter. Before rendering a final decision, the CEO discusses the matter with school administration for a school-based understanding of the decision in question. Within 48 hours of the parent meeting, the CEO contacts both the school administration and the parent explaining the final decision. If the matter requires investigation to be extended beyond 48 hours, both parties will be notified.

Attachments

Section 22: Grievance/Complaint Process

– No Attachments –

23. Staff Structure

A cooperative approach will be taken in managing the relationship between Alabama Aerospace and Aviation High School's Leadership Team and the rest of the staff. The AAHS Leadership Team will include the CEO/Head of School, Director of Teaching and Learning, and the Director of Operations. The CEO/Head of School will report directly to the AAHSS Board of Directors. It is anticipated the Team will meet regularly to discuss, monitor, and track the direction of AAHS and its alignment with the school's mission, vision, and purpose. The CEO/Head of School, as the school leader, will be responsible for all aspects of day-to-day operations and administration of the school, within the scope of the Board of Directors' operating policy and in compliance with all state and federal guidelines for school operations. The Director of Operations will work directly with and report to the CEO/Head of School to ensure effective management of the business model and reaching of the school's goals. The Director of Teaching and Learning will oversee and evaluate the instructional facility and staff. The Director of Teaching and Learning will establish and implement procedures for the day-to-day instruction including but not limited to procedures for

curriculum and instruction, classroom management, discipline, faculty and staff evaluation, testing, parental communication, and professional development. The Director of Operations will conduct data analysis and oversee non-instructional support services, community outreach, facilities and internal financial controls, etc.

The Director of Teaching and Learning and the Director of Operations will deliver information from their departments to the CEO/Head of Schools, and create collaborative strategies for advancing AAHS. These strategies will be shared with the entire staff and other constituents and key stakeholders for suggestions, comments and additional ideas.

AAHS will maintain a teacher to student ratio of no more than 1 teacher to every 25 students in a given class section. In year 1 there will be one adult in the building for every 8 students. At full capacity there will be one adult for every 11 students in the building.

Attachments

Section 23: Staff Structure

23.1	Staffing Plan	MORRIS, RUBEN, 11/29/20 11:41 PM	PDF / 80.098 KB
23.2	Attachment 21	MORRIS, RUBEN, 11/29/20 7:35 PM	PDF / 50.807 KB

24. Staffing Plans, Hiring, Management, and Evaluation

Alabama Aerospace and Aviation High School employees will receive an annual employment contract, which outlines their terms of employment, annual pay, supervisor and job description. This contract will be eligible to be renewed every year and represents the defined expectations between AAHS and the employee. An example of the proposed sample contract can be found in Attachment 22.

At AAHS, we know that Teachers are the single most important within-school determinant of student learning, yet student’s exposure to the most highly-effective educators can be a function of the neighborhood in which they live and the school to which they are assigned. With this understanding, our plan is to work with our Board of Directors to continue to design a competitive salary structure that will eventually include retention bonuses. UNC researchers have concluded that offering selective retention bonuses to the highest-rated teachers succeeded not only in increasing retention of highly-effective teachers in tested grades and subjects, but also in substantially elevating student performance in subsequent school years, especially in reading .

For the purposes of budgeting, we have assumed an average teaching salary of \$47,500, which will allow a combination of new and experienced teachers that when averaged will be \$47,500. For other staff positions, we have used market data for similar positions at local and regional (nearby state) charter schools. Salaries and wages are assumed to increase at least 2% year over year after the FY 2023. Any performance bonuses or incentives will always be subject to available resources. Compensation represents somewhere between 30% and 40% of total spending in a given year.

Employment benefits include all standard employer contributions towards Social Security and Medicare. We have also budgeted for providing health, unemployment, and workers compensation insurance, providing each employee with at least a \$6,000 contribution towards health insurance coverage. AAHS has also budgeted employer contributions of 12.43% towards the TRS program for all staff starting in FY 2022. All in, employment benefits have been budgeted at about 34% of total salaries, and they represent somewhere between 11% and 13% of total spending in a given year.

Alabama Aerospace and Aviation High School will focus on hiring the most mission aligned and culturally competent staff available. Particular attention will be given to diversity, industry experience, vision and purpose, exposure to place-based learning, and the use of technology in the classroom. AAHS plans to recruit such staff by using the internet and social media to advertise available positions and draw on its vast network of educators through its partnership with Tuskegee University. AAHS will also participate in regional career fairs, including those hosted by Tuskegee University. All available efforts will be made to encourage any local educators who are interested in available positions at AAHS to apply. The interview process will have multiple steps. First, interested applicants will complete an application and provide a resume and any college and graduate-level transcripts. Applicants will be encouraged to submit the application online and upload a resume. Second, following a review of applicants, qualified candidates will receive a phone interview to determine their fit within the AAHS mission, vision, and purpose. Third, an in-person interview will be scheduled where the candidate will prepare a lesson plan based on a “typical day” at AAHS and its curriculum. Fourth, top candidates will then be screened for background checks and reference checks in accordance with Alabama state law for educators. The CEO/Head of School and the Director of Teaching and Learning will be responsible for managing the interview process. The final decision on hiring will be based upon the recommendation of the CEO/Head of School and approved by the AAHS Board of Directors. It is anticipated if Alabama Aerospace and Aviation High School receives its Charter, it will immediately begin the process of recruiting interested teaching staff.

Alabama Aerospace and Aviation High School shall comply with all applicable federal laws, rules, and regulations regarding the qualifications of teachers and other instructional staff. AAHS acknowledges that, after approval, AAHS teachers shall be exempt from state teacher certification requirements. Furthermore, the AAHS acknowledges that the approaches to earning Alabama Educator and/or Leadership Certification shall be the same as those for individuals in the public local education agencies in Alabama.

The Alabama Aerospace and Aviation High School will follow the following hiring procedures for school personnel:

1. Advertise position for a minimum of five business days;
2. Follow the interview process as outlined above;
3. Select most qualified applicant(s) and make offer of employment; and
4. Enter into an employment contract and provide orientation to new employees.

Alabama Aerospace and Aviation School will implement a progressive discipline policy while attempting to educate the employee simultaneously. This policy, which will be incorporated into employment materials at a later date, will follow the following dismissal procedures:

1. Verbal Warning. A Verbal Warning will be used in situations involving minor infractions or early signs of poor work performance. Multiple Verbal Warnings may be used in situations where the conduct is of a minor nature. For major issues/infractions, Verbal Warnings may not be appropriate.

