MOSAICS Public School

Serving K-8th Grade Students
Opening August of 2020
Within the Vallivue, Notus, Middleton and Caldwell School Districts
Caldwell, Idaho

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Non-Discrimination Statement:

MOSAICS Public School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance

should be brought to the attention of the administration through personal contact, letter, phone, or email.

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Executive Summary

Vision Statement: MOSAICS: Molding Our Scientists and Artists Into Community Stewards

Mission Statement: MOSAICS Public School exists to be a center of innovation. Students engage in Science, Technology, Engineering, Arts, and Math through a relevant, rigorous curriculum, preparing them to be creative and critical thinkers now and in the future. Teachers, students, and families partner together to create a safe, collaborative culture where students learn through experimentation and application. Students and staff work alongside community members through service learning to improve society.

Summary: MOSAICS Public School will be a K-8 STEAM school serving the Caldwell area. The board of MOSAICS is committed to serving all students, aiming to be as diverse as the districts in the attendance area (about 43% Hispanic, 52% Caucasian, 15% ELL, 67% FRL, and 11% special education). MOSAICS will be founded upon the philosophy that our students, beginning in kindergarten, need to be taught explicitly the skills needed to become life-long learners. Students will construct their knowledge and skills through hands-on learning, through collaboration with others, and through authentic experiences where they can think critically about a problem and use their creativity to apply innovative solutions. We believe constructivism is the best educational model, where students develop their understanding and schema through hands-on activities, linking their learning to previous content. This belief in constructivism provides the engine for the instructional design of the school—project-based learning through inquiry-designed units. These units will help students reflect upon their learning and the learning process, thus guiding students to take charge of their own learning while teaching them how to learn.

Community Need: The Board of MOSAICS is committed to welcoming and actively recruiting a representative demographic of students in the Caldwell area, including minority students and those who are considered at-risk and in poverty. MOSAICS Public School will provide an opportunity to reach all students with an educational option focused on STEAM. MOSAICS will help fulfill the demand for charter schools in the area as demonstrated by the current waitlists and will provide parents an option for a small school setting for their middle school students.

Student Outcome Expectations: MOSAICS Public School will prepare students to be leaders in their communities and in their careers. MOSAICS will train students to understand science, technology, arts, engineering, and math (STEAM), as well as possible careers in these fields. Additionally, students at MOSAICS will be expected to look beyond the walls of the classroom and find ways to be relevant in the community through strategic partnerships with other organizations. Staff at MOSAICS will explicitly teach students how to be the best stewards of their time, resources, and talents, and how their actions impact the community around them.

Section I: Educational Program

Educational Philosophy

"If we teach today as we taught yesterday, we rob our children of tomorrow." – John Dewey, Democracy and Education (1944)

Educating for College and Career Readiness in a Shifting Economy

The current model of education in most schools still reflects a system held over from the mid-1800's industrial age. Students are grouped together based on age, provided the same series of learning experiences by a teacher, and are expected to have the same outcomes at the same time. This model may have worked for creating a workforce reliant on the "factory mindset" of manufacturing and labor; however, the reality of today's economy is vastly different. Up to 47% of jobs in today's market will be automatized within the next 20 years[1], requiring students to learn and work in multiple career fields over their lifetime. The school system needed for tomorrow's workforce necessitates teaching students how to adapt, research, problem solve, collaborate, and continue learning outside a structured classroom.

The MOSAICS board believes we must prepare our students for a job market where students are well equipped to understand the integration of science, technology, engineering, and math. Employers in the United States will need over one million workers trained in STEM over the next 5 years[2]. In Idaho, we have thousands of jobs going unfilled because there are not enough workers trained in these fields[3]. The Idaho State Board of Education sees the need for STEM education in Idaho as demonstrated by its STEM Education Strategic Plan[4]. There is a great need for our students to have a foundational education steeped in STEM practices to help them develop the mindset and the interests in STEM to further their education and prepare them for a career. We believe in exposing students to careers as early as kindergarten to inspire them to become scientists, engineers, mathematicians, doctors, nurses, roboticists, and inventors. We also expect our students to take on the roles of engineer, scientist, and inventor in the school to help them visualize a possible future career in a variety of fields.

MOSAICS Public School will establish a school model around the skills students are expected to use in the workforce: collaboration, communication, critical thinking, and creativity and innovation, which are commonly known as the 4C's. Students at MOSAICS will think creatively, reason and

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[1] Gaulden, J., & Gottlieb, A. (2017). Age of Agility (p. 12, Rep.). Denver, CO: America Succeeds. (https://ageofagility.org/wp-content/uploads/2018/05/Age-of-Agility-Report.pdf)

[2] Baker, E. L., et al (2016). STEM 2026: A Vision for Innovation in STEM Education (pp. 1-2, Rep.). Washington, DC: US Department of Education. (https://innovation.ed.gov/files/2016/09/AIR-STEM2026_Report_2016.pdf)

[3] Spence, W. L. (2018, January 19). Thousands of Idaho jobs that require science & math are going unfilled. Retrieved from https://www.idahostatesman.com/news/politics-government/state-politics/article195422434.html

[4] Idaho State Board of Education (Oct. 2014) Idaho Science, Technology, Engineering, and Math (STEM) Statewide Strategic Plan. (https://boardofed.idaho.gov/board-facts/board-planning/stem-education-strategic-plan/)

problem solve effectively, communicate clearly, and work collaboratively with others. These skills cannot be taught in isolation, however, and will be embedded into the daily tasks and experiences of students.

In addition to these skills, the board believes students also need to be well versed in mathematics and the sciences to prepare them for a better economic future. Students' abilities in math and reading in elementary school have been correlated to completing school and future earnings[5]. Additionally, early mathematical skills are more strongly correlated with predicting academic success than reading skills[6]. We believe a focus on securing skills in math in the primary years of elementary school will help our students throughout their lives, both economically and academically. Researchers have also exposed a gap in students' abilities to understand science beginning in kindergarten[7]. Without explicit instruction and intervention, these gaps continue throughout a student's academic career. The board of MOSAICS Public School believes we have an obligation to provide our students the skills and experiences necessary to close these gaps and put our students on a path where they will experience success in school and in careers.

MOSAICS Public School believes education should also develop soft skills in students. Employers routinely list teamwork, collaboration, and oral communication skills as among the most valuable yet hard-to-find qualities of workers[8]. We believe we have an obligation to teach students how to navigate group dynamics and cultivate diverse competencies for strong communication in order to develop these soft skills. MOSAICS Public School will purposefully build into its curricular experiences opportunities for students to develop skills in conflict resolution, collaboration, time management, communication, and acceptance of criticism. Teachers will be trained in conflict resolution, team mediation, and communication techniques that allow them to reflect and express themselves efficaciously within the school community in order to validate and model MOSAICS' tenets of co-collaboration and creativity. The founders of MOSAICS plans on collaborating with businesses in the area, such as HP or Micron, to use protocols that help develop these soft skills in their employees. The founders saw a similar partnership work at AdVENTURE STEM in San Jose as the school partnered with Cannon, who trained the staff in using their protocols. The teachers then

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[5] Ritchie, S. J., & Bates, T. C. (2013). Enduring Links From Childhood Mathematics and Reading Achievement to Adult Socioeconomic Status. Psychological Science,24(7), 1301-1308. (https://pdfs.semanticscholar.org/8952/5eed704059f36e29fa514f390c33222db99e.pdf?_ga=2.214006866.459777286.1552320875-853360930.1552320875)

[6] Duncan, G. J., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P., et al (2007). School readiness and later achievement. Developmental Psychology, 43, 1428–1446. (https://www.apa.org/pubs/journals/releases/dev-4361428.pdf)

[7] Morgan, P. L., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2016). Science Achievement Gaps Begin Very Early, Persist, and Are Largely Explained by Modifiable Factors. Educational Researcher, 45(1), 18-35. (https://journals.sagepub.com/doi/10.3102/0013189X16633182)

[8] Casner-Lotto, J & Barrington, L (2006). Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century US Workforce (p. 10, Rep.). The Conference Board, Inc., the Partnership for 21st Century Skills, Corporate Voices for Working Families, and the Society for Human Resource Management. (https://files.eric.ed.gov/fulltext/ED519465.pdf)

used the same protocols in the classroom to help students manage conflict and learn to communicate clearly.

A Rigorous and Engaging Integrated Curriculum

Many school systems currently teach each subject in isolation, missing multiple opportunities to connect students' learning throughout the day. We believe an integrated approach, which allows students to transfer their learning and knowledge across content areas, is the strongest instructional framework and allows students to apply their knowledge through real-world situations, scenarios, and activities. Transfer of learning is explained as connecting and applying one's knowledge and skills from one situation to another. Transfer helps students cement their understanding of content and use it in various settings. As seen through John Hattie's research[9], transfer strategies accelerate student learning. Teachers at MOSAICS Public School will purposefully create opportunities for transfer through an integrated approach to learning through planning lessons and units which incorporate math, reading, science, and the humanities. Our goal is to make learning real for our students and to connect it to the world around them.

For example, a student who is learning the metric system in math could then transfer the abilities he or she learned into science when measuring volume and using scientific notation, which was purposefully aligned with the expectation that students apply their knowledge over multiple subject areas. To take advantage of the various opportunities for transfer, MOSAICS Public School will be centered around integrating areas of Science, Technology, Engineering, Art, and Math (STEAM) as often as possible, and teachers will intentionally assist students with noticing how knowledge and learning are transferrable within academic and real-world constructs.

The founding board equally believes art is integral to innovation, to purposeful expression of ideas, and to critical thinking. The board recognizes that focused instruction and understanding the different media of communication in the arts provides students opportunities to engage with multiple cultures and diverse communities; students also to learn how to purposefully express themselves in comprehensive ways. In addition, arts education supports achievement in other academic subjects[10]. The systematic instruction of the arts, both visual and musical, will provide a complementary set of skills where students become stronger critical thinkers and better communicators. Many of our founding board members have ties to Idaho Arts Charter School, which frequently attains the status as the top performing school within the Nampa School District. The board has seen the valuable impact an arts education provides to all students, and many on the board have participated in bringing an arts education to a diverse demographic.

In order to bring an integrated curriculum to students and make it engaging for all, a viable planning framework must be established and employed so our curriculum aligns with our school's driving philosophies of constructivism and student-centered learning. MOSAICS Public School will be

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[9] Hattie. J (2017, Nov.) 250 Influences on Student Achievement. Visible Learning Plus. (https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf)

[10] Learning, Arts, and the Brain (Rep.). (2008). New York, NY: Dana Press. doi: https://www.dana.org/uploadedFiles/News_and_Publications/Special_Publications/Learning,%20Arts%20and%20the%20Brain_ArtsAndCognition_Compl.pdf

founded around John Dewey[11] and Jerome Bruner's[12] philosophies of constructivism, where learners are co-creators of their learning experiences. MOSAICS also believes in the power of hands-on experiential learning as advocated by Dewey. We believe that strong learning outcomes occur when students learn through the natural world. MOSAICS believes students' learning occurs best when they connect to previous content and modify their understanding through new learning experiences. The teacher's role shifts from an imparter of knowledge to that of a facilitator or guide, where students are developing their own theories and learning content while the teacher provides feedback and resources. Through this process the teachers and students together construct knowledge in deep and meaningful ways. This process taps into the natural curiosity students bring into the classroom. We believe students who are interested in the content they are learning will acquire and apply it much better than those who are provided a list of facts to memorize. The application of this belief will require teachers at MOSAICS to develop units based in inquiry and project-based learning.

Education Provides Upward Mobility and Develops Civic Leadership

It is also our belief that all students deserve the opportunity to prosper. The founders of MOSAICS Public School actively seek to serve those who are underrepresented in the STEM fields—students in poverty, minority students, and females[13]. We believe a rigorous education which prepares students for college is crucial to improving students' upward mobility[14]. To best serve students in the Caldwell area that are more likely to come from poverty, we believe we must create opportunities for students who are underrepresented in the STEM fields to see how their education is applied in the real world. We believe in nurturing their interests in different career fields beginning as early as kindergarten. We want to inspire our students to seek out new pursuits and careers. We will provide opportunities to explore careers and colleges, allowing students to understand the necessary steps to move into new situations.

As Dewey also endorsed, we believe our school has a duty to provide the foundational underpinnings for a democratic society and to develop civically minded students. In this era where it is easy for students to disengage from the real world through social media and phones, we believe we must teach our students how to dialogue with others and connect with the communities in which they live. We plan on developing the agency of students, providing them opportunities to engage the community in which they live to better their lives and the lives of those around them. In order to accomplish this goal, MOSAICS will use Russell Quaglia's Aspirations Profile (as seen to the left) to frame our conversations and training as we seek to inspire students' aspirations—equipping them to

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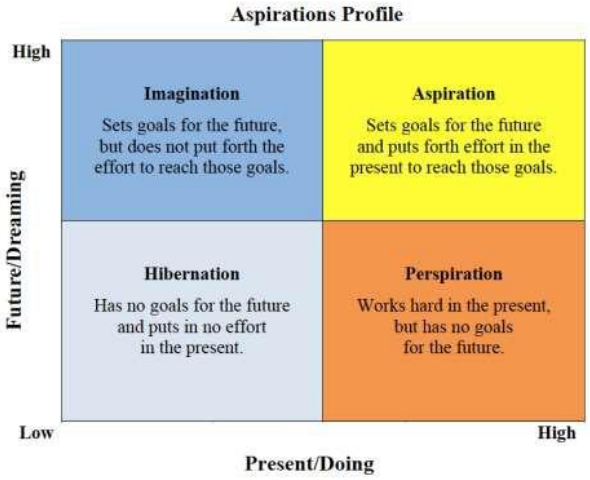
[11] Talebi, K. (2015). John Dewey: Philosopher and Educational Reformer. European Journal of Education Studies, 1(1), 1-13. Retrieved from https://files.eric.ed.gov/fulltext/ED564712.pdf

[12] Cullatta, R. (n.d.). Constructivist Theory (Jerome Bruner). Retrieved January 7, 2019, from https://www.instructionaldesign.org/theories/constructivist/

[13] National Science Foundation. (n.d.). Chapter 3 | Science and Engineering Labor Force. Retrieved from https://www.nsf.gov/statistics/2018/nsb20181/report/sections/science-and-engineering-labor-force/women-and-minorities-in-the-s-e-workforce

[14] Urhan, S. et al (2012) Pursuing the American Dream: Economic Mobility Across Generations (pp. 23-27, Rep.). Washington, DC: The Pew Charitable Trusts. (https://www.pewtrusts.org/~/media/legacy/uploadedfiles/wwwpewtrustsorg/reports/economic_mobility/pursuingamericandreampdf.pdf)

work hard while unleashing their voices so they can realize their dreams. We believe our students require training and support to become civic leaders, and we will provide multiple opportunities throughout the school year to develop the community stewards of tomorrow.



Discipline Philosophy: Restorative Practices

To help foster a culture focused on collaboration and provide students tools to deal with conflict in productive ways, MOSAICS will use restorative practices as the base of the discipline model. Restorative practices focus on preventative strategies of discipline, centering on building relationships and community within the classroom and within the school. When conflict occurs, restorative practices provide a structure in which students use to think about, talk about, and respond to issues and problems involving all participants. All participants discuss their feelings and opinions, identify what happened, describe how it affected everyone, and find solutions to make things better[15]. All these skills support the educational philosophy of MOSAICS, empowering students to use their voices and to develop their own agency in solving their problems.

As noted by Smith, Fisher, and Frey, restorative practices "let go of the idea that accountability equals punishment… and instead helps students progress from acting out to remorse and repair (p.85)[16]." Because the focus is on repairing relationships, the philosophy of the school is to keep students in their classrooms as much as possible. We expect our students to learn how to function in groups and in community effectively, so we plan on repairing relationships in those settings as well. Through Restorative Practices, students are provided opportunities to reflect upon their actions, to notice how it affected those around them, and to determine how they need to repair the harm. Consequences for actions will be logical and related to the offense of the student. These opportunities help students learn responsibility to the community and develop empathy for those around them. When Restorative Practices has been implemented throughout the school, the effect has been a reduction of punitive discipline measures[17].

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[15] See page 2 of Chicago Public Schools' Restorative Practices Guide and Toolkit. https://blog.cps.edu/wp-content/uploads/2017/08/CPS_RP_Booklet.pdf

[16] Smith, D., Fisher, D., & Frey, N. (2015). Better than carrots or sticks: Restorative practices for positive classroom management. Alexandria, VA: Association for Supervision and Curriculum Development.

[17] Passarella, A. (2017, May). Restorative Practices in School (p. 2). Baltimore, MD: Johns Hopkins School of Education.http://edpolicy.education.jhu.edu/wp-content/uploads/2017/05/OSI-RestorativePracticemastheadFINAL-1.pdf

Restorative Practices also expects teachers to explicitly teach the students about social-emotional learning. Students at MOSAICS will learn skills in self-awareness, self-management, social awareness, relationship skills, and responsible decision making through mini-lessons provided at the beginning or ending of the day. In middle school grades, students will have similar experiences provided through the advisory program. The expected goal is for our students to be able to self-regulate within the classroom and within the community.

This philosophy of discipline aligns with a core practice of MOSAICS: students learn best when they are in class. This core practice also informs our special services model, including special education, gifted and talented, and English language learners. Students who remain in the classroom are provided opportunities to enrich their learning environment and interact with their peers. Peer learning is a powerful instructional strategy as it helps students develop the belief they can find their own answers or use their peers to help them.

