



Alternative Charter School
Serving 6th-12th Grade Students
Opening August 2022
Nampa, Idaho

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Executive Summary

Elevate Academy Nampa is a Career & Technical Education (CTE) school of choice, serving at-risk (under the state of Idaho's At-Risk qualifiers) students, 6th - 12th grade. Elevate Academy Nampa shares the key tenets of Community and Opportunity Driven, Career Technical, Beat the Odds for At Risk Youth, Integrated Purpose Driven Curriculum, and Mastery-Based Education that are empowering students at the first Elevate Academy in Caldwell founded by veteran educators Monica White and Matt Strong. This responsive approach to education meets the short-term needs of its target population, while providing students an educational opportunity that will meet their emotional and academic needs through a comprehensive approach to educating the whole child.

Elevate Academy Nampa will operate on a year-round model. Students at Elevate Academy Nampa will attend four days of traditionally scheduled school. The fifth day of the week will be dedicated to intervention for academically deficient students, enrichment for students that are on or above grade level, and extended CTE opportunities. Elevate Academy Nampa's primary goal is to ensure that every student has the capacity to lead their own life in a positive direction and graduate with a multitude of skills that lead to opportunities. Additionally, dual credit opportunities will be available. These opportunities compliment the mission of Elevate Academy Nampa and open more doors for its graduates.

As a CTE focused school, Jewels Carpenter and Phil Diplock, school leaders, interviewed business leaders throughout the community. During these interviews, common themes emerged: 1) students need to be able to read and comprehend technical manuals; 2) students need a strong work ethic and workplace readiness skills and understanding; and 3) students must be able to follow instructions and understand the importance of punctuality. Elevate Academy Nampa will embed these skills

throughout the curriculum and the instructional programming by focusing on the State's Workplace Readiness Standards and the industry specific State CTE Standards.

Through community partnerships and an innovative approach to hiring CTE teachers, Elevate Academy Nampa intends to offer multiple CTE industry certifications. This ensures multiple career options for graduates. CTE areas of study that will be offered include: 1) Health Professions 2) Residential Construction 3) Culinary Arts 4) Agricultural Mechanics 5) Business and Marketing 6) Public Safety 7) Welding/Manufacturing 8) Computer Programming/Networking. These industries were chosen based on the current economic needs of the local community, conversations with State CTE Program Managers and through interviews with industry leaders that will employ the next generation workforce.

Elevate Academy Nampa, as part of the Elevate Academy Inc., has partnered with expert researchers to review accountability data and measurements for alternative career technical schools serving at-risk youth. In the first year and a half of operations Elevate Academy's flagship school in Caldwell Idaho proved successful financially, academically and parents and students were highly satisfied with the performance of the school.

Research will continue to ensure that Elevate Academy Nampa students from diverse backgrounds have opportunities and resources needed to inspire hope, learning, and competency in necessary skills, knowledge, and characteristics that will help them live life to its fullest. Elevate Academy Nampa administration will equip teachers and the school with accountability measures that reflect the true nature of the work being done within the school setting.

Mission Statement

Elevate Academy Nampa is a 6th-12th learning environment committed to serving at-risk students. Through purposeful instruction students will take responsibility for leading their own lives and studying a career track that may include vocational and college paths or a combination thereof. By owning their educational pathway, students will become contributing members of their community and local economy upon graduation.

Vision

Community focused, relevant, personalized education for all.

Core Values

Elevate Academy Inc. has identified six core values that drive all of the decision making, data collection and operational decisions for Elevate Academy Nampa. They include:

Beat The Odds: We believe in finding a way for every student that meets the at-risk criteria and is disenfranchised in the traditional school model.

Integrated Purpose Driven Curriculum: We believe students should not have to learn information in isolation. All learning will come with a purpose behind it, an explanation of why we are learning it, and content standards are crosswalked with the careers they are studying. We provide purpose and the 'why' behind everything we teach.

Career Technical Education Focus: We believe every kid has a genius within them, however the genius is often not realized in a traditional classroom. Elevate Academy Nampa is committed to offer opportunities for students to find that genius. CTE courses that align with local industry not only are a vehicle for a student to find their passion, but also a vehicle for the student to be employable upon graduation.

Mastery Based Personalized Education: We believe that every student should have the opportunity to learn content at a pace that makes sense to them. We believe that taking ownership of your education is paramount to being successful in school, and as an adult. Education at Elevate Academy Nampa is offered so students can master out of content they already know, focus on skills they are learning, and learn to lead their own life when doing so.

Opportunity Driven Focus: We believe in a system that seeks out, creates, and provides opportunities for students that traditionally do not get those opportunities. In all of life, we don't know what we don't know. Elevate Academy Nampa values creating systems that allow students to explore outside of their comfort zone, try new things, practice vulnerability, and gain experience beyond the traditional education.

Community Driven Education: We believe we are educating the future workforce, and community members in the communities we serve. We believe that the Community must be a driving force in planning, sustaining, and informing what is needed in the workforce as well as what is needed to develop a strong generation of citizens.

Educational Philosophy

Elevate Academy Nampa is founded on the belief that students from all backgrounds deserve the opportunity to engage in an educational program that is meaningful to them, and that provides a direction and sense of purpose for their future.

At-risk students are generally lacking the dispositional skills necessary for making good life choices. This makes it difficult for them to advocate for themselves and their future. At-risk students traditionally have reached a point in their academic careers where they chose to close the door to their own opportunities and successes. Once a

student chooses this path, they are no longer on a trajectory to becoming a contributing member of their community. Once a student becomes a dropout, odds are they will become a burden to themselves and to the larger society. School dropouts cost the national economy more than \$150 billion annually, and they qualify for fewer than 10% of all jobs (Barnes, 2015). Nampa School District currently has a graduation rate of 82% (Public School Review, 2020). This leaves a large population in Canyon County that does not have the skills or education necessary to become contributing members of their community.

Elevate Academy Nampa believes that the more students have the opportunity to engage in school and activities that inspire them, the more likely they are to develop good habits; and dispositions that will lead to success in the workforce as well as keep students structured and on a path towards success. Because of this, Elevate Academy Nampa has developed a year-round calendar that utilizes summer school finances from the Idaho State Department of Education. This allows the students to have more time and opportunity throughout the school year to master core academic standards and CTE knowledge and skills. This time will also allow students to receive additional intervention support to close learning gaps.

Knowing there is a deficit of skilled workers in Nampa and the high costs to society of school drop-outs, Elevate Academy Nampa believes there are ways to inspire students with a second or even a third chance. We know how to provide these young people with the opportunity to train academically and technically; and to help them develop the skills and dispositions necessary to become contributing members of their communities. For too many, second chances are hard to come by, and if you make mistakes as a young person getting back on track is overwhelming. Elevate Academy Nampa believes that past circumstances and mistakes should not narrow the opportunity of youth to engage in a meaningful education once they make the conscious decision to Elevate.

As a result of the many barriers an at-risk student faces in life, there are multiple considerations that must be made to ensure he or she receives the services and education that will put the student on track to becoming a successful, contributing member of society. Research tells us that students at risk of not finishing high school can be identified as early as third-grade (Hoff, Olson, & Reece, 2015). Dropping out of high school is often viewed as a one-time event. Dropping out, however, is in fact a culmination of events.

Disengaged students show a dislike for school at a young age. They find it boring and not relevant to their needs. They display low achievement, poor grades, and academic failure. Young students experiencing these factors in turn engage in behaviors that increase the likelihood of becoming a drop-out. They face academic suspensions for behavioral problems, chronic absenteeism, and an overall disengagement with school. This disengagement comes at a time when a student has lost faith and trust in the adults in his or her life. We commonly see this occur in the middle school grades. As a sixth-grade student, the indicators of becoming a

high-school dropout are clear to thoughtful observers. The following indicators in the sixth-grade are indicative of a lower graduation rate: failing Mathematics, failing English, attending grade six less than 80% of the minimum required time, and receiving a poor final behavior grade in a course (Education, 2011).

As educators, if we know the indicators, we can anticipate the causes of the behaviors that alert us to the indicators. We must take a proactive approach to ensuring that all students have access to choices in their education that are meaningful to them, and provide a path to becoming a contributing member of society that can lead their own life with purpose and passion. Through its intervention structures, Elevate Academy Nampa will teach a student math and reading, but at the same time educate the student how to take control of their decisions, how to live life from a responsible perspective versus a victim perspective, how to find purpose in their education, and engage even when it isn't 'fun'.

At-risk students have lost their ability to trust. They do not trust the system, they do not trust the adults around them, and they do not trust themselves. As trust is lost, the cognitive abilities of hope have been dismantled within the student. Snyder, Irving & Anderson (1991, as cited in Snyder, 2000, p.8) define hope as *"a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways (planning to meet goals)."* Hope is broken down into four categories: 1) goals, 2) pathway thoughts, 3) agency thoughts, and 4) barriers.

Goals are the ability for a student to be able to have clear direction and an endpoint for their thinking. Pathway thoughts are routes students take to achieve desired goals. Agency thoughts refer to the motivation students must undertake to achieve their goals. Barriers are any one or more things that block the attainment of student goals and their efforts to give up or use their pathway thoughts to create new routes.

In schools and society today, we often see the teaching of mindset and grit. For a student that has hope embedded in their personal cognitive makeup, mindset and grit are valuable tools needed to overcome the barriers that are discussed in the Hope Theory. However, if a student lacks hope overall, a traditional school setting that does not cater to helping students develop a capacity for rebuilding a framework of hope, will continue to lose the battle of academics.

To restore hope to a student we must intervene early and purposefully. The first step in intervention ensures that a student feels safe and has hope for a better future. We ignite hope in a student by establishing trust and educating the young person in the cognitive processes that are involved for them to move from a victim of their circumstance to a person that has the tools and resources to take responsibility for themselves and their future. While re-establishing the cognitive function of hope, we can expose students to a rigorous curriculum that meets them where they are and connects them to where they should be. By using the strategies employed through the Hope

Theory, students will be guided to set goals. This creates agency pathways and thoughts to ensure success in their academics. Once students clearly understand agency and pathway thoughts, they will have increased their cognitive awareness of the effects of a growth mindset and will better understand the benefits of grit.

The next step in intervention includes increasing a student's awareness of their metacognitive makeup and introducing them to the strategies that meet the needs of their personal learning. One of the discrepancies that are often seen in at-risk students is their personal lack of understanding about how they learn. By intentionally teaching students metacognitive strategies and helping students employ these strategies students improve academically. Meta-cognitive instruction on reading comprehension has a reported effect size $d = 0.71$ (Hattie, 2009). Hattie writes, "The effect size of 0.04 sets a level where the effects of innovation enhance achievement in such a way that we can notice real-world differences, and this should be a benchmark of such real-world change" (Hattie, 2009). Understanding this relationship allows us to understand that intentionally teaching meta-cognition will lead to real world changes in a student's equation.

At the core of all learning within a school, is the relationship between the teacher and the student. For a student to learn in the most efficient way, the teacher must establish an environment of care, trust, cooperation, and respect. These conditions are necessary to promote a classroom where error is not only tolerated, but is welcomed. For students to learn best, teachers must establish and build relationships of growth, trust, and rigor. These relationships must include a sense of students knowing that the teacher is passionate about their success and will push them to their cognitive boundaries and beyond.

A school that is designed for students to embrace the cycle of learning, embrace being in cognitive conflict, and embrace the challenges that they are met with daily is where learning best occurs. As educators, it is our duty to foster resilience and build the collective efficacy of each individual student by meeting them where they are and expecting them to reach new heights.

