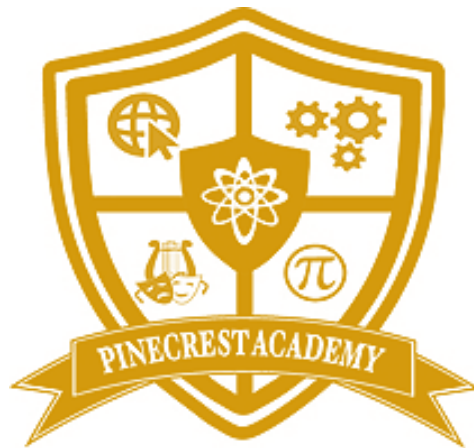


Pinecrest Academy of Idaho

*A proposed public charter school
serving students in
Kindergarten-8th Grade*



Proposed Opening: August 2020
Located: Twin Falls School District
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Narrative

EXECUTIVE SUMMARY

Educational Program

Pinecrest Academy of Idaho's (PAI) educational program is modeled after specific innovative learning methods and strategies that have proven successful in raising student learning and achievement and are constant across the Pinecrest system. PAI will provide all students with a core curriculum of ELA, math, social studies, science, and a rich array of special and elective courses in fine arts, health, physical education, languages, and technical curricula encompassing the STEAM focus of the school.

Mission

Pinecrest Academy of Idaho unites the community to prepare students for college and career.

Vision

At Pinecrest Academy of Idaho, scholars perform at the highest level on all academic measures.

Financial & Facilities Plan

The Pinecrest Academy of Idaho (PAI) Board will oversee all aspects of the fiscal management of the school and are dedicated to providing an enhanced educational experience by furnishing students with an academically challenging and personally meaningful learning environment with an emphasis on arts integration. The charter school budget will serve as the financial plan of operation for the charter school and will include estimates and purpose of expenditures for a given period and the proposed means of financing the estimated expenditures.

Board Capacity & Governance Structure

The governing board will be the ultimate policy-making body with the responsibility of operation and oversight of the school including academic direction, curriculum, and budgetary functions. The policies, procedures, powers, and duties, by which the board will operate, including specific member powers, are detailed in the [attached](#) bylaws.

Student Demand & Primary Attendance Area

PAI's target attendance area will most likely focus on our families and students in the Twin Falls, Idaho area. Based on these 2018 ISAT results, only 50.8% of the students in the community are proficient in English language arts (ELA), while only 45.6% are proficient in mathematics and 50.1% are proficient in science. What's more, these proficiency results are even poorer when examining specific student subgroups, such as: Hispanic/Latino students and students that participate in the Free and Reduced Lunch program.

School Leadership & Management

The school principal, hired by the board, will be responsible for all aspects of day-to-day administration of the school within the scope of operating policies, procedures, and budgetary functions as adopted and approved by the governing board. The principal makes all school-based decisions and establishes procedures for the day-to-day operations of the school.

I. EDUCATIONAL PROGRAM

Pinecrest Academy of Idaho's (PAI) educational program is modeled after specific innovative learning methods and strategies that have proven successful in raising student learning and achievement and are constant across the Pinecrest system. These include, but are not limited to:

- A course guide, lesson plans, and syllabi based on the Idaho Content Standards and national STEAM Standards.¹
- A hybrid, standards-based approach to grading and communication of grades.
- A thematic approach to integrate core areas of study such as: mathematics, reading, language arts, writing, science, and social studies.
- A differentiated approach through blended learning to enhance student learning and goal tracking.
- Appropriate assessments to measure learning (screening, progress monitoring, and diagnostic).
- Data-driven, high-quality differentiated instruction for all students.
- Supplemental programming for student advancement and remediation.
- Research-based instructional practices (i.e., Randy Sprick's Safe and Civil School & CHAMPS, Kagan Cooperative Learning Structures, Blended Learning, and the Components of an Effective Lesson).
- Professional development and support for teachers with research-based practices, advanced curriculum, and technology integration.
- Weekly grade level meetings to review common pacing calendars and lesson plans.
- Data Days and Staff Development Days for ongoing review of campus and system-wide data and professional development workshops.
- Before and after school tutoring for remediation and acceleration.
- Targeted interventions for struggling students performing below grade level.

Student proficiency is a fundamental need and the basis for assimilation and mastery of all curriculum to be implemented. Thus, teachers and staff will have training in and access to instructional materials to reinforce academic skills in all courses. Some of these reinforces include: Structured Independent Reading, Reciprocal Teaching, Vocabulary Development, Cooperative Groups, and Graphic Organizers, to name a few.

In addition, the School will increase learning opportunities for all students through careful, frequent monitoring and assessment of student performance. Emphasis will be placed on low performing students, beginning with identification of those not making adequate progress and/or not demonstrating mastery of the Idaho Content Standards, as adopted. Differentiated instruction and other appropriate measures for targeted instruction will then be instituted for these students, and those who are not performing at grade level will be placed on a Progress Monitoring Plan.