A focus at MOSAICS will be on building community—both schoolwide and in the classroom. We plan on utilizing a schoolwide positive behavior support system where expectations will be posted and taught throughout the school. We will have weekly schoolwide assemblies celebrating our students, classes, school, and community. In the classrooms, teachers will take time daily to build relationships with students, such as using class meetings at the beginning and end of the day. When successfully integrated throughout the school culture and climate, Restorative Practices creates safe and productive learning spaces where students develop social and emotional skills and strong relationships with peers and adults.

These discipline practices are used successfully at Anser Charter School in Boise, at Alturas International Academy in Idaho Falls, and at Thrive Public Schools in San Diego. Students with diverse backgrounds have successfully built communities in these schools as an intentional part of the schools' design. MOSAICS plans to implement systems like these schools to foster a culture centered around respect, responsibility, and high expectations for both behavior and academics.

The Core Values of MOSAICS Public School

The core values of MOSAICS were developed to define the critical attributes of the school community. We expect our students, staff, and families to have a strong understanding of these values, and MOSAICS plans to implement them into our daily interactions and instructional program.

Success Begins with Failure

Psychologist Angela Duckworth notes that grit is a better predictor of success than IQ[18]. Idaho Ed News reported on a recent survey[19] that 83% of respondents say, "it's just as important to teach the value of hard work, persistence and responsibility as it is to teach academic subjects." At MOSAICS, we too believe success in life is achieved through persistence and tenacity. Failure is an

[18] Duckworth, Angela & Peterson, Christopher & D Matthews, Michael & R Kelly, Dennis. (2007). Grit: Perseverance and passion for long-term goals. Journal of Personality and Social Psychology.
[19] The People's Perspective Survey. Commissioned by Idaho Ed News. http://peoplesperspective.idahoednews.org/

opportunity to grow and learn. We understand rigor requires failure. Students are encouraged to strive for new understandings, to take risks, and to learn from their mistakes. Through reflection and the design thinking process, students refine their ideas and learning as they embark on their learning journeys. Failures are simply seen as the stepping stones to success.

Learning is a Partnership between Faculty, Students, and Families

Parents are the first and most influential teachers of all children. Parental involvement, accelerates student achievement, with Hattie citing "it is the beliefs and expectations of the adults in the home that contributes most to achievement[20]." Knowing this, the teachers at MOSAICS will forge a strong partnership with both students and families over two years to help all students achieve at high levels. Additionally, MOSAICS will actively work to meet the various needs of the diverse families with whom we partner. The staff at MOSAICS will work to provide equitable opportunities within the school day to complete projects and partner with families regarding homework to ensure all students have the same opportunities to learn.

Students and Teachers are the Potential, Not the Problem

Often in education students and teachers are seen at the problem. The founders of MOSAICS desire to shift the mindset to see the potential in each person. Each person, both teachers and students, brings a wide array of strengths and values into a classroom. MOSAICS will seek to provide opportunities to empower individuals to capitalize on their strengths to build a stronger school community and a brighter future. These aspirations will be supported through implementing restorative practices, teaching with competency-based report cards, and building collaborative partnerships through project-based learning and inquiry.

Community Stewardship Reinforces Learning

As stated by John Donne, "No man is an island entire to themselves." The founders of MOSAICS recognize we live in communities. Community stewardship means to understand the dynamics of our communities and to find the ways in which we can contribute to building a better community through the wise use of time, talents, and resources. At MOSAICS, we will have students focus on identifying their communities, both inside and outside the walls of the school. Students will learn to express their voices and actively listen to others. We expect our students to take ownership of their school and contribute to the greater community through service, advocacy, and building relationships.

Teamwork Powers Innovation and Learning

John Hattie notes cooperative learning is a powerful intervention[21]. When students see each other as partners in learning and as peer teachers, student achievement increases. Collaboration multiplies contributions to learning. Shared goals and mutual support lead to greater success than individually focused work. At MOSAICS, students will learn how to collaborate with others to achieve common

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[20] Hattie, J. (2010). Visible learning: A synthesis of over 800 meta-analyses relating to achievement (p.71). London: Routledge.

[21] Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning (p.87-88). London: Routledge.

goals. All students have strengths to share in the learning process, which allows the sum of the parts to be greater than the whole.

Diverse Perspectives Enrich the Community

Every person in a classroom community, from the teachers to the students, has something to contribute to the learning environment. Even though the learning paths for each student may differ, we value learning in community. We also believe through diversity we learn empathy, creating opportunities to understand various perspectives and voices from those who live differently than us. Because differing voices can challenge students' ideas, the staff at MOSAICS will work to develop a safe community where all students have a sense of belonging. At MOSAICS students will be provided opportunities to learn and grow together in their classrooms and will be provided time to share their unique learning and life experiences with others from different communities. Students will also be taught how to dialogue respectfully when presented with other viewpoints that may not reflect their own opinions or beliefs.

Voice Empowers Leadership

Students who believe they have a voice in school are seven times more likely to be academically motivated[22]. School voice happens when teachers and students engage in meaningful dialogue about real and important issues, and then actively partner in solving these issues. MOSAICS will seek to empower staff and students to speak and to influence decisions, which develops leadership within the school and creates a collaborative community of learners. This process aids in building strong relationships between teachers and students. Teachers at MOSAICS will realize that in order to truly teach our students, we must be willing to learn from them. This learning partnership is essential for doing the work of successfully inspiring and equipping them for their future.

Thinking Critically and Analytically Develops Creative Problem Solvers

In an Idaho Ed News survey[23], almost 80% of respondents reported they desire schools to teach critical thinking skills. The founders of MOSAICS believe learners are curious about the changing world around them. They will encounter issues that they must be able to tackle with creativity and innovation. As students work to solve problems, they will encounter new information and changing variables that they must respond to with agility and ease. The faculty at MOSAICS will expect our students to be able to sift through information in authentic problems to identify the important components and then propose various solutions. Students will use the Design Thinking Process inside the makerspace in order to craft their ideas into tangible products that can better the community in which they live. These solutions will be critiqued by other students and staff to help students refine their ideas and thinking, creating students who can defend their own thinking yet value other's perspectives.

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[22] Corso, M., Lande, L., Fox, K., Young, D., Harper, S., & Bundick, M. (2016). School Voice Report 2016 (p. 6, Rep.). Thousand Oaks, CA: Corwin Press. http://quagliainstitute.org/dmsView/School_Voice_Report_2016

[23] The People's Perspective Survey. Commissioned by Idaho Ed News. http://peoplesperspective.idahoednews.org/

Student Academic Achievement Standards

In general terms, MOSAICS Public School's goal is to develop students who are prepared to excel in high school and know the next steps after high school, whether it be college or career. We also expect all our students to understand the agency each person possesses in bettering their community. The MOSAICS board aims to accomplish these outcomes while serving a low income and high ELL student population.

MOSAICS leadership and staff will undertake a data-informed approach to monitoring and managing several aspects of achievement, both academically and social-emotionally. In addition to the outcomes and targets which will be included in MOSAICS' Performance Certificate, MOSAICS will track the following outcomes to ensure students' progress:

School Goals	As Measured By
1) 85% of students in grades 3-8 will meet their growth targets or be proficient or advanced in their understanding of science concepts	• Measured by the Science ISAT in 5th and 7th grade (proficiency) • NWEA MAP Science (grades 3-8) (growth)
2) 100% student fluency in computer science by 8th grade.	• Measured via ongoing student portfolio completion with Pencil Code, Lego Robotics projects, and Code.org projects
3) 85% of students will grow at least one grade level annually in math and reading	• Measured by MAP Growth (Grades K-8) data • Measured by Math Curriculum Based Measurements (K-2) • Measured by CORE Phonics Survey (K-2) • Measured by ISAT (Grades 3-8)
4) 100% of students will be able to read music by the end of 6th grade	• Measured by classroom-based measures focused on sight-reading and sight-singing
5) 85% of students, family and staff are satisfied at MOSAICS Public School	• Measured by annual survey taken by students, families, and staff
6) 100% of students participate in a community service project each year	• Measured by participation rates of community service projects throughout the year
7) 90% of students feel MOSAICS provides a safe, inclusive learning culture and environment.	• Measured by with ADA (95% or higher), school surveys, and semi-annual poll.

Statewide and Standardized Assessments

Students at MOSAICS will participate in all state-mandated testing as required by Idaho Code, including, but not limited to, the ISAT, ISAT Alt, IRI, WIDA Access 2.0, Science End of Course Exams,

and NAEP. The school will have a testing coordinator who oversees the testing program and ensures the testing process outlined by the Idaho State Department of Education (SDE) is followed with fidelity for all tests. Students will take these standardized tests during the state-mandated testing windows as outlined by the SDE.

The NWEA Measures of Academic Progress (MAP) Growth tests in reading (K-8), in math (K-8), in language (3-8), and in science (3-8) will be implemented three times per year in the fall, winter, and spring to measure student academic growth and progress towards learning goals.

Teachers will use data from these assessments to help identify areas of weakness and strengths for their students. Teachers will take time in their professional learning communities and in grade level meetings to analyze the student data, plan both tier 1 and tier 2 instruction around the results, and to create further instruction and assessments aligned to the needs of the students. In addition, teachers and the leadership team will assess the effectiveness of the core instructional program to ensure it is effective for student learning.

Curriculum Based Formative and Summative Assessments

In addition to the standardized assessments and statewide assessments, the teachers at MOSAICS will utilize both common formative assessments and informal assessments to measure student progress towards proficiency. Common formative assessments will be developed in Professional Learning Communities (PLCs) where teachers identify essential standards and ways to assess student mastery of the content and standards. Teachers will use the data from these assessments to plan their instruction and ensure students are progressing towards mastery. Informal assessments will occur in classrooms where teachers use strategies such as exit tickets, four corners, inside outside circles, among many other examples to assess students' acquisition of standards during instruction. This in turn informs the teacher how to move forward in a lesson. Summative assessments will be provided at the end of units, displaying a student's mastery of the content and processes. These summative assessments will be aligned to the standards and can take various forms: the final product in a project, a math test, a final draft of paper, a video demonstrating understanding of content, among many other examples.

Key Educational Design Elements, Curricula, Tools, and Instructional Methods

Standards of a High-Quality STEM Program

The founding board of MOSAICS understands a quality school must be founded upon measurable standards and benchmarks to produce an excellent program. The board used two organization's standards for designing high-quality STEM programs to base the design and development of the school: the adopted standards used by the Idaho State Board of Education for designating STEM

Schools—AdvancED's STEM Standards and Indicators[24] (see Appendix F2)—and the US Department of Education's Office of Innovation and Improvement's report, STEM 2026: A Vision for Innovation in STEM Education[25] (see Appendix F3 for infographic outlining key components). AdavncED's STEM Standards and Indicators identify different expectations of the learners, educators, and experiences necessary to provide a high-quality STEM program. STEM Vision 2026 explains six key components of high-quality, culturally relevant STEM programs, and provides many examples, benchmarks, and challenges while implementing STEM education. By integrating the standards from the two complementary documents, the MOSAICS instructional design creates a nationally aligned, comprehensive STEM program.

Key Educational Design Elements

An Integrated Approach to Learning through a Science Lens

MOSAICS Public School will provide a comprehensive STEAM education to our students. A key component will be cross-curricular, project-based learning centered around the Idaho Science Standards and the Design Thinking Process (as described in the curricula section of this petition). Students will solve authentic, real world problems where multiple solutions exist. We believe in the power of students' creativity and interests to propel the learning in our school. When possible, our curricular program will integrate multiple subject areas, which maximizes our students' time in the classroom and provides opportunities for students to transfer their learning to multiple contexts and tap into their natural curiosities.

Constructing Knowledge through Hands On Activities

MOSAICS Public School is founded upon the philosophy that our students, beginning in kindergarten, need to construct their knowledge and skills through hands-on learning, collaboration with others, and authentic experiences where they can think critically about a problem and use their creativity to apply innovative solutions. Our students will be expected to use the Design Thinking Process to create and test prototypes in both their classrooms and in our makerspace. MOSAICS Public School will teach students how to adapt, research, problem solve, collaborate, and continue learning outside a traditionally structured classroom.

Developing a Stewards Mindset

For us to create community stewards, we must be active members in the community. Each of our inquiry projects will have a community component, where community members work alongside the class to help students dig deeper into the content and application of their learning, and/or where students develop their projects in service of the community.

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[24] AdvancED STEM Certification: An overview of the STEM Standard and Indicators (https://www.advanc-ed.org/sites/default/files/documents/state-resources/STEM%20Standard_web-ready.pdf)

[25] Baker, E. L., et al (2016). STEM 2026: A Vision for Innovation in STEM Education (p. 7). Washington, DC: US Department of Education.(https://innovation.ed.gov/files/2016/09/AIR-STEM2026_Report_2016.pdf)

Acquiring Skills for Lifelong Learning

MOSAICS Public School believes in establishing a school around the skills needed for lifelong learning: collaboration, communication, critical thinking, and creativity and innovation. These skills will be embedded into the daily tasks and experiences of our students. Our educators will explicitly teach conflict resolution, communication protocols, time management, and other soft skills.

Integrated Units of Instruction

The goal of MOSAICS is to integrate all subject matters, when possible, into units of instruction that are guided by the inquiry framework. We plan to have students learn content in one subject, such as reading, and transfer their knowledge to another subject, such as science. The transfer of knowledge from one subject to another subject helps students cement their understanding of content and use it in various settings. As seen through John Hattie's meta-analysis[26], transfer strategies accelerate student learning. The planning framework under which we expect to systematically apply these transfer strategies will be based around Understanding by Design[27].

An example integrated unit of instruction would focus on the Oregon Trail in the 4th grade, centered on the Idaho Content Standards for Idaho History. The unit would pose the essential questions, "How far are people willing to go to make their dreams a reality, and what sacrifices are worth making to accomplish the dream?" Students in reading would be reading a historical fiction narrative about the traveling the Oregon Trail. During their reading block, they are learning and applying reading strategies while learning content about the Oregon Trail and the sacrifices the pioneers made. As students are discovering facts about the Oregon Trail, they then learn about the journals kept by the pioneers. Using these journals as a model, the students then write narrative journals placing themselves in the shoes of the pioneers and on their journey and whether the sacrifices made are worth following their dreams. In math, students apply their skills to identify the amount of days pioneers needed to travel to make it to the Oregon Country on time and avoid the snow and the spring rains. They also figure out how much cargo the wagon can carry and how many animals they would need to take. The students must make decisions on what they leave behind before they leave on the journey, both based on weight and what they value. In music students would learn about musical instruments on the Oregon Trail, and in P.E. students would learn how to do dances popular at the time, such as square dancing.

During their Inquiry Project time, the students would learn about the life science standards by discovering how plants and animals along the Oregon Trail adapted to the different environments. Wildlife biologists would come into the class and show pelts and skeletons to provide hands-on opportunities for students to see the adaptations these animals have developed to survive in the different biomes along the Oregon Trail. Students would also learn to analyze and interpret maps of the area to learn about the terrain of the journey, both from the maps provided to pioneers at the time and current maps of the area. The class would meet with a cartographer who can speak about

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[26] Hattie. J (2017, Nov.) 250 Influences on Student Achievement. Visible Learning Plus. (https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf)

[27] Wiggins, G., & McTighe, J. (2012). Understanding by Design Framework [PDF]. Alexandria, VA: Association for Supervision and Curriculum Development. (https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)

the importance of maps and how they are currently being used and created. The class would also meet with a representative from the Caldwell Historical Society to discuss where the Oregon Trail went through Caldwell and how the topography of Caldwell impacted the pioneers. A possible extension could be having the students petition the city council to place markers on the Oregon Trail in the city limits, which were kept unmarked to make commercial and residential development easier. With the knowledge students learned about the topography and animals, they would then be challenged to design a tool or wagon that would make life easier on the pioneers during their journey. By the end of the unit, students would pull all these components together for an exposition on the Oregon Trail. Parents and community members would be invited into the school to experience their learning and see projects that were created throughout the unit, all of which display an in-depth understanding of the Oregon Trail.

The founding Board of MOSAICS also understands not every subject can be integrated every single day. The goal is to integrate content as often as possible, but not restrict teachers to only teach integrated units as some content must be taught separately. For example, in math, it is sometimes important to learn the development and progression of foundational skills before applying it in other contexts. Many of these activities listed above would be taught through our primary instructional methodology of inquiry.

Primary Instructional Methodology: Inquiry

"I hear and I forget. I see and I remember. I do and I understand." Confucius

Inquiry will be the foundational principle in teaching and learning at MOSAICS Public School. It will be integrated as much as possible into all parts of the curriculum, from science and social studies to literacy and math. We see inquiry as an approach that fosters our guiding principles and supports our mission and vision. We define inquiry-based instruction as a student-centered approach where teachers guide students through open-ended essential questions so students can discover new insights and understandings and transfer their learning into new contexts. Through inquiry, students actively discover information to support their investigations.

Planning for Inquiry

Our inquiry approach begins with how our teachers design units and assessments. These units have clear and defined learning outcomes, aligned with the Idaho Core Standards, Idaho Content Standards, and Idaho Science Standards. For our unit planning, MOSAICS will train the teachers to utilize principles from Understanding by Design[28] where teachers identify core content standards, cross-curricular integration opportunities, audiences for exhibition, opportunities for community involvement, authentic assessments, and development of an essential question. The teachers then will backwards plan their units, creating experiences aligned with the objectives and standards in which students are supposed to learn. The units will be based on students' wonderings but will still

[28] Wiggins, G., & McTighe, J. (2012). Understanding by Design Framework [PDF]. Alexandria, VA: ASCD. (https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)

align to the identified objectives. This planning style allows teachers to maximize the time teaching content with students as all the material relates to the objectives identified early in the process.

All these items are essential for our students to go through the inquiry process, which is driven by student choice and voice. Students will be challenged to implement their ideas, questions, and solutions into the learning progressions identified by the teachers.