Student Achievement Standards

In developing student outcomes, the Elevate Academy founders researched CTE industry standards, and national norms for at-risk youth in math and reading, and consulted with leading education expert Jody Ernst, board member for the National at Risk Policy Forum to determine measures that aligned with the mission of Elevate Academy Nampa. Measures are strong predictors of a student's ability to become successful in the workforce or college upon graduation. Careful consideration has been taken to ensure that the goals of Elevate Academy Nampa are balanced, relevant, and in-line with the mission of Elevate Academy Nampa.

Elevate Academy Nampa intends to measure the most important elements of their program with the intent of showing that students, when given the right environment

and meaningful instruction, are successful. Elevate Academy Nampa believes that students must be assessed on a regular basis. The assessments must be quick and used to inform their day to day instruction. Elevate Academy Nampa will utilize Renaissance Learning Star Math and Reading assessments as a benchmark measure for all students. Students will meet and exceed typical growth goals for at-risk youth. This data has been compiled by Jody Ernst with Momentum Strategy and Research out of Colorado, using data gathered from alternative schools nationwide. Due to the at-risk specific nature of this research, using STAR data, it is in the best interest of alternative school students to have measures to compare themselves with on a national level. In the first year of operation Elevate Academy in Caldwell outpaced at-risk schools growth data when compared to national growth averages (See Appendix F6). Additionally, Elevate Academy Nampa will measure teacher and student satisfaction, graduation rates, industry certification passage rates, credit completion, and moving students to being on track to graduate.

Student Success Metrics	
We look at a small set of key performance indicators to determine if our schools are performing at the high levels we are committed to.	
Measure	Goal
Credit completion rate	90% of credits attempted meet proficiency mark.
On track to graduate	80% of students not on track will be on track the following year.
Attendance Rate	90%
5 Year Graduation Cohort	80%
Industry certification	Exceed State passage rate in each area.
STAR Reading & Math	Each grade level will average a minimum of 1 year growth in Math and Reading.

Instructional Practices and Curriculum

Key Design Elements

Elevate Academy Inc. Board approved Key Design Elements include:

1. Elevate Academy Nampa will serve at-risk students.
2. Elevate Academy Nampa will offer multiple pathways that focus on skill attainment.
3. Elevate Academy Nampa will operate on a year-round calendar.

4. Elevate Academy Nampa will focus on personal development of each student through a focused curriculum.

Academic Model

Learning at Elevate Academy Nampa will be designed around intentional scaffolding, moving from surface to deep knowledge based on an adaptation of the *Structure of Observed Outcomes* (SOLO taxonomy). “In this model, there are four levels, termed as ‘uni-structural,’ ‘multi-structural,’ ‘relational,’ and ‘extended abstract’ – which simply means ‘an idea,’ ‘many ideas,’ ‘relating ideas,’ and ‘extending ideas,’ respectively.” (Hattie, *Visible Learning for Teachers*, 2012)

At-risk students traditionally lack the surface level knowledge necessary to be successful in meeting higher level competencies. The use of the SOLO taxonomy enables teachers to activate students’ knowledge in a manner that is not overwhelming; and connects them to deeper learning at a more rapid pace. Students will move through learning progressions defined by anchor standards with the learning occurring in four stages. With the final stage leading students to apply their knowledge to real world problems and/or projects.

The adaptation of SOLO taxonomy has been transformed into the Elevate Academy Learning Hook (Appendix F5). The Elevate Academy Learning Hook is an academic and psychological framework that enhances engagement and guides the at-risk student to understanding and owning their academic pathway. The Elevate Academy Learning Hook has six distinct components that are relevant to higher levels of learning. Four of the components are a direct relation to the SOLO taxonomy. The other two components are psychological strategies that help students understand the purpose behind the work they are doing and embrace the cognitive struggle that occurs when true learning is happening.

Four Phases of Learning

The first phase of learning is to get a clear understanding and knowledge of the academic and subject language that is being used within the standards. This is referred to as the *Define/Identify* phase of learning. Students in this phase will know success when they can clearly make sense of words that are important to deeper learning as they progress through the stages of learning.

The second phase of learning is *Do/Create*. Once the students possess basic knowledge they will work on projects to create or do something with the knowledge. Students in this phase have the opportunity to use their thinking and make connections to their surface level learning. All of this happens with the end in mind. Ultimately

students will be working to create something that can display their knowledge of the anchor standard.

Once a student has created something, the true test of any knowledge is can they demonstrate their learning. During the third phase, *Communicate*, students will have success criteria that includes displaying and educating others on their work. If a student cannot articulate the learning, they have not learned it. The system focuses on students being able to clearly speak to their thinking.

The final phase of the adapted taxonomy is for students to *Apply* their knowledge to content and or activities outside of the subject they are learning. Students will also identify how the application phase of the learning will align with the WHY (1st phase of psychology of learning).

Psychology of Learning

In *Start With WHY*, Simon Sinek shows us that everyone finds their purpose and meaning in ‘why.’ (Sinek, 2009) Often in schools, countless activities are assigned to students every day and students either want to know why they must do the assignment or why they are being asked to learn something. At Elevate Academy Nampa the aim is that every classroom will be a purpose driven classroom where students will understand the ‘why,’ and the purpose behind the learning and activities. Therefore, with every anchor standard, there will be a ‘why’ attached to it. As students begin the learning process they will work to create their personal ‘why’ behind each lesson. This process is essential to students taking ownership of their learning. The final connection is that the ‘why’ must be directly attached to the apply phase of the learning progressions.

“The mind develops in response to challenge or disequilibrium, so any intervention must provide some *cognitive conflict*.” (Hattie, Visible Learning for Teachers, 2012) Understanding cognitive conflict and its importance to learning is the second psychological component of the program. However, cognitive conflict can’t be taught in a silo. In order to embrace cognitive conflict, students must understand the difference between a fixed and a growth mindset. At-risk students are commonly disengaged because of their fixed mindset. Carol Dweck defines a fixed mindset as “intelligence is thought of as set in stone at birth.” (Kaufman, 2013)

When students enter school with a fixed mindset they are firm in their belief that intelligence is static and that they do not have any control over it. Students believe that people were either born to be smart, or they were born to be dumb. To not appear “stupid” in front of their peers, students will behave in a disengaging manner. It is much easier for students to disrupt class, quit and rush through work than it is to simply ask for help. With the intentional teaching of the concept of cognitive conflict students begin to embrace the struggle of learning. Students are taught how dendrites form, and that the act of learning new material causes your brain to change and adapt. Understanding that this is a difficult process, helps students towards embracing a growth mindset and embracing the struggle that we call cognitive conflict.

As students move through the learning progressions they are made aware that they will dip into cognitive conflict. This process is natural for everyone and if embraced will lead to successes in student learning. The final barrier to embracing cognitive conflict and working on moving to a growth mindset is the willingness to become vulnerable. Brene Brown defines vulnerability as “uncertainty, risk, and emotional exposure.” (Schawbel, 2013) For a student that has come to the time in life where they are considered at-risk, vulnerability requires a culture that fosters trust and hope for it to thrive. When you take a risk in a class you are leaning into a vulnerable state. When we look deeper into why students lack the ability to be vulnerable in the classroom and have a classic fear of failure we understand that in many cases, hope is lost.

“Snyder, Irving and Anderson define hope as a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways (planning to meet goals.” (Hanson, 2009) The word hope, is derived from hōpa. Hōpa is defined as “confidence in the future.” (Online Etymology Dictionary, n.d.) A deeper look into the etymology of hope leads us to understand that the word originates from the notion of “trust, confidence.” (Online Etymology Dictionary, n.d.)

Since hope is considered a cognitive function of positive psychology, it has to be a focus in schools. This is to ensure that education creates an opportunity to have confidence in the school so that students are able to be vulnerable as they design pathways to learning. Students that understand hope, begin to trust again, and work in an environment that fosters vulnerability as a superhighway to learning will naturally gravitate towards a growth mindset and embrace cognitive conflict.

To break these barriers to learning, a school must develop a culture that fosters failure as a road to success while teaching students to embrace vulnerability, creating a level of trust in all students that will restore hope, and designing authentic learning experiences that engage students in cognitive conflict. Once those barriers are broken, a student’s learning potential becomes exponential.

Three main focuses of Education must include literacy, mathematics, and workforce readiness. When interviewing business leaders, the main question asked was ‘what do you need employees to know to be successful in your environment?’. The common themes included reading, comprehending, and executing instructions from basic instructional manuals. Understanding mathematics that are involved in their everyday technical skilled positions and the ability to take instruction, be punctual, and reliable.

Literacy: Elevate Academy Nampa will focus heavily on technical literacy. Students will focus on technical reading and writing as it pertains to the workforce and industry needs. “Research has shown that one of the best ways to help students gain literacy skills is to motivate them with content related to their interests.” (Hyslop, 2010) As students work through the integrated curricular approach, which is based on industry standards, student work will align with their interests and future goals.

Another point of interest in literacy at Elevate Academy Nampa is the focus on rigorous opportunities that meet the needs of industry. Currently, the reading levels required for high school are significantly lower than the reading that is required for entry level occupations. According to the *Reading Skills and Readiness Gap* report, “Occupational reading is changing with time and high school graduates have to be prepared to read any and all nature of texts while on the job.” (Daggett, 2014) *Reading Skills and Readiness Gap* shows us that entry level occupational jobs require a reading level between Lexile 1170 to 1424. Common Core state standards for English Language Arts has a Lexile requirement of 960-1220 and high school textbooks are written at the lower limit of the 11th grade common core band (Daggett, 2014).

Technical reading and writing will be a catalyst for the curriculum at Elevate Academy Nampa. We know and understand that when students are interested in the material they study, buy in and engagement is higher. We also know that we are working with students that are behind academically. Technical reading and writing as it relates to a student’s chosen field will be a top priority in the academic curriculum that a student receives.

Mathematics: Career Technical Education (CTE) courses rely heavily on mathematics. Elevate Academy’s system integrates industry requirements and standards into all of their CTE programs. Students will learn mathematics in the CTE lab as well as in the classroom. Teachers from industry and academics work together to create meaningful learning experiences that directly tie industry needs in mathematics to classroom experiences and lessons. Teachers have access to best practice research for Math and CTE. The Math in the CTE Pedagogic Framework will be a guide to ensuring that students have the scaffolded learning experience that aligns with the SOLO taxonomy developed for our at-risk youth. Students will meet the Idaho core for graduation by completing Algebra 1 and Geometry. Skills learned in Algebra and Geometry are taught in conjunction with CTE programs, and direct application of math skills, when appropriate, in each CTE course.