The School's curriculum will serve students of all ability levels and aim for mastery of the Idaho Content Standards for all students. Using data from assessments and other applicable state and district assessments, PAI will measure its own progress in meeting the needs of its student

¹ The Center on Standards & Assessment Implementation. WestEd. CRESST. URL: <https://www.csai-online.org/collection/2810> ; last accessed October 2019.

population. The school will annually develop measurable learning objectives over the major subject areas, to target student learning and development needs in its annual *School Improvement Plan (SIP)*. Idaho Content Standards, as adopted, that are not mastered will be identified, and appropriate measures for remediation will be instituted. Students in need of remediation and students with special learning needs will have access to supervised study time and tutoring after school (and possibly on Saturdays, as well) to accelerate their progress.

PAI will maintain a commitment to the instruction of the Idaho Content Standards and to the mastery of these standards by the students. Additionally, it will encourage teachers to use a variety of instructional methods to deliver the coursework, with an emphasis on infusing STEAM activities into daily instruction. While setting high academic expectations for all students, PAI will provide students the means to reach their academic goals through differentiated instruction methodology and hands-on, inquiry-based investigations in their coursework.

Additionally, educators will be encouraged to exercise freedom in delivery of the content and experiment with new instructional techniques in meeting with the needs of their students. All students learn differently, and teachers will be required to adapt their teaching styles to fit the learning needs of their populations. This student-centered approach ensures the curriculum will be accessible to all students, regardless of level.

Thus, academic excellence and performance will drive teachers' pedagogical efforts and their commitment to students will manifest itself in all aspects of PAI. Teachers will deliver instruction to address the respective Idaho Content Standards by employing effective research-based strategies such as critical-thinking skills, hands-on learning, inquiry-based research projects, science experimentation, technology rich environments, Reciprocal Teaching, and high expectations for all students.

The choice to replicate a successful school system, instead of create an entire curriculum and school model, is responsive to the National Association of Charter School Authorizers' guidance.² Academic excellence as well as financial and organizational performance are the two leading indicators identified by NACSA for use by charter school authorizers in measuring the historical success of the charter school network proposed for replication and by extension the school applicant's potential success. The Pinecrest Academy network of schools answers these requirements sufficiently.

Like that of the schools it will replicate, the Pinecrest Academy of Idaho's educational philosophy is grounded in the expectation of increasing learning opportunities and raising the academic achievement of all of its students through high expectations and character development.

² National Association of Charter School Authorizers. *Replicating Quality*. January 2014. URL: https://www.qualitycharters.org/wp-content/uploads/2016/01/ReplicatingQuality_ExecutiveSummary.2014.01.pdf; last accessed October 2019.

Educational Philosophy

The educational philosophy of Pinecrest Academy of Idaho is grounded upon increasing learning opportunities, raising academic achievement, and promoting civic responsibility. The educational program will draw upon Dr. TheodoreSizer's *Coalition of Essential Schools* and its ten principles.³

A sampling of the integration of the ten principles into the PAI educational philosophy includes:

- Principle 1. Learning to use one's mind well. PAI will focus on helping its students learn to use their minds well.
- Principle 2. Less is more, depth over coverage. The PAI faculty will use the Idaho Content Standards to focus on each student mastering a limited number of essential skills and areas of knowledge. Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.
- Principle 3. Goals apply to all students. While the goals of each student may vary, PAI will strive for each student to maximize his or her fullest potential.
- Principle 4. Personalization. Teaching and learning will be personalized at every level. The school principal and faculty will provide input into the decisions about the details of the course of study, the use of students' and teachers' time, and the choice of teaching materials and specific pedagogies.
- Principle 5. Student-as-worker, teacher-as-coach. Woven into the school program will be opportunities to stretch students' individual learning habits. The PAI faculty's will balance direct instruction with problem-based learning opportunities to provoke students to be independent learners.
- Principle 6. Demonstration of mastery. Teaching and learning at PAI will be documented and assessed with tools based on student performance of real tasks. Students not at appropriate levels of competence will be provided with intervention and support to assist them to meet grade level standards. Multiple forms of evidence, ranging from ongoing observation of the learner, to completion of specific projects will be incorporated to better understand the learner's strengths and needs. Students will also be recognized for their mastery through various award assemblies and activities.
- Principle 7. A tone of decency and trust. The tone of PAI will explicitly and self-consciously stress values of expectation, trust, and decency. Incentives appropriate for students and teachers will be emphasized. Parents will be key collaborators and vital members of the school community.
- Principle 8. Commitment to the entire school. The PAI principal and teachers will perceive themselves as generalists first (teachers and scholars in general education) and specialists (experts in a particular discipline) second. Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school's philosophies.
- Principle 9. Resources dedicated to teaching and learning. The PAI budget will provide for student schedules that promote personalization, time for collective planning by teachers, and competitive salaries for staff.

³ Coalition of Essential Schools. *Common Principles*. <http://essentialschools.org/common-principles/>. Last retrieved October 2019.

- Principle 10. Democracy and equity. PAI will demonstrate nondiscriminatory and inclusive policies, practices, and pedagogies. It will model democratic practices that involve all the school's stakeholders. PAI will honor diversity and build on the strength of its community.

PAI will maintain Pinecrest Academy's underlying purpose, which is academic excellence. The emphasis in the Pinecrest Model is a "push and pull" method of preparing students to maximize upon their potential, wherein all students are pushed together with the most challenging academic program they can handle. Simultaneously, students who are struggling can be pulled together for remediation through supportive learning strategies that extend the classroom learning experience instead of replacing it with remedial material. As a result, students will be better prepared for success in middle and high school (and subsequently college) coursework. These and other Pinecrest best practices (described through this application) are established pillars of the Pinecrest Academy and derived from eighteen years of experience with innovative board members, parents, and educators working together for a common purpose.