Additionally, as a part of our planning process, our teachers will be fine-tuning their projects as a portion of our staff development. We will use rubrics similar to those from Thrive Public Schools in San Diego (See Appendix F4) to help our teachers identify and move toward the practices aligned with the expectations for projects at MOSAICS Public School.

Applying Inquiry in the Classroom

Four Levels of Inquiry

Inquiry can be a generalized term that means many different instructional strategies to various educators. MOSAICS Public School will operate under the framework of four levels of inquiry[29]: confirmation, structured, guided, and open.

Levels of Inquiry as Described by the Faculty at Vancouver Island University[30]

Level of Inquiry	Description	Supports Learning to
Level 1 Confirmation Inquiry	The faculty member gives learners a question and procedure that leads to a known result. Learners follow the directions. Reinforces concepts and confirms previous understandings.	Follow procedures Collect and record data
Level 2 Structured Inquiry	The faculty member gives learners a question and outlines procedures that leads to an unknown result. Learners investigate and answer the question.	All of the above, plus: Formulate explanations Evaluate and analyze data
Level 3 Guided Inquiry	The faculty member gives learners a question with an unknown answer. The learners design procedures, investigate, and answer the question.	All of the above, plus: Design procedures

[29] First described by Rezba, R.J., T. Auldridge, & L. Rhea. (1999). Teaching & learning the basic science skills.

[30] Types of Inquiry. Retrieved January 10, 2019, from https://ciel.viu.ca/scholarly-teaching-practice/viu-council-learning-and-teaching-excellence/2016-2017-council-action-groups/types-inquiry

Level 4 Open or True Inquiry	Learners design their own question(s) and procedures. They must investigate and answer the question.	All of the above, plus: Formulate questions Communicating results

During a confirmation inquiry lesson, the goal of the lesson is for students to reinforce their learning. The students work through a question and procedures as set forth by the teacher, which leads to a known result. An example of a lesson using confirmation inquiry would be first-grade students mixing colors of paint together in art class to make new colors after learning about primary and secondary colors. The students know what the results of the experiment should be, but they have a hands-on activity to reinforce the learning.

Structured inquiry provides students a similar level of understanding as the confirmation inquiry lesson; however, students do not know the answer to the inquiry question ahead of time and must develop their own answer. In a structured inquiry, the teacher presents an essential question for students to develop an answer. The question can be answered over a series of lessons and invites divergent solutions. In fact, how students understand the essential question can change over time as they research it and deepen their knowledge. In structured inquiry, the teacher identifies specific learning activities and resources which students use to develop their understanding of the content.

An example of a structured inquiry unit in a fourth-grade math class might center around the essential question of "What creates value?" Students can explore this question through a series of activities provided by the teacher, such as comparing the value of whole numbers compared to fractions through dividing Hersey bars. The teacher can further expand upon this idea over the course of a week by having students compare fractions of differing denominators and then fractions and decimals. As students progress through these identified learning activities, they continue to build their understanding of the value of numbers. A summative assessment designed by the teacher will demonstrate student understanding.

In guided inquiry, the teacher presents an essential question for students to explore. The onus of designing the learning experience shifts from the teacher to the students. Students design their own procedures, investigations, and search for their own resources to answer the question. The teacher supports students in this type of inquiry as a guide who identifies possible resources and helps students process through their learning. The summative assessment in guided inquiry is flexible, allowing for students to choose how to present their learning.

An example of guided inquiry in practice would be a seventh-grade teacher posing an essential question "What powers your life?" This essential question can apply to a novel study of A Long Walk to Water in English where students discuss warfare and the physical needs of the characters in the book. At the same time, the essential question will apply in science class where students will be learning about different types of energy—kinetic, potential, and thermal—and the different ways they transfer. After learning about the different types of energy, students are then provided an opportunity to design a project that uses the learning from their science class to improve the living situation of the characters in A Long Walk to Water. Students would then go through the design thinking process, identifying the needs of the characters and identifying ways to apply their knowledge to the situation described in the book. Students would then create prototypes, test their

ideas, and refine their projects before showcasing them in an exhibition to parents and the community.

Open inquiry is reserved once students have developed their inquiry skills through multiple exposures to structured and guided inquiries. Furthermore, open inquiry requires students to have a strong grasp of the underlying content knowledge they would use to apply their inquiry. With support from the teacher, open inquiry allows students to pose their own questions, develop their own investigations, and utilize a variety of resources to answer their questions. They also design their summative assessment, which is aligned to a rubric developed by the teacher. This type of inquiry also can be scaffolded by the teacher posing questions to the students to help them develop their research question, the design of their investigation, and identifying resources. The students then exhibit their work to an authentic audience. Open inquiry provides the most student ownership of learning of the four levels.

An example of open inquiry in eighth grade that would be based in science standards could be focused around designing a method for monitoring and minimizing the human impact on the environment. Students would develop research questions centered around this task, exploring different biomes and the impacts humans have had in the past. They would explore methods scientists have used measure the impact, and then would design their own method to minimize the impact, both testing their ideas and soliciting feedback from their peers and from community experts. At the end of the project, students would then present their findings and ideas at an exhibition night, and if they felt strongly enough, to a wider audience, such as the city council.

Teachers and students experience success best when inquiry is strongly scaffolded. The four levels of inquiry provide a continuum of teacher and student expectations, gradually releasing control of learning to the students. We expect our teachers will begin their instruction through a structured inquiry model before moving students through the higher levels of inquiry. This progression ensures students build the necessary supports, background knowledge, work ethics, investigative skills, and vocabulary development needed to support their learning. We expect our kindergarten through 5th grade teachers to utilize the first three levels of inquiry throughout the school year. Beginning in 6th grade, teachers will start to utilize all four levels of inquiry, allowing for additional opportunities for students to take ownership of their learning.

Limitations of Inquiry

Although MOSAICS will be focused on providing many inquiry-based lessons and units, the founders of MOSAICS understand not every worthwhile learning activity is inquiry-based. Teachers need to utilize as many instructional tools and models as necessary to provide students the best learning experiences possible. We expect a major portion of lessons will be based in inquiry practices, but we respect the professionalism of the teacher to assess what lesson design he or she should use to provide the best learning experiences possible for our students. Other lesson designs will include all traditional teaching tools and methods, such as direct instruction, cooperative learning, lecturing, using textbooks, among many other practices.

Curricula

English Language Arts

The primary goal of literacy instruction is to foster a love of reading and writing. Therefore, MOSAICS Public School's literacy program will include an emphasis in both reading and writing to create well-prepared students who think critically about what they read and can thoughtfully express themselves through writing. All grades will incorporate the Idaho Core Standards into readers' and writers' workshops based around Lucy Calkin's models of Readers and Writers Workshops as a part of the core curriculum. Learners will read a variety of print materials---from leveled books (fiction and non-fiction) to primary source materials. Students' literacy experiences will be a mix of direct instruction, guided practice, exploration, and independent work. In the elementary grades, students will develop literacy skills in a reading block focused on the intentional development of decoding, fluency, comprehension strategies, and analytical skills—the foundational units of reading. In the middle school grades, students will continue building a repertoire of skills and strategies in comprehension and in analysis through deeper dives into more complex texts.

Teachers will guide students through the writing process of pre-writing, drafting, editing and publication as well as word work focused on phonemic awareness, phonics, spelling, grammar, and vocabulary. Our teachers will support students to write – both for communicating academic content and learning, as well for personal expression and reflection. Students will have opportunities to write across genres through the Science and Inquiry Projects and in writer's workshop. Writing will not only focus on skill development and technical aspects, it will also be a vehicle for student voice and expression. As a part of the Science and Inquiry Projects exhibition, students will be encouraged to write about their own interests and be creative in the presentation of their material. These presentations could include multiple forms of writing such as authoring a reader's theater, designing pamphlets for specific audiences, scripting a movie and recording it for presentation, writing a letter to an editor of the newspaper, among many other ideas.

While these readers' and writers' workshops lend themselves to both inquiry-based teaching practices and differentiation they do not necessarily, in and of themselves, support the integrated units of study MOSAICS desires to create. Because of this, MOSAICS teachers will draw on teaching resources to support the unit of integrated instruction and will additionally seek to select and provide resources and texts for students that also complement the integrated unit under current study. In this manner, the intention behind the lesson design and content found in Lucy Calkin's Readers and Writers Workshops curricula will maintain integrity in addressing the standards while also providing teachers the ability to choose materials that best support their students and their students' diverse needs. Further, to support an inquiry-based stance, all students will be seeking to answer the same essential question posed by the teacher; at the same time, students will be working in small groups based on their skill levels to cultivate concepts they need to master. Even though the levels of difficulty may be different, the essential question is the glue that holds all the learning together as the entire class is learning the same content. Additionally, skills in reading, writing, listening, and speaking will also be reinforced during the Science and Inquiry Projects.

Math

In all grades, MOSAICS Public School's mathematics instruction is centered on teaching for understanding of mathematical concepts, as opposed to memorization of procedures and algorithms without context. The instructional principles from Developing Mathematical Thinking Institute will help guide our instruction[31]. Our students will construct concrete models of the mathematical concepts, moving on to pictorial representations, and ending with the abstract representations of the math to cement a genuine understanding of what the mathematical calculations are accomplishing. Because students operate on a continuum of understanding, we expect our students will be able to utilize multiple models during instruction. We also plan on using a workshop model utilizing aides, classroom volunteers, and the teacher to provide math instruction for students at their instructional levels. We expect our students to build a solid foundation in both number sense and basic operational math, bridging the knowing and doing gap often found in mathematics instruction. Our students will develop fact fluency with the four basic operations, which provides a base for completing more complex mathematical operations.

Our students will be required to explain their mathematical thinking, using multiple representations both in words and in symbols. As much as is possible, students will take the mathematical practices they are learning and apply them to real world situations. The application component of our mathematics instruction will challenge students to think about and make sense of the mathematics they are exploring. When possible, math will also be integrated into the Inquiry Projects.

Humanities

To maximize our students' time, we plan on integrating social studies content into our reading and writing workshops as we believe students learn best when transferring their skills from one content area to another. We plan on utilizing our teachers' expertise in selecting literature and non-fiction texts as they develop their projects in the ELA portion of the day. Our students will learn the content as outlined by the Idaho Content Standards in each grade, completing projects that allow them opportunities to demonstrate their learning. Through the study of humanities, students will identify ways the actions of historical leaders impacted the communities in which they lived and lessons they could learn and apply in today's world. Students will also apply reading and writing strategies they are learning from the Idaho Core Standards.

Science and Inquiry Projects

Students at MOSAICS will have daily opportunities to apply and learn about the skills outlined in the Idaho Science Standards through Inquiry Projects. Teachers will use inquiry-driven, project-based learning as the main methodology of instruction during this time. Our projects will also be designed to encourage divergent thinking, which provides students opportunities to learn from each other and to critique others' thinking. Each project will last between 2-9 weeks with our students at each grade level completing between 4-7 projects each year.

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[31]Brendefur, J. L., Thiede, K., Strother, S., Jesse, D., & Sutton, J. (2016). The Effects of Professional Development on Elementary Students' Mathematics Achievement. Journal of Curriculum and Teaching,5(2). doi:10.5430/jct.v5n2p95 (https://files.eric.ed.gov/fulltext/EJ1157613.pdf)

The framework for lesson planning during the Science and Inquiry Project time comes from the Buck Institute's Gold Standard of Project Based Learning (PBL)[32]. The components of Gold Standard PBL are centered around key knowledge, understanding, and success skills and are as follows:

- Challenging Problem or Question
- Sustained Inquiry
- Authenticity
- Student Voice and Choice
- Reflection
- Critique and Revision
- Public Product

To ensure all teachers have the necessary components in their unit plans, they will plan their units using the principles of Understanding by Design in conjunction with the project design overview from the Buck Institute for Education (see Appendix F5 for completed example). Units planned with PBL present students with an essential question centered on a real-world issue. This lesson model incorporates various teaching tools and methods, including lecture, text-books, and conventional assessments. However, the nature of project-based learning requires students to spend most of the project actively working in groups or individually to research the question and come to conclusions. Students are expected to work towards an answer over an extended period. PBL requires students to use specific skills such as collaboration, teamwork, time and task management, and presentation skills to conclude a project successfully. As the students work through the project, they have various options in how to present their work publicly. Students work together to reflect upon their learning and to critique and revise their product until it meets the criteria outlined in the rubric. The skills learned through PBL prepare students to become productive, capable citizens.

One central tool we plan on using during our Science and Inquiry Projects, particularly emphasized in our makerspace, is the Design Thinking Process, as developed by Stanford University. Design Thinking is a thinking framework which encourages students to be deliberate in the processes to design a functional solution to a problem. There are 5 phases of Design Thinking: empathize, define, ideate, prototype, and test. Students first look at understanding the problem they are trying to solve by empathizing with the user. Once they have empathized with the user, they define the problems according to the needs of the user. They then produce many ideations of potential solutions. Students then choose one of the ideations, and then create a prototype model. Students then test the model, look at the data from their results, and then modify their prototypes. The process between ideation, prototyping, and testing is fluid as students move back and forth between the different phases. At the end of the Design Thinking process, students have designed many different

[32] Larmer, J. (April 15, 2015) Gold Standard PBL: Essential Project Design Elements. Retrieved from https://www.pblworks.org/blog/gold-standard-pbl-essential-project-design-elements

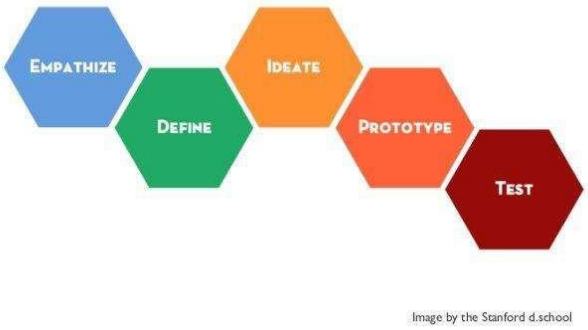

Image by the Stanford d.school

iterations and end with their most improved solution. At MOSAICS, students are then expected to present their solution to a public audience.

The Design Thinking Process is very similar to the engineering design process[33], with the added step of empathize. The founders of MOSAICS believe building empathy into the design process supports the mission of building community stewards as well as providing additional avenues to develop social-emotional awareness of others. The staff will go through design thinking challenges and trainings to develop their capacities in conjunction with the project-based learning. The goal is for our students to apply this process in the Science and Inquiry Project time, while using the makerspace, and expand it to other academic areas as well.

During the Science and Inquiry Project time, students will engage in teacher-adapted units based around the Idaho Science Standards. The school will provide teachers curricular materials to reference, but the teachers will focus the instructional material to fit within the inquiry framework to best meet our students' needs and interests. These Science and Inquiry Projects will also include reading and writing strategies, as indicated in the English Language Arts portion of the curricula section.

One specific Science and Inquiry Project all students will be participating in, is the First Lego League Jr. (K-3), First Lego League (4-6), and First Tech Challenge (7-8) competitions. These competitions send out real world problems, in which students are tasked with building working models to present their solutions. Students also learn to code their Lego robots through the Lego WeDo application. The founders of MOSAICS have seen these projects successfully implemented into the curriculum at all levels at North Idaho Charter STEM Academy. MOSAICS seeks to replicate their success and bring the engineering practices to a diverse set of learners in Caldwell.

The final expectation of the Science and Inquiry Projects is for teachers to help students identify possible career connections. Project-based learning is an effective way to link STEM concepts and careers. Students are given the kinds of authentic performance tasks to complete that actual STEM professionals work on solving in the field. Community members will be invited into the classroom to help facilitate learning and discuss how they apply concepts the students are learning into their work. Our goal is for students as young as kindergarten to understand the relevance of what they are learning and the educational routes they would need to undertake to reach different career paths.

[33] The Engineering Design Process. Retrieved December 21, 2018, from https://www.eie.org/overview/engineering-design-process

Community Stewardship

Teaching students to be community stewards is another key component of our school. We define community stewardship as understanding the dynamics of our communities and finding the ways in which we can contribute to building a better community through the wise use of time, talents, and resources. We expect our students to understand the different levels of communities and to explore ways to be engaged within the different types. The following table demonstrates the various levels we plan on focusing on at each grade level.

Grade Levels	Levels of Community
K-1	Classroom/Home
2-3	School/Neighborhood
4-5	Cities/Counties/States
6-8	US/Global

Built into our curriculum discussions will be stewardship and how to be community stewards. We envision our students becoming leaders who think beyond themselves and beyond the walls of the classroom. We will develop partnerships with businesses and other community organizations to be involved in the day to day business of the school, whether that is supporting an Inquiry Project, volunteering to read or do math with students, or helping our students develop a community service project to meet an identified need. We expect our students to interact with a variety of adults and community members to better understand how they can contribute their talents and resources to others. We also hope to develop potential mentorships with successful people in the community so our students have a community connection and another layer of support.

An example of possible community partnerships would include having first-grade students design and create a community garden, with the intent of supplying food for the school and a local foodbank like Oasis Food Center with fresh, quality produce. To begin the unit, students would learn about different types of foods. Then a nutritionist from West Valley Medical Center would come teach students about the importance of eating healthy foods and a balanced diet. The nutritionist would then help students design healthy recipes centered around fruits and vegetables that can be grown in Idaho. When students were learning about how plants grow and what conditions need to be present for plants to produce fruit or vegetables, a gardener from a local greenhouse, like The Scent of Color, or a local farmer would come and provide insights about effective growing practices. They would also teach students about how they maximize their space when planning and what they do to keep the plants healthy. They would also talk about pests and how they affect plants. The students would then work collaboratively on designing garden spaces with different vegetable plants, creating different iterations of maximizing the garden area. The gardener would be invited back to provide feedback on their designs. After the students finalize their designs, they would begin by planting the different types of vegetables and fruits in seed pots, which would be moved into the garden when the conditions were optimal. The students would then care for the garden, learning skills they can transfer to home if desired. The produce from the garden would be harvested when ripened, with a portion of it going to the school kitchen and the other portion being donated to the Oasis Food Center. This type of project meets science standards, provides exposure to different careers, teaches community stewardship, and develops skills that move beyond the school's walls.