Workplace Readiness: The culture of Elevate Academy Nampa and the expectations in academic areas and in the classroom, will be based on the Workplace Readiness Standards (2016). During their research, Jewels Carpenter and Phil Diplock found a resounding theme among all employers across the valley. The theme was, many young people don’t know how to work, and don’t understand what work ethic is. Examples shared include: abuse of cell phones during work, not showing up on time to work, and not embracing or understanding that you have to be present, engaged and accountable to your employer. It is the goal of Elevate Academy Nampa to instill in each student the importance of being a good employee and ensuring that all students have employability skills. All students enrolled at Elevate Academy Nampa will be expected to maintain behaviors that are in agreement with the workplace readiness skills. Skills that will be emphasized will include, attendance and punctuality, people skills, collaboration, and communication. Elevate Academy Nampa will operate on a traditional schedule for four days for all students, with the fifth day designed for students that need to make up time, receive academic interventions and/or get ahead on their

Career Technical projects and/or their academics. Elevate Academy Nampa will be open with breakfast and lunch and bussing available for students five days a week. The benefits of the four-day schedule, with the fifth day being designed for other opportunities, allows teachers and students to participate in the following activities on Friday: small group interventions for struggling students or extended Career & Technical Education time for students to master their craft. Fridays will also be used for the integration of special programs for students through local partnerships. Examples of these opportunities include: drivers training, financial literacy acquisition through local financial institutions, swimming lessons at the Nampa Recreation Center, cooking skills, and job shadowing opportunities. As students move into their junior and senior year of high school, Fridays will also be invaluable for bringing industry into the school for new/special projects, field trips to local industry and other CTE programs, industry simulations, peer collaboration/mentorships, community service, leadership skill training through Career & Technical Student Organizations (CTSO's), local, state and national competitions, and internship opportunities. This will allow students to work alongside industry professionals and their local high school peers outside of the school.

Elevate Academy Nampa will crosswalk Content Area CTE standards, Workforce readiness focus standards, and Deep Learning Competencies focus for every unit (See Appendix F7). Digital Content through Google Classroom will be developed by a curriculum writer during Elevate Academy's building year. Each student will have a digital file that tracks mastery of each standard in Math, ELA, and Science. As students progress into specialized areas in their high school years, the math and technical writing that they are using will become a more focused part of their studies. However, students will also be responsible for and be exposed to all standards required for graduation.

Middle School Students

Students in grades 6-8 will also have access to digital content and workflow within Elevate Academy Nampa's Learning Management System to begin their learning portfolios and establish their learning plans. In addition, middle school students will utilize the *Power 100* curriculum, to support them in their social emotional skills and introduce them to essential work and life skills. Students in grades 6-8 will utilize the *Power 100* curriculum with additional resources to enhance a student's self efficacy. This curriculum was designed by Elevate Academy Caldwell founder, Monica White in collaboration with teachers, administrators, students and professional life coach, Brett Williams. The curriculum focuses on reinforcing and rewiring behaviors that have led to students being at risk. The *Power 100* curriculum was implemented as an intervention for at risk youth and studied by Dr. Heather Williams at Boise State University (Appendix F7). Traditionally students that meet the at-risk criteria have not had the opportunity to build the personal dispositional skills that are needed to transform into a 21st century work and life skills.

Students will loop through four pillars of resiliency training. The first pillar is Hope Restoration. Hope Restoration is guided by Hope Theory and understanding that hope

is an essential cognitive behavior that is necessary to excel in life and learning. In Hope Restoration training students are assessed on their optimistic behaviors, and their ability to believe in themselves. The second pillar is Cognitive Conflict. Beyond learning about the physiology of brain development in the learning process, students will also be challenged in, and assessed on, their ability to adapt to different situations, and their ability to problem solve in and out of the academic setting. The third pillar is Social Responsibility. In Social Responsibility students will be assessed on self-control. This focus will be primarily an inward focus that relates to one's self. Students will work on emotional awareness and empathy training as well as social support. Both extensions of the Social Responsibility pillar are grounded in civics education, and understanding the world beyond ourselves.

Students in grades 6-8 will attend exploratory units that expose them to careers that they can train for once they enter high school. Students will work in a personalized, learning structure designed with visible learning research to accelerate their academics while emphasizing the skills that are aligned with their career path that they will need to be successful once they reach the high school level.

Students in grades 6-8 will maintain the same teacher in Math, English Language Arts, Science and Social Studies for up to three consecutive years depending on when they enroll in Elevate Academy Nampa. This consistency allows teachers to understand the vertical alignment of the curriculum, finite details on each student's learning progress, and appropriate next steps. This will increase learning time by eliminating the need for restart and closure that is necessary in the classroom each academic year. After the first part of sixth grade, teachers and students will be familiar with each other. They will understand routines, classroom expectations, and will establish ongoing relationships that are imperative for the success of at-risk students. This will benefit students from a social emotional lens as well as an academic lens. Thus, ensuring students are on a path to high school success.

Middle School students will start their day in a homeroom setting where they will engage in the *Power 100* curriculum that will set them on a path for success in class and in the classroom. In addition to the *Power 100* curriculum, during the morning block of instruction, students will assess where they are in meeting their goals, and review their learning schedule for the day.

Students will then move to their POD for Core Subject time. During this time, each student will be scheduled with the guidance and mentoring of their teacher to best utilize their time. Students will be assigned to lecture style learning, independent work, or small group instruction during this two-hour block. Each of these options will be tailored to what the students need each day and it will be pre-scheduled from the evaluation of the students' progress the day before.

During the third block of the day, students will move to their exploratory classes. Students will participate in each exploratory class for 1/8th of the school year. During exploratory classes, students will focus on a specific industry. Student's core instruction

from each block will be aligned with the industry that students are studying during their exploratory block.

Students will have a period of time for lunch and Physical Education. Students will then return to their POD for another block of core learning. Students will check in and review their progress from their morning block and continue to work towards their personalized goals.

Students will end the day in their homeroom with a review of the Power 100 lessons for the day, tracking their goals and setting their schedule for the next day. Teachers will ensure that students are making adequate progress, and assign students to particular lectures, or small group work for the following day to help students maximize their learning time.

Students will be placed with a team of three personalized learning teachers. The teachers will roll with the students from 7-8 grade. Sixth grade students will work in more of an elementary setting with two core teachers. Students will study Math, English Language Arts, Science and Social Studies in an integrated approach using problem-based learning that is aligned with career technical application and the *Power 100 curriculum* (See Appendix F8). Students will spend equal time in 6-8th grade learning and exploring each Career Technical Opportunity that is offered at Elevate Academy Nampa. When a student graduates from the 8th grade in addition to finding their interests, they will also have several life skills they would not have in a traditional setting. Each student will have competencies in cooking, basic construction, welding, public safety, CPR, and first aid. For many students this is also a catalyst for a successful life.

High School Students

Elevate Academy Nampa is an alternative Career Technical Education high school that aims to meet all enrolled at-risk students where they are in their learning. Elevate Academy Nampa has designed a three-option program that offers students, regardless of their situation, the opportunity to become skilled workers. A primary goal of Elevate Academy Nampa is to increase the skilled workforce in Nampa and throughout the greater Treasure Valley by providing students the opportunities they need to take advantage of the chances they are offered.

The three options available to students at Elevate Academy Nampa will be the Summit, Peak, and Crest programs. Each program is designed to ensure that students leave with sufficient skills to become contributing members of the workforce. Each program will ensure that students leave with industry certification as well as workforce readiness training. Knowing that students will enter Elevate Academy Nampa with varying levels of education, and experience it is important that each program has realistic rigor that is attainable for students regardless of their situation. Therefore, each program is based on the time available for students to complete a program as well as age appropriate opportunities for each student. It is also important to note that entry into each program is flexible. For example, if a student enters the Peak or Crest

program and discovers they are progressing through their content and their industry certifications, it is the goal of Elevate Academy Nampa to transfer students into the Summit program in an effort to be on track to earn a full diploma. The goal of the tiered program is to ensure that students have educational opportunities available for them, meet each student where they are on their educational journey, and work with each student to ensure that they are getting the best possible opportunity to graduate with a diploma based on their engagement or re-engagement in their educational journey. The goal is that every student graduates with a diploma and multiple industry certifications. All classes assigned at Elevate Academy Nampa will be aligned with ISEE codes that meet state requirements towards graduation. The tiered programs are designed to re-engage students into school and provide a platform that is manageable for each student to obtain success. If a student enters Elevate Academy Nampa and is severely deficient in credits, Elevate Academy Nampa will work with that student and develop a plan with a timeline that will earn the student a diploma. If a student dis-engages in school and or ages out of school, Elevate will work with students and outside organizations to help the student minimally earn their GED. Although the programming for GED is not available at Elevate, and classes specific to GED prep will not be offered, the courses and curriculum taken during their time in the Peak and Crest programs will be rigorous enough that students will be prepared to pass their GED. Students will also have worked toward earning industry certifications to ensure a high quality education for disenfranchised youth.

The **Summit** Program is designed for students that enter Elevate Academy Nampa and are on track to graduate within 5 years of their high school origination date. Students that complete the Summit Program will graduate from Elevate Academy Nampa having met all State of Idaho Graduation requirements. Students will also demonstrate proficiency in the following Deep Learning Competencies: critical thinking, creativity, collaboration, and communication. Students in the Summit Program will demonstrate proficiency in Workforce Readiness Standards, as demonstrated by the Workforce Readiness Exam. Each student has the opportunity to earn a minimum of two industry certifications in their chosen fields of study. Students in the Summit program will be required to earn 46 credits to graduate with a diploma. Students will meet the State of Idaho's credit requirements. In addition to required courses, students will receive their elective credits through participation in their CTE course work. Students in the Summit Program will work in pods. Each pod will have four teachers. Students will complete coursework using an integrated approach based on themes that align with workforce readiness standards. Each workforce readiness standard is designed as the anchor and projects are crafted to incorporate core content in a problem-based structure where students use the knowledge to solve problems that relate to the history and the science behind the industry, as well as the technical skills in math and English language arts that are necessary for a student to become a contributing member of the workforce.

All lessons will be focused on meeting the Deep Learning Competencies (Fullan, Quinn, and McEachen, 2018) of communication, collaboration, critical thinking, and creativity. As part of zero-year development, Elevate Academy Nampa has engaged

with curriculum writers to continue the development of the integrated curricular approach that aligns CTE and Idaho Content Standards. Students will work in their POD for the duration of each school day with the exception of their scheduled shifts for their industry training and physical education. During their structured POD time, Students will personally design and schedule their day, with the coaching and mentoring of their instructors and with the consideration of their CTE program shift and physical education time. Pods will be divided so that 9th and 10th grade will be in one learning pod, and 11th and 12th grade students in the other learning pod. Learning will occur in a structured environment with ample support for struggling learners, however, it will allow for students to work at a personal pace to achieve their learning goals. The nature of the pod allows students to schedule their whole group instruction and their individual needs for intervention based on their industry focus. Inspiration for this model comes from the Summit Learning platform, observation in the Summit classrooms at Kuna Middle school, and conversations with Melissa Sweezy, who utilized Leap Learning Innovations in the Chicago area. During our building year, a curriculum coordinator will be hired to ensure proper development and deployment of the POD system.

Students in the Summit program will meet daily in their homeroom as school starts. During this time, they will do their Power 100 lessons, review their learning schedule and their goals for the day. Students will be enrolled in a minimum of two core classes each block. Those classes will be the focus of their POD time. Throughout the day, students will schedule their shifts for their industry training and work. Students will leave the POD for their industry work and possibly a physical education class each day.

The **Peak** Program is designed for students that enter Elevate Academy Nampa with insufficient credits to complete the requirements of the Summit Program within five-years of their high school origination date, and or before they are age 21. Students enrolled in the Peak Program will demonstrate proficiency in Workforce Readiness and earn a minimum of one industry certificate. Students in the Peak Program will be given a realistic second chance. Too often when a student falls too far behind there is not a solution for them in the traditional school setting. The Peak Program will offer a second chance that is realistic and attainable for students who are ready to engage in a program that will lead them on a path to successful learning. Students entering the Peak Program will enroll in courses that focus on understanding and molding their life after attaining workforce readiness skills. Students in the Peak program will be placed in their age appropriate pods to engage in their personalized academic learning. This will occur during the traditional school day. Students will have a similar schedule to students in the Summit program. However, their academic time will focus on the four areas of study to assist students in passage of the GED program while, at the same time, making progress towards credits that can earn them a diploma. Students will be placed in credit bearing courses for this work in the hopes that they rekindle their love for school and choose to continue work towards a traditional high school diploma.