Pinecrest schools meet high standards of student achievement through the delivery of a rigorous and relevant curriculum with emphasis on mastery of benchmarks aligned to the Common Core State Standards (CCSS). The Pinecrest Model has already been adapted to both the Florida and Nevada State Standards frameworks. Accordingly, PAI will combine the best practices developed by the Pinecrest network in translating the CCSS standards in those states when making the adjustments necessary to align the Pinecrest Model with the Idaho Content Standards. The standards encompass all content areas, including science, social studies, music, visual arts, health, physical education, and computer and technology. These standards provide a consistent, clear understanding of what students are expected to learn at each grade level. The framework is structured to prepare students for college, the workforce, and to be lifelong learners and responsible citizens.

PAI will provide all students with a core curriculum of ELA, math, social studies, science, and a rich array of special and elective courses in fine arts, health, physical education, languages, and technical curricula encompassing the STEAM focus of the school. Teachers and other support staff will use data from all available assessments to develop and target instruction to meet the needs of all students so that each child can realize his or her highest potential. Units of instruction within and across all grade levels will provide a vertically articulated curriculum framework that scaffolds the skills and knowledge required for success and concomitantly provides teachers with continuous feedback on student progress.

Students who are struggling or are below grade-level will be identified; remediation courses, as well as prescriptive classroom-based strategies, will target gaps. Teachers and other support staff, from all available sources, will drive targeted instruction. The goal of the academic program is to holistically meet the needs of all students, maximizing each child's talents and potential and remediating individual deficiencies.

The Pinecrest Model will provide a solid academic foundation for students to have success at subsequent levels. Cognitive science research in mathematics and reading underscores the emphasis on meaning and understanding, beginning in the early elementary grades. Thus, much

of the curriculum is centered on this approach as well as remediation when necessary. Instruction will emphasize developmental learning while providing differentiated strategies (supports and interventions for struggling students and students with special needs as well as enrichment for advanced learners).

Student Academic Achievement Standards

The School's educational goals for improving student achievement each year aim to increase student proficiency from year to year and that remain competitive with district/state achievement targets and to increase student performance and learning gains annually. The following performance goals were developed with the rationale of reaching the average proficiency levels of the Pinecrest Academy K-8 school model as compared to district averages.

Pinecrest Academy schools in Nevada⁴ and Florida⁵ are currently yielding higher proficiency rates than the surrounding area schools while serving higher rates of minority and economically disadvantaged student populations. Thus, by replicating and implementing the same best practices and curriculum in serving the target student population, the School expects to have a similar and/or higher rates of academic growth and improvement as the Pinecrest schools beyond the first year of inception.

Kindergarten through 2nd Grade Reading/Math

Baseline: Baseline scores in grades K-2 will be determined using the iReady Diagnostic assessments administered in Aug/Sept.

GOAL—80% of students in grades K-2 will have made learning gains in Reading and Mathematics as measured by results on iReady Diagnostic (pre- and post-tests) administered in the fall and spring of the inaugural school year.

Third through 6th Grade:

Incoming Baseline of student academic achievement – The expected incoming baseline for grades 3-8 in Year 1 was determined using the average performance of students in the Twin Falls District for the 2018 assessment year. The rationale is that the School's incoming students are presumed to be representative of the demographics of that District. Because the incoming baseline projected here may not actually be the exact student population in year 1 of the school, the goals and projections below establish the basis for academic growth and improvement that students are expected to show each year but will be realigned once the school collects actual baseline data after the first year of operation.

- ELA
 - **Baseline:** 49.71% - Twin Falls District Grade K-8 ELA Average on the ISAT
 - **GOAL—At least 60% of students in Grades K-8 will meet high standards in ELA**, as evidenced by scoring proficient or higher on the ISAT ELA within the first year of operation. In years 2 through 5, the cohort will grow 2% annually.

⁴ See Nevada Report Card. <http://nevadareportcard.com/>. Last retrieved June 25, 2019.

⁵ See Florida Department of Education <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2017.shtml#ARR>. Last retrieved June 25, 2019.

- **Rationale:** 77% of Pinecrest Academy students in grades 3-8 scored proficient or higher on the FSA ELA during the 2018 testing year.
- Mathematics
 - **Baseline:** 44.71% - Twin Falls District Grade K-8 Mathematics Average on the ISAT
 - **GOAL: At least 60 % of students in grades K-8 will meet high standards in Mathematics,** as evidenced by scoring proficient or higher on the ISAT in Mathematics within the first year of operation. In years 2 through 5, the cohort will grow 2% annually.
 - **Rationale:** 81% of Pinecrest Academy students in grades 3-8 scored proficient or higher on the Mathematics during the 2018 testing year.
- Science
 - **Baseline:** 53.55% - Twin Falls District Grades 5th and 7th Science Average on the ISAT
 - **GOAL—At least 60% of students in Grades 5th and 7th will meet high standards in Science,** as evidenced by scoring proficient or higher on the ISAT Science within the first year of operation. In years 2 through 5, the cohort will grow 2% annually.
 - **Rationale:** 62% of Pinecrest Academy students in grades 5th and 7th scored proficient or higher on the FSA Science Assessment during the 2018 testing year.
- Learning Gains
 - GOAL: At least 60% of students in grades K-8 will make learning gains on ISAT ELA by:
 - Improving one or more achievement levels from one year to the next; or
 - Level 1 and 2 students increasing their score from one subcategory to a higher subcategory; or
 - Level 3 students maintaining a Level 3 or improving their score by at least 1 point from one year to the next; or
 - Level 4 students: Maintaining a level 4 from one year to the next.
 - GOAL: At least 60% of students in grades K-8 will make learning gains on ISAT Math by:
 - Improving one or more achievement levels from one year to the next; or
 - Level 1 and 2 students increasing their score from one subcategory to a higher subcategory; or
 - Level 3 students maintaining a Level 3 or improving their score by at least 1 point from one year to the next; or
 - Level 4 students: Maintaining a level 4 from one year to the next.