We will utilize Restorative Practices in our school to help students develop the mindset of community. Our teachers will start the day off with a morning meeting and end the day with an afternoon debrief time. We also plan on embedding a Social-Emotional Learning curriculum during this time to assist students in managing their own emotions and building positive relationships. One example of a program is the Zones of Regulation, which helps students understand the size of the problem, provides language to help students understand their emotional state, and then gives strategies for self-regulation. We also believe the inquiry process and design thinking framework will help facilitate the learning of self-management strategies. By providing a schoolwide SEL framework built around a common language, students will be better able to communicate their feelings and school staff will be able to converse with students in ways that facilitate a positive school culture. To further build schoolwide school culture, MOSAICS plans on having a weekly assembly focused around celebrating the community and the accomplishments of our students.

The Arts

Building on the lessons learned from the highly successful Idaho Arts Charter School, students at MOSAICS Public School will be taught techniques and procedures in the arts to help them express themselves purposefully. All students will be instructed in visual arts and music through a specials rotation in elementary school. All students will take band or choir in middle school and have additional instruction in arts through the elective class rotation in middle school. Teachers will also integrate visual arts, music, and drama into their curricular programs when possible. We expect our students to be able to demonstrate their learning through different methods and media to represent their thinking. The various media could include some of the following examples: producing a video, writing a reader's theater, performing a play, creating a diorama, choreographing a dance, creating an art show, among many other examples. We want to encourage our students to be creative in their approach to communicating their ideas and passions.

Other Student Programming: Physical Education and Coding

In addition to music and art rotations, our students will also receive instruction in coding and physical education in their specials rotations and elective rotation.

Beginning in kindergarten, students will be introduced to computer science through coding. We plan on utilizing a specials rotation where students are working in coding at least 1 day per week in grades K-5 using Code.org's CS Fundamentals curriculum. Students will start out learning basic logic progressions through hands on activities before moving onto technology to learn coding and basic computer science concepts through programs like Scratch or Wonder Workshop's app series. Students will learn how to create loops, functions, and algorithms while programming basic computer games. In addition, students will learn about digital citizenship and internet safety. Grades 6-8 will use Code.org's CS Discoveries curriculum, where students develop webpages, code animations and interactive art, and explore how technology can solve problems. Other programs, such as Pencil Code and CS First, will be used to provide a variety of computer science experiences for our students.

All students in grades K-5 will have physical education (P.E.) at least 45 minutes per week. Grades 6-8 will have P.E. during their elective rotation. During the P.E. courses, students will also engage in at least 1 unit on dance aligned to the Idaho Content Standards being taught in the classrooms. An

example would be students in the fourth grade learning square dance to support their learning in Idaho history.

What I Need (WIN)

The elementary grades will also utilize a time designated for "What I Need" (WIN) for interventions and enrichment opportunities. For students in remediation, these lessons will be based on what a student needs to build to achieve proficiency in their core academic areas. For students who are advanced, this time is designated to further their learning in the next proficiency level as described on the report cards.

Interventions in the middle level grades will be completed within the classroom setting. Using data from programs such as MAP Growth, Think Through Math, and other curriculum-based assessments, teachers will group students based on the needs demonstrated by the students. These needs will be addressed through small group instruction with the support of grade level aides.

Example of Minutes for Curricular Programming

	Minutes Per Subject (4 Days Per Week)					
Subjects	K	1	2	3	4	5
Reading/Humanities	90	90	90	90	75	75
Writing	30	30	30	30	30	30
Math	75	75	75	75	75	75
Restorative Practices/SEL	20	20	20	20	20	20
Projects/Science	60	60	75	75	90	90
Lunch	25	25	25	25	25	25
Recesses (lunch and grade level)	55	55	40	40	40	40
What I Need (WIN)	30	30	30	30	30	30
Specials (art, coding, music)	45	45	45	45	45	45
Total Minutes	430	430	430	430	430	430

	Minutes Per Subject (Early Release/Late Start)					
Subjects	K	1	2	3	4	5
Reading/Humanities	70	70	70	70	70	70
Writing	25	25	25	25	25	25
Math	70	70	70	70	70	70
Restorative Practices/SEL	20	20	20	20	20	20
Projects/Science	60	60	60	60	60	60
Lunch	25	25	25	25	25	25
Recesses (lunch and grade level)	20	20	20	20	20	20
What I Need (WIN)	30	30	30	30	30	30
Specials (art, coding, music)	45	45	45	45	45	45
Total Minutes	365	365	365	365	365	365

	Minutes Per Subject (4 Days Per Week)		
Subjects	6	7	8
ELA/Humanities	115	115	115
Math	65	65	65
Choir or Band	55	55	55
Inquiry Projects	90	90	90
Elective Rotation (Art, Coding, PE)	55	55	55
Lunch	30	30	30
Advisory	20	20	20
Total Minutes	430	430	430

	Minutes Per Subject (Early Release/Late Start)		
Subjects	6	7	8
ELA/Humanities	80	80	80
Math	55	55	55
Choir or Band	55	55	55
Inquiry Projects	90	90	90
Elective Rotation (Art, Coding, PE)	55	55	55
Lunch	30	30	30
Advisory	0	0	0
Total Minutes	365	365	365

Tools

Technology in Classrooms

Students will use Chromebooks or similar devices to develop personalized pathways and support their learning in their core content. These devices will also be used to help students manage their timelines and progress while completing projects. Students will also use programs, such as the Education G Suite, to collaborate on projects digitally and create online portfolios of their work to share with their parents and others. Teachers will use the program to send out work and communicate with students about major milestones on a project and the timeline attached. These timelines and artifacts can be accessed by parents as well, allowing for parent-teacher communication. Students will also be able to access educational programs, such as Think Through Math, Teach My Monster to Read, IXL, and No Red Ink, to help support the instructional program as designed by the teachers. Teachers will use the devices to run applications, such as Socrative, Kahoot, and Nearpod, to provide immediate feedback to students as well as adjust their teaching in the moment based on the students' results. Students will be expected to become creators of content, possibly using video editing software or applications such as Educreations, to provide examples of their learning and understanding. They can discourse and collaborate through apps on their devices when needed as well.

MOSAICS also plans on utilizing a projector system in each classroom. These systems will project the image from a teacher device for students to be able to see the screens of what a teacher is seeing. These tools help students and teachers stay together during lessons and allow teachers the ability to access and display information from a variety of sources, such as the Internet or PowerPoint presentations.

Technology Access at Home

Students at MOSAICS will come from a variety of backgrounds with differing levels of technological access. To ensure all students have equitable access to these tools, MOSAICS families will complete a survey indicating the families' levels of access to technology at home. MOSAICS staff will work with families to make sure students have access to the devices needed to complete work. This

access will be determined on a case-by-case basis and could look different depending on each family's needs. Some examples of possible solutions for accessing technology could be taking home technology, such as Chromebooks, or inviting students to finish their work before or after school at MOSAICS. Our staff will also look for apps that can be deployed through phone as well as computer to make the content as accessible as possible for families. We will also explore partnerships with local internet providers to see if they might be able to provide services to families at a reduced cost.

Makerspace

Producing prototypes is a vital part of the Design Thinking Process, so MOSAICS plans on creating a makerspace, allowing all students to have the ability to design and make multiple prototypes of projects from their inquiry projects. The makerspace will house many different types of materials for making, such as cardboard, yarn, CD's, sheets of thick plastic, glue, crayons, markers, paper, pipe cleaners, among many other materials. These materials will be accessed by students to create and refine their prototypes. As our school expands into 5th grade and up, we plan on adding makerspace technology, such as a laser cutter and 3D printers to enhance student projects. We also plan on using devices which program objects to move in the real world, such as Raspberry Pi to connect programming to the Inquiry Projects exhibitions. We expect students to use their knowledge to create real world applications and not rely solely on digital renderings.

Teachers will schedule the use of the makerspace throughout the day in addition to using this tool within the Science and Inquiry Projects. The instructional coach will help teachers plan Science and Inquiry Projects to further help them utilize best practices during makerspace time and provide additional support in planning instruction for the makerspace to complement STEM learning.

Competency-Based Report Cards

MOSAICS plans on using competency-based report cards. These report cards are centered around essential standards as articulated at each grade level. The board of MOSAICS feels it is important to communicate with parents the level at which their students are performing. These report cards also provide what competency looks like at the grade level above and the grade level below, providing both the teacher and parents ideas on what the next steps are for their students to continue to grow in proficiency. We plan on utilizing a report card similar to those used at Design 39 in San Diego, CA (see Appendix F6 for example).

Classroom Organization

Providing Free Full Day Kindergarten:

MOSAICS Public School plans to offer free full day kindergarten to all families. Families from low-income households are more likely to enroll their kindergarten students at MOSAICS as there are no additional costs associated with the full day program. Full day kindergarten allows for our teachers to provide additional supports and interventions to students who enter the school with academic deficits. The current research shows Hispanic students benefit at a higher proportional level based in

improving their literacy scores[34]. Furthermore, the study reported all students' literacy scores raised through attending full day kindergarten.

Looping

Developing long lasting relationships between teachers, students, and families is of utmost importance to the founders of MOSAICS Public School. John Hattie's meta-analysis also shows the positive relationships between students and teachers as having a high effect size on increasing student outcomes[35]. We believe looping is the best way to create strong relationships between teachers, families, and students. Additional research also shows academic gains for students who have a class comprised of mostly the same students with the same teacher over two years, with the largest gains coming for minority students[36]. Because of these reasons, we will organize our grade levels so that students have the same teacher for at least 2 years.

Strategies for Serving All Students

As a part of the mission of serving all students and developing interests and capabilities of students underrepresented in the STEAM fields, the board of MOSAICS will actively recruit and provide supports to bring a diverse population of students to our school.

These supports include the following:

- Providing bus services within the attendance zone beginning in year 1
- Providing a Free and Reduced Breakfast and Lunch program beginning in year 1
- Hiring bilingual teachers when possible to support EL population
- Hiring a bilingual secretary so Spanish speaking parents have easier access to the school
- Marketing the school in both English and Spanish on billboards, radio, pamphlets, and our website
- Providing staff development on working with students and families from low socioeconomic situations
- Providing staff development on incorporating effective EL strategies
- Providing staff development on working with students with disabilities
- Partnering with community organizations to provide better support to students and their families
- Providing social-emotional instruction to students to facilitate conflict resolution and self-regulation

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[34] Gibbs, C. (2014). Experimental Evidence on Early Intervention: The Impact of Full-day Kindergarten (Working paper). Charlottesville, VA: University of Virginia. (https://economics.nd.edu/assets/141429/)
Walston, J.T., and West, J. (2004). Full-day and Half-day Kindergarten in the United States: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99. U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. (https://nces.ed.gov/pubs2004/2004078.pdf)

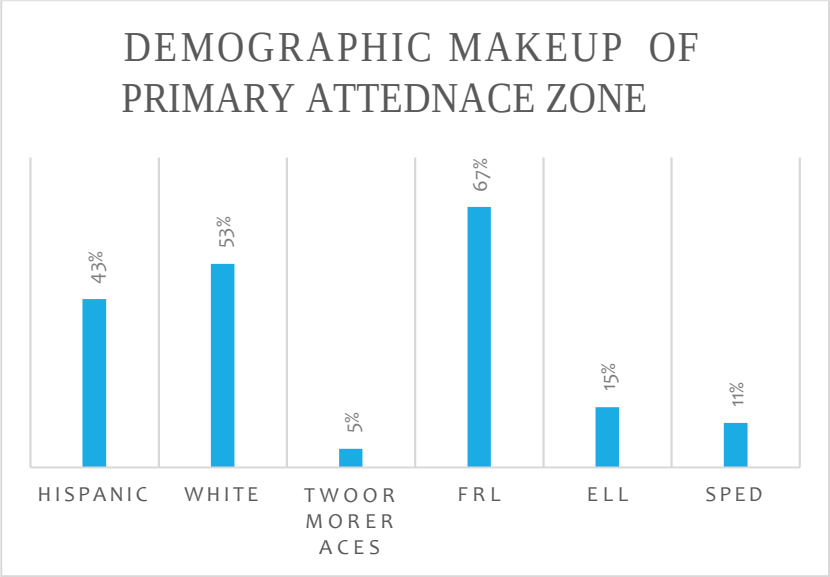
[35] Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning (pp.77-79). London: Routledge.

[36] Hill, A. J., & Jones, D. B. (Mar. 2017). A teacher who knows me: The academic benefits of repeat student-teacher match (Working paper). Columbia, SC: University of South Carolina.

- Employing a full-time special education teacher who follows Child Find and IDEA guidelines with the plan of hiring a second full time special education teacher when MOSAICS is fully enrolled
- Contracting services for SLP, OT, and educational psychological testing

To meet the needs of the expected demographics, MOSAICS plans on hiring a full-time special education teacher and a full time ELL/Title 1 coordinator. The special education teacher will work alongside teachers to develop IEP goals for students to best support their individual learning needs. The ELL/Title 1 coordinator will help train staff with instructional strategies and instructional practices to support the acquisition of content knowledge and process skills.

The table below shows the demographic makeup of the schools serving students in the Primary Attendance Area of MOSAICS Public School (analysis of numbers can be found in Appendix F7). The board of MOSAICS plans on recruiting a demographic of students who reflect the makeup of the attendance area with an expectation of matching within 5%.



To prepare staff for working with MOSAICS Public School's targeted student demographic, MOSAICS Professional Development program will emphasize and focus on working with low income and English learner populations. During the recruitment and lottery enrollment stages, MOSAICS staff will meet with local community leaders as well as host several informational events within the proposed attendance area to build positive relationships between the school staff and families. MOSAICS is already making connections with organizations like Community Council of Idaho to begin outreach efforts to educate Hispanic and low-income families about school choice in the Caldwell area.

Gifted and Talented

Teachers will use a variety of assessment measures, including standardized assessment data (like MAP and iStation results) and other classroom performance data, to identify students who are gifted. Students who achieve significantly above grade level and/or demonstrate behaviors

consistent with gifted ability may be appropriately identified. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services. Parents and guardians will be informed when their child is suspected of being gifted or identified as gifted so that they can seek appropriate challenges and opportunities for their child.

Students who are high achievers and/or identified as gifted benefit from differentiation and instruction that is flexible enough to meet their specific needs. According to Carol Ann Tomlinson, a recognized expert in the field of education for gifted students, "a class is not differentiated when all students are doing the same thing and no adjustments are being made to the difficulty levels of the assignments that are given[37]." The nature of learning through inquiry and project-based learning lends itself to students challenging themselves to go beyond their current level of instruction. MOSAICS will adopt many of the strategies recommended by Tomlinson and others for effective teaching in mixed-ability classrooms, such as

- Providing alternative and/or extension activities for students who have already mastered the content being taught;
- Allowing gifted and high achieving students to work at an accelerated pace;
- Providing opportunities for students to work in flexible groups with other intellectual peers
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher;
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking;
- Incorporating a variety of the levels of thinking described in Bloom's taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products.

As a result of program differentiation using the strategies just described, the unique learning needs of advanced learners will be met within the regular classroom program.

Response to Intervention for At-Risk Populations

MOSAICS will use a team approach dedicated to Response to Intervention (RTI). All students will be provided universal screeners, such as MAP testing, DIBELS assessments, the IRI, Words Their Way spelling inventory, fluency probes, math fact fluency probes, Think Through Math diagnostic assessments, etc. three times a year in order to monitor student growth. Teachers will then analyze the data from the universal screeners and identify students who did not meet the benchmarks and are at-risk or below grade level. They will then conduct further diagnostic screening, such as the CORE Phonics Survey, additional fluency probes at differing grade levels, if needed, to target specific skills students need to master. The teachers will also contact the parents to let them know about their students' level of performance and ways for the parent to partner with the school in providing additional supports to their students.

Students will be grouped with other students who need similar supports and provided specific interventions during the What I Need (WIN) portion of the day. Depending on the need of the

[37] Tomlinson, C. (1995). How to differentiate instruction in mixed ability classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.

student, MOSAICS will utilize a variety of intervention materials. We plan on using strategies from NEXT Steps for Literacy Instruction to remediate reading skills, ranging from phonemic awareness to vocabulary acquisition. We also plan on utilizing supports from the Units of Study in Reading and Units of Study in Writing by Lucy Calkins with the included If…Then…curriculum supports designated to develop the skills needed for students to be successful in the general classroom's units of instruction. In math, we plan on using supports from the purchased math curriculum to support our at-risk students. These supports can include using lessons from previous grade levels to support the development of missing skills or processes or using other intervention materials dedicated to filling gaps in student learning. We may utilize programs, such as IXL or Zearn, in grades K-2 for teaching remediation. In grades 3-8, MOSAICS also plans on using Think Through Math to provide practice on skills at the students' instructional levels. Teachers will use the diagnostic data and corresponding assignments for students to instruct identified skills in small groups. After instruction, these students will solve problems aligned to the skills on the computer to show mastery of concepts. The founders of MOSAICS also know teachers bring a myriad of experience in working with struggling students and welcome their insights in planning and developing materials to support all students in their classroom.