2. Written Warning. A Written Warning will be used in situations involving repeated minor infractions following the use of Verbal Warnings, or for more serious infractions. For major issues/infractions, Written Warnings may not be appropriate.

3. Performance Improvement Plan / Final Warning. A Performance Improvement Plan and/or Final Warning may be used in situations of repeated minor infractions or for more serious and major infractions. This step will incorporate the Principal / Head of School and applicable supervisors in determining a course of action to improve the employee's work performance by a certain date. If proper improvement has not been made by date certain, termination may be recommended. A Performance Improvement Plan / Final Warning may not be appropriate for major issues/infractions.

4. Suspension. Suspension may be used for repeated minor infractions or for more serious and major infractions. Suspensions may be in length up to 14 days.

5. Termination. Termination may be used in situations of repeated minor infractions or for more serious and major infractions. The Principal / Head of School will make the decision on termination of the employee after consulting with the employee, supervisors and other interested parties. An employee terminated will have the right to appeal to the AAHS Board of Directors to have the termination overturned.

Alabama Aerospace and Aviation High School acknowledges an understanding of the ALSDE, Educator Certification Section, and criminal background check process. AAHS agrees to comply with this process and will implement the necessary steps to ensure such compliance. Furthermore, AAHS 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 critical background checks applicable to other public schools in the state, except as otherwise specifically provided for in the Act.

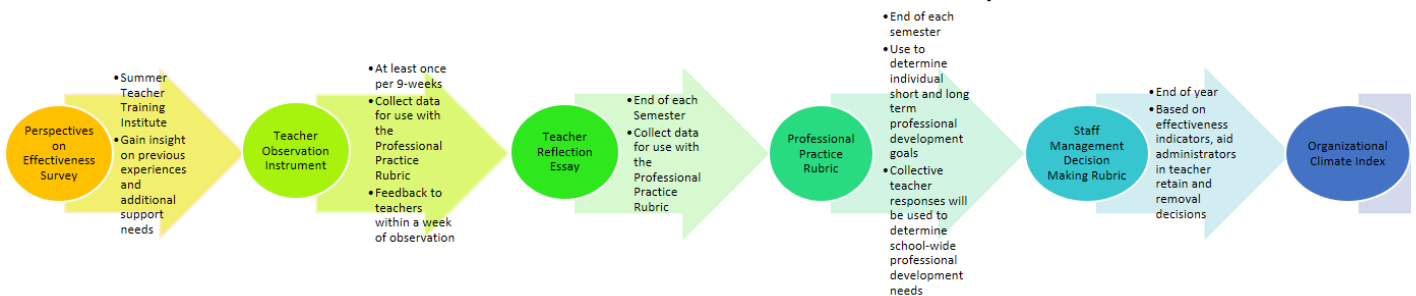
Alabama Aerospace and Aviation High School's leadership team will be coached, supported, and evaluated in a number of ways. The Director of Teaching and Learning and the The Director of Operations will be coached and evaluated on a regular and consistent schedule by the CEO/Head of School. Regular formative feedback will be provided through weekly check-ins and joint

observations. The DOTL and the DOO will be formally evaluated twice a year by the CEO/Head of School.

The AAHS Board of Directors will conduct a formal evaluation of the CEO/Head of School every Spring. A CEO Support/Evaluation committee will be formed that will be charged with creating or adopting a comprehensive evaluation tool that encompasses feedback from board members, staff, parents, leadership team members, students, and a third party consultant to ensure AAHS has a highly effective leader.

AAHS believes in “Knowing and Growing”. It also recognizes that teachers are the single most important school-level factor influencing student achievement. Teacher effectiveness should consider questions that relate to the professional experiences and supports that effective teachers themselves view as critical for equipping teachers with the skills and knowledge they need to help their students succeed. AAHS’s evaluation plan will include a multi-tiered teacher data collection and analysis process based on instructional planning and delivery, data management, classroom management, student learning gains, and school climate connections.

Teacher Data Collection & Purpose



Instrument Descriptions

Great Teachers to Leaders-Teacher Perspectives on Factors Influencing Effectiveness Survey

Teacher Observation Instrument

Using teacher observations to collect data tied to teacher effectiveness, AAHS will provide timely, explicit feedback to its teachers. Observation feedback will help AAHS identify teacher support needs; it will also help teachers reflect on practice and develop short and long term goals for self-improvement.

Professional Practice Rubric

AAHS will use an objective approach in analyzing teacher performance. The Professional Practice Rubric considers the following:

- Instructional planning encompasses decisions based on the standards combined with knowledge of the disciplines taught, research-based professional practices, and the students who are to learn the curriculum.
- Assessments can motivate the unmotivated, restore the desire to learn, encourage students to keep learning, and ultimately increase student achievement.
- Specific learning objectives that are essential to direct student learning and measure student progress are established and communicated.
- The delivery of instruction is such that learners are actively engaged with the content.
- Learning activities and materials provide coherent, relevant learning experiences

that evoke and develop the desired understandings, promote interest, and lead to excellent performance.

- Students are intentionally placed into groups so they experience multiple ways of thinking, receive more feedback, and engage in higher levels of discussion and interaction.
- Time, structure, and routines are blended together to create a framework for the effective delivery of a lesson.
- The physical environment acts as an important resource for learning and provides flexibility in organizing students and activities.
- The classroom climate is positive. Everyone shows respect to one another; the learning environment is caring and supportive.

Staff Management Decision Making Framework

AAHS believes in the fair treatment of its faculty. The decision to retain or dismiss teachers will be based on an objective approach using several factors, including those tied to peer, student, and parent engagement. One important factor is whether AAHS provided timely, corrective feedback and professional development. AAHS will demonstrate its commitment to supporting teachers by providing opportunities to enrich teaching practices tied to student performance. Evidence of this commitment will be considered during the decision making process.

Organizational Climate Index (OCI)

AAHS will use teacher feedback on the OCI in evaluating the overall school climate to make revisions to school plans and to identify additional teacher and student supports. The Organizational Climate Index (OCI) is a short organizational climate descriptive measure for

schools. The index has four dimensions —principal leadership, teacher professionalism, achievement press for students to perform academically, and vulnerability to the community. The index captures open and healthy dimensions of high school climates. Different dimensions of high school climate explain distinct aspects of faculty trust-faculty trust in colleagues, in principals, and in (students and parents).