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

Instrumentation: Select universal screeners and standardized assessments are used by Pinecrest Academy of Idaho to monitor students' academic progress, academic performance, and trend analysis. Commercially appropriate assessments, instruments, and curriculum will be used to

assist in the development of daily lessons, weekly units of instruction, and short and long range instructional goals. Pinecrest Academy of Idaho will use one or more of the following assessments: ISAT (Idaho Standards Achievement Test), Idaho Reading Indicator, Measure of Academic Progress (MAP), iReady, World-Class Instructional Design and Assessment (WIDA), PSAT, SAT, and Idaho Alternative Assessment (IDAA) to provide insight into further classroom instruction. Teacher created informal assessments will be used to regularly monitor student progress.

Data Collection: Pinecrest Academy of Idaho teachers will screen students at the beginning of the year to determine current levels of academic performance. Once the data from these screeners have been analyzed and interpreted, instructional objectives will be determined. Along with state mandated assessments, a variety of data points will be collected. These data points will be assembled virtually and shared in grade-level meetings along with other student performance artifacts for the purposes of reporting individual student growth and progress for teacher and administrative use in creating meaningful and purposeful instructional activities to meet the needs of all students.

Data Analysis: Pinecrest Academy of Idaho will form data teams comprised of grade level teachers and groups of instructors who teach similar content such as math, ELA, science, and social studies. The purpose of these data teams is to assist in monitoring student progress. Data teams will compile progress-monitoring data on a quarterly basis (or during interim testing and when evaluating instructional impact) and will disaggregate the results for cohorts. Data teams will meet monthly to evaluate data and correlate to instructional decision, review progress-monitoring data at grade level and classroom level to identify students and their academic levels; identify professional development to enhance students' achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; as well as facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Instructional Changes and Interventions (Corrective Actions) based on Data:

Administrators and data teams will use data analysis to collaboratively develop instructionally focused calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Instructors will adjust their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction.

Students who are identified as academically “at risk” via the universal screening process and who are not already identified with an IEP, will be referred to Pinecrest Academy of Idaho’s Student Academic Behavioral Intervention Team (SABIT). Pinecrest Academy of Idaho’s SABIT team will be comprised of a staff member from every general education grade level and the special education teacher or designee selected by the teacher. The SABIT team notifies the parent(s) that his/her/their child will be entering the SABIT program, which will provide interventions in all areas of the student’s deficiencies.

Once the student is identified, the SABIT team writes goals for the student in the area of deficiency, provides intensive interventions, and monitors weekly progress. The interventions

and progress-monitoring tool provided would be interventions and tools that have been validated through research and determined effective by the SABIT team. The SABIT team reviews the student’s progress according to the progress-monitoring data every four weeks and adjusts instruction when a student is not showing progress through trend analysis. If the student is not showing progress after every four weeks of data analysis, the teacher attempts a variety of intensive interventions and strategies designed to facilitate the child’s learning within that classroom. Interventions may be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work.

Pinecrest Academy of Idaho has adopted researched base core curriculum to support the academic program at the school. Below is an explanation of each program to be implemented:

Content Area	Core Curriculum	Supplemental Curriculum
Mathematics	<p>Everyday Math: (K-5) Elementary teachers and 5th grade teachers will implement the Everyday Math Curriculum based on Nevada Academic Content Standards, using the program consistently and uniformly across all campuses. https://connected.mcgraw-hill.com/connected/login.do</p> <p>i-Ready & Ready Classroom: (K-5) materials have been accepted as ICSs aligned supplements. http://www.curriculumassociates.com/products/ready-common-core-overview.aspx https://www.teacher-toolbox.com/</p> <p>SpringBoard: Grades 6-8 will use the Math Springboard Curriculum based on Nevada Academic Content Standards and use the program consistently and uniformly across all campuses. https://pinecrestnv.springboardonline.org/ebook/login</p>	<p>Calendar Routine & Math Message (K-2 optional): Teachers in first and second grade may shift away from traditional calendar routines to better meet the needs of their class. These routines establish repetitive practice of essential mathematical skills pertaining to the grade level and real world.</p> <p>Math Made Fun! (K): An engaging math supplement that includes daily differentiated lessons, pre- and post-assessments, and hands-on centers.</p> <p>Number Talks (K-5): Number talks activities are meant to develop and review number sense concepts. http://www.insidemathematics.org/classroom-videos/number-talks</p> <p>ST Math Test Drives: Teachers will incorporate these tools into whole and/or small group instruction, whenever possible, to promote the link between blended learning programs, curriculum, and the ICS. https://web.stmath.com/entrance/jjiconsole.html</p> <p>Achieve the Core: https://achievethecore.org/category/854/mathematics-lessons</p>
Reading	<p>Wonders Reading Series: Grades K-5 will implement the Wonders Reading Series based on Nevada Academic Content Standards and use the program consistently and uniformly</p>	<p>Novels & Supplements: Grades 2-8 will use non-fiction reading material and novel sets) based on Idaho Content Standards. Novel studies should be standards-based and focused on student application of the standards through</p>