After a few weeks of progress monitoring, teachers who do not see improvement towards proficiency will take their student to the RTI team, which is comprised of teachers from various grade levels, to obtain additional ideas for supports and interventions. Through this process, the RTI team will also refer students to the Multi-Disciplinary Team (MDT) for further evaluation if necessary.

Our use of competency-based report cards and small group instruction in ELA and math will also allow for students to work at their instructional level in small groups. Having clear targets of the next level of performance will aide both the teacher and the parents in understanding the skills necessary for the student to master to move forward, whether the child is behind in their instruction or ahead of the class. Our report cards will identify the essential skills necessary to move forward in their ability level and use vocabulary to describe what it looks like in practice, allowing for parents and teachers to use a common language between school and home. Some tools we will use, such as Think Through Math, also allow for students to access practice at home, which provides opportunities for parents to see their students' competency levels and provide practice at the students' skill levels.

English Language Learners

It is MOSAICS Public School's goal to help English Language Learners (ELL) reach English proficiency in reading, writing, speaking, and listening. To accomplish this goal, the ELL coordinator will train the faculty and staff to use language development strategies within the general education classroom to support English acquisition. Teachers will be trained on specific language development strategies, such as providing sentence frames and using thought maps. Staff will also learn processes for identifying and teaching tier 2 academic vocabulary (words that are academic in nature but transferable in context), which helps all students acquire new vocabulary. Teachers will also learn how to use manipulatives as a language support for math, reading, writing, and science. ELL programs, like the Guided Language Acquisition Design (GLAD) model and the Sheltered Instructional Observation Protocol (SIOP), will help inform the ELL coordinator's staff development.

For identifying potential ELL students, MOSAICS Public School will apply the federal definition as defined by Title III and IX of the ESEA. The school will use a home-language survey upon student's 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.

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. For students needing assessment accommodations, an English Learning Plan (ELP) will be developed and include curriculum, teaching strategies, academic goals, and assessment accommodations. All ELPs will be overseen by the ELL Coordinator. Additional ELL services may be provided on site through pull out programs, depending on need of specific students.

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 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 interventions provided to the students by comparing them with peers to gauge student improvement. Additional evaluations of the program will consider the availability of resources and the effectiveness of staff training, as measured through staff surveys and observations of strategies used within the general education classroom.

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 MOSAICS Public School will review the surveys and determine whether a student may be an ELL.
- 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 MOSAICS' staff members.
- If the student tests less than proficient on the English language proficiency test or screener, 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 receive supports in acquiring English and in high-quality language instruction. Possible supports include the following:
    - 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 in the spring assessment, students will continue in the ELL program for the following year or exit (with two years of monitoring).

Special Education

MOSAICS Public School intends to hire a special education teacher dedicated to special education needs in its first year. MOSAICS Public School will implement best practice, research-based special education curriculum, and instructional materials specific to each student's needs. MOSAICS Public School will contract with highly qualified special education support staff to provide Occupational Therapy, Speech Language Services, and Educational Psychological testing for students who need such services. MOSAICS Public School 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.

MOSAICS Public School's board of directors will adopt the 2019 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.

MOSAICS Public School 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, and registration materials.

MOSAICS Public School 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. MOSAICS Public School'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. MOSAICS Public School 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. MOSAICS Public School 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.

The special education teacher will collaborate with the general education teacher on developing IEP goals. The general education teachers and special education teacher will work in collaboration with one another to use the competency-based report cards to both inform the development of the IEP as well as communicate to parents progress the student is making on their identified skills. This step will help provide parents a fuller picture of their students' progress in achieving grade level work.

Inclusion Preference Model

Inclusion for special education, ELL, and gifted students will be essential to the culture of the MOSAICS Public School. We want all students to always feel valued and a part of the class as we believe inclusion fosters a meaningful participation in one's education. Our school community will strive to embrace a variety of learning styles and outcomes based on an individual's strengths. It is our mission to meet the academic, social, and emotional needs of all students in the general education setting as much as possible. We want our teachers and staff to have a shared responsibility for the success of all students. To this end, we plan on assigning a full-time aide for each classroom in grades K-2 and full-time aide to split between classrooms in grades 2-8 so we can serve our students' needs in the classroom, ensuring everyone has access to the learning environment. We will collaborate with families about their students' needs as well because they are an essential part of their child's education. With the aide support, we will be able to provide a continuum of services within the classroom. These individualized supports and services will be provided in a tiered system where students receive the accommodations and modifications needed to access and learn in the classroom, alongside their peers. As noted on a study completed at Indiana University, special education students who participated in a high inclusion model performed significantly better on both reading and math assessments[38]. The staff at MOSAICS will seek to maximize the learning outcomes for our special education students in the general education classroom; however, the push for inclusion will not interfere with a student's needs who may require services in a separate environment due to the his or her learning needs.

[38] Cole, S., Murphy, H., Frisby, M, & Grossi, T., & Bolte, H (2018). A Longitudinal Study to Determine the Impact of Inclusion on Student Academic Outcomes (Executive Summary Report) (https://www.iidc.indiana.edu/styles/iidc/defiles/CELL/Inclusion-study-handout.pdf)

Professional Development Plan

Professional development is an essential component to the growth and betterment of the teaching cadre at MOSAICS Public School. Students succeed when teachers continually hone their craft through well-developed trainings and supports. At MOSAICS Public School, teachers will have the following multiple layers of supports:

School Systems Training

Teachers will have annual training in the many requirements teachers need to be informed about while in this profession. These requirements will include training in special services related to the requirements for IEPs, 504, and ELPs. Additional training on FERPA, the McKinney-Vento Act, child abuse reporting, and bullying prevention will be completed. Staff will also be trained on the student information system, the longitudinal student data system, technology integration, the school handbook, etc.

Schoolwide Professional Development:

MOSAICS will provide professional development aligned with its mission and vision. Teachers will participate in various all-staff learning sessions focused around the various topics. These topics and trainings will include, but not be limited to, the following:

- Inquiry Based Instructional Practices
- Community Stewardship
- Restorative Practices
- EL Strategies
- Working with Students in Poverty
- Integrating Arts, Sciences, and Technology
- Competency Based Education
- Developing Mathematical Thinking Principles and Strategies
- Professional Learning Communities
- Response to Intervention

A more detailed professional development plan can be found in Appendix F8.

Onboarding Teachers in Year 1

Much of the onboarding teacher professional development will be centered around inquiry and community stewardship. Professional development will take place for 7 days before the school year starts and continue and throughout the school year (see Appendix F9 for possible calendar).

Initially, the first two days will be spent on training about restorative practices as building a strong collaborative culture will be tantamount to the success of the school. We plan on utilizing outside trainers from organizations such as International Institute for Restorative Practices (IIRP) to ensure teachers are thoroughly prepared and ready to implement this system of practices. We believe Restorative Practices are essential for developing the type of culture we want for our school.

All staff will be trained for three days in designing lesson and teaching through Project-Based Learning in PBL 101[39]. We plan on using trainers from the Buck Institute to train our staff in the tenets of PBL and how to use it in the classroom. The Buck Institute also provides support throughout the year in designing and implementing PBL.

Staff will also go through an inquiry boot camp for two days focused around an essential question, such as "How does stewardship define our community and how does this impact citizenry?" We plan on utilizing our board member, Debbie Foster, to help design and implement this professional development workshop. Debbie (see resume at Appendix C) has extensive experience developing professional development programming for schools and districts from many years. We may also contract with the Boise State Writing Project to hire facilitators. As teachers themselves go through the inquiry project and answer this question, which is directly tied to the school's mission and vision, the trainers will highlight the instructional moves they are making to help develop teachers' strategies based in inquiry instruction. Teachers will be led through the different components of an inquiry project, ending with a public exhibition. Strategies and examples from Project-Based Teaching by Suzie Boss and John Larmer[40] will anchor this boot camp. Embedded in this inquiry-boot camp will also be a demographic analysis of our student body, a review of our charter petition, strategies of working with students in poverty, and competency-based educational practices.

Early Release Day

We will build professional development time into our week through an early release one day per week. These weekly meetings will be focused on a topic through a rotation schedule. We plan on using this time to reinforce the training from the beginning of the year and make sure teachers are developing the skills they need to help students perform at a high level. These meetings also provide additional accountability for the teachers as they develop their skills. A model of our meetings might look like the following:

- Week 1- Inquiry Projects Focus
- Week 2- Grade Level Team Focus (RTI/PLC)
- Week 3- Restorative Practices Focus
- Week 4- Grade Level Team Focus (RTI/PLC)

During each early release day, teachers will also be presented with an ELL strategy to use in their classrooms to help equip and support their ELL students. Insights about working with students in poverty will also be shared; however, most of the time will be focused on the main topic of the week.

To support our projected student population, MOSAICS will seek out opportunities for partnership with other organizations, such as the Salvation Army or YMCA, to bus our students for out-of-school programming during early release days.

[39]Description of PBL 101 Professional Development: https://www.pblworks.org/services/pbl-101

[40] Boss, S. & Larmer, J. (2018) Project based teaching: How to create rigorous and engaging learning experiences. Alexandria, VA: Association of Supervision and Curriculum Development.

Whole Day Trainings

Throughout the school year, MOSAICS will host full day professional development sessions. These sessions will be aligned to the main topics of study for the school year as well, providing teachers opportunities to plan, implement, and reflect on their learning over extended time periods.

Instructional Coaching

As current research from Education Next[41] indicates, instructional coaching has a significant effect size on teachers implementing instructional strategies and increases student achievement. MOSAICS plans on hiring an instructional coach to support teachers in the development of their craft in all instructional areas and to support the implementation of inquiry. The instructional coach will model how to develop and instruct lessons based in inquiry as well as provide feedback to teachers through various means such as co-teaching, co-planning, and providing feedback on observations. The instructional coach will set up six-week coaching cycles with teachers at least twice per year. In this cycle, the instructional coach will help teachers analyze data, identify specific strategies they want to improve, and provide feedback on their progress in implementing these goals. The instructional coach will utilize coaching strategies like those outlined in Jim Knight's Impact Cycle[42]. As teachers vary in their abilities and needs, each teacher will be supported in the ways that best meet their needs.

The instructional coach is expected to work in tandem with the administrator, furthering the school's vision and mission and helping all teachers achieve better performance through more effective instruction; however, the instructional coach's work with teachers will be confidential and not used in evaluations. The founders of MOSAICS have observed that teachers are much more receptive to feedback in a non-evaluative environment and are more likely to seek out aid from an instructional coach when struggling. This supporting role allows the coach to be more effective and helps boost the school's learning culture.

Professional Learning Communities

MOSAICS teachers will participate in Professional Learning Communities (PLC), as designed by Richard Dufour[43], at least 2 times per month. During the PLC time, teachers will align their assessments and instruction to the essential standards identified on the competency-based report card. They will create common formative assessments and summative assessments that measure the different levels of competencies. Teachers will also develop rubrics to identify the specific characteristics which show mastery of the essential standards. In these working groups, teachers will compare student work to the established rubrics and then analyze their student data to inform

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[41] Kraft, M., & Blazar, D. (2018). Taking Teacher Coaching to Scale: Can Personalized Training Become Standard Practice? Education Next, (Fall), 68-74. (https://www.educationnext.org/files/ednext_xviii_4_kraft_blazar.pdf)

[42] Jim Knight's Impact Cycle Workbook for Instructional Coaches: https://www.instructionalcoaching.com/wp-content/uploads/2016/03/Jimknight_Workbook_7_14_KUCRL.pdf

[43] Mattos, M., DuFour, R., DuFour, R., Eaker, R., & Many, T. W. (2016). Learning by doing: A handbook for professional learning communities at work. Sydney, NSW: Solution Tree Australia Pty.

where their instruction needs to go. Additionally, the teachers can identify areas of strong practices within the teaching team.

Embedded within the PLC structure is the first level of the RTI process as teams of teachers will discuss the progress of their students and can identify students who are both excelling and struggling. Teachers will identify specific interventions to make sure they are able to support the students who have yet to meet the established criteria, while also finding ways to support students who have already mastered the content.

Onboarding New Teachers After Year 1

New teachers will be onboarded in a similar way as the teachers of year 1. They will go through a new staff orientation, focused on Restorative Practices and an inquiry boot camp around an essential question related to the whole staff development. These institutes will be provided by returning staff members to provide both boot-on-the-ground experience and implementation as well as opportunities to meet and interact with existing staff. The founders of MOSAICS believe in the power of teacher-led instruction and in developing teacher leadership within the teacher cadre.

Evaluations for Teachers

All teachers will be evaluated according to the Danielson framework, as adopted by the state of Idaho. MOSAICS' administrator will observe teachers monthly and provide feedback frequently. Staff will also develop professional goals aligned with the Danielson framework and school goals.

Section II: Financial and Facilities Plan

Fiscal Philosophy and Spending Priorities

It is our philosophy that we maximize each dollar MOSAICS Public School receives to ensure the highest quality of education for our students. To accomplish this, we plan on spending a significant amount of our budget on classroom supports. Staffing will be the highest expense as teachers have a large effect size on student outcomes during a school day. It is also a priority for the board of directors to provide supports for our ELL students and at-risk students to succeed, thus we will fund a full time ELL/Title 1 coordinator and full day kindergarten. MOSAICS Public School also plans on funding an instructional coach to help fulfill the mission and vision by providing boots-on-the-ground support for teachers outside of the administration. MOSAICS will build a makerspace where students are able to learn through prototyping designs and testing them out. Providing students hands-on opportunities is vital to our program, and we plan on purchasing supplies to ensure these curricular opportunities are realized. We also plan on purchasing devices to begin teaching coding and integrating technology as young as kindergarten. Finally, our priority is saving 60 days of operating expenses within 4 years of operations.

Transportation

The board of MOSAICS Public School understand the importance of providing transportation for students to equitably access the school. MOSAICS plans to contract with a bus service to provide home-to-school bus routes throughout the attendance area. Our budget reflects the expected costs as estimated by a local bus company.

Year	Number of Routes	Estimated Cost Per Route Per Day	Days in School Year	Cost of Routes	70% Reimbursement by the State	School Costs
1	3	$325	170	$165,750	$116,025	$49,725
2	4	$325	170	$221,000	$154,700	$66,300
3	4	$335	170	$227,630	$159,341	$68,289
4	4	$345	170	$234,459	$164,121	$70,338
5	4	$355	170	$241,493	$169,045	$72,448
6	4	$366	170	$248,737	$174,116	$74,621

The board of directors may approve additional transportation services, under its discretion, if fiscally viable under 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 through contracted services.

Food Service Plans

The board of MOSAICS understands the importance of 1) removing barriers from attending our school and 2) providing the option to eat a nutritious meal for students to learn at an optimal level for both breakfast and lunch. Because of these two reasons, MOSAICS Public School will offer a federally supported Free and Reduced Breakfast and Lunch program on the first day of school in Year 1. During the startup year, MOSAICS' administrator will take all actions necessary to establish the program before opening the doors in Year 1. The estimated expenses (facilities, equipment, software, billing, and employees) required to establish MOSAICS' food service plan is included in the budget spreadsheets. From analyzing other charter school's costs for food service and the reimbursement rates for free and reduced lunch, we expect our food service should be revenue neutral.

Financial Management and Monitoring Plan

MOSAICS Public School will contract with an outside school finance expert. MOSAICS will mostly likely partner with Bluum for back-office services during our start-up year and Year 1 of operations as there are no costs associated with these services (see Draft Contract Appendix F10). After Year 1, the board of MOSAICS will explore using other agencies to support our back-office services or hiring a part-time business manager to fulfill these functions.

Our outside school finance expert will work with the school administrator to review bills and purchase requests. MOSAICS will require two signatures on all checks, which helps institute an internal check. The board plans to authorize the signatures of the administrator, the business manager, and the board chair. The business manager and administrator will also track the expenses

and keep a ledger using 2M software of current expenses compared to budgeted expenses, reporting to the board at least monthly.

Our outside school finance expert will also offer guidance in developing an accurate estimate of the school's budget based on school funding formulas. The administrator will develop a budget in accordance with the requirements and timelines set forth by the State Department of Education (SDE). After the budget is developed, MOSAICS will publish a notice in the paper alerting the public of the budget hearing. This notice will be published no later than April 30 and at least 10 days before the budget hearing. The board will then hold a budget hearing, providing feedback on the proposed budget. When the budget is approved, MOSAICS will then submit the budget to the SDE within 21 days and post the budget to the website within 30 days of approval.

The board of directors expects to amend the budget at least once a year to reflect federal funding adjustments. When the budget needs to be amended, a notice in the paper will be published alerting the public of the budget hearing at least 10 days before the budget hearing. The amended budget will be presented to the board. After the budget is approved, the amended budget will be submitted to the state department.

The board of directors will be responsible for the financial management of MOSAICS Public School. 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
- 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 coupled with a monthly review of MOSAICS Public School'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 MOSAICS Public School in monitoring financial performance and ensuring financial viability and success

MOSAICS Public School 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.

Board Knowledge of Finances

The MOSAICS board of directors has members with direct experience running charter schools successfully. Jackie Collins, Executive Director of Idaho Arts Charter School, has successfully run IACS for 14 years. Matt Mesropian also presided over the IACS board for 3 years and was a member of the IACS board for 5 years in total.

Other individuals bring a high level of financial expertise to the MOSAICS board. Glenn Aubrey was a revenue agent with the IRS for 25 years and has an accounting degree. Debbie Martinez is a former comptroller for a K-12 district in New Mexico, has been the CFO of the New Mexico Public Retirement System, and was the budget director for a community college of 30,000 students. Additional training for other board members in understanding financial statements will be provided in board development by ISBA or similar organization.