AAHS will act in the best interests of the students and understands that, unfortunately, there will be occasions where there is unsatisfactory instructional leadership/administrator or educator performance. In such situations where there is unsatisfactory performance, a performance improvement plan will be created. The CEO/Head of School and Director of Teaching and Learning will be responsible for implementing a corrective plan. The plan will be based on the data driven approaches and proven best practices. Plans could include school-wide plans, grade level corrective plans, and subject area and/or individual teacher corrective plans. Each plan will be prescriptive based on the needs.

Corrective actions could include:

- Termination
- Placement on a School Improvement Plan
- Mentor teacher provided for additional support
- On-going professional development

Alabama Aerospace and Aviation High School understands there will also be changes and turnover with educators and administrators. To address this obvious concern, AAHS will look to build leaders and administrators from within its educator ranks. AAHS will work to ensure decision making is shared throughout the educator ranks with the use of a Instructional Leadership Team. Additionally, AAHS will focus on hiring from within and creating additional leadership roles, when possible, to reward deserving and promising educators. Promising educators will be given multiple opportunities to observe, participate and lead activities to better prepare them for administrative positions. AAHS will also constantly work with its educators in professional development and career building exercises to address the educator’s goals and needs in an effort to provide the educator self-fulfillment and growth. Through this multi-faceted approach, the AAHS hopes to address the concerns with unsatisfactory instructional leadership/administrator or educator performance, as well as instructional leadership, administrator, and/or educator changes and turnover.

Attachments

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

24.1	No Title	MORRIS, RUBEN, 11/30/20 7:58 PM	PDF / 51.141 KB
24.2	School Leader Evaluation	MORRIS, RUBEN, 11/29/20 8:09 PM	PDF / 979.728 KB

24.3	Effectiveness Survey	MORRIS, RUBEN, 11/29/20 8:08 PM	PDF / 239.779 KB
24.4	OCI	MORRIS, RUBEN, 11/29/20 8:08 PM	PDF / 55.544 KB
24.5	Instructional Plans	MORRIS, RUBEN, 11/29/20 8:08 PM	PDF / 330.683 KB
24.6	Classroom Teacher Evaluation	MORRIS, RUBEN, 11/29/20 8:08 PM	PDF / 1.377 MB
24.7	Decision Making Framework	MORRIS, RUBEN, 11/29/20 8:08 PM	PDF / 575.884 KB
24.8	Teacher Contract	MORRIS, RUBEN, 11/29/20 7:54 PM	PDF / 68.475 KB
24.9	Handbook	MORRIS, RUBEN, 11/29/20 7:50 PM	PDF / 242.916 KB

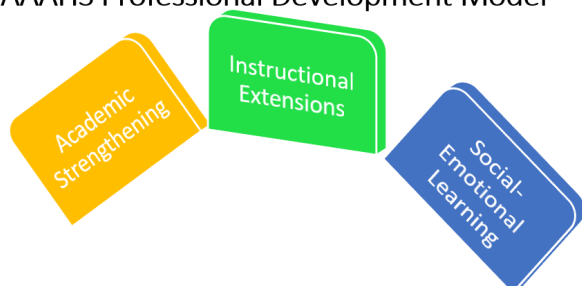
25. Professional Development

High rigor, Placed-based, and Industry-based learning strategies however are not necessarily innate to teacher practice. Because the annual student-learning outcomes of AAHS students are in great part attributable to the quality of daily teacher practice at AAHS (Levine and Marcus, 2010), we prioritize teacher preparation by hosting a Summer Faculty Institute each year which provide all AAHS teachers with 90 learning hours before teaching their first AAHS student. AAHS understands that simply carving out time for teachers to work together is only the beginning of constructing meaningful communities of practice (Jackson & Cobb, 2013) so our teachers and leaders take full advantage of summer PD to jointly construct, transform, preserve, and deepen the meaning of our effective teaching practices (Wenger, 1998). Three weeks of practice-based summer PD in addition to 90 hours of weekly Friday PD across 30 academic weeks ensures the successful transition from pedagogy to effective teacher practice.

The person/position responsible for professional development will be the Director of Teaching and Learning. All professional development is led by the DTL. AAHS teachers spend over 180 hours in professional development annually and our leadership team ensures that each learning moment is maximized. Professional development focuses on student culture, student data, teacher content knowledge, and high quality implementation of AAHS academic models.

AAHS faculty will participate in holistic multidimensional professional development designed to increase the capacity of our faculty to positively impact the students. This holistic approach will focus on academic strengthening, instructional extensions, and social-emotional learning.

AAHS Professional Development Model



Academic Strengthening

AAHS teachers will be strong in their content. In order for teachers to be competent and comfortable with their content where they are able to facilitate tiered instruction that consistently incorporates rigor, teachers must be academically strong; they will be “experts” in their area. AAHS will utilize content specific guest presenters, curriculum providers, and industry-based

trainers to increase the knowledge of its faculty. Faculty will also be offered incentives to attend professional conferences, take additional coursework/training, participate in summer job-site programs, and conduct relevant research projects.

Instructional Extensions

At AAHS, core and elective teachers are able to provide the instruction, practice, and assistance needed to support student information processing and problem solving. While teachers need to be academically strong, they also need to know how to communicate knowledge so all students can learn. This requires an arsenal of instructional extensions to aid with the differentiation of the learning process. Teachers will first receive training/professional development on the learning tools they initially receive. During the inaugural teacher summer institute, they will tour the AAHS facility, an industry-based site, and learn how to maximize place-based learning for their respective content area. They will learn about the full functions of equipment and devices housed not only in their classroom, but their colleagues’ classrooms, and the school promoting informed interdisciplinary collaborative planning. Whenever the school receives new devices or equipment, teachers will be trained. Whenever teachers attend a conference, they will be asked to share what they’ve learned. AAHS faculty will extend their instructional prowess by knowing how to use all that is accessible to them and sharing what they know with others; it will be a team effort!