	<p>across the campus. https://connected.mcgraw-hill.com/connected/login.do</p> <p>iReady: Grades 2-5 will implement the iReady Classroom curriculum based on Nevada Academic Content Standards and use the program consistently and uniformly across the campus. https://teacher-toolbox.com/toolbox</p> <p>SpringBoard Curriculum: Grades 6-8 will use the ELA Springboard Curriculum based on Nevada Academic Content Standards and use the program consistently and uniformly across all campuses.</p>	<p>the reading. Pinecrest teachers do not simply teach novels. They teach standards through novels. Resources used to teach novels are expected to be standards-based, rigorous, of high quality, and preferably not a packet.</p>
<p>Science</p>	<p>Houghton Mifflin Science Fusion: <i>Fusion</i> provides informational texts along with many hands-on labs. Teachers and students have access to <i>ThinkCentral</i>, which provides interactive labs.</p> <p>Pearson <i>Interactive Science</i>: Program provides a variety of interactive tools to help support, extend, and enrich classroom instruction.</p> <p>Pearson <i>Interactive Science (pacing Adv)</i>: Interactive Science embodies the 21st century learner by infusing the core subjects and themes throughout the program; provides continuum of accelerated intervention strategies</p> <p>Physical Science: <i>CPO Science</i>: CPO Science-rich in STEM connections and aligned with NGSS</p> <p>Biology: Pearson Prentice Hall <i>Miller & Livine Biology</i>: Biology- text that will prepare students for advanced coursework.</p>	<p>Gizmos Zaner-Blossser <i>I Read to Write Science Weekly</i>, Brain Pop, <i>Think Central</i></p> <p>Gizmos, Brain Pop</p> <p>Gizmos, Khan Academy, Brain Pop</p>

Reading/English Language Arts (ELA)

The school’s English Language Arts program is to provide instruction for mastery of the ICS, making students college and career ready at the conclusion of their high school career as well as 21st century literate. Teachers will provide instruction in Language Arts to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. The grade specific ICS will guide instruction at each grade level and help ensure that students gain adequate exposure to an increasingly complex range of texts and tasks as they progress from grade to grade. The courses will cover the application of the writing process, effective use of speaking and listening and language skills, and higher-order critical thinking and literacy skills in preparation for overall post-secondary studies.

To build a foundation for college and career readiness in language, students must gain control over many conventions of Standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. The school will provide students with increasingly complex texts to aide student growth in reading comprehension and expose them to complex vocabulary. Similarly, students will be given writing tasks that engage them to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. Students will plan, revise, edit, and publish their writing. Via the writing process, students will appreciate that a key purpose of writing is to communicate clearly to an external audience and subsequently they will begin to adapt the form and content of their writing to accomplish a particular task and purpose.

Students will master reading, writing, and verbal skills through continuous infusion of literacy skills in all subject areas. The ELA program will include instructional strategies for students reading at grade level or higher, as well as for students who are reading below grade level. The program emphasizes critical and creative thinking skills through instruction aligned to the Idaho Content Standards. Lessons will be based on broad topics covering the reading process, literary analysis, the writing process, communication, information and media literacy.

Students will also engage in research projects as a means to develop the capacity to build knowledge on a subject and to respond analytically to literary and informational sources. To meet these goals, teachers will be expected to provide students significant opportunities and time for writing and producing numerous pieces over short and extended time frames throughout the year. Through Language Arts, students will also be required to develop a range of oral communication and interpersonal skills through whole group discussions as well as individual, partnered and small group presentations. Through these, students engage in contributing accurate, relevant information, responding to and developing what others have said, making comparisons and contrasts, and analyzing and synthesizing a multitude of ideas through various language arts domains.

Students will receive 90 minutes of consecutive, uninterrupted daily instruction in Reading/Language Arts. The School will follow the state standards in the instruction of Reading using placement procedures for Intensive Reading and following the same frequency of delivery and timelines for progress monitoring at all Tiers of instruction. The school will use interventions; carefully selected supplemental instructional materials grounded in scientifically based reading research and progress monitoring tools proven successful at the Pinecrest schools being replicated. Students, who have been identified through the RtI/MTSS process as Tier 2, will receive a minimum of 30 minutes of uninterrupted daily immediate intensive intervention (iii) in addition to instruction in the 90-minute block. Individual intervention beyond the initial block and iii is required for students, which have been identified through the RtI/MTSS process as Tier 3. Students in need of immediate intensive intervention may be scheduled for a minimum of an additional 30 minutes daily during the school day or afterschool.

English Language Learners (ELLs) will have the same instructional time as non-ELLs for language arts/reading. Students with Disabilities (SWD) will have the same instructional time (90 minutes of uninterrupted daily instruction) in reading/language arts only within a single

instructional setting. The general education classroom will be the first placement consideration for scheduling and providing access to these courses for students with disabilities.