Description of Facility Needs

The board of MOSAICS knows an effective facility is crucial to school success and student learning. Securing a high-quality facility that meets the needs of the students at MOSAICS is a priority for the MOSAICS board.

At full capacity, MOSAICS Public School will require approximately 38,000-40,000 square feet of space.

In our proposed budget, Grades K-8 will have at least two sections per grade level, thus will need eighteen classrooms for core instruction. Beginning in Year 5 of operation, we plan to reduce class sizes for K-2 as we would be able to fund three additional teachers with the increased revenue from fully enrolling 8th grade. In order to expediate adding these teachers, we plan on applying for a federal charter school new school grant, which would allow us to fund these 3 general education teachers for grades K-2 during our first 2 years, requiring 3 additional classrooms. If MOSAICS was awarded the federal charter school grant, the additional influx of cash would allow the board to shift grant money from the JKAFF grant to later years, allowing for these three teachers to continue working through Year 3 and Year 4 while MOSAICS continues to build a 60-day cash reserve by Year 5. We have built these additional classrooms into the facility plan and the projected budget for construction costs. An additional four classrooms will be built for art, music, special education, and a Title 1/ELL Room (1). We also plan on utilizing open areas and small offices for small group work near classrooms. Our school will also utilize a makerspace to be used by all students.

- 21 grade level classrooms, each approximately 900 square feet
- 4 additional classrooms for art, music, special education and Title 1/ELL, each approximately 900 square feet
- Small offices for special services, approximately 1,000 square feet
- 1 makerspace, approximately 1,500 square feet
- 1 library, approximately 1,000 square feet
- Cafeteria/gymnasium/common area at approximately 5,000 square feet
- 1 kitchen, approximately 1,000 square feet
- 2,000 square feet for administrative spaces
- 20% additional space for restrooms and circulation

With respect to facilities, MOSAICS is partnering with Building Hope to secure PRI financing for the construction of this facility (see Appendix F22). Building Hope is a JKAFF-supported organization that helps selected charter schools meet their facility needs. The board has also obtained a proposed term sheet from Vectra Bank (see Appendix F11) for a direct loan to MOSAICS Public School for the remainder of the funding, which would allow the board to build a new facility and

then refinance the loan from Building Hope and Vectra in 5 years. Due to this support from Building Hope and JKAFF, MOSAICS' facility plan eliminates many of the risks typically associated with charter facilities.

The board of MOSAICS asked Mussell Construction to provide input on costs for remodeling existing facilities and for new construction. Mussell Construction has partnered with Idaho Arts Charter School in the past and has built quality schools for that organization, which gives the board of MOSAICS confidence in the estimates provided (see Appendix F12 for Mussell Construction Resume).

The board of MOSAICS has evaluated various options for facilities and analyzed the costs to determine what we feel is the most prudent use of money on facilities (see Appendix F13 for cost analysis of the two options). The initial intent of the board was to evaluate remodeling a current facility into a school, like Gem Prep: Pocatello is remodeling the old Sears building. The board felt this option could potentially save the school significant costs on facilities. The Caldwell area currently has no empty buildings large enough to house the school without new construction. The board evaluated the option of purchasing the United Methodist Church off East Logan Street, whose 5 acre property was large enough to provide room for a new building while allowing their 20,000 square foot facility to be remodeled (see Facility Option 2 in Appendix A5). The board had Mussell Construction provide an estimate of costs for the remodel and new construction. The church lacked a fire suppression system and HVAC system in most of the existing building, which increased the cost of remodeling the church to about $100 per square foot. After analysis, the costs of remodeling and constructing a new building were similar to new construction costs. The board decided it would be prudent to explore new construction to build a school designed how we wanted instead of trying to retrofit the school into an existing structure.

The board then found a piece of property within city limits, which was listed at $339,400 for 11.39 acres of land off Lincoln Road in Caldwell (see Appendix F14). The cost per acre is less than $30,000. Even with the estimated sewer hookup fee of $185,000 factored in, the cost per acre is close to $46,000, which is significantly less than most available land for purchase in the Caldwell area. The board of MOSAICS asked Mussell Construction to evaluate the acreage for development, which put the land under contract (see Appendix F14). Based on his initial evaluation, Mussell Construction provided a cost estimate $6,185,400 for construction of a 40,000 square foot facility with the sewer hookup fee included (see Appendix F15).

The board also sought out information on what the costs would be associated with purchasing portables as permanent structures (see Appendix F16) in the event grant funding was unavailable. The board was able to identify a facilities solution that allowed the school to open with 2 classrooms per grade level (see Option 3 in Appendix A5). This facility option would require the school to partner with another organization to provide food services as a kitchen is not included. This has been done successfully at other schools, such as Gem Prep: Meridian. This plan is not the preferred plan but allows for the school to open with only state support.

Because the board can secure funds from loans from Building Hope and Vectra Bank for the construction of a complete 40,000 square foot facility with a kitchen and gymnasium, the board will likely seek to build a new facility as it seems to be the most prudent use of resources while providing a quality facility for students.

Section III: Board Capacity and Governance Structure

Governance Structure

MOSAICS Public School will be a legally and operationally independent entity established by the non-profit corporation's board of directors. The board of directors will be legally accountable for the operation of the school under the Idaho Non-profit Corporation Act. MOSAICS Public School commits to compliance with all federal and state laws and rules and acknowledges the responsibility for identifying essential laws and regulations and complying with them. MOSAICS Public School will comply with Idaho's Open Meeting and Public Record laws. The members of the board will also abide by the ethical standards adopted by the ISBA[44].

The board of directors will serve as the public agents who govern MOSAICS Public School. There will be no less than 5 and no more than 9 members on the board of directors. The board of directors will remain the same as the organizing group. Upon successful establishment of the school and after one year of operation with students, our board will begin to transition to a long-term governing board through procedures set forth in the bylaws. Annual selection and election for board members of the board of directors will be held according to the bylaws of MOSAICS Public School. Bylaws can be reviewed in Appendix B.

The board of directors will elect from its membership at least the following officers who shall have the following responsibilities:

- Board Chair: The Chair, subject to the control and oversight of the board of directors, shall in general, supervise and control all the business and affairs of MOSAICS Public School and may sign, with appropriate officers as designated by the board of directors, any deeds, mortgages, bonds, contracts, or other instruments authorized by the board of directors. In addition, the Chair shall create the agenda, ensure board member access to the materials, preside over, and ensure the board follows appropriate parliamentary procedures during all board meetings. The Chair also shall serve as chief liaison between the board and the school administration.
- Board Vice Chair: In the absence of the Chair or in the event of his/her death, inability or refusal to act, the Vice Chair shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair.
- Board Secretary: The Secretary shall keep all minutes of all proceedings of the board of directors; provide required notice of all meetings of the board of directors; have custody of MOSAICS business records; maintain contact information for each member of the board of directors; and perform all other duties incident to the office of secretary as assigned by the Chair or the board of directors.
- Board Treasurer: The Treasurer shall have charge over all funds of MOSAICS; be responsible for overseeing proper management of funds; and perform all other duties incident to the office of treasurer as assigned by the Chair or the board of directors. To the extent deemed necessary by the board of directors, MOSAICS may engage the services of accounting and/or bookkeeping

[44] See Code of Ethics for School Board Members at http://www.idsba.org/wp-content/uploads/2017/05/Code-of-Ethics-for-School-Board-Members.pdf

professionals to assist the Treasurer in order to meet the needs of MOSAICS in monitoring financial performance and ensuring financial viability and success, including, if necessary, a part-time business manager to provide operations oversight for MOSAICS.

MOSAICS Public School's board of directors has the ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, he or she will first attempt to resolve the issue with the school administrator. If the issue cannot be resolved with the school leader, the parent or employee will attempt a resolution by bringing it before the MOSAICS Public School Board.

Additionally, the board of directors is responsible for the following:

- Policy development and review
- Educational goals, short-term and long term
- Financial well-being of the school
- Long-term operational oversight (not day to day)
- Legal compliance with local, state, and federal regulations
- Adopting, advocating for and overseeing a responsive school budget that meets the school goals and needs of all students
- Conducting an annual self-evaluation of its own leadership, governance, and teamwork
- Communicating and interpreting the school's mission and vision as well as other matters to stakeholders and the general public
- Selection and evaluation of the school administrator
- Serving as the liaison between MOSAICS and the Authorized Chartering Entity
- Approving recommendations of the school administrator with respect to changes in staffing, programs, discipline, or curriculum

Upon approval of a charter, the Board will develop a policy manual which shall include policies for: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy - or both.

Board committees will be created as needs are identified within the school. Committees will gather input from various sources, analyze data, and report recommendations back to the board. Possible committees could include, but are not limited to, ones focused on academic excellence, student and staff recruitment, or finance. The chairperson of each committee must be a director from the board; however, other members of the committees do not have to be on the board. Each committee may have two or more members who shall serve at the pleasure of the board. Committees will keep meeting minutes to share with the board of directors in order to provide updates of their progress. Committees will report to the board at board meetings at designated intervals determined by the board, reviewing their analysis and making recommendations. The board will have the ultimate decision on whether to implement the recommendations from committees.

The school administrator will report directly to the board, specifically the board chair. The school administrator will be responsible for day to day operations of the school and all reporting to the Idaho State Department of Education and the board of directors. The school administrator will be

responsible for human resources, school finances, special education, legal and ethical compliance, testing and professional development. The school administrator is also responsible for supervision of certified and non-certified staff, food service, grounds and maintenance, curriculum development and any other areas of day to day operations. For further detail on board roles and administrator roles, please see Appendix F17.

MOSAICS Public School board of directors will explore becoming a member of a board organization, such as Idaho School Board Association (ISBA).

Founding Board Member Qualifications

The board of MOSAICS Public School is comprised of the following members:

Matt Mesropian, President, most recently served on the school board of Idaho Arts Charter School for 5 years. During his time on the board, Matt served as president for 3 years and oversaw the expansion of Idaho Arts Charter School. He currently works as a store manager at Lowes in Meridian. Matt brings expertise on contract negations, operations management, and school governance.

Jackie Collins, Vice President, current Idaho Arts Charter School (IACS) executive director, is a partner in establishing MOSAICS Public School. Jackie has been the executive director for the past 14 years and helped found IACS. She understands the inner workings of running a school both educationally and operationally.

Glenn Aubrey, Treasurer, served in the Army for 7 years before moving onto a 25-year career as an IRS revenue agent. He is excited to work on establishing a school for underserved students in Caldwell. He brings expertise in accounting and tax law.

Lindsey Corey, Secretary, currently works as a teacher at Idaho Arts Charter School. She has worked in education for 10 years. She also has a Bachelor of Science in Exercise Science and has worked as a paralegal for 2 years. Lindsey brings expertise in strong instructional practices, especially regarding science instruction.

Debbie Foster is a co-founder of the Boise State Writing Project and Oklahoma Writing Project. She is a Carnegie Literacy Fellow and has worked in education for 25 years as a teacher and instructional coach. She brings expertise in curriculum design, inquiry, and instructional strategies.

Debbie Martinez currently works at the Albertson's Corporation as a senior financial analyst. Her experience includes being a comptroller for the Los Alamos School District and the senior budget director for Central New Mexico Community College. She brings expertise in school finance and project management.

Anthony Haskett is an originator of MOSAICS Public School. He has worked in education for 10 years, 3 years as an administrator at Idaho Arts Charter School and 7 years as an elementary teacher. Anthony earned a Master of Education in Curriculum and Instruction and an Educational Specialist in Educational Leadership. He brings expertise in the areas of teaching early literacy and math as well as school leadership. If the charter petition is approved, Anthony is expected to be the administrator of MOSAICS Public School.

The founding board of MOSAICS Public School brings together individuals who have experience in finance, management, and governance over a charter school. These individuals also have skills in running day-to-day operations of a charter school, building new school buildings, designing curriculum, and crafting professional development. Anthony Haskett and Jackie Collins are taking the lead role in developing MOSAICS. Anthony received a new school fellowship, which is managed by Bluum, to establish MOSAICS, and has been working on establishing a presence in the Caldwell community. Jackie is supporting developing the budget, managing the construction process, and providing mentorship to Anthony. Board members Debbie Foster and Lindsey Corey are helping Anthony with instructional design and professional development. All board members are engaged at least monthly, reviewing progress on the school, offering insights about how to move forward, and providing guidance and expertise. It is expected Anthony will leave the board and be hired as the administrator if the charter petition is approved.

The board recognizes it has skills gaps in both construction management and legal expertise. The board is actively seeking new members to fill the remaining two board positions with these skillsets. Until then, the board is currently using the following people to overcome these deficits. The board contracts with Chris Yorgason for legal expertise and to review legal documents. The board also uses local community businesses with whom Ms. Collins has used successfully with Idaho Arts Charter School, such as Mussell Construction and Dickerson Land Group, to provide additional discernment into real estate development and transactions, the permitting process, and construction management.

Transition Plan

MOSAICS Public School will be governed by its founding board through the second Tuesday of June 2021. The Board of Directors will then have an option to continue to serve or resign. The Board of Directors has set up a scaffolded transition plan that will blend experienced board members with new board members. If a board member resigns, their resignation will become official during the June Board of Directors meeting. Beginning in June 2021 and each successive year after, one-third of the directors on the board (as seen in the table below) will resign or renew their appointment as a MOSAICS Public School Board of Directors for an additional 3-year term. In April of each year, board members whose terms end that June will provide a letter of intent to remain or resign from the Board of Directors. The Board of Directors will vote to accept the resignation or the intent to remain on the board in the April meeting of each year.

Position	Person	Term Ending
Director 1	Anthony Haskett	June 2021
Director 2	Glenn Aubrey	June 2021
Director 3	Debbie Foster	June 2022
Director 4	Lindsey Corey	June 2022
Director 5	Debbie Martinez	June 2023
Director 6*	Matt Mesropian	June 2023
Director 7*	Jackie Collins	June 2021
Director 8*		June 2022
Director 9*		June 2023
*Denotes these positions are not required as described by the bylaws of MOSAICS Public School		

When a board member resigns, the board will seek replacement members. New members of the board of directors will be interviewed during the May board meeting, announced and appointed at the June board meeting. Each term beyond the founding board members terms will be a three-year term. The focus of MOSAICS Public School is board continuity. The bylaws allow for change in the makeup of the board of directors through appointments and reappointments every three years to encourage stability and to allow for fresh perspective and new talents to MOSAICS Public School. Terms of the board will take place at the culmination of each fiscal year as to ensure proper timing for training of new board members and to allow board members time to become acquainted with MOSAICS Public School before they set the budget for the following fiscal year.

If a founding board member chooses to resign prior to MOSAICS Public School operating at full capacity, the new board member will finish the term of the director position and must meet or exceed the strengths of their predecessor. This will be accomplished through the procedures set forth in the bylaws. It is important the board of directors bring a variety of professional experiences to best ensure the viability of MOSAICS Public School.

As the board transitions from a founding board to governing board, the board will take concrete steps to avoid the pitfalls of "founders' syndrome." First, the board has developed a framework of specific roles and responsibilities as detailed in Appendix F17. By having a written framework, the board and the administrator have a common understanding of what is expected of each party. The board is developing specific role sheets for the board members built around this framework, both to provide clear expectations for the current board and future board members. The board will also create clear expectations for the responsibilities of the charter school administrator. The basis of these expectations are detailed in Section V and in Appendix F17. The board understands the importance of having clear guidelines established to refer to when board members overstep the boundaries of their roles. These guidelines will help the board govern and allow the administrator to manage the day-to-day operations of the school.

Second, the board has scheduled board development training with Suzanne Metzgar from the Idaho Charter Schools Network centered around avoiding founder's syndrome through strong governance strategies, which will provide additional clarity for both the board and the charter administrator's roles. The board plans to have training annually to revisit the topic of governing versus management to ensure all parties continue to have a common understanding of the role of the board.

Third, the board will purposely structure the board meetings to direct the board's attention to matters of policy and strategy through a clear agenda. The board was purposefully recruited to provide a wide variety of professional skills and use that expertise in governing the school. The focus of board meetings will center around monitoring school progress toward meeting the student achievement and other objectives agreed to in the charter contract, budget approval, school-wide policies, strategic planning, and charter school administrator appraisal and support. Through the purposeful setting of agendas for board meetings, the board plans to avoid meddling in the day-to-day operations.

Finally, the board will proactively recruit new board members to join the board as founding board members complete their terms on the board. The board understands that for the organization to continue to thrive and flourish beyond the founders' vision, it needs to have additional perspectives added to the board. The recruitment strategy for these new board members is outlined in the next section.

Board Recruitment and Training

MOSAICS Public School Board of Directors were recruited with the best interest of the students. Each member is dedicated to providing a high quality, rigorous educational experience for all students steeped in inquiry and STEAM education. Many of the founding board members have experience in education. This was done intentionally to help guide the vision and mission of the school and keep it in the forefront of the school community. The board also is made up of members with professional skills, which allows the board to better serve the school by providing the governing entity a variety of perspectives necessary to run a school well.

The board is committed to recruiting and developing potential board members. Our board plans on utilizing committees made up of parents and community patrons to help govern the school. One such committee will be a Board Development Committee, which will be tasked with recruiting and nominating potential board members. Each year, the board will complete a board composition matrix, which details the strengths and the areas of need of the current board. As specific skill sets are identified as needing strengthened or added, the Board Development Committee will seek out potential board members who possess those specific skills. By defining the skills needed to maximize the talents of the board, the board will have a clear sense of recruiting priorities.

Once potential recruits are identified based on the needs of the board, the Board Development Committee will contact potential candidates. If they are interested in serving, the committee will help these potential board members understand the roles and responsibilities of the board. They will also explain the charter contract and will ensure the recruits' values align with the mission and vision of the school.