Social-Emotional Learning

All AAHS faculty will be required to attend socio-emotional professional development where they learn how to recognize and deal with adverse personal and student socio-emotional behaviors that may hinder the learning process. AAHS will embed socio-emotional learning strategies and/or curriculum into all coursework. Socio-emotional domains like communication, self-management, relationship building, and decision making are essential for teachers and students to be mentally prepared each day so they may fully experience content and maximize learning. For evaluation purposes, observation tools will include teacher and student driven socio-emotional indicators. Information gathered will be discussed during monthly teacher performance evaluation meetings with the intent to help identify possible self-improvement measures and additional support needs. Socio-emotional standards will also be included on student reports along with academic indicators for the same purpose (self-improvement and additional support).

AAHS faculty will be well-prepared for its students. Professional development will start with a 3-week Faculty Summer Institute. Teachers will learn about the student population and potential special needs based on feeder school data and individual student records. The Faculty Summer Institute will provide content, instructional, and industry-based training needed to meet the needs of AAHS’s diverse student population. AAHS will also discuss the infrastructure and evaluation practices in place to make sure school, faculty, student, and parent needs are addressed.

Day	Activities
	<p>AAHS Orientation</p> <ul style="list-style-type: none"> • Who are we? • Our Story-Why aerospace/aviation

Day 1	<ul style="list-style-type: none"> • Vision • Mission • Faculty introductions • Student population overview <ul style="list-style-type: none"> • Highlights • Challenges • Team building activities (Part 1)
Day 2	<ul style="list-style-type: none"> • Team building activities (Part 2)
Day 3	<ul style="list-style-type: none"> • School Culture/Climate <ul style="list-style-type: none"> • Human resources • Faculty behavior expectations • Student behavior expectations/faculty accountability • Safety
Day 4	<ul style="list-style-type: none"> • Tour of the Facility <ul style="list-style-type: none"> • Classrooms • Simulation Rooms • Multi-purpose rooms • School accessible equipment with overview • Interdisciplinary Think-tank (What can I do with this-Share out)
Day 5	<ul style="list-style-type: none"> • Educational Framework (Part 1)
Day 6	<ul style="list-style-type: none"> • Educational Framework (Part 2)
Day 7	<ul style="list-style-type: none"> • Evaluation Process

Day 8	<ul style="list-style-type: none"> • Curriculum Provider PD (Part 1)
Day 9	<ul style="list-style-type: none"> • Curriculum Provider PD (Part 2)
Day 10	<ul style="list-style-type: none"> • Technology PD
Day 11	<ul style="list-style-type: none"> • Technology PD
Day 12	<ul style="list-style-type: none"> • Technology PD
Day 13	<ul style="list-style-type: none"> • Socio-Emotional Learning (Part 1)
Day 14	<ul style="list-style-type: none"> • Socio-Emotional Learning (Part 2)
Day 15	<ul style="list-style-type: none"> • Pulling it together: Addressing “Special” Needs

AAHS faculty will receive on-going professional development that is necessary to meet the academic, industry-based, and social-emotional needs of its students. Faculty will first participate in a 15-day Summer Institute. During the school year, there will be a designated student early release day. With the exception of 9-weeks Parent Conference Days (1 per 9-weeks), this will provide 3 hours weekly of intentional time for faculty professional development and/or collaborative planning. Faculty will also have 3 full-days of professional development during the second semester. They are encouraged to participate in state and national educational conferences that focus on content, instruction, and technology strengthening. Faculty are expected to integrate what they have learned during professional development training into their lesson plans and instructional practices; this will be evaluated through lesson plan reviews and routine classroom observations.

Attachments

Section 25: Professional Development

– No Attachments –

26. Performance Management

Our goal is to become the leading high school in the state of Alabama and one of the tops in the

nation for STEM education. We believe that we can leverage an aerospace and aviation focused curriculum to engage students and foster academic success.

The following goals are created using the Alabama Department of Education ESSA Plan non-proficient reduction rate goal setting format. Because AAHS students will largely come from geographical areas zoned for current Birmingham City middle and high schools, we assume that starting student proficiency rates will resemble that of the district.

Long-term Academic Goals

- Over a 5-year initial charter term, AAHS will achieve an ELA proficiency rate of 59%, 11 points above Birmingham City School's projected ELA performance as predicted by the Alabama ESSA Plan.
- AAHS will achieve a Math proficiency rate of 56% over the first 5-year charter term, 11 points above Birmingham City School's projected Math performance as predicted by the Alabama ESSA Plan.
- Over a 5-year initial charter term, AAHS will achieve a 5-year average graduation rate equal to or better than the state average of 92% out pacing the projected Alabama ESSA Plan goal for the year 2030.
- 100% of students will be admitted to a 4-year or 2-year college and/or military enlistment.
- 100% of students complete a 4-year Aviation/Aerospace STEM pathway leading to an industry recognized credential or college credit.
- African-American and low-socioeconomic students will outperform their peer group across the state by 15 percentage points in Math and ELA by year 5.
- As a gap closing measure, Black, and Latinx AAHS will narrow the state-wide achievement gap between white students within 10 proficiency points by year 5.

Annual Academic Goals

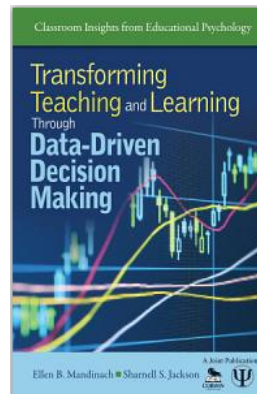
- AAHS students will grow at least 6% in student proficiency on the state test in ELA and Math each year.
- AAHS will outperform the local school district in Math and ELA on the state assessment by at least 3% in student proficiency by the end of year one.
- AAHS students will rank in the top 25% of growth in the state annually and the top 5% by year 3.

At AAHS, we use performance data to make informed decisions leading to measurable improvements. Using our evaluation plan as the driver, we will focus on our logic model (how

AAHS works) and evaluation questions; our indicators and targets will be aligned to both. Faculty will participate in intense evaluation training during the summer professional development session. Facilitated by the Director of Teaching and Learning, faculty will review qualitative and quantitative data types that provided valuable information connected to student performance. They will use feeder district historical data and hypothetical data to practice analyzing, interpreting, and making decisions. Faculty will take evaluation questions one at a time, examine data that pertains to identified indicators, and compare the data collected to the targets.

Curriculum providers will also provide professional development on using their online resources that include data reports and student dashboards. Teachers will learn how to use this information to support their students using differentiated instructional methods, personalized instruction, remediation, enrichment, and/or re-teaching. Faculty will also receive socio-emotional learning training from a partnering agency so they may learn more about non-academic factors that impact student learning.