K-5 instruction in language arts includes English, reading process, literary analysis, writing process and applications, communication, information and media literacy. Student mastery of the basic skills, including cursive writing, will be in accordance with the criteria established by current Idaho requirements and frameworks. Key strategies include:

Universal Design of Learning: used as a guide to instructional design and delivery in all curriculum development. Universal Design of Learning is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, so all students (e.g., students with disabilities, ELLs) can participate fully in core instruction.

Centers/Differentiated Instruction - Reading centers will be set up throughout the classroom in various areas that allow students to work independently or in a small group setting using instructional materials to explore and expand their literacy. During this time, students are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher. Students will practice reading, writing, speaking, listening, and working with letters and words. Manipulatives such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches. For example during:

Guided reading center, students work with the teacher to read and practice the weekly reading strategies and skills using text at their level.

Writing center, students are practicing their writing skills related to the week's writing focus. Students are moving through the writing process at their own pace.

Test prep center, students are participating in practice of reading skills and strategies relevant to their grade level grade reading. Students work independently and alongside a teacher when it is time to review the content.

Technology center, students use technology such as Reading Plus and receive reading enrichment that challenges them according to their reading rate and comprehension level.

The grade specific standards will guide instruction at each grade level and help ensure that students gain adequate exposure to an increasing complex range of texts and tasks as they progress from grade to grade. Using pacing guides for instruction, the school's curriculum will cover the standards within each of the clusters in each strand.

Grades 6-8 Courses: Students will be required to successfully complete three middle school annual courses in Language Arts, which emphasize literature, composition, and technical text. The following ELA courses will be offered:

Intensive Reading: Courses will be in addition to the required Language Arts courses in grades 6-8.

As part of the school's rigorous program, students who score below required proficiency levels on the FSA for English/Language Arts may be placed in an intensive reading course.

Instructional Materials: The school plans to use a mixture of board-adopted and teacher-selected instructional materials, including digital software and multimedia in the instruction of Reading/Language Arts to differentiate between the regular and advanced curriculum. The school commits to use these or other digital materials as appropriate for use by the charter school.

Research-Based Instructional Materials (ELA/Reading)

<p>Wonders Reading Series: Grades K-5 will implement the Wonders Reading Series based on ICS and use the program consistently and uniformly across the campus. https://connected.mcgraw-hill.com/connected/login.do</p> <p>iReady: Grades 2-5 will implement the iReady Classroom curriculum based on ICS and use the program consistently and uniformly across the campus. https://teacher-toolbox.com/toolbox</p> <p>SpringBoard Curriculum: Grades 6-8 will use the ELA Springboard Curriculum based on ICS and use the program consistently and uniformly across all campuses.</p>	<p>Novels & Supplements: Grades 2-8 will use non-fiction reading material and novel sets) based on Idaho Content Standards. Novel studies should be standards-based and focused on student application of the standards through the reading. Pinecrest teachers do not simply teach novels. They teach standards through novels. Resources used to teach novels are expected to be standards-based, rigorous, of high quality, and preferably not a packet.</p>
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Writing

The writing standards focus mainly on text types, responding to reading, and research. To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. The standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. The expectation is that students learn to appreciate that a key purpose of writing is to communicate clearly to an external audience and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. It is also important that students develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, teachers will be expected to provide students significant opportunities and time and to writing, producing numerous pieces over short and extended time frames throughout the year.

Teachers will deliver lessons that focus on the following areas:

Purpose, Focus, and Organization: These lessons will enable the student to write sustained and consistently focused within the purpose, audience, and task; and the student has a clearly stated controlling idea and effective organizational structure creating coherence and completeness.

Evidence and Elaboration: The main focus in this area is to provide additional resources to

enable students to elaborate within their responses providing thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details.

Conventions of Standard English: Additional lessons will focus on grammar usage and conventions both written and via the use of technological tools. This will enable students to respond demonstrating an adequate command of basic conventions.

Other primary instructional strategies include: **Kinesthetic Aids**- Prewriting and organizational skills are taught through the use of a graphic organizers; **RACE** -(restate, answer, cite and explain) responses will be expected from students to instill the need for evidence-based answers in alignment with the requirements outlined in the FSA writing rubrics; **RAFT** - essay writing that includes a role, audience, format and a topic, plus a strong verb; **SPADE** (*Survey, Predict, Annotate + Analyze, Additional Reads, Dissect Questions, Evidence*) reading strategy for teachers to use to improve reading comprehension.

Research-Based Instructional Materials (Writing)

Wonders Writing and Jane Schaffer: Grades K-1 will implement the Wonders Reading Series in conjunction with Jane Schaffer writing strategies. All lessons will be based on Idaho Content Standards. Implementation will happen consistently and uniformly across all campuses.

Ready Writing/Wonders and Jane Schaffer: Grades 2-5 will implement the Ready Writing curriculum in conjunction with Jane Schaffer writing strategies. All lessons will be based on Idaho Content Standards. Teachers may use whichever elements of the program are available at their respective campus to teach the Idaho Content Standards and support Wonders Reading.

SpringBoard and Jane Schaffer: Grades 6-8 will implement SpringBoard in conjunction with Jane Schaffer writing strategies, based on Nevada Academic Content Standards. Implementation will happen consistently and uniformly across all campuses.