Students will prepare to pass the workforce readiness test. This preparation will occur throughout their work in their chosen technical career. Students will have the option to attend school during the school day, and/or in collaboration with high school

classes when available. Courses will be taken on the individualized learning platform in their grade appropriate pod. For example, a 17 year old student that has freshman credits will take their courses with juniors, or like age students. However, when they are learning new content that is specific to them, live instruction will be available at their instructional level. While students tackle their academic courses, they will choose a CTE program of focus and work towards certification. Within two years, a student will be prepared to sit for an industry certification exam, and be prepared to commit to moving to the Summit program. Peak is designed for credit deficient students that want to re-enroll in school. For example, if a student enrolled in high school in the fall of 2022 and only earned six credits, by the fall of 2024 they need to earn 40 additional credits by June of 2026. Using the alternative school accountability framework, it is highly possible that students will have access to earn those additional credits and become a 5th or 6th year graduate. Once a student enrolls in the Peak program, finds their passion in the trades, and understands the value of education they will have the opportunity to reintegrate into the Summit program. Elevate Academy Nampa will work with each student on an individual basis to push them, within limits, to reach their full potential and not close a door to any student that is working to achieve.

Crest: The Crest program is designed for students that enter Elevate Academy Nampa later in their high school career after several years of being out of school. Crest Program students will demonstrate proficiency in Workforce Readiness, earn one industry certification, and receive basic reading and math intervention to ensure they have the basic skills necessary for success in their chosen industry. Crest will be staffed by flexing the time of the CTE industry teachers and partnering with local post-secondary institutions for continued education. The Crest Program is designed for students over the age of 17 that are seriously deficient in earning credits towards graduation from high school. This program is designed to give students the opportunity to earn an industry certification, and to ensure that students understand the demands of the workforce and the importance of being a good employee that an employer can count on. Crest students will attend industry specific classes beginning at 3:15 pm and have access to Elevate Academy's personalized learning platform which is supported by live teachers in the evening. Elevate Academy Nampa faculty and staff will work with Treasure Valley Community College to create a faculty plan that meets the needs of students in the Crest program for both CTE courses and for core content courses. Crest students will enroll in reading and math classes based on their current levels of reading and math skills. These classes will be taught by certified teachers and will be high school credit bearing courses.

Reading and Math instruction will be provided for students using Elevate Academy Nampa's Learning Management System supported by in-person instruction, as needed. In-Person Instruction will be available throughout the day and full blocks of time on Fridays. Students will have availability to Elevate Academy Nampa's Learning Management System outside of the school day to progress through their content at a more rapid pace. This allows students the opportunity to get back on a path toward full

graduation. Students will be placed in classes equivalent to the level of instruction based on how they test when they start the program. Students will work with a teacher to set goals in relationship to their learning. These goals are designed to set them on a trajectory towards acquiring the reading and math skills needed to be successful in the workplace. These classes will take place in the evenings, on a personalized learning platform with instructors available throughout the week. Academic training will be based on the needs of the industry for mathematics and will ensure students have reading skills that are needed to be successful in their field of study. Students will leave Elevate Academy Nampa, knowing their current academic level, and the areas they need to work on to ensure future success.

Career & Technical Education

Eight Career & Technical Education programs will be offered when operating at capacity with the option to expand as demand indicates (See Appendix F8). Full capacity will be reached in the 2024-2025 school year when Elevate Academy Nampa has full enrollment 6-12th grades. In year one of operation students will be exposed to career technical offerings and have the opportunity to take entry level courses that are related to their field of interest. In the second year of operation Elevate Academy Nampa students will have the opportunity to take the first-year courses in each technical pathway. In year three of operation Elevate Academy Nampa will have eight full functioning Career & Technical Education pathways offering the following programs of study; 1) Manufacturing/Welding; 2) Construction Management; 3) Computer Programming/Networking; 4) Public Safety; 5) Culinary; 6) Health Professions; 7) Business/Marketing; and 8) Agricultural Mechanics. Elevate Academy Nampa has intentionally developed a variety of service industry and production industry pathways so that students are exposed to a variety of opportunities.

As an alternative to traditional electives, all of Elevate Academy's electives will be offered through Career & Technical Education. Elevate Academy Nampa will have three years to fully phase in the Career & Technical Education programming. Although Elevate Academy Nampa intends to offer all eight programs initially, we will be offering exploratory and first year courses. In year two we will add an additional course, and in year three all CTE pathways will have become full CTE pathways with capstone classes and internship opportunities. Of the eight career pathways offered, four of them are very easy to implement and can be managed in a traditional classroom setting with minimal supplies and equipment. Those include: Public Safety, Health Professions, Computer Programming and Business. Starting these four programs would be similar to starting traditional electives such as an art class, a computer class, or a physical education class. In an effort to fully implement the other four pathways with fidelity Elevate Academy Nampa has worked with industry experts to ensure proper startup of the programs.

Over the past several months the Local Administrators of Elevate Academy Nampa have met with industry leaders and potential partners of industry to ensure that

the programs that will be offered at Elevate Academy Nampa will be of the highest quality and meet industry standards. Jewels Carpenter and Phil Diplock have extensive knowledge of both state and local CTE programs. Recently, they have visited with Idaho Career & Technical Education (ICTE) Program Managers to gain insight into recommended or new CTE Pathways that are necessary to meet our local industry needs.

Industry leaders throughout the Treasure Valley have engaged in conversations regarding the needs of each industry, best practices, and what type of education systems they would like to see that would have a positive impact on their industry. Many other industry partners have agreed to become a part of our technical advisory board that will advise the implementation and advancement of the Career & Technical Education programs at Elevate Academy. Our current industry advisors include; Rule Steel, R & M Steel, Capital Educators Credit Union (Cap Ed), The Sweet Spot Bakery, St. Alphonsus Medical Center, St. Luke's Medical Center, Norco, Wes Miller Construction, ZoRoCo Packaging/Manufacturing, Idaho Tractor, Inteframe, Canyon County Juvenile Probation, Nampa Police Department, and the Nampa Fire Department. Each industry will advise and have designated representatives that will serve on Elevate Academy's technical advisory committees.

Concerns associated with CTE programs include: staffing, cost, and safety. Elevate Academy Nampa leaders, and industry partners have started the process of recruiting talent that will ensure the students of Elevate Academy Nampa have a highly qualified instructor that understands the needs of students as well as the needs of the industry. All of the CTE course offerings at Elevate Academy Nampa are supported by Idaho CTE (ICTE) and Elevate Academy Nampa will apply in February of 2021 for state approval for all eight programs. Once Elevate Academy Nampa is recognized by Idaho CTE, state allocations will be made available and Elevate Academy Nampa will be eligible to apply for Federal Perkins grants to supplement programs. Instructors for Elevate Academy Nampa will be compensated from the state general fund. Startup costs for all CTE programs will be supplemented through grant support and donations from industry partners as well as incurred in our start up building budget. All instructors at Elevate Academy Nampa will follow industry protocol and safety measures as part of the curriculum and the day to day work within each program. Schools across the nation are offering similar courses. This type of programming and the safety concerns are not individual to Elevate Academy Nampa.

All CTE courses will be taught in a sequential manner starting in the sixth-grade with exploratory opportunities being a focus for sixth-grade students (See Appendix F8). Exploratory classes will be aligned to state content standards where students will be exposed to the content not only in a class that focuses on the CTE class, but is supported in the student's classwork as well. For example, a sixth-grade student will have their year divided into eight blocks for Math. The blocks will be aligned with their CTE exploratory time. In block one the students will be focusing on Manufacturing. During their math instruction, all of their mathematical concepts will be based on manufacturing concepts using math that is aligned to the application of their learning in

their manufacturing classes. This same process will be repeated throughout a student's middle school career within each CTE program. As students move closer to high school, they will begin the selection process to specialize their CTE learning path.

Plan for Serving All Students

Strategies for Effectively Serving Special Populations

Elevate Academy Nampa recognizes the individual learning quest of each student and supports the rights of each student in his or her journey. Elevate Academy Nampa will serve all students, this will include: English Language Learners (ELL), students with intellectual and physical disabilities, and Gifted and Talented Learners that meet the at-risk criteria as set forth by IDAPA code. Each student will receive equal access to educational opportunities; no student shall be excluded from Elevate Academy Nampa or referred to surrounding schools due to unique needs. Elevate Academy Nampa intends to hire a special education teacher dedicated to special education needs in its first year. Elevate Academy Nampa will implement best practice, research-based special education curriculum, and instructional material specific to each student's needs.

Elevate Academy Inc. Board of Directors will annually adopt the Idaho Special Education Manual with all subsequent revisions. Special education policies and procedures will be developed and implemented in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA), other federal laws, and Idaho state laws. The Idaho Special Education manual will also be used for identifying, evaluating, programming, developing Individual Education Plans (IEP), planning services, discipline, budgeting, and providing transportation for special needs students, as necessary.

Elevate Academy Nampa will plan and budget to hire a highly qualified special education teacher who meets Idaho state requirements. Elevate Academy Nampa will build physical facilities that are truly accessible to permit access to students with disabilities. All special education personnel will be selected, hired, trained, and in the classroom by the first day of the school year.

Elevate Academy Nampa will establish and put forth an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability and who may need special education, regardless of the severity of the disability. The Child Find system will similarly serve to increase public awareness of special education programs and to advise the public of the rights of students. This will be done through newsletters and emails sent home, available information on the school's website, registration materials, and throughout social media.

Elevate Academy Nampa will follow the three-step process as outlined in the Idaho Special Education Manual to determine whether a student requires special education services:

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation and documentation of the Child Find system.
2. Elevate Academy Nampa's Child Find system will publicize and ensure that staff and constituents are informed of the availability of special education services through information included in staff orientation, on the school's website, and in registration materials.
3. Elevate Academy Nampa will conduct a thorough and comprehensive evaluation for students referred to determine if the student qualifies for special education services under the Individuals with Disabilities Act. Elevate Academy Nampa will adhere to the guidelines and timelines outlined in the Individuals with Disabilities Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, an administrative representative, the student when appropriate and the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

Child Find

Elevate Academy Nampa will develop a referral process to RTI. The process will include meeting with teachers, administrators, and educational specialists to problem-solve for students identified as needing to go through the RTI process. The team will use a problem-solving process, which includes parental input, to plan accommodations and interventions within the general education classroom to ensure that referrals of students to be considered for special education evaluation are appropriate. Data will be used to evaluate the effectiveness of alternative strategies and interventions. The student's linguistic and cultural backgrounds will be considered in identifying needs and appropriate strategies. Following the problem-solving process, students suspected of having a disability will be referred to be considered for special education services.

Discipline

Elevate Academy Nampa will use evidence-based, restorative programming and curricula when working with students with disabilities who need supplemental or replacement curricula. Elevate Academy Nampa will follow the guidelines provided by the IDEA and Idaho Special Education Manual regarding the disciplining of a student protected under the IDEA. This will include the consideration of a Functional Behavior Assessment and subsequent Behavior Intervention Plan when the special-education multi-disciplinary team identifies that the behavior of the student impacts his or her learning or the learning of others. When the Behavior Intervention Plan is required, it will be developed with Positive Behavior Interventions and Supports. If the IEP team determines that such services are needed, they must be included in the IEP and must be implemented.