One source of potential board recruits will come from other committees. The members of committees already have a vested interest in serving the school. The board plans on utilizing these existing connections to build the capacity of potential board members and seek interested parties.

As new Board Members are added, each is provided with a New Board Member Welcome Packet, which contains information regarding responsibilities of being a Board Member. Within the packet responsibilities listed include, but are not limited to: Board Member roles, state statute for charter schools, ethical standards, meeting laws, policies, financial reports, budgets, and other responsibilities.

The founding board has trainings schedule with Suzanne Metzgar from the Idaho Charter School Network on the responsibilities of a charter board, on governance and management, on setting policies, and on complying with open meeting laws. In the future, as decided by the Board Chairman, there may be a training scheduled to include, but not limited to the following roles and responsibilities of a board:

- Open Meeting Laws
- Ethics and Governance
- Management & Board Roles
- The Value and Best Use of Committee's
- Academic Excellence, Defining and Understanding Measurement
- Understanding financial audits
- Strategic Planning

As appropriate, the board may include other training, including external training, as needed based on costs and time. Potential training may come through the Idaho Charter School Network, the Idaho School Boards Association, or other regional trainings. The Chairman will make sure the board is aware of these opportunities. Board members will be encouraged to attend parent and staff educational meetings, as well as school fundraisers and events.

Upon approval of the charter, the board will evaluate its needs relative to training available through ISBA or similar organizations and will enroll and select training programs in which it will participate. A similar assessment and enrollment will take place annually to ensure the growth of the board.

Section IV: Student Demand and Primary Attendance Area

Primary Attendance Area

The Primary Attendance Area will comprise the entirety of the Caldwell School District and parts of the Vallivue School District, Middleton School District, and Notus School District. The boundaries of the Primary Attendance Area are as shown below on the map. For a more detailed view of the Primary Attendance Area, please follow this link: https://tinyurl.com/MOSAICSmap.

Attendance Boundaries Defined:

The primary attendance area is defined by the following boundaries:

- The north side of Orchard Avenue between Farmway Road to Midland Boulevard
- The west side of Midland Boulevard between Orchard Avenue to Karcher Road
- The north side of Karcher Road between Midland Boulevard to Northside Boulevard
- The west side of Northside Boulevard between Karcher Road to Highway 20/26
- The south side of Highway 20/26 between Northside Boulevard to Middleton Road
- The west side of Middleton Road and Murphy Street between Highway 20/26 and Highway 44
- The north side of Highway 44 between Middleton Road and Duff Lane
- The west side of Duff Lane between Highway 44 and Galloway Road
- The south side of Galloway Road between Duff Lane and Conway Road
- The east side of Conway Road between Galloway Road and Purple Sage Road
- The south side of Purple Sage Road between Conway Road and Iverson Road

- The east side of Iverson Road between Purple Sage Road and Highway 20-26
- The north side of Highway 20-26 between Iverson Road and Notus Road
- The east side of Notus Road between Highway 20-26 and the Dixie Slough
- The south side of the Dixie Slough between Notus Road and Tucker Road
- The east side of Tucker Road between the Dixie Slough and Lower Pleasant Ridge Road
- The north side of Lower Pleasant Ridge Road between Tucker Road and Pride Lane
- The east side of Pride Lane between Lower Pleasant Ridge Road and Karcher Road
- The north side of Karcher Road between Pride Lane and Farmway Road
- The east side of Farmway Road between Karcher Road and Orchard Road

Student Demand

The city of Caldwell is one of the poorest and most diverse communities in the state of Idaho. Almost eight in ten students in the Caldwell School District are eligible for a free or reduced-price lunch, while 60% of students are Hispanic or Latino, with one in five of these students speaking English as a second language. In Vallivue School District, 55% of students are eligible for free and reduced-price lunch, and 36% of students are Hispanic or Latino. MOSAICS Public School presents an opportunity to reach an underserved student population with another educational option focused on STEAM education.

Currently, many elementary and middle schools have STEM components within their schools; however, a comprehensive STEAM program that is integrated into the daily schedule beginning in kindergarten is absent from the area. MOSAICS Public School offers a different educational model based in inquiry practices and a focus on application of learning. All students will learn skills in engineering, coding, and the arts, which provides another choice for families in the area. The instructional model at MOSAICS prioritizes hands-on learning and design thinking, providing students opportunities to develop mindsets which set them up for success after they move into college or career.

Free full day kindergarten is another need for the city of Caldwell. Currently, a few elementary schools in the primary attendance area offer this service, but MOSAICS will allow students who do not live in the neighborhood schools' attendance zones the same opportunity. As discussed previously, research indicates full day kindergarten students have better outcomes academically and are better prepared for their learning career, especially for those who are minorities or in poverty. Knowing the demographics of the city of Caldwell, another full day kindergarten option is needed.

MOSAICS provides parents a choice to keep their students in a small school setting during the formative middle school years. Not every student thrives in the traditional middle school setting where grade level size ranges from 224 to 393 students[45] as some students get lost in the shuffle. MOSAICS will cap enrollment at 60 students per grade level. These students will loop with their

[45] The low end of this range is the 8th grade enrollment at Syringa Middle School in Caldwell School District; the high end of the range is 6th grade enrollment at Sage Valley Middle School in Vallivue School District. Data pulled from SDE 2017-18 Historical Enrollment by Building spreadsheet. (https://www.sde.idaho.gov/finance/files/attendance-enrollment/enrollment/Enrollment-by-Building.xlsx)

teachers for at least 2 years, which allows opportunities for students to build deep relationships with teachers and other students. These relationships are critical in providing support to students as they begin making decisions to go on to college and prepare for high school. Furthermore, these relationships are critical in helping students find supports when they are struggling emotionally or academically. A small school setting allows families to form strong partnerships with teachers to ensure their students are doing well.

While all the school districts in the primary attendance zone have been working hard to make improvements for students and families, there still is a need and opportunity for a new school option in Caldwell. Academically, many students within the school districts in MOSAICS' attendance boundary have scored in the proficient range on the ELA and Math ISAT; however, another educational model may work better for students to help even more students achieve proficiency as measured by the ISAT. In the Caldwell School District, less than 40% of students scored proficient on the 2017-18 Math ISAT in grades 3-8, ranging from 38% proficiency in the 3rd grade to 22% proficiency in the 8th grade. In Vallivue School District, proficiency rates on the Math ISAT decline significantly between 3rd grade and 8th grade, ranging from 59% proficient in 3rd grade to 36% proficient in the 8th grade. On the 2017-18 7th grade science ISAT, 28% of students in the Caldwell School District and 43% of students in the Vallivue School District scored proficient (see Appendix F18 for full results the ISATs of Districts impacted by MOSAICS' Primary Attendance Area). MOSAICS sees opportunities to partner with traditional schools in expanding the proficiency levels of the students in this area and share innovative practices with other educators.

Additionally, there are several indicators suggesting the need for another high performing charter school:

Community Interest

Anthony has talked with many interested parents while doing STEAM workshops for preschool students at the Caldwell Public Library. Parents have been encouraged to follow us on Facebook. We have 169 followers on the MOSAICS Facebook page, a number which is increasing regularly. We are also receiving several interest surveys and inquiries regarding MOSAICS.

During a preschool workshop at the library on April 24, parents were asked to rate the following question on a scale of 1 to 5: To what degree do you see a need for STEM programming in schools? Of the 13 responses completed, 8 parents circled 5 (indicating a strong need) , 4 parents circled 4 (indicating a need), and 1 parent circled 3 (indicating no programming was needed). The results show most parents indicated a need for STEM programming in schools.

On April 28 at Día de los Niños at the Indian Creek Plaza, we surveyed 45 Hispanic families about the need for additional STEAM programming in Caldwell. Of the 45 families, 43 families stated they saw a need for additional STEAM programming and 43 families also expressed interest in sending their child to a STEAM school. Of the families who responded differently, 2 shared there wasn't a need for additional programming; however, they felt sending their child to a STEAM school depended on the interests of their child. As we conducted these surveys, families responded positively to the idea of a new charter school focused on STEAM education opening in the area.

Additionally, 28 parents have contacted us directly to find out more information about MOSAICS. Of these 28 individuals, 19 parents have expressed interest in helping start the school. We know word of mouth is a powerful tool in recruiting and building a base of support. We expect some of these parents will form a core group of founders who will join board committees to help with the school startup and to help run outreach and student recruitment efforts.

Overall, with the conversations we have had with parents, the data from the surveys, and the interest expressed by parents, there is excitement in the community about a STEAM school option.

Waitlists for Other Caldwell Area Charter Schools

Charter schools in the Caldwell area have large waitlists of students. These figures indicate there is a high demand for school choice in the area served by MOSAICS Public School.

School	2017-18 Waitlist Numbers*
Heritage Community Charter School	276
Thomas Jefferson Charter School	850
Vision Charter School	1,149
Total	2,275

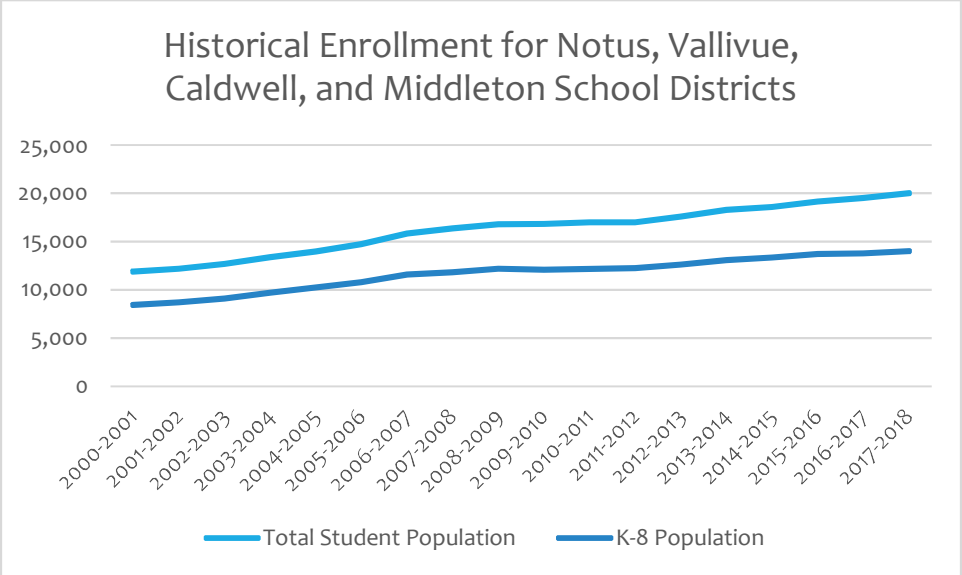
*These numbers are provided by the Idaho Charter School Network.

Predicted Population Growth

The Treasure Valley is growing rapidly, and many families are seeking a new approach to education within our primary attendance area. A forecast by COMPASS shows the Caldwell Area is expected to grow by 18,250 people by 2025 and by 31,190 people by 2030[46]. Much of this predicted growth is in the Vallivue School District, yet within the city boundaries of Caldwell. Vallivue School District has grown by 893 students over the past four years, an increase of 10.8%. Caldwell School District has grown by 251 students over the past four years, an increase of 4%. If current rates are sustained, the student population will grow in both districts by around 1,250 students over the next four years. According to the historical enrollment data[47] for the districts in the primary attendance area, student

[46] COMPASS Population Projections
http://www.compassidaho.org/documents/prodserv/demo/R4DemogAreaFinal.pdf
[47] Historical Enrollment by District Spreadsheet provided by Idaho State Department of Education
https://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-Enrollment-by-Building.xlsx

enrollment has been steadily growing over the past two decades (see graph below).



This growth is continuing currently and impacting the school districts in which MOSAICS seeks to serve students. The Vallivue School District is seeking a bond election to build a new middle school to relieve overcrowding in their current facilities. They plan on seeking a bond in the future to build a new elementary school to accommodate the new growth expected in already approved housing projects (as seen in Appendix F19). Middleton School District has also run a bond to build a new elementary school three times in the past year to keep up with growth; however, none of the bonds passed, creating overcrowded classrooms.

The districts will need to continue building schools as much of the attendance area of MOSAICS is slated for residential development in the future, as seen in Appendix F20. There are 1,670 houses already approved for development within three miles of the proposed location of MOSAICS off Lincoln Road (as seen in Appendix F19). Opening MOSAICS will help alleviate some of the pressures for districts to build new schools because of the continued growth as well as provide parents a school of choice to send their students.

Impact of Other Charter Schools Opening in the Caldwell Area

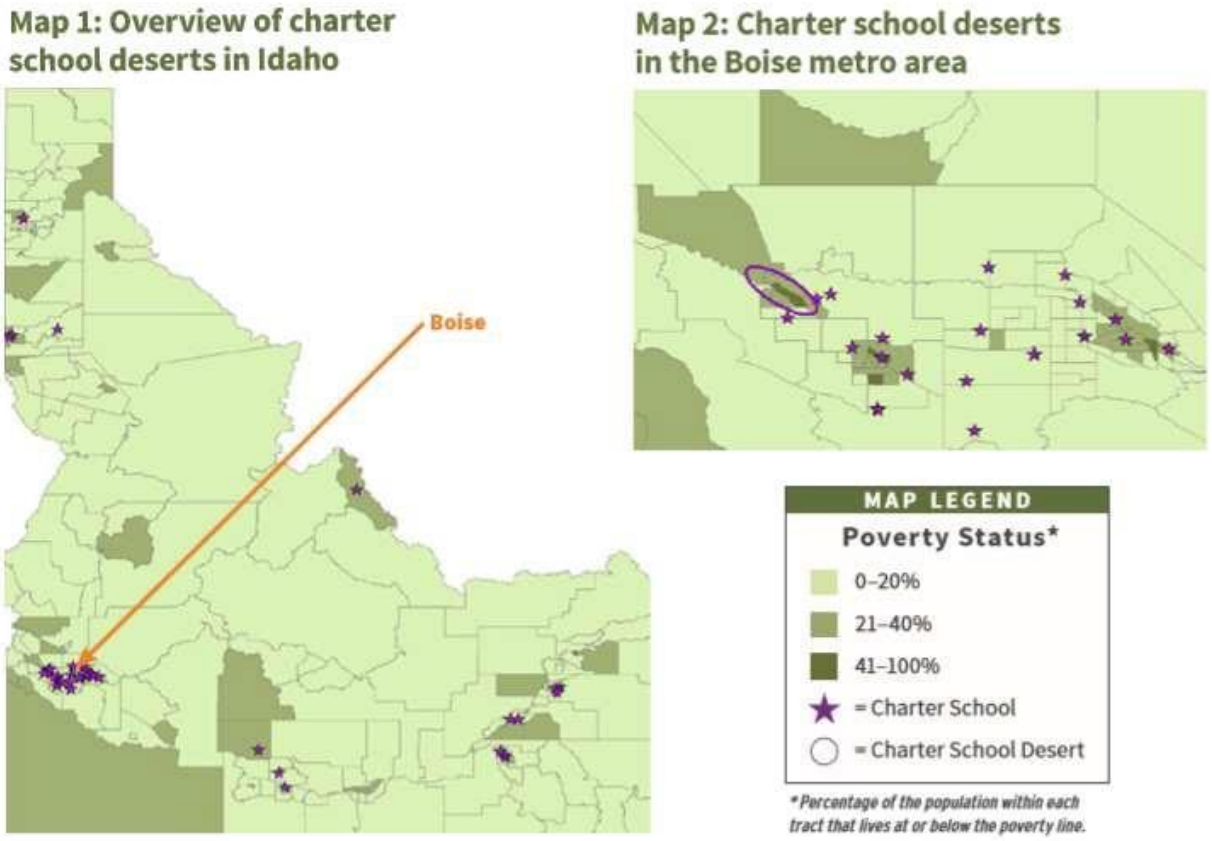
FORGE International School and Elevate Academy will be opening in the Caldwell area for 2019/20 school year. An analysis was completed of the percentage of students enrolled in charter schools compared to the traditional districts in the 2017-18 school year and in the projected 2025-26. In the 2017-18 school year, the charter schools serving the Nampa School District enrolled about 15.4% of eligible students; whereas charter schools serving the Caldwell area (including Middleton School District, Vallivue School District, and Caldwell School District) enrolled about 7.6% of the total student population. This analysis shows there is room to for additional charter school growth.

Assuming no growth in the student population for the Caldwell area, when MOSAICS, FORGE International, and Elevate have full enrollment in 2025-2026, the total percentage of students who could be enrolled in charter schools would be 15.5% of the total student population, a number which reflects the current charter school enrollment situation in Nampa School District. The charter

schools in Nampa School District continue to have wait lists and full enrollment (see Appendix F24), which suggests there would not be an oversaturation of charter school in the Caldwell area. Furthermore, the analysis assumes no student growth; however, the prediction for the area is strong population growth for the Caldwell area, which means the percentage of students enrolled in charter schools will be less than 15.5% (for a full analysis, see Appendix F23).

A Charter Desert

The Thomas B. Fordham Institute mapped out areas of high-density populations of low-income families have no access to public schools of choice[48]. The city of Caldwell contains the only identified charter desert in the state of Idaho. The area of the charter desert is fully encompassed by the attendance boundaries of MOSAICS Public School. Both free transportation and a free and reduced lunch program will be in place to ensure accessibility to this demographic, thus eliminating the charter desert and providing families school choice.