In grades K-5 students will receive 150 minutes of weekly instruction with a minimum of 30-minute instructional blocks. For Advanced Classes in 6-8: *SpringBoard* activities and Writing Workshops will deepen students' knowledge of writing process, types, and purposes so that students can produce clear and coherent writing ready for publication. The Embedded Assessments and Writing Workshops provide a comprehensive writing curriculum to foster effective teaching and learning to ensure that all students are prepared for the writing demands of high-stakes state assessments, Advanced Placement courses and exams as they progress unto high school.

Mathematics

Students will receive 60 minutes of consecutive and uninterrupted, daily instruction in mathematics. Students with disabilities will have the same instructional time as their non-disabled peers. The required program of study for Mathematics is aligned to state requirements. The School will develop students understanding of mathematical concepts as well as their ability to engage mathematics to reason, communicate, and problem solve making them able to remain competitive in an ever changing, fast-paced and technology-rich society. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the

mathematical knowledge, problem-solving ability, and communication skills required to excel at or above grade level expectations.

The School's mathematics curriculum intends to develop students' understanding of mathematical concepts as well as their ability to engage mathematics to reason, communicate, and problem solve making them able to remain competitive in an ever changing, fast-paced and technology-rich society. Using the curriculum Pacing Guides, teachers will be able to plan for mathematics lessons that meets the ICS and achieve at minimum a year's worth of learning for each student covering the Mathematics Standards under each domain (Counting and Cardinality; Operations and Algebraic Thinking; Number and Operations in Base of Ten; Measurement and Data; Geometry and Number and Operations – Fractions).

In grades 6-8, the ICS describe the mathematical skills and concepts all students need for success in college and careers and are organized by grade level in the following domains: Grade 6/7: Ratios and Proportional Relationships, The Number System, Expressions and Equations Geometry, Statistics and Probability; Grade 8: The Number System, Expressions and Equations, Functions, Geometry, Statistics and Probability.

The Standards for Mathematical Practice describe the characteristics of mathematically proficient students. These standards describe how students should use mathematics and provide a mechanism through which students engage with and learn mathematics.

Mathematical Practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning for of others.
4. Model with Mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The Mathematical Practice Standards remain the same at each grade level; however, students will engage with and master new and more advanced mathematical ideas as they progress through each grade level. Accordingly, the Practice Standards will be taught and practiced in conjunction with the Content Standards at each grade level.

K-5 Centers/Differentiated Instruction -Teachers will use varying methods of instruction to address diverse learning styles. Examples are as follows:

Classroom is arranged to enable active engagement by all students:

- Whole-group instruction
- Teacher-led small groups instruction (based on data and depending on student need)
- Cooperative learning groups
- Independent student centers

Sample Math Centers – The number of students in each group may vary based on understanding

of concept. If a student is struggling with daily concept the teacher may provide scaffolding and support through:

- Reteach - worksheets for better understanding
- Enrichment- teacher provides worksheet that "level up" concept
- Athletics- challenges students' based on level and allows students to choose a concept to practice
- Mathematics “print rich environment” - math word walls and bulletin boards will reflect taught and current mathematics topics

Grades 6-8 Courses: Students will be required to successfully complete three middle school annual courses in Mathematics.

Instructional Materials: The School plans to use standards-aligned instructional materials, including digital software and multimedia in the instruction of Mathematics. The school commits to use these or other digital state-adopted materials as approved by the district/state for use by the charter school.

Research-Based Instructional Materials (Mathematics)

Core Curriculum	Supplemental Curriculum
<p>Everyday Math: (K-5) Elementary teachers and 5th grade teachers will implement the Everyday Math Curriculum based on ICS, using the program consistently and uniformly across all campuses. https://connected.mcgraw-hill.com/connected/login.do</p> <p>i-Ready & Ready Classroom: (K-5) materials have been accepted as ICSs aligned supplements. http://www.curriculumassociates.com/products/ready-common-core-overview.aspx https://www.teacher-toolbox.com/</p> <p>SpringBoard: Grades 6-8 will use the Math Springboard Curriculum based on ICS and use the program consistently and uniformly across all campuses. https://pinecrestnv.springboardonline.org/ebook/login</p>	<p>Calendar Routine & Math Message (K-2 optional): Teachers in first and second grade may shift away from traditional calendar routines to better meet the needs of their class. These routines establish repetitive practice of essential mathematical skills pertaining to the grade level and real world.</p> <p>Math Made Fun! (K): An engaging math supplement that includes daily differentiated lessons, pre- and post-assessments, and hands-on centers.</p> <p>Number Talks (K-5): Number talks activities are meant to develop and review number sense concepts. http://www.insidemathematics.org/classroom-videos/number-talks</p> <p>ST Math Test Drives: Teachers will incorporate these tools into whole and/or small group instruction, whenever possible, to promote the link between blended learning programs, curriculum, and the ICS. https://web.stmath.com/entrance/jjiconsole.html</p> <p>Achieve the Core: https://achievethecore.org/category/854/mathematics-lessons</p>

Students below grade level - If a middle school student scores at Level 1 or Level 2 on the statewide-standardized assessment in mathematics, then the following year the student will receive remediation.