The Director of Teaching and Learning will provide a thorough overview of the proposed evaluation plan, including the types of data being collected, how they will be collected, who is responsible for providing it, and how success will be determined. AAHS will participate in a book study using *Transforming Teaching and Learning Through Data-Driven Decision Making* (E.



Mandinach and S. Jackson, 2012) as a training resource.

Faculty will report how they are using data to drive instruction during their weekly whole-faculty/team meetings. Furthermore, faculty flight crew members will discuss performance data with their assigned students and parents during routine meetings. They will discuss with their students how to improve their performance through changed behaviors, assign additional supports, and recommend flight plan changes as needed. School administrators will complete classroom observations, participate in flight crew meetings, and conduct teacher evaluations at least twice per 9-weeks. Post-meetings will provide opportunities for feedback, reflection, and the development of action items and goals to improve practice aligned with student performance.

The Director of Operations serves as the Building Test Coordinator. This person is fully prepared to lead the school through a successful testing window that complies fully with all regulations and requirements. The Director of Teaching and Learning is available to provide direct support to the Director of Operations as needed. AAHS requires a detailed testing plan to be submitted to the Head of School by the Building Test Coordinator and Director of Teaching and Learning approximately one month prior to the beginning of the testing window.

At AAHS, our evaluation plan is key to taking corrective actions for any short-comings of student academic achievement. We will collect various types of data, including formal and informal assessments, to determine whether we are on track for goal attainment. The AAHS leadership

team will make sure the evaluation plan timeline for data collection, analysis, and interpretation is honored and that necessary adjustments are made along the way. This timeline will help AAHS address issues sooner than later. Also, routine meetings at the faculty and student level will provide additional feedback needed to identify additional professional development and student supports.

Major evaluation plan checkpoints will be at the end of each semester. Faculty will review summative reports and collaboratively produce action plans to address school, classroom, and student level concerns. AAHS will also use semester checkpoints to meet with stakeholders to provide the school’s status and seek input. Time has been built into the AAHS school calendar to facilitate this intentional process. An annual executive report will also be provided.

Attachments

Section 26: Performance Management

– No Attachments –

27. Facilities

AAHS will lease space at the Southern Museum of Flight to start the Fall 2022 academic inaugural year. AAHS has engaged well known architects, McKee & Associates to develop a functional, cost efficient design to repurpose up to 55,000 square feet of space. To navigate and oversee AAHS Capital Improvement Projects and Financing, AAHS has engaged Building Wealth & Communities Consulting Firm (BWC). BWC has served as co-developer and Financial Advisor to transform multiple education campuses including Miles College, Claflin University, Texas College, and Cathedral High School.

Attachments

Section 27: Facilities

27.1	Facility Information	MORRIS, RUBEN, 11/30/20 3:32 PM	ZIP / 6.795 MB
27.2	Attachment 26	MORRIS, RUBEN, 11/30/20 3:31 PM	PDF / 51.348 KB
27.3	Attachment 25	MORRIS, RUBEN, 11/29/20 8:29 PM	PDF / 51.45 KB
27.4	LOI	MORRIS, RUBEN, 11/29/20 8:29 PM	PDF / 1.333 MB

28. Start-Up and Ongoing Operations

Transportation Plan

Alabama Aerospace and Aviation High School will ensure that transportation is not a barrier to equal access within a reasonable distance of the school, as provided in the Alabama Charter School Legislation. In the case that transportation is needed, and if the parent advises AAHS that there is a hardship and he/she is unable to provide the transportation, AAHS will provide transportation within a defined reasonable distance. In such cases, AAHS shall be responsible for transporting all students who reside within a reasonable distance of the School or who are otherwise entitled to transportation by law, to and from the school in a non-discriminatory manner. In these situations, AAHS may provide transportation by contracting with an independent private transportation provider or via carpools approved by the Sponsor.

The AAHS will consider options for student transportation, including engaging outside sources to provide those services. At the time a student enrolls, AAHS will provide the parents with information regarding transportation options. A parent may be reimbursed by AAHS for the costs of transportation from the student's residence to the location of the nearest car pool location or to the school if the student(s) is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the student's actual cost of transportation. AAHS may utilize contracts with parents of students

for transportation. AAHS, in its discretion, may provide school transportation for extracurricular activities including, but not limited to, transporting student participants to and from extracurricular events via school bus. AAHS may also utilize contracted charter buses for field trips and extracurricular activities. Students who are provided transportation with school district transportation vehicles for extracurricular events, shall ride both to and from the event in the school vehicle, unless arrangements have been made with the school director or designee (operations director, activities director or coach/sponsor), requesting to transport the student home from a school-sponsored event to which the student traveled on a school vehicle.

Upon approval, AAHS will determine the best option for our students based on their needs.

The safety and security of the students, faculty, staff, and visitors at AAHS is of the utmost importance. At the beginning of each year and upon the return each January, AAHS will have mandatory safety-training meetings for all employees and these will be constantly updated and revised. Given the possibility of opening in what could still be a COVID-19 environment very specific planning has already been done to ensure that proper screens occur either daily or weekly (temperature checks, questionnaires, and staff observation of students) and additional distancing is arranged at events like breakfast and lunch, plans for how to temporarily quarantine students who exhibit symptoms, and an extensive daily cleaning routine will be part of the common staff training. In a COVID-19 environment all staff and students will be trained on social distancing, handwashing, how to limit face touching, and how to sanitize hands (staff and students) and various surfaces (staff), etc. AAHS anticipates expanding its annual safety and security meeting to include extensive training on how students and staff will arrive, learn, depart, and interact in ways that limit potential exposure. At this meeting, AAHS administration will discuss crisis and emergency plans and go in depth with different situations that may arise. In addition to the meeting and ongoing discussions, AAHS substitutes will be required to have access to the school safety information and specific procedures upon arrival.

All non-students or non-staff members who visit the school will be screened by a school security system known as Raptor Ware. The Raptor school security system is in place in thousands of schools, both district and charter, and helps to quickly screen individuals who are not allowed in the school (sex offenders, for ex.) and will help to manage custody issues, organize volunteers, and respond to emergencies. The Raptor system will have faculty's numbers and information stored. In the case of an emergency, the system sends each member of AAHS staff an email, text,

and phone call notifying them of the situation. In addition to Raptor Ware, cameras can be located throughout the school in various areas and on buses. School officials will have access to monitor the cameras, if needed.