[48]Saultz, A., Mensa-Bonsu, Q., Yaluma, C., & Hodges, J. (April 2018). Charter School Deserts: High-Poverty Neighborhoods with Limited Educational Options (pp. 50-51, Rep.). Washington, DC: Thomas B. Fordham Institute. (http://idahoednews-wpengine.netdna-ssl.com/wp-content/uploads/2018/04/Charter-School-Deserts.pdf)

Student Population

District Demographics

As described in the table below, there are approximately 10,408 students currently in the kindergarten through eighth grades in MOSAICS Public School's primary attendance area. This means MOSAICS will compete for approximately 5% of students as enrollment grows to 540 students over the next 6 years.

The following table shows enrollment figures from 2017-18 for the school districts in MOSAICS Public School's attendance area. This data was pulled from the State Department of Education's Historical Fall Enrollment by District excel sheet[49]. The percent of students who qualify for free and reduced lunch and who identify for as a minority was pulled from each district's current Continuous Improvement Plan.

Estimated Student Population in Attendance Area[50]

Districts Within Primary Attendance Area	Number of Students in Grades K-8 (2017-18)	Percent of Students who qualify for Free and Reduced Lunch (2018-19)	Percent of Students who identify as a minority (2018-19)
Vallivue (75%)	4,353	55%	39%
Caldwell	4,545	74%	66%
Middleton (50%)	1,342	39%	13%
Notus (60%)	168	24%	29%
Total	10,408		

MOSAICS Expected Student Population

The table below shows the demographic makeup of the schools serving students in the Primary Attendance Area of MOSAICS Public School (analysis of numbers can be found in Appendix F7). The board of MOSAICS plans on recruiting a demographic of students who reflects the makeup of the attendance area with an expectation of matching within 5%.

[49] Historical Enrollment by District Spreadsheet provided by Idaho State Department of Education https://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-Enrollment-by-Building.xlsx

[50] The percentages were estimated by adding the enrollment figures of elementary schools where MOSAICS' Primary Attendance Zone overlaps the attendance boundaries of the district elementary schools. The enrollment of those K-5 schools were then divided by the total enrollment of K-5 in the district to figure out the estimated percentages. That percentage was then multiplied by the total of K-8 students in each district to predict the number of students who are in the primary attendance zone by district.

	Latino or Hispanic	White	Other Race, ethnicity or origin	Free and Reduced Lunch	English Language Learners	Students with Special Needs
Percentage of Student Population	43%	52%	5%	67%	15%	11%

Enrollment Capacity

MOSAICS Public School plans to open in the fall of 2020 with grades kindergarten (K) through 4th grade. Subsequent grade levels will be added annually as students advance through the school. The minimum number of students required to financially break even the opening year is 280 students, which is approximately 3% of eligible school age children within the target boundary area when using. MOSAICS Public School has decided on an opening target of 300 for grades K - 4, based on the current number of eligible school age children within the target boundary area. Our budget indicates we plan on staffing 2 teachers at each grade level, which would create class sizes of 30 students. Our intention is to apply for the Federal Charter School Expansion grant to fund an additional teacher in grades K-2, thus creating class sizes of 20. We plan for class sizes to be 30 in grades 3-8.

The total student body at full enrollment is 540 students if each grade level were filled to the maximum number of students proposed.

Enrollment Goals for the Upcoming School Years

Grade	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
K	Up to 66	Up to 66	Up to 66	Up to 66	Up to 66
1	Up to 66	Up to 66	Up to 66	Up to 66	Up to 66
2	Up to 66	Up to 66	Up to 66	Up to 66	Up to 66
3	Up to 66	Up to 66	Up to 66	Up to 66	Up to 66
4	Up to 66	Up to 66	Up to 66	Up to 66	Up to 66
5		Up to 66	Up to 66	Up to 66	Up to 66
6			Up to 66	Up to 66	Up to 66
7				Up to 66	Up to 66
8					Up to 66
Not to Exceed	300	360	420	480	540

MOSIACS Public School will include both the children of founders and the children of full-time staff members in the initial lottery preference. Children in this lottery preference will comprise no more than 10% of the authorized enrollment caps. Although enrollment in each grade level may vary, the total enrollment will not exceed the proposed enrollment cap for each year.

Community Partnerships and Local Support

MOSAICS Public School has been partnering with the Caldwell Public Library through running STEAM workshops for preschool and grade school aged children. Our preschool program has been focused on developing early math and science skills in ways parents can easily replicate the activities at home. Our grade school aged program has been focused on coding robots and having students work through design thinking challenges. MOSAICS has also begun conversations with the Caldwell YMCA to supplement their afterschool programming as well.

MOSAICS Public School signed up to be a partner at the Canyon County Early STEAM Expo, to be hosted in Caldwell on May 18, 2019. MOSAICS will provide families information on how to complete STEAM enrichment activities at home, as well as provide information about the importance of developing science and math skills at an early age.

MOSAICS Public School has become an active member of the Caldwell Chamber of Commerce and plans to continue this membership after the charter is approved. The school believes this membership provides many opportunities to make connections to Caldwell businesses and business leaders. We hope these connections will lead to additional support and partnerships with the Inquiry Projects, allowing for business members to become a part of the MOSAICS school community.

MOSAICS Public School also sees opportunities for partnerships with institutions of higher education. MOSAICS has begun developing a relationship with Treasure Valley Community College-Caldwell Campus. We see opportunities for TVCC to place field experience students at MOSAICS in the future. We also see opportunities for their professors to come onto the campus of MOSAICS and provide expertise to both our teachers and students during our Inquiry Projects. We also expect to take our students onto the TVCC campus for field trips and to use their science labs. Letters of support from the community can be found in Appendix F21.

MOSAICS Public School also expects to develop partnerships with technology and engineering companies to help bring in experts from the field to supplement curricular work. The Micron Foundation already provides many different types of programming that aligns with the mission of MOSAICS. Examples of activities the Micron Foundation already supports include sending engineers to do career presentations and classroom presentations, running Girls Going Tech in 8th grade, doing site visits to Micron in 7th and 8th grade, and sending teachers to Teacher Professional Development in Boise. The staff at MOSAICS will take advantage of these programs and utilize them in their classrooms. The Micron Foundation's K-12 contact, Laurie Anderson, has also shared she would be interested in looking further into the idea of connecting industry practices of collaboration to K-12 education. We will continue to pursue this conversation with the Micron Foundation.

In the same way, we have reached out to the community contacts of organizations in the STEM field, such as HP, the Idaho STEM Action Center, and the Society of Women Engineers (SWE). The Idaho STEM Action Center has a mentorship portal we expect our teachers to use to help find workers in the STEM fields who can partner with students on their projects. The SWE's mission aligns well with MOSAICS in wanting to ensure underrepresented populations have access to people in engineering careers. They too have an outreach arm that we plan on utilizing as well. We expect to continue having conversations with these organizations to build specific partnerships connected to our

curriculum. As we get to know the people within these different organizations better, we also expect them to be able to also direct us to new community partnerships and resources.

We have also set a meeting up with the human resources director from Plexus Corporation's Nampa facility. The Nampa facility has a strong culture of collaboration and openness between staff members that the founders of MOSAICS would like to copy. Our intent is to explore and identify opportunities to learn from their business practices and implement those effective practices into the inner workings of MOSAICS Public School with both our staff and students.

Another community partner is the J.A. and Kathryn Albertson Family Foundation (JKAFF). JKAFF is a critical community partner who funded a Bluum New School Fellowship for Anthony Haskett, providing money and resources to help develop MOSAICS Public School. We will request $1,735,516 in grant support from JKAFF to ensure the successful establishment of MOSAICS Public School. This grant support will provide the opportunity for us to fund full day kindergarten, afford our facilities as outlined in Appendix A5, option 1, and start our initial enrollment with kindergarten through fourth grade. Although JKAFF will not guarantee the funding of this grant until the charter is approved, both JKAFF and Bluum have voiced strong support for our school (see Appendix F25). To date, every JKAFF new school fellowship has resulted in subsequent start-up grant funding and support.

Enrolling Underserved Families

The board of MOSAICS Public School desires to be an intentionally diverse and inclusive school. In order to enroll as many underserved families as possible, we have identified the following services should help attract this population:

- Offering free, full day kindergarten to all families, which is a service not offered by traditional districts in the area;
- Naming our school MOSAICS Public School, reinforcing the idea charter schools are public and accessible to all families;
- Staffing adequate ELL and Special Education personnel to meet students' needs;
- Providing free bussing to the school throughout the attendance area;
- Providing a federally supported school breakfast and hot lunch program; and
- Hiring bi-lingual staff to the maximum extent possible.

Providing Free Full Day Kindergarten:

MOSAICS Public School plans to offer free full day kindergarten to all families. Families from low-income households are more likely to enroll their kindergarten students at MOSAICS as they receive a full day kindergarten at no cost to families.

Additionally, we plan on actively recruiting and marketing MOSAICS to diverse communities through the following actions:

1) Providing information about MOSAICS Public School in both English and Spanish, including the lottery application and enrollment forms;
2) Partnering with entities, such as the Caldwell Public Library and the Caldwell YMCA, to provide STEAM enrichment activities to potential families;
3) Attending multiple community events to do outreach;

4) Advertising about MOSAICS Public School in both English and Spanish, on billboards, through direct mailers, in print, and on both English and Spanish radio stations;
5) Emphasizing in all enrollment materials MOSAICS Public School is a free public school open to all families;
6) Establishing a social media presence on Facebook, Twitter, and Instagram. We plan on partnering with Idaho Arts Charter School to reach potential families in the Canyon County area; and
7) Partnering with organizations who already serve the Hispanic community, like the Community Council of Idaho, to reach a diverse demographic.

Equal Opportunity Statement

All enrollment information shall advise all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Advertising, Neighborhood Mailings, and Door-knocking Campaigns

MOSAICS Public School will advertise before and during the enrollment lottery. We will send out direct mailers to neighborhoods in the Primary Attendance Zone. These mailers will be printed in both English and Spanish, explaining both the nature of charter schools and the instructional program at MOSAICS Public School. MOSAICS will advertise on multiple English and Spanish radio stations, strategically selected to ensure we reach different populations, including underserved populations. MOSAICS staff will also conduct door-to-door campaigns to invite families to open house events.

Community Event Outreach

The MOSAICS Board is also trying to reach a diverse community and educate them about school choice, specifically with charter schools. We will attend events specifically targeted towards reaching the Hispanic community and discuss with parents' school choice options. We will also publish our marketing materials in both Spanish and English to provide access to the Hispanic community. We plan on providing information to families about MOSAICS Public School, the school's instructional approach, and opportunities for families to fill out lottery applications at the event if they are interested or need support filling out the application. We will have bilingual speakers at all events. This will allow all families an opportunity to ask questions and to learn about MOSAICS and school choice in their native language. We have created a calendar of events for possible outreach opportunities for the Caldwell community as shown below.

Event	Dates	Location
Día de los Niños	April 28, 2019	Indian Creek Plaza
Canyon County STEAM Expo	May 18, 2019	Indian Creek Plaza
Caldwell Family Fun Day	June 2019	Rotary Park, Caldwell
Indian Creek Festival	September 2019	Indian Creek Plaza
Caldwell Farmers Market	May-Oct. Wed (3-7pm)	Indian Creek Park
Starlight Cinema Series	Thursday nights, Summer 2019	Indian Creek Plaza
Canyon County Fair	Last week of July 2019	Canyon County Fairgrounds

Cool Summer Nights	Weekly Summer Evenings	Indian Creek Plaza
Caldwell Tree Lighting	November 2019	Downtown Caldwell
Caldwell Night Light Parade	December 7, 2019	Caldwell
Canyon County Kids Expo	January 2020	Idaho Center
Cabin Fever Reliever	February 2020	Karcher Mall
Caldwell Family Fun Day	June 2020	Rotary Park, Caldwell

Bilingual Staff

Another way we plan on enrolling underserved families is by hiring at least one office personnel who is bilingual. By providing an office staff member with these language skills, parents will be able to get questions answered about enrollment or attendance answered in their home language by the first person answering the phone, which provides both easy access and familiarity to the Hispanic community. We also can use this office personnel to help translate documentation needed to go home in Spanish. We also will try to hire bilingual teachers to the best extent possible.

Outreach Workshops

The founders of MOSAICS have also contacted the Caldwell YMCA about hosting workshops and booths for the school. The Caldwell YMCA has given permission to do both as we are able. The Caldwell YMCA is a gathering spot for many families of various socio-economic means and cultures. We believe embedding ourselves in an established gathering place, providing a valuable service in STEAM workshops, and providing information about MOSAICS Public School will also help us reach out and enroll underserved families. We also plan on continuing our partnership with the Caldwell Public Library.

Social Media

MOSAICS Public School already has 170 followers on Facebook, a number which grows daily. The board plans on utilizing Facebook and other social media platforms to stay connected with potential families. The board also plans on purchasing ads on Facebook to recruit students. Social media enables families to interact with founders of MOSAICS instantly through apps like Messenger or by posting on the Facebook wall. When information is pushed out on social media, the followers of MOSIACS also receive updates instantly in their feed. This instant access provides a powerful recruiting tool in reminding families of when events are happening, when deadlines are approaching, and where to find additional information.

Section V: School Leadership and Management

Leadership Roles

MOSAICS Public School will have a single administrator who reports to the Board of Directors. All certified employees will report to and be evaluated by the administrator. Classified employees will be evaluated by the Title I/ELL coordinator as this position works closely with teachers and setting tasks for classified employees to be completing. The administrator will make day-to-day operational decisions regarding curriculum, discipline, and staffing. The budget will be developed by the administrator, which is then approved by the Board of Directors.

Qualities Expected of the Administrator

The Board of Directors expects the administrator to be passionate about both student success and student wellbeing. The role of administrator is complex, requiring the administrator to be both an instructional leader of the school and a manager of employees. The Board of Directors expects the administrator to fulfill the following responsibilities:

Collaborative Leadership

The administrator is required to know effective management strategies, the requirements of both state and federal laws, and school policy as set forth by the Board of Directors and implement these strategies, policies, and laws on a consistent basis. Operationally, the administrator is expected to work alongside a leadership team comprised of teachers, parents, and classified staff, to gather input and make decisions for the school. The team format allows for all stakeholders to have a voice in the decisions of the school. This team will meet at least monthly during the school year to consider the effectiveness of the instructional program, the needs of the school community, the inner workings of the school, the fulfilling of the mission and vision of the school, and other topics the team feels are pertinent to discuss. The administrator is expected to capitalize on the strengths of the staff and community members, delegating responsibilities when appropriate to help manage the many responsibilities required of the administrator and to develop leadership capacities in others. The Board expects the administrator adheres to the Code of Ethics for Idaho Professional Educators and maintains a staff who also follow and adhere to the same code.

MOSAICS also plans on using teacher committees to help facilitate some operations of the school. These committees will be developed based around the needs of the instructional program, such as an RTI committee and an attendance committee. These committees allow for teachers to both develop leadership roles within the school and provide input and oversight of school practices.

Instructional Leadership

Instructionally, the administrator is expected to keep up to date on best instructional practices for both students and in professional development practices for staff. The administrator of MOSAICS will need to understand both the philosophy of inquiry-based instruction and its implications for instructional practices as well as the implementation of Project-Based Learning and Design Thinking learning models. The administrator will need to be able to plan and prioritize professional development to fulfill the mission and vision of the school. The administrator also needs to lead the staff through continuous cycles of improvement, helping teachers identify trends in data and plan their instruction around their results. The administrator should have a strong understanding of Professional Learning Communities, and how to support and run these PLCs. The board expects the administrator to have a current administrative license in the state of Idaho as well as having completed training evaluating teachers on the Danielson Framework, leading teachers to reflect on their own practices and improve in ways aligned to Danielson's proficient and distinguished practices. The administrator is also tasked with hiring quality staff members who follow and implement the instructional mission and vision of MOSAICS.

School Climate

The administrator needs to be relatable to families, students, and staff, building a strong school culture where students and families value both the school and the school community. A strong understanding of Restorative Practices and how it affects disciplinary practices and procedures is necessary for successful implementation. The school leader is also a community representative for the school, advocating for students and the school with all stakeholders. The administrator must be able to communicate the vision and mission of the school to the community at large and build partnerships with other community organizations. The administrator will need to find ways to bring the community members into the school, whether through Inquiry Projects, volunteering, or service projects to help foster a sense of belonging in the greater community.

The Roles of the Board of Directors and Administrator

The Board of Directors and the school administrator work in tandem. The board provides governance and oversight of the school, while the administrator manages the school in the implementation of board policy and in the day-to-day operations. Below are two tables delineating the roles between the Board of Directors and the school administrator.

Overview of Board and Administrator Roles and Responsibilities

Roles/Responsibilities	Board of Directors	School Administrator
General	Governs the School	Advises the Board – Manages the School
Policy	Adopts	Suggests and Implements
Board Meetings	In charge of	Serves as resource
Budget/Finance/Audits	Adopts and monitors	Prepares, administers, monitors, details
Instruction/Curriculum	Establishes criteria, approves, and monitors	Recommends, oversees staffs' efforts
Personnel	Establishes criteria, approves, or rejects	Interviews, recommends, hires, evaluates, promotes, trains
Community Relations	Creates a positive image for school	Creates a positive image for school, directs communications
Labor Relations	Provides guidelines, ratifies contracts	Monitors process within guidelines
Student Services	Adopts policies for care and control	Recommends, implements, directs
Facilities/Food Service/Transportation	Develops policy on use of	Implements policy, writes procedures, makes recommendations

Evaluating the Administrator

The Board of Directors will evaluate the school leader using the Idaho Principal Evaluation Framework[51]. 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 out in policy adopted by the Board of Directors after the charter petition is approved.

[51]Idaho Principal Evaluation Framework (https://www.sde.idaho.gov/federal-programs/ed-effectiveness/files/professional-principals/Idaho-Principal-Evaluation-Framework.pdf)