As part of the restorative programming, Elevate Academy Nampa is partnering with a third-party counseling service for mental wellness. All students, including students with disabilities, will have access to a full-time counselor for all student's mental health needs. Traditionally, a school counselor must focus on scheduling, testing, and college/career counseling. Rarely do they have the opportunity to focus on mental wellness. When working with an at-risk population, it is important to have supports in place that can work proactively to help a student be successful in the school setting when mental wellness is a barrier for that student.

Resources and Materials

Elevate Academy Nampa CTE teachers, and classroom teachers will consult with the special education department to ensure appropriate accommodations are made for all students. Materials provided may include virtual manipulatives such as VR welding machines, adapted core content materials, and software that provides a more accessible avenue for students to gain CTE and core content experiences. A portion of the Elevate budget will be allocated to ensure these needs are met.

Gifted and Talented

Elevate Academy Nampa will identify students possessing high-performing capabilities in specific academic, intellectual, leadership, creativity, and visual/performing arts talent areas pursuant to Idaho Code 33-2003. The identification in each area will be by a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, Elevate Academy Nampa will implement a modification of curriculum to provide a challenging educational experience.

English Language Learners

Elevate Academy Nampa will apply the federal definition of English Language Learner (ELLs) as defined by Title III and IX of the ESEA. The school will use a home-language survey upon the students' enrollment. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home

language other than English. Students for whom English is a second language will be assessed using the ELL placement test.

It is Elevate Academy Nampa's goal is to help students reach English proficiency in reading, writing, speaking, and listening. To accomplish this, English Language Learner students will take the ELL placement test upon registering, and parents will need to choose whether their child will participate in services. If the child enters the ELL program, an Educational Learning Plan (ELP) including curriculum, teaching strategies, academic goals, and assessment accommodations will be developed. The ELP will be overseen by teachers certified in bilingual education. Due to the personalized nature of Elevate Academy's academic programming, students will be supported across the curriculum. Elevate Academy's ELL students will use curriculum such as the Sheltered Instructional Observation Protocol and other ELL instructional approaches. Additional ELL services may be provided on site or contracted out, depending on need.

Relevant Curriculum Based Measures (CBM) and the Idaho English Language Proficiency Assessment will be used to monitor student growth. Students who meet state recommended levels of proficiency on the Idaho English Language Proficiency Assessment or other assessments will be exited from the ELL program. Additionally, the program will be evaluated based on collected data and trends. It will be revised as necessary. Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, and comparison with peers for student improvement; availability of resources; staff training; and viable sources of assistance. Researched based programs such as Reading Horizons among others will be used in conjunction with day to day instruction.

The following is the ELL program eligibility criteria:

- Registration forms given to every student will include the mandatory questions to identify possible ELL students.
- Administration from Elevate Academy Nampa will review the surveys and determine whether or not a student may be an ELL student.
- If the survey comes back indicating that a student may be an ELL, the student will be given an English language proficiency screener test within 30 days of registration or within two weeks of entry into the school. This test will be administered by one of Elevate Academy's staff members.
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parents will be given the opportunity to waive the services, if desired.

- If the parent does not waive the limited English proficiency services for their child, the student will be placed in a program of high-quality language instruction, including:
 - Formative assessments of phonological processing, letter knowledge, and word and text reading.
 - Focused, intensive small-group reading interventions for at-risk students that include phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
 - High-quality vocabulary instruction throughout the school day with essential content words taught in-depth.

An annual summative assessment for English Language Proficiency for all identified ELL students will take place during the Spring of each school year. Based on the student score on the Spring assessment, students will continue in the ELL program for the following year or exit (with monitoring).

Section 504

Any student attending Elevate Academy Nampa is entitled to a Section 504 Accommodation Plan if he or she has been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities. This determination is made by a team of knowledgeable individuals, including the student's parents who are familiar with the student and his or her disability. Section 504 processes are not Special Education.

Section 504 responsibilities:

- Student and Parent/Guardian:
 - Be involved in suggesting accommodations
 - Participate in Section 504 meetings
 - Benefit from the accommodations
- School Administrator, Counselor, Certified, and Classified Staff:
 - Conduct non-discriminatory practices in classrooms
 - Refer, identify, and evaluate students as appropriate
 - Encourage parental involvement
 - Develop and implement program modifications and accommodations
 - Coordinate Section 504 processes and training

- o Provide staff and parent training
- o Manage Section 504 grievance procedures
- o Help conduct the self-evaluation
- School Board of Directors
 - o Provide written notice to parents, students, school personnel, and community members of the name and contact information of the 504 Coordinator
 - o Have an understanding of all civil rights laws
 - o Develop grievance procedures
 - o Develop 504 hearing procedures

Food Service & Transportation

Full food service will be provided for all students that attend Elevate Academy Nampa. As a network of schools we will work with experienced food service and transportation experts to ensure we are providing high quality service that meets the needs for all of our students. This includes working towards qualifying for the Community Eligibility Provision to provide free meals to 100% of students.

Professional Development Plan

Elevate Academy Nampa's success depends on a highly trained staff that has expertise in several areas beyond their classroom/subject area training. In order to support capacity building for expertise and continuous improvement, our staff will have access to professional development geared for specific school and community needs, core values supported through the Elevate Academy Inc. Network of schools, and Elevate Academy Inc. Network Action Research. All professional development will be designed to meet the needs of staff and students. The professional development model designed for Elevate Academy Nampa will be a collaborative effort with students, teachers, school leadership, and the Elevate Academy Inc. Network.

Elevate Academy Nampa staff will have professional development opportunities through the Elevate Academy Inc. Network that will provide resources, research-based practices, and strategies for all six core values of Beat the Odds for At-Risk Youth, Integrated Purpose Driven Curriculum, Career Technical Education Focus, Mastery-Based Personalized Education, Opportunity Driven Focus, and Community Driven Education. Elevate Academy Nampa has positioned itself well to have Elevate Academy Inc. Network specialists in all core value areas, for example Marita Diffenbaugh (Elevate Academy North) specializes in mastery education and

instructional technology, Jewels Carpenter (Elevate Academy Nampa) specializes in Career & Technical Education, Matt Strong (Elevate Academy Caldwell) and Phil Diplock (Elevate Academy Nampa) specialize in school culture, at-risk youth, and restorative practices. The Elevate Academy Inc. Network will also have an Academic Liaison, as a think partner for Elevate Academy Nampa. The Academic Liaison will support professional development planning and action research happening between the Elevate Academy Schools to ensure that all professional learning is based on evidence of success. Deep Learning pedagogy and competencies (character, citizenship, collaboration, critical thinking, communication, creativity) will be incorporated into our daily work with our teachers integrating these into the culture of our building and our expectations for students.

As an Elevate Academy Inc. school, Elevate Academy Nampa has access to Elevate Academy's proprietary Learning Management System. All staff will be trained on the use and benefits of our students' learning platform to ensure that all students are provided transparency, feedback, and support to help them in reaching their learning goals. For example, teachers will integrate Elevate Academy Learning Hooks (SOLO Taxonomy/Hattie's Visible Learning) into the platform to provide scaffolding and learning opportunities throughout all four levels of the learning process (Define, Do/Create, Communicate, Apply). Teachers will support students in creating learning plans and curating evidence of their learning, through rubrics, checklists, and portfolios. Elevate Academy's Learning Management System will store Elevate Academy Nampa's Integrated Purpose Driven Curriculum, a 6th through 12th grade learning progression of knowledge and skills that provides teachers with a guide to allow students to learn and move at their optimal pace. Elevate Academy Nampa teachers will work in Professional Learning Communities with their teams; and the Elevate Academy Inc. Network to develop competency benchmarks that demonstrate mastery for essential anchor standards in each curricula area. This continuous study will be built on the Action Research (2019-2020) that Elevate Academy Caldwell conducted through their collaboration with the Idaho Mastery Education Network, hosted by the Idaho State Department of Education (Appendix F4).

As teachers become proficient in recognizing levels of competency/mastery in how they relate to Career & Technical Education, we will continue to revisit and revise our documents. We will do this to ensure that students are reaching their maximum potential and that the goals are relevant to the skills, knowledge and dispositions that are needed in the workforce. As we implement our integrated learning approach, with the foundation being career and technical pathways, we will build Professional Learning Communities that center around industry experts. Many CTE teachers coming to Elevate Academy Nampa from industry may not come through the traditional route to become an educator.

Elevate Academy Nampa is prepared to implement training and coaching in pedagogy and best practices as it relates to classroom management, formative assessment, and effective efficient planning to maximize student potential. On a reciprocal note, traditionally trained teachers need additional training in the needs of

industry and the application of content to industry standards. This work will be an ongoing process at Elevate Academy Nampa to ensure we maintain a culture of collaboration and high expectations that emphasize all staff working together for the betterment of all students. CTE teachers will also participate in training offered by the state and work with their Technical Advisory Committees (TAC) to ensure they are remaining current on industry standards.

To ensure that Elevate Academy Nampa is ready for full academic operation upon opening in August of 2022, lead teachers will be hired early and receive training on the mission, vision, and academic components. Lead teachers at each grade level will be responsible, with help from the school administration, to train teachers and continue the development of Elevate Academy's Integrated Purpose Driven Curriculum throughout the school year. Elevate Academy's core values professional development will be featured not only during the onboarding process for teachers, but as a reflection to review each year. This work ensures that teachers are providing transparency, feedback, and support needed to help each student learn at their optimal pace. Elevate Academy Nampa's mission includes the expectation that students will take ownership of their educational journey, therefore transparency and two-way communication is vital.

Before the opening of Elevate Academy Nampa, teachers will become experts in feedback looping, teacher communication, and the importance of teacher credibility. Elevate Academy Nampa will align with the Danielson Framework and the work of John Hattie to develop a teacher evaluation tool that is focused on the growth and development of staff. Our evaluation tool will reflect our mission to ensure that students are taking an active role in owning their educational journey. Elevate Academy Nampa's evaluation tool will be based on research that is in this charter petition and best practices for at-risk youth.

Financial and Facilities Plan

Fiscal Philosophy and Spending Priorities

It is our philosophy that we maximize each dollar that Elevate Academy Nampa will receive to maximize the learning experience for all students. To do this we plan on allocating a significant amount of our budget to staffing. A passionate experienced staff that is committed to educating at-risk youth is the catalyst to student success. Elevate Academy Nampa believes that students must have access to state of the art Career Technical equipment and curriculum. Elevate Academy Nampa also believes that learning must occur outside of the school day. As we develop our programs, additional resources will be allocated to offsite field trips, personal development opportunities, and internships for students. Due to the nature of Elevate Academy Nampa we will allocate a percentage of our budget for these endeavors. It is important to have a building that meets the minimal requirements of Career & Technical Education Programming.

Elevate Academy Nampa will operate on a four-day traditional schedule with the fifth day being designed for student enrichment and professional development for

teachers. This model allows incredible opportunities for academic programming while at the same time creating a budget that compensates teachers well and helps to maintain programs that meet the needs of all students through the enrichment and intervention opportunities.

Transportation

Elevate Academy Nampa will offer transportation services for students from the initial opening of the school for students in the primary attendance area in accordance with Idaho code 33-1501-1514. Our priority is to ensure that a lack of transportation will not affect potential students for whom transportation may be a barrier for attendance. Elevate Academy Nampa intends to purchase busses and handle transportation in house.

The Elevate Inc. Network currently has expertise in operating transportation including a full bus fleet from within. If costs do not allow for this, these services will be contracted out through a contractor. At the appropriate time, Elevate Academy Nampa will follow the transportation bidding process as per Idaho Code if needed.