Throughout the year, AAHS will make certain all exit doors remain locked and the front door has controlled access. AAHS will require that all guests use the main entrance of the building. Upon arrival, guests must sign in, AAHS will utilize the Raptor Ware school security system before approving entry by a guest. After a completed scan by Raptor ware, the guest will receive a visitor pass to be worn for the duration of their visit. To exit, the guest must sign out at the front office and return their visitor pass.

AAHS plans to use a fully executed crisis and emergency plan to handle situations that may arise. AAHS will work with the local emergency responders to revise crisis and emergency plans and procedures on a recurring basis throughout the school year. AAHS will work closely with the fire chief throughout the year to develop a plan for an active shooter situation, conduct bi-annual tests of the fire hydrants near the school, schedule walk-throughs of our campus and participate in drills. Drills and emergency plans are kept up to date for emergency responders to access. In addition to the crisis and emergency plan, monthly fire and weather safety drills will be performed. After completion of the drills, employees at AAHS will reflect on the drills and discuss solutions to any issues that may arise. A map of the school and the drills will be posted in every classroom. AAHS is committed to working with the local emergency response agencies to keep our school safe.

Student safety begins with the location of the student. Teachers will have an electronic attendance count that must be submitted with each class and revised throughout the day – as required by Alabama law. Morning drop-off and afternoon pick-up procedures will be developed and implemented by the Director of Operations with consultation with local law enforcement officials.

AAHS plans to implement a student safety seminar at the beginning of each semester. During this time, AAHS will teach students the importance of safety when using the worldwide web or social media platforms. The issue of cyber bullying will also be discussed. Bullying forms will be posted on our website, the counselor’s office and the main office for any student that may need it.

Attachments

Section 28: Start-Up and Ongoing Operations

28.1	AAHS Budget	MORRIS, RUBEN, 11/30/20 8:08 PM	XLSX / 264.457 KB
28.2	Attachment 27-30 Cover Sheet	MORRIS, RUBEN, 11/30/20 6:18 PM	PDF / 56.396 KB
28.3	Meal Delivery Plan	MORRIS, RUBEN, 11/29/20 10:38 PM	PDF / 72.556 KB
28.4	Wellness Plan	MORRIS, RUBEN, 11/29/20 10:38 PM	PDF / 200.794 KB
28.5	Start-Up Plan	MORRIS, RUBEN, 11/29/20 10:34 PM	PDF / 120.929 KB
28.6	Insurance Overview	MORRIS, RUBEN, 11/29/20 9:14 PM	PDF / 1.843 MB
28.7	Copy of Insurance Policy	MORRIS, RUBEN, 11/29/20 9:13 PM	PDF / 18.05 KB

29. Operations Capacity

The AAHS Board of Directors will be ultimately responsible for the successful operations and activities of Alabama Aerospace and Aviation High School, their capacity to serve such a role is demonstrated below.

Charles Knight

BOARD PRESIDENT

In his years of experience working in government and the private sector, Charles Knight is known as a respected security professional and business leader. He has held responsible leadership positions in government and senior executive positions in business. Today, he provides security consulting services to public and private corporations, schools, and nonprofits. Mr. Knight also works with professional associations, educational and community organizations in supporting leadership development, family services, and school/church safety. In addition to his professional contributions, he is dedicated to the improvement of Birmingham communities and the education of the area's young people. He is a veteran of the U.S. Air Force and 117th Air National Guard and holds degrees in Law Enforcement, Criminal Justice/Business and a master's degree in Public Administration.

Auri Brown

SECRETARY

Auri Brown is a passionate real estate professional with a deep knowledge of the Birmingham market. As a Birmingham native, he has spent the last nearly 20 years working in both the healthcare and real estate sectors. He is passionate about education and sees high quality school options as a critical piece to overall community development. Currently, he is a licensed realtor with eXp Realty.

Tramayne Russell

VICE PRESIDENT

Tramayne Russell is an industry leader in professional sports sales and corporate relations. He has over 15 years in the industry across several major sports. He is an expert in high profile customer management and corporate partnership acquisition. Currently, he works as the Director of Ticket Sales for the Nashville Soccer Club.

Courtney French

G. Courtney French is a top-rated attorney selected to Super Lawyers for 2014 – 2020. He works at Fuston, Petway & French, LLP, located in Birmingham, Alabama, and provides legal services for issues involving Personal Injury – General: Plaintiff to the surrounding community. Courtney French completed legal studies at Samford University Cumberland School of Law and graduated with the class of 1998. Courtney French passed the bar in 1998.

Megan Jones

Megan Jones is an experienced educator with a love for learning and children. She began her career in education as a 4th grade teacher in Birmingham City Schools. She has taught on several different grade levels and also been a private tutor. She brings a strong grasp of foundational learning needs and remedial education.

Tiffany Storey

Tiffany Storey is a AAHS parent and a licensed professional counselor with 17+ years' experience working with families and adolescents in community service and outreach programs.

Merrick Sims

Merrick is a career educator and STEM professional. Merrick brings experience and expertise as both a math coach and engineer. As a Birmingham native, he also is deeply committed to improving educational options for all students in the city of Birmingham.

R.J. Smith

TREASURER

Lieutenant Colonel (Ret) R. J. Smith graduated from Wenonah High School in Birmingham, Alabama and attended Alabama A&M University, Huntsville, Alabama. While attending Alabama A&M University, he enlisted in the United States Marine Corps Reserves. Colonel Smith served nine and a half years in the active Army before joining the Alabama Air National Guard to continue flying. Upon joining the Alabama Air National Guard, Colonel Smith earned his Air Force pilot wings.

Tierra Wright

Tierra Wright is a career educator with experience in both K-12 education and higher education. She currently serves as the Adult Education Director at Jefferson State Community College.

To navigate and oversee AAHS Capital Improvement Projects and Financing, as well as facilities acquisition and management, including managing build-out and/or renovations AAHS has engaged Building Wealth & Communities Consulting Firm (BWC). BWC has served as co-developer and Financial Advisor to transform multiple education campuses including Miles College, Claflin University, Texas College, and Cathedral High School. BWC Consulting (BWC) is minority-owned and led boutique economic development financing and consulting firm. As a socially conscious firm, BWC takes a holistic, objective and entrepreneurial approach to advising units of local government, higher education clients, operating companies, and emerging business enterprises. Started in 2005 by Bridget Chisholm, Founder and Managing Partner, BWC has proven itself and established a strong track record structuring public-private financing for capital projects targeted to strengthen urban communities.