To be eligible for transportation services, students must reside within Elevate Academy Nampa's primary attendance area and they must live more than one and one-half miles from the nearest established bus stop. In accordance with Idaho Code, students who live less than one and one-half miles from the nearest established bus stop must provide their own transportation to the bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and nearest public road to the nearest door of the building or the bus stop. Elevate Academy Nampa may transport any student a lesser distance when in its judgment, the age, health, or safety of the student warrants it.

A day care center, family day care home, or a group day care facility, as defined in section 39-1102 of Idaho Code may substitute for the student's residence for student transportation to and from school. Elevate Academy Nampa will not transport students between childcare facilities and home, in accordance to 33-1501 of Idaho Code.

The Elevate Academy Inc. Board of Directors may approve additional transportation services, under its discretion, if fiscally viable under the school budget. Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services, and financing.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. The service may be contracted following the transportation bidding process as per Idaho Code.

Transportation for field trips, excursions, and extracurricular activities will be provided by the school and is an important part of Elevate Academy Nampa in providing opportunity to all students.

Food Service

Elevate Academy Nampa will run a full food service for our students in accordance with federal requirements, beginning the first year of operation. As healthy food service is critical to the physical and academic well-being of students. Elevate is committed to have a fully operational cafeteria that aligns with the National School Lunch Program.

Financial Management

The Elevate Academy Inc. Board of Directors will be responsible for the financial management of Elevate Academy Inc. Network Schools. The Board of Directors' role in financial management will include, but not be limited to the following:

- Establishment of operating and capital budgets
- Long-term financial planning and preparations
- Monthly review of budget-to-actual financial performance providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget and monthly bank reconciliation sheet.
- Monthly review of cash flow projections
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls;
- Approval of all expenditures more than \$10,000.00 coupled with a monthly review of Elevate Academy's general register to verify compliance with expenditure-related policies established by the Board of Directors
- Engagement on an as needed basis as determined by the Board of Directors of accounting and/or bookkeeping professionals to meet the needs of Elevate Academy Nampa in monitoring financial performance and ensuring financial viability and success.
- Processes and Procedures to ensure no commingling of funds between Elevate Academy Inc. Network schools.

Elevate Academy Nampa will maintain all financial records in accordance with Generally Accepted Accounting Principles (GAAP) and will follow all requirements set forth by the Idaho State Department of Education. Elevate Academy Inc. Board of Directors will have a designated CFO that will engage with Elevate Academy Nampa to be a fiscal planner, and reporter to the Board of Directors.

Budget Description

Purchasing

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator will determine the procedures to be relied upon for procuring goods and services. All purchasing procedures shall comply with the requirements of applicable Idaho laws and related administrative rules and where appropriate, will involve a competitive bidding process.

Payroll

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, payroll shall be handled by the Elevate Academy Inc. Network CFO and administrative support personnel as retained by the administrator pursuant to the authority set forth above.

Facility needs

While Facilities can be a challenge for charter schools in Idaho, Elevate Academy Nampa is aware that a successful facility is crucial to school success and meeting the goals of Elevate Academy Nampa for every student. Securing a high-quality, Industry specific facility that meets the needs of CTE programming is a priority for Elevate Academy Nampa. The Elevate Academy Inc. network is engaged with Building Hope as a facilities real estate development and finance partner (See Appendix F3). The flagship facility was built on time and within budget. It is the intent that additional schools in the Elevate Academy Inc. network will work with many of the same providers to allow for efficiencies throughout the project.

At its full capacity, Elevate Academy Nampa will require approximately 60,000 square feet of space. Based on Elevate Academy Nampa's CTE programs, industry specific space will be needed for programs specific to the Nampa Community. Currently we intend to build space for the following programs: agricultural mechanics, computer programming/networking, welding & manufacturing, residential construction, culinary arts, health professions, public safety, and business/marketing. Each program has specific space and equipment needs to ensure a high-quality program. Each industry will require a classroom attached to the industry work space. Elevate Academy Nampa will require 19 traditional classrooms that are set up in the pod structure for integrated learning opportunities at every grade level. Elevate Academy Nampa will need five total pods. Grades 6, 7 and 8 will each require a three-classroom pod with a common area for each pod. Grades 9-12 will require two, four classroom pods, with a common area for each pod.

- 19 Classrooms, each approximately 900 square feet
- Manufacturing including Welding approximately 5,700 square feet

- Residential Construction, approximately 5,700 square feet
- Culinary Arts/ Kitchen approximately 2,400 square feet
- Health Professions 2,000 square feet
- Public Safety, approximately 2,000 square feet
- Agricultural Mechanics approximately 5,700 square feet
- Business, including Marketing, approximately 2,000 square feet
- Computer Programming/Networking approximately 2,000 square feet
- Administrative Space 1,200 square feet
- Cafeteria/commons area 2,500 square feet
- Kitchen, 1,600 square feet
- Barber Shop, 100 square feet
- Shower area boys and girls 200 square feet
- Workout room 1,000 square feet
- Laundry room; 100 square feet
- 20 percent additional overall square feet for restrooms and circulation

Elevate Academy Nampa will be at full capacity after three years of operation. Due to the specific nature of CTE requirements, all CTE facilities will be built prior to opening in the Fall of 2022. It will also be important that the facility is functional in order to offer exploratory classes to middle school and early high school students so they are able to plan for their path to graduation. Elevate Academy Nampa will start with the minimum equipment needed to operate exploratory options. Elevate Academy Nampa, along with the Elevate Academy Inc. Network team has begun engaging in grant writing, fundraising, and partnerships with industry to ensure state of the art equipment is available for use in all CTE programs by the third year of operation.

Elevate Academy Nampa will model facility financing after Elevate Academy Caldwell. A facility financing package will be secured, with the assistance of Building Hope, that ensures facility and/or lease payments are not a burden on the Elevate Academy Nampa budget and allow for the purchase and build of a facility that can maintain the integrity of the Elevate Academy Inc. program while maintaining a fiscally responsible debt service ratio. Accounted for in the budget are graduated payments in the first three years until full enrollment is reached. This allows for us to increase our payments based on our enrollment schedule. In the budgeting process approximately 20% is allocated to facilities and maintenance. In working with Building Hope to secure

facility financing, it is understood what the budget can support for acquisition of property and development of facilities. In modeling after Elevate Academy Caldwell the facility payments will be structured in a graduated fashion. Year one will be approximately \$617,000 in lease or finance payments, total facility costs including maintenance and utilities are budgeted totalling \$731,000. This is approximately 21% of the overall budget. In year 2, there is an increase to 22% of total budget allocated to facilities including a lease or finance patent of \$885,000 and total maintenance and utility costs at \$1,014,000. At full enrollment, facilities including payments, maintenance and utilities, are budgeted at 1,085,385 which corresponds to 19% of the total budget. The facilities template in appendix_A5 outlines the current options that are being explored at this time. Proposed costs have been vetted by Building Hope are reflected in each scenario (See Appendix F3: Building Hope Support).

Board Capacity and Governance Structure

Elevate Academy Inc. will be the charter holder (the board of directors) and will govern Elevate Academy Nampa, LLC. pursuant to Elevate Academy Inc. existing Articles of Incorporation, Bylaws, and Board Policies. Elevate Academy Inc., is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code of 1986 (“IRS Code”), or the corresponding provisions of any future federal income tax code. Elevate Academy Inc. will be the sole member of Elevate Academy Nampa, LLC.

Board of Directors: Governance Structure and Responsibilities

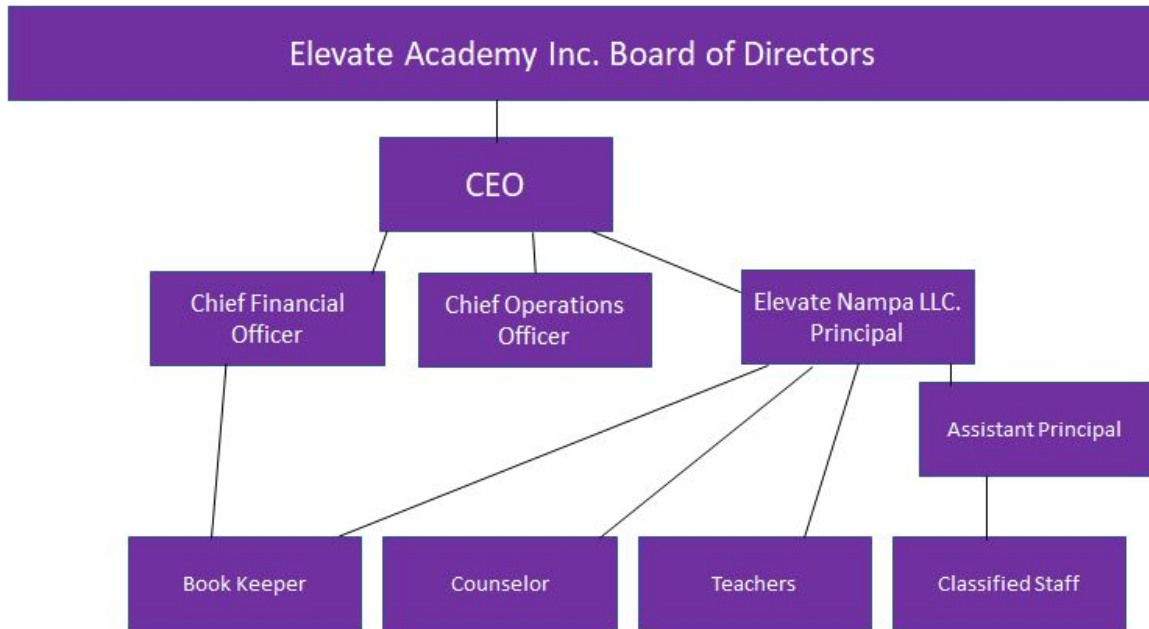
The Board will be responsible for the financial health of the school, managing the school’s funds responsibly and prudently while prioritizing spending with consideration given to the school’s mission, vision and educational program goals. The Board will make an effort to establish financial practices and reporting that result in accuracy and transparency. Board members will participate in fundraising activities as deemed necessary and appropriate by the Board. Board members will put the interests of the school first and will refrain from using the position for personal or partisan gain.

Board business conducted at Board meetings will be done per the bylaws and applicable laws. Board members will commit to the ethical standards set forth in the Ethical Standards Agreement. The Board is to serve as liaison between the school and the authorizing entity.

Relationship between the Board of Directors and School Administration

Elevate Academy Inc. Board of Directors is the governing board of the Elevate Academy Nampa school and has ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, they will first attempt to

resolve the issue with the principal. If the issue cannot be resolved with the principal, the parent or employee may attempt a resolution with the Executive Director. If their concern is still not resolved, it will be brought before the Board of Directors. The organization chart below demonstrates the reporting and interaction structure for Elevate Academy Nampa.



The Elevate Academy Inc. Board of Directors is responsible for:

- Policy development and review
- The financial health of the school
- Administrative and operational oversight (not day-to-day operations)
- The legal affairs
- Adopting, advocating for, and overseeing a school budget, which is responsive to school goals and meets the needs of all students
- Conducting an annual self-evaluation of its own leadership, governance and teamwork.
- Communicating and interpreting the school's mission and other policy related matters to the public and stakeholders.
- Ensuring there is a supportive, smoothly operating leadership team, which advocates for both children and the community.

- Selecting and evaluating the Chief Executive Officer.

The Chief Executive Officer (CEO) works under the direction of the Board.

Responsibilities include, but are not limited to:

- Implement the vision and mission of the school
- Recommend to the Board the hiring of personnel
- Fulfill state charter school requirements
- Insure Elevate Academy Nampa meets the performance requirements outlined in the performance certificate
- Execute the policies of the Board
- Act as the intermediary between the Board and stakeholders
- Make recommendations to the Board on issues facing the school

The Chief Financial Officer (CFO) reports to the CEO.

Responsibilities include but are not limited to:

- Monthly and annual financial reporting to the board and outside entities
- Budgeting
- Day to day financial operations and accounting
- Financial records
- Purchasing and contracts
- State reporting requirements
- Payroll
- Insurance
- Benefits
- Accounts Payable

The Chief Operation Officer reports to the CEO

Responsibilities include but are not limited to:

- Facilities management
- Transportation
- Nutrition
- Building security & student safety
- Growth and development planning
- Project management
- Culture development

The Building Principal reports to the CEO

Responsibilities include but are not limited to:

- Parent and public relations
- Building wide community and culture
- Student supervision
- Staff evaluation
- Participate in curriculum development
- Academic scheduling
- Local community relations and programming
- Career & Technical Education Programming
- Advisory Board relations
- Conduct all staff evaluations
- Hire all staff
- Provide teacher mentoring and coaching
- Resolve personnel issues
- Student Enrollment Records

- Attendance
- Student Data collection
- Develops reports to the Board of Directors with Executive Director

Board Member Qualifications

The appointed Elevate Academy Inc. Board of Directors will be legally accountable for the operation of Elevate Academy Nampa. The school is committed to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them. The board of directors not only seeks potential board members who support Elevate Academy Nampa students but also who have the specific skill set needed on the board.

The Elevate Academy Inc. Board of Directors is composed of a talented and seasoned group of professionals and civic leaders. Board expertise and strength covers all necessary governance areas such as education, law, real estate, strategy, finance, management, community relations, etc. Further strengthening the board, the current board chair has four years of governance experience with Elevate Academy schools, and the vice-chair has three years with Elevate Academy and several years in a traditional school district. Board members who represent local communities will be given appointment priority as we develop into the Elevate Academy Inc. network of schools, strengthening representation throughout and state.

Board Transition Plan

The Elevate Academy Inc. Board has moved past founding board status, has been in governing status, and is now transitioning to network expansion status. Through the strategic planning process, strengths and weaknesses of the board have been identified. Current board members are being replaced with board members that are well connected throughout the state and understand scaling and developing a network. Additionally, as we transition to the Elevate Academy Inc. Network, board members of the Elevate Academy Nampa advisory board will become part of the Elevate Academy Inc. Network governing board when the opportunity presents itself. The Elevate Academy Inc. Board is a member of the Idaho Schools Boards Association.

Bylaws have been adopted to promote and retain long-term commitment to the mission of Elevate Academy by staggering the transition of board members so that no more than four-sevenths of the board is replaced at any one time. Currently three of the current board members are on the founding board, the remaining board members have been part of the governing board, and/or have been added to the board for their expertise in development.

The diverse skill sets that are represented on the Elevate Academy Inc. Board are powerful in ensuring diverse views, and an understanding of the populations and industries that Elevate Academy Nampa represents. Elevate Academy Nampa will

have technical advisory committees for each CTE industry offered. As part of the transition plan, members of the technical advisory committees will be encouraged to become successors of the original board members. This pipeline will be crucial to ensure continued representation from industry. Additionally, through community involvement activities, a list of community members have shown interest in becoming part of the Elevate Academy Nampa is being generated.

Board Recruitment & Training

Elevate Academy Inc. Board Members are recruited in the best interest of the students and local community. Each member will represent the mission of Elevate Academy Nampa and contribute to the growth of Elevate Academy Schools throughout the state. Elevate Academy Nampa has also secured industry leaders to ensure success with our Career & Technical programs. The diverse skill sets that are represented on the Elevate Academy Inc. Board of Directors are powerful in ensuring diverse views, and an understanding of the populations and industries that Elevate Academy Nampa represents.

Elevate Academy Nampa will have a local advisory board, the local advisory board will act as an incubator for governing board members. Securing adequate and appropriate board leadership and training available through the Idaho School Boards Association or its equivalent including but not limited to training on school finance, ethics, school governance, and strategic planning. The board will annually evaluate its needs relative to training available through ISBA and will enroll and select training programs in which it will participate.

Examples of training for the Board of Directors include but are not limited to the following topics to ensure the success of Elevate Academy Schools.

- Open Meeting Laws
- Ethics and Governance
- Management & Board Roles
- The Value and Best Use of Committee's
- Academic Excellence, Define and Understand Measurement.

Student Demand and Primary Attendance Target

Enrollment & Growth Projections

Class size is anticipated to be approximately 22 students per learning space, with the instructional staff-to-student ratio 17:1. Anticipated enrollment for year one will be 342 students. Elevate Academy Nampa's priority is the recruitment of struggling (academically and behaviorally) 5th graders and enrolling them as 6th grade students. Traditionally by the 7th grade, at risk students are more clearly identified. It is the

intention of Elevate Academy Nampa to operate 6th through 8th grade at full enrollment in year one and in subsequent years. Careful planning and consideration has been put into determining enrollment numbers in 9th through 12th grade classes. It has been determined that when starting in 9th and 10th grade, Elevate Academy Nampa will seek a larger enrollment number. The reasoning behind this is that when students enter an alternative setting they are often behind in credits. However, given the right environment they often catch up quickly. By enrolling an inflated number of 9th and 10th grade students in year one, we can catch and serve students that would traditionally be an 11th or possibly 12th grade student by age (not credits earned), and help them get back on track. When these students roll to the next school year they will roll up to their grade level. By year three, Elevate Academy Nampa will have full enrollment of 486 students and we are confident that enrollment projections by grade level can remain constant. In order to break even for operational costs, Elevate Academy Nampa must enroll 290 students in year one.

	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
6 th	66	66	66
7 th	66	66	66
8 th	66	66	66
9 th	72	72	72
10 th	72	72	72
11 th	x	72	72
12 th	x	x	72
Total	342	414	486

Primary Attendance Area

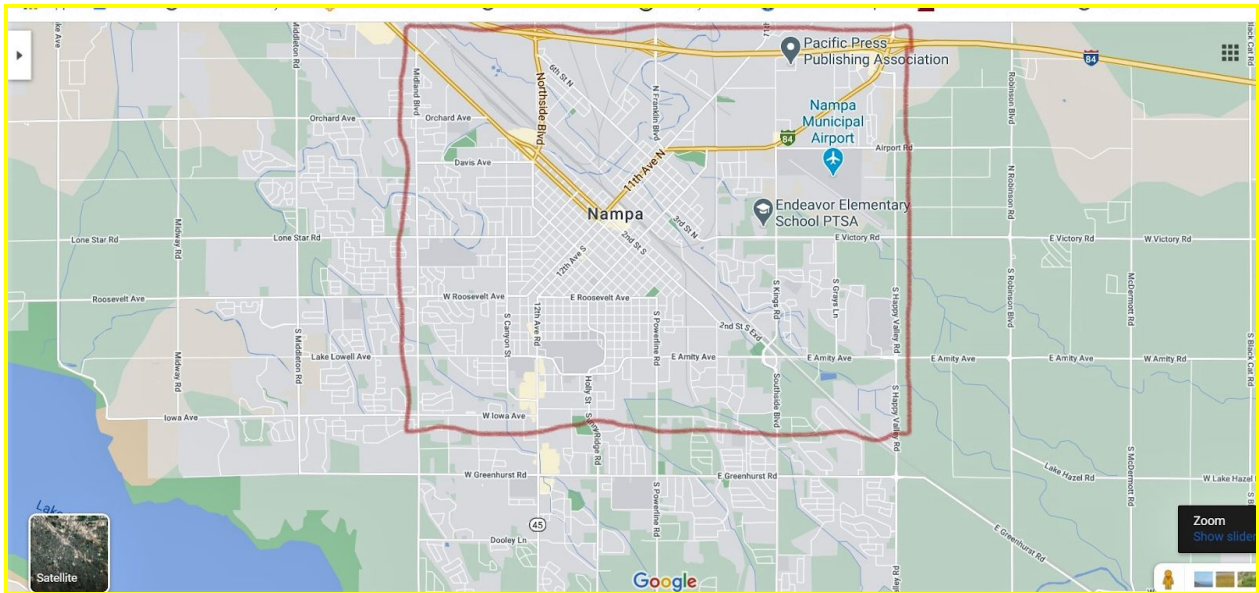
The school will be located in Nampa, ID. dependent on land acquisition.

Northern border is Interstate 84.

Eastern border is Happy Valley Road

Southern border is Amity

Western border is Midland



The school may also draw students from the remainder of the Nampa School District or from the surrounding school districts with attendance priority given to students in the primary attendance zone.

Community Need and Market Interest

In interviews with local community leaders it quickly became apparent that Elevate Academy Nampa will serve a dire need in Nampa. Nampa is the 10th fastest growing community in the nation (Bamer, 2019). “Nampa is the largest city in Canyon County, with a population of 102,030, followed by Caldwell, population 58,830. The population of Nampa grew 3.7% between 2018-2019, according to the data” (Talerico, 2019). This data supports the growth increase in the city of Nampa and should indicate a strain on schools and the local community. The Caldwell School District has a total of 3,428 secondary students and supports two successful alternative schools. The Nampa School District currently has 8,918 secondary students and the capacity for 157 alternative students. It is important to note Caldwell and Nampa are very similar in demographics and poverty rates. This would indicate that Nampa can support minimally what Caldwell supports, and much more. The Elevate Academy model is unique and this opportunity for at-risk youth does not exist in the city of Nampa. The option of Elevate Academy Nampa is needed for continued workforce development and

provides opportunity for disenfranchised youth to engage and take ownership in their education.

Currently, we are seeking a property within a zone that is home to a high population of at-risk students, according to an interview with Canyon County Juvenile Probation. One probation officer stated there were 80 students within the zone that would benefit from an opportunity to attend Elevate Academy Nampa.

From 2016 to 2026, the Idaho Department of Labor projects a shortfall of 41,000 unfilled and unrealized jobs because of the state's labor shortage (Bunch, 2019). Nampa is one of the fastest growing communities in Idaho and with the recent addition of Amazon, Autovol (automated manufacturing), and Interframe Truss building, the demand for local labor has increased significantly. All of these industries will be seeking highly qualified individuals within the next several years. For this reason, there is a strong need for Elevate Academy Nampa not only for students but for the sustainability of the local workforce.

According to the Idaho Charter School Market Analysis completed by ECONorthwest (Kitchen, 2019) the greater Nampa area is in a prime location to address the issue through providing an alternative school option that meets the needs of at-risk students in Canyon County. The strongest opportunities for new school services in the Nampa vicinity are in the Northern Central Nampa area and along the I-84 corridor between Caldwell and Meridian. These opportunities are associated with the following:

- Nampa School District 2019 Graduation rate was 82% (SDE)
- Concentrations of existing school-aged population (Nampa School District currently has 5,037 - 4th - 8th grade students)
- Expected growth in school-age population in Nampa and the surrounding areas.
- A concentration of permitted housing units in Nampa and the surrounding areas.
- Concentrations of people living in poverty in Nampa. Nampa ranks as the 6th poorest city in the State, with 17.8 percent of individuals living below the poverty level.
- Concentrations of Hispanic populations in Nampa.
- Lack of opportunities of alternative education for all students that qualify as At-Risk.