Attachments

Section 29: Operations Capacity

– No Attachments –

30. Unique/Innovative Operational Aspects

Given AAHS's Place-Based educational model, "doing school" near the airport and inside a museum of flight lends itself to innovative operational features that most schools cannot offer. AAHS will be able to provide hands-on learning experiences utilizing facility based learning elements that are not available to students in the target districts. Students will have access to the following:

- Aviation Labs
- Access to Decommissioned Planes and Engines
- Training From Industry Professionals
- Access to Internships and Apprenticeships On Site

AAHS will also be to share a facility in the near future with the Community College System of Alabama. This facility will offer an aviation focused workforce training program open to the entire city with preferential access given to AAHS students. Delta Airlines will also be providing their TechOps team to assist in training students on site on the most up to date aircraft maintenance technologies. AAHS will also be able to take advantage of funding streams most schools do not have access to like Department of Defense aviation education funding, Federal Aviation Administration funding, and major aerospace, aviation, and defense company funding and investment.

AAHS students will be able to benefit from our industry-based education partners translating directly into realworld work-based learning experience, hands-on training in lucrative fields, access to state of the art technology, and fast tracks into post-secondary careers or education options including military aviation.

Attachments

Section 30: Unique/Innovative Operational Aspects

– No Attachments –

FINANCIAL PLAN AND CAPACITY

31. Financial Plan

AAHS will ensure compliance with Alabama financial requirements for charter schools and develop a strong system of internal control, ensure timely and accurate reporting, and ensure transparency with respect to budgets, tax returns, and audits. To this end, AAHS is strongly considering participation in the New Schools for Alabama Back-Office program, which leverages experienced charter school professional services firms to provide key back-office services. We have outlined below how AAHS will address key areas in partnership with New Schools for Alabama's Back-Office Program.

Financial Planning

Financial planning is best represented by the annual budgeting process. The annual operating budget for the school will be developed by the CEO and Director of Operations, in conjunction with New Schools for Alabama's Back-Office Program. The CEO will ask school staff for budget input and engage them in strategic planning each year to ensure budgeting is aligned to the school mission and charter goals.. The New Schools for Alabama Back-Office liaison will produce analysis and provide expertise around charter school funding, charter school spending, and other industry benchmarks, as well as prior year and current year financial activity.. The liaison will also be responsible for developing multi-year budget pro forma, along with the relevant supporting schedules. The budget cycle will start in early in the calendar year with a working draft developed by the CEO and Director of Operations with the support of New Schools for Alabama Back-Office Program, and then brought to the Finance Committee of the Governing Board for their review in the spring each year.. The Finance Committee will analyze the budget draft and provide a recommendation to the Governing Board for presentation at the May or June Governing Board Meeting, and then approval at a subsequent properly noticed meeting.. Throughout the course of the budget development process, staff, back-office liaison, and the Governing Board will analyze the budget to ensure AAHS is working towards charter goals and advancing student outcomes. In addition, they will also ensure that all compliance related to restricted grants and budgeting is in place. As changes to financial circumstances occur, the Finance Committee, along with the CEO, Director of Operations, and the back-office liaison will be tasked with developing projections and proposing amendments to the budget when material variances occur.

Accounting

All financial activity will be recorded in an authorizer-compliant accounting system, aligned with a chart of accounts that ensures that AAHS can report its various restricted and unrestricted activity by object and function to its authorizer and any other relevant entities. New Schools For Alabama's back-office program will be in charge of recording the financial activity to the accounting system. Activity will be recorded in compliance with GAAP, as well as any other accounting requirements as required by the authorizer and Alabama Department of Education. Bank accounts will be reconciled on a monthly basis by someone at New Schools For Alabama's back-office program that does not have disbursement access on behalf of AAHS. The fiscal year will be from October 1 through September 30, and the financial statements will be prepared on a full accrual basis.

Purchasing

The CEO and Director of Operations will oversee all purchasing on behalf of AAHS. All purchasing will be done in the spirit of the approved budget. Prior to a purchase being made, the CEO and Director of Operations will ensure that they have researched the most cost-effective option, securing proposals for purchases larger than \$20K. Contracts will also be required for any services that exceed \$10K or cover multiple years of support. Purchases above \$5,000 or any reimbursements to either staff member will require approval by the Board Treasurer or Governing Board designee. To the extent that a funding source, such as the Federal CSP grant, has specific bid or purchasing requirements, those policies or requirements will supersede these thresholds.

Payroll

New Schools for Alabama Back-Office Program will process all payroll on behalf of AAHS, including managing and tracking employer and employee taxes and deductions including TRS, remitting those funds to the relevant agencies, filing the required quarterly and annual reports, and generating W-2s annually. The CEO and Director of Operations will be responsible for collecting timesheets and paid and unpaid leave information and submitting that to New Schools for Alabama Back-Office Program. New Schools for Alabama Back-Office Program will process that information and generate a draft payroll journal for the CEO and Director of Operations to approve. Once it is approved, New Schools for Alabama Back-Office Program will process the payroll, processing direct deposits and live checks for the relevant staff.

Internal Controls

Part of establishing a strong set of internal controls is linked to working with New Schools for Alabama Back-Office Program. As the proposed back-office provider, New Schools for Alabama Back-Office Program offers AAHS their experience in implementing a standard set of financial operating policies, procedures, and controls in effect at a number of charter schools throughout the country through its partnership with existing charter school professional services firms.. Additionally, by outsourcing its back-office and financial management functions to New Schools for Alabama Back-Office Program, AAHS is ensuring a segregation of functions and duties that it would not be able to implement on its own given its limited staff.

With respect to AAHS finances, the main role and responsibility of the AAHS Governing Board is to approve a prudent financial plan, as established by the adopted annual budget, that is aligned with the AAHS mission, goals, and charter objectives. With respect to AAHS finances, the main role and responsibility of the AAHS administration is to implement and execute the financial plan, which in the course of the work will include producing analyses and projections to assist decision making by both school administration and the AAHS Governing Board, as well as interfacing and managing its back-office relationship. Both parties also have the role and responsibility of ensuring they are respectively accountable to that plan. Evidence of executing against these respective roles and responsibilities will be supported by timely, monthly reported financial information, audited annual financial statements, and other regulatory compliance reporting. Further evidence will include compliance with all approval requirements for purchases, payments, and contracts that is consistent with the approved financial policies and procedures. While AAHS intends to leverage an outsourced back-office relationship, this does not reflect any diminishment or roles or responsibilities of either the school administration or the Governing Board, but rather one of the ways the parties approach meeting those roles and responsibilities.

AAHS will annually contract with an independent accounting firm to conduct a fiscal audit of its financial statements and issue an opinion on the statements. The Governing Board, together with the CEO and Director of Operations, will solicit proposals for the audit and ultimately the Board will select the audit firm, which will report directly to the school's Governing Board. The audit conducted will meet all and any federal, state, and local auditing requirements and standards, including those required by public charter schools in Alabama in addition to any conditions required by the authorizer. In addition, AAHS will engage the accounting firm for any other required reporting, including but not limited to, CSP agreed upon procedures reporting, A-133 audit, and the filing of its annual 990 with IRS. The expense (\$12K) for the audit and these other supplemental reporting needs is included in the financial plan for each year based on quotes from current audit firms working with charter schools. The startup year and Year 1 of financial activity will be audited together, as is customary for a new charter school.

As part of its support of AAHS, the New Schools for Alabama Back-Office Program will provide the selected independent accounting firm with required financial information, schedules, and documentation as part of its testing. Should any findings come from the audit, whether material weaknesses or significant deficiencies, New Schools for Alabama Back-Office Program will work with AAHS school administration and Governing Board to address any required changes in policies, procedures, and internal controls. Under no circumstances will the accounting firm conducting the audit be the same accounting firm providing back-office support via the New Schools for Alabama Back-Office Program.

The annual budget will be adopted through a process open to the public via public Governing Board Meetings. Following the budget adoption, the budget will be posted on the AAHS website, filed with the authorizer, and available to members of the public upon request. Following the issuance of the audit and Form 990, both will be submitted to the authorizer as well as any other required agencies. Additionally, both documents will be posted on the school's website and made available to members of the public upon request.

At monthly Finance Committee meetings, the CEO, Director of Operations, and Governing Board will review a financial package prepared by the New Schools for Alabama Back-Office Program including but not limited to, an income statement, a comparison against budget, a balance sheet, a statement of cash flows along with projected cash flow for the remainder of the year, budget projections updated monthly, as well as registers for all outgoing checks and disbursements. Following review, the financial package will be distributed to the wider Governing Board and be included in the monthly board packet. These documents will be posted on the school's website and made available to members of the public upon request.

AAHS has secured directors and officer's insurance and employment practices liability insurance and will secure general liability insurance upon approval to protect the school, staff, and students in accordance with Alabama law. In addition, an umbrella policy increasing liability levels will also be part of the insurance package, as well as property and workers compensation insurance. Specifics of the coverage will be aligned with insurance requirements of public charter schools in Alabama. In the startup year, AAHS has budgeted \$5K for general liability and D&O and another \$3K for property insurance. During operating years, AAHS has budgeted \$110/student for general liability & D&O, along with \$0.25/square foot for property insurance. This puts the insurance coverage somewhere between \$20K and \$70K between years 1 through 5 with scale up over time as AAHS grows.

Attachments

Section 31: Financial Plan

31.1	AAHS Budget Narrative	MORRIS, RUBEN, 11/30/20 8:25 PM	PDF / 136.314 KB
31.2	AAHS Budget	MORRIS, RUBEN, 11/30/20 8:15 PM	XLSX / 264.457 KB
31.3	Attachment 32 Grant Award Letter	MORRIS, RUBEN, 11/30/20 6:16 AM	PDF / 288.195 KB
31.4	Attachment 32 Anticipated Funding Sources	MORRIS, RUBEN, 11/29/20 11:32 PM	PDF / 62.787 KB
31.5	Attachment 31 Cover Sheet	MORRIS, RUBEN, 11/29/20 11:01 PM	PDF / 52.423 KB

32. Financial Management Capacity

AAHS is considering participation in the New Schools for Alabama Back-office support service program for charter schools. NSFA has arranged an experienced team of best-in-class providers to ensure a range of expertise is available to AAHS and its other schools. These services ensure extensive operational and strategic capacity to support a strong financial management, accounting, and operational program as well as access to non-profit lenders, facilities advisors, etc. In addition, the school has a board of directors with financial, legal, and fundraising experience that gives the school strong functional expertise, as well as direct experience in managing and governing both for-profit and nonprofit organizations. The organization chart identifies a key leadership role for finance and operations and the outsourced strategy provides capacity to support that function at fractional levels that match the planned growth of the school. Outsourcing also provides functional expertise for non-instructional activities at a lower cost and with deeper capacity than can be obtained by hiring internally.

New Schools For Alabama provides access to both legal and accounting expertise through its technical assistance team and through relationships with other outsource providers, such as accountants, law firms, lenders, and facility advisors, and also food service and federal programs experts.

NSFA’s accounting partner is LBMC W Squared, a skilled outsourced provider with nearly twenty years of experience serving a wide range of clients including several charter schools in multiple states regionally.

NSFA’s food service partner is School Food Wellness Group, an experienced team of school food service professionals who support hundreds of charter schools and district schools across the U.S. NSFA’s federal programs support is led by Joslyn Reddick, a long-time former ALSDE employee who managed federal programs at the state level. She is also a former principal, teacher, and administrator and has supported charter schools in Georgia during their startup phase.

NSFA has multiple technology providers identified that will assist with device acquisition and deployment, ensuring a digital environment that is in compliance with the Child Internet Protection Act (CIPA), and are able to support the application and use of E-Rate technology funds for creation of a proper technology environment.

The objective of using the NSFA back office program is to ensure high quality services during the startup and growth phase of the school and to allow management to focus their time on staff, students, culture, and instructional practices.

Attachments

Section 32: Financial Management Capacity

– No Attachments –

EXISTING OPERATORS

33. Existing Operators

N/A

Attachments

Section 33: Existing Operators

33.1	Attachment 34	MORRIS, RUBEN, 11/30/20 8:51 PM	PDF / 53.272 KB
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