“Many studies have found that students from low socioeconomic status families drop out more often than students from high SES families” (Hoff, 2007). Engaging students in their education is vital to keeping them in school and wanting to learn. Austin and Bernard (2007) report that more than 40-60% of low income, minority, and urban students are chronically disengaged in school. The Nampa School District currently has 56% of students who come from low income families (Idahoschools.org). For the above reasons, Elevate Academy Nampa will engage students beginning in the 6th grade with specific CTE, hands-on opportunities. Students will also be provided with personalized learning so as to meet them where they are in their educational needs.

Another critical success criteria is family engagement. The Nampa School District has 36.7% hispanic students and 13% of the students are learning English. Due to this critical data the Elevate Academy leaders are currently enrolled in their second Spanish class with Treasure Valley Community College. This knowledge will help us relate to our students and families, expressing our commitment to providing an environment for all stakeholders. Elevate leaders are keenly aware that their hiring practices must include a staff from a diverse background with experience and the mindset to work with at-risk students from all backgrounds. In Nampa, 13.9% of families speak Spanish as a first language according to Neighborhoodscout.com 2020. Elevate Academy Nampa leadership intends to have family nights and weekend events to build relationships with the families they are serving, to engage them in their child’s learning.

Currently the Nampa School District has an innovative education program, Union High School, which serves grades 9 through 12. Whereas Elevate Academy Nampa will be serving students grades 6 through 12. Union currently has a population of just under 150 students with very limited access to CTE programming. In 2015, the Nampa School District eliminated the traditional alternative school, Ridgeline High School. The school was renamed, relocated, and a new model, Big Picture, was initiated. Union now is not a referral school for the district but is labeled as an innovation school and students apply to attend (see application at https://docs.google.com/forms/d/1EqVT0NnFfP7sGZ99rRPrS5FF55cQisbEn5TNNdik72s/viewform?ts=5ebd701c&edit_requested=true). In conjunction with the change from Ridgeline, the district’s suspension school was disbanded and left secondary schools no option for struggling students when suspended but to send them home. This forced the secondary schools to create an alternative setting within their building, if resources allowed. Co-founder Phil Diplock was part of the Nampa administration during these changes and first hand experienced the lack of options for at-risk youth

Elevate Academy Nampa will provide a premier alternative school option for at-risk students and provide them with high quality, engaging CTE facilities and programs. Students in grades 6 through 12 will learn Workplace Readiness Skills in 8 CTE programs, whereas the Nampa School District only allows this opportunity for high school students in good academic standing. CTE program focus and the *Power 100* courses will be the primary draw for at risk students to attend Elevate Academy Nampa. Efforts will be made by Elevate Academy Nampa Administrators, staff, and community

partners to recruit students that will benefit from Elevate Academy Nampa. Efforts will include but are not limited to canvassing neighborhoods, advertising at local events, social media campaigns and community meetings.

The table below represents Elevate Academy Nampa's market share impact. With currently enrolled students in the Nampa area Elevate aims to enroll an average of 5% of the market share. However, this number, during COVID and the pandemic is potentially misleading. With the increase in Nampa population the decrease in Nampa School District enrollment correlation does not make sense. This leads one to believe that many students are in the Nampa area and not attending school, and or have opted for online or other alternative measures. It is our intent as we recruit to go door to door and explore areas where students are not attending school.

	4th grade	5th grade	6th grade	7th grade	8th grade
Total # students in area of attendance	1316	1316	1348	1345	1410
Elevate Academy Nampa 2022 Student Enrollment	6th grade-66	7th grade-66	8th grade-66	9th grade-72	10th grade-72
% Impact on local district	5.01 %	5.01 %	4.89 %	5.35 %	5.10 %

Strategies for Enrolling Underserved Families

Elevate Academy Nampa's focus and mission is to serve at-risk students. Traditionally at-risk students are an underserved population. The intent of our charter is to focus primarily on underserved youth. Elevate Academy Nampa will be guided by IDAPA code defining at-risk youth. An at-risk youth is any secondary student, grades 6-12, who meets any three of the following criteria in Column A, or any 1 item in Column B.

Column A		Column B	
	Has repeated at least one grade.		Has a documented pattern of substance abuse.
	Has absenteeism that is greater than 10% during the preceding semester.		Is pregnant or a parent.

	Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.		Is an emancipated or unaccompanied youth.
	Has failed one or more academic subjects in the past year.		Is a previous dropout.
	Is below proficient, based on local criteria and/or state standardized tests.		Has serious personal, emotional, or medical issue(s).
	Are two or more credits per year behind the rate required to graduate or for grade promotion.		Has a court or agency referral.
	Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment.		Demonstrates behavior that is detrimental to their academic progress.
	Total Column A		Total Column B

During the enrollment phase, every student interested in attending Elevate Academy Nampa will have a one on one intake meeting with school leaders. This meeting will focus on the individual needs of each student and determine if they qualify as at-risk as determined by the Idaho State at-risk qualifiers.

The Elevate Academy Nampa Administrators, Jewels Carpenter and Phil Diplock have deep roots in Nampa. They have established relationships with families of current and former students, local school districts, juvenile probation, local religious organizations that aim to help disenfranchised youth, counseling agencies, and community leaders. Jewels and Phil will utilize these relationships to establish ongoing pipelines for Elevate Academy Nampa. Jewels and Phil will use their current relationships to canvas local neighborhoods of traditionally underserved youth. Careful thought was taken when developing the boundaries of Elevate Academy Nampa to ensure that the most vulnerable neighborhoods will have access to attend Elevate Academy Nampa.

Marketing and Outreach Plan

Beginning in July of 2021, Elevate Academy Nampa staff will begin recruitment for the 2022 school year. The first area that will be targeted during recruitment efforts is the 3rd Street North and Sugar St. neighborhood (see map p.45). Elevate Academy Nampa intends to purchase land located in this area. When seeking land, Elevate Academy Nampa's founders feel it is critical to build the school as close to the students

as intended to serve. Elevate Academy Nampa is planning to be located on 3rd Street N.

Demographic data reported through Neighborhood Scout (2020) indicates that 60.5% of students living in this area are living below the federal poverty threshold. This is an additional indicator of being an at-risk student, and shows that we are targeting an area where Elevate Academy Nampa is needed. Additionally, only 6.3 % of adults living in this area hold an advanced degree, this area has the highest concentration of divorcees in the country which is an indicator of single parent homes which is another indicator of being identified as an at-risk youth. “Parental divorce adversely affects a variety of children’s outcomes, including educational attainment.” (Brand, J. & Moore 2019). The compilation of data is a direct indicator of students dropping out of or becoming disenfranchised in school within our target area. This data supports the need for additional options and opportunities for re-engaging students in school.

Specifically, Jewels Carpenter and Phil Diplock are working with former students and families that still have school aged children in this area. Starting in January of 2022 a door to door campaign in these neighborhoods will take place. Parents will receive information about Elevate Academy Nampa with enrollment and lottery timelines, access to Elevate Academy Nampa mailers and updates, and links to Elevates social media coverage. Elevate Academy Nampa intends to have a presence at local community events. Events will include: Shop with a Cop, Snake River Stampede and Buckaroo Breakfast, Art in the Park, Canyon County Fair, Cinco De Mayo Celebration, Mothers Day in the park and the Nampa Christmas tree lighting. Additional events will be scheduled as appropriate. Informational meetings and question and answer sessions will also be held at The College of Western Idaho, Boys and Girls Club of Nampa, The Hispanic Cultural Center, the Nampa Recreation Center, and other locations to be determined.

School Leadership and Management

Leadership Team

Elevate Academy Nampa will be led by veteran administrators Phil Diplock and Jewels Carpenter. Jewels Carpenter has been established as the building principal (see appendix F11 for principal job description) and reports to the Elevate Academy Inc. network CEO. Phil Diplock has been assigned assistant principal (see appendix F11 for assistant principal job description),

Phil Diplock has been in education since 2003 after leaving a ten year career in Law Enforcement. Phil has worked in the Nampa School District for the past 17 years. During his time in education he has worked in school safety, taught in the classroom, served as the Dean of Students, and building level administration for 7 years. Phil has worked very closely with at-risk youth and their families for the past 27 years. Phil has coached baseball in Idaho for 17 years. Phil believes all of his life and professional experiences have prepared him to provide a safe and engaging environment for

Nampa's at-risk youth. A strong passion to help students succeed and become productive citizens of the Nampa community help guide Phil in his efforts.

Jewels has been an educator for over 21 years. From teaching in the classroom, working at the State level, being a high school administrator, to Director of Career & Technical Education for the Nampa School District. Her diverse educational experiences have helped her problem solve challenges in education and provide more opportunities for the students of Nampa. Jewels and her family have been members of the community of Nampa for over 20 years and her passion for the people of Nampa have brought her to this new opportunity.

The Elevate Academy Inc. Network administrative services will be provided by the school administrators (state certification required), with support from the Elevate Academy Inc. Board of Directors. Elevate Academy Nampa will contract with another Idaho charter school, Elevate Academy Caldwell LLC. for professional services. Elevate Academy Caldwell LLC. will provide a veteran leadership team with over 13 years of school and district leadership experience, including charter start up and building administrator experience. The team is supported by a governance board, which provides expertise in all of the functions and areas needed to run a successful Career Technical Education school for at-risk youth.

The school's management plan provides the school support from the Elevate Academy Inc. Network team with a demonstrated track record of working with at-risk youth to find a way to success for each student. The Elevate Academy Inc. Network team will consist of a CEO, CFO, COO. The Elevate Academy Inc. Network team assists in curriculum development and implementation, obtaining and financing facilities, fundraising, professional development, preparing budgets and financial reports, back office support, human resources, and marketing. This allows the principal to focus on the instructional and cultural leadership of the school. The principal's responsibilities include student academic success, building school community and culture, building community partnerships, providing teacher mentoring and coaching, conducting staff evaluations, student discipline, and facilitating parent relations.

Elevate Academy Inc. uses key elements in our approach to ensure a clear and healthy relationship between the central team and Elevate Academy Nampa administration. Elevate Academy Nampa LLC, building leadership will have significant autonomy around how they customize our Core Tenets to their context. Principals have control over many key areas, including school staff selection, staff evaluation, curriculum, school schedules, and community relations. The CEO holds school leaders accountable, ensures each school is faithful to our Core Tenets, requires standardized operational practices in critical areas, and provides support for many back office functions. Elevate Academy Inc. Board of Directors have approved the "RAPID" framework and Elevate Inc. Network organizational chart (See Appendix D) that describes organizational structure and decision-rights in detail to ensure alignment and clarity among our team.

The board will review key indicators for the school each month. Key indicators for Elevate Academy Nampa will include enrollment, attendance, academic growth as measured by STAR, quarterly credit completion, stakeholder credit completion, yearly industry certification passage rates, teacher turnover and causes. These reviews allow the board to proactively address concerns as they arise. If concerns arise, administrators may provide context or additional information to address those concerns. If the concern warrants additional action, the board may either send the concern to one of the committees or ask the administration to make a recommendation at the next meeting concerning a resolution. In addition, the CEO is evaluated annually on the performance of the school, which is informed by indicators outlined in the data collection expectations. The board of directors will evaluate the CEO using an evaluation framework permissible by Idaho law. Currently, the Danielson Evaluation Framework is being used. The board will complete the evaluation of the administrator once per year, as required by Idaho Code. The timeline of evaluation will follow Idaho Code and be written in policy adopted by the Board of Directors upon approval of the charter petition.

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