Grades 6-8 Additional Technology Resources/Supplements: Technology will also be integrated into the mathematics curriculum to enable students to explore, visualize, solve, and better describe the concepts they are learning. Graphing software, calculators, computers, and interactive white-boards are some of critical technology tools that will be used as part of an effective mathematics program, as applicable.

Science

The Science curriculum will incorporate an inquiry-based approach to learning. The Science Curriculum addresses critical domains in science: The Nature of Science, Earth and Space Science, Life Science, and Physical Science to meet the specified annually assessed and content-sampled benchmarks found in the NG-SSS. Using pacing guides, teachers will plan science instruction that meets the standards benchmarks grouped in nine-week clusters. The School will incorporate an inquiry-based approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method. Students will participate in monthly *Scientist of the Month* projects in order to provide them with the ability to apply and practice the scientific method. Moreover, students will participate in weekly hands-on science investigations in the classroom, exposing students to the scientific process and scientific thinking. In grades 5-8 students will be encouraged to participate in Science Clubs where they will be able to explore and investigate the steps to the scientific method.

Differentiated Instruction in the Science Classroom

To meet the individual needs of students, teachers will also provide differentiated instruction opportunities through enhancement of conceptual understanding of the Next Generation Science Standards/ICS via varying entry points of instruction, learning tasks, and outcomes, which include but are not limited to:

Five “E” Instructional Model

1. Engagement
2. Exploration
3. Explanation (& Elaborate)
4. Evaluate
5. Extend

This approach takes students through the learning cycle by tapping into prior knowledge and experiences, new explorations and investigations.

Engage - These activities mentally engage students with an event or question. Engagement activities capture students' interest and help them to make connections with what they know and can do. The teacher provides an orientation to the unit and assesses students' prior understanding of the concepts addressed in the unit.

Explore - Students encounter hands-on experiences in which they explore the concept further. They receive little explanation and few terms at this point, because they are to define the problem or phenomenon in their own words. The purpose at this stage of the model is for students to acquire a common set of experiences from which they can help one another make sense of the concept. Students must spend significant time during this stage of the model talking about their experiences, both to articulate their own understanding and to understand another's viewpoint.

Explain – Only after students have explored the concept does the curriculum and/or teacher

provide the scientific explanation and terms for what they are studying. The teacher may present the concepts via lecture, demonstration, reading, or multimedia (video, computer-based). Students then use the terms to describe what they have experienced, and they begin to examine mentally how this explanation fits with what they already know.

Elaborate/Extend - Students elaborate on their understanding of the concept. They are given opportunities to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far. Interaction between the students is essential during the elaboration stage. By discussing their ideas with others, students can construct a deeper understanding of the concepts.

Using NGSS standards for Science, teachers will develop lessons using strategies that incorporate the following **Essential Science Components: Preparing Students for Learning and Prior-Knowledge Assessment** - “frontloading” to elicit prior knowledge related to real-life experiences and applications. Strategies: Using graphic organizer, Concept Mapping, KWL, showing a video clip, conducting a demonstration, using literature.

Developing Active Learners - *Students can become active learners by providing opportunities for them to construct their own understanding. These situations should require students to organize, classify, interpret, and draw conclusions about real-life mathematical and scientific problems.* Strategies: Posing open-ended questions, real-life scenarios to solve, or situations requiring higher order thinking skills.

Differentiated Instruction - *A variety of instructional formats will be used in the classrooms to make sense of the content and to construct meanings from new situations. The School will provide opportunities for small-group work, individual exploration, peer instruction, and whole class discussion and inquiry-based instruction.* Strategies: Using scientific laboratory equipment, hands-on activities, and technology-based activities.

Integrated Teaching - *Students must recognize the various roles that science plays in real life. The connection and application of science will motivate, give meaning to, and reinforce student learning.* Strategies: Posing authentic problems to solve; bridging and activities that involve students in critical thinking, process skills, and product development.

Critical Thinking and Higher-Order Questioning - *Use effective, open-ended questioning techniques that encourage student inquiry. Encourage students to pose their own questions, evaluate the information presented, and make informed decisions about the information. Examples would include, “How would you solve a similar situation?” or “What criteria would you use to ...?”* Strategies: Elaborating, analyzing, hypothesizing, and evaluating.

Strategies will be implemented to increase awareness of Science programs and initiatives as well as to ensure student success and mastery of Next Generation Sunshine State Standards, the FS Standards for Literacy in Science, and the FS Writing Standards for Science, as follows:

- Commit to hands-on science learning experiences- science teachers will incorporate at least 75 minutes of laboratory experience per week into their instruction;
- Encourage development of science clubs as well as Science/math related honor societies;

- Encourage students to participate in hand-on activities such as those proposed in SECME;
- Allocate time for Science and mathematics teachers to work together to plan the integration of science and mathematics to support the curriculum of their specific courses (e.g. mathematics and science teachers at the School will include meaningful mathematics and science projects that emphasize the content strands and can be incorporated into classroom and home learning assignments);
- Integrate technology and literacy (e.g. CRISS strategies for mathematics and science) as a part of their effective teaching strategies;
- Utilize current research-based programs and high quality materials with documented success; and
- Inform the community and the parents about the curriculum, assessment, and courses necessary to pursue various career options through a Family Math/Family Science and Technology Night.

K-5 Instruction: Students in grades K-1 will receive 60 minutes per week of science instruction, while students in grades 2-5 will receive 150 minutes per week of science instruction covering the Next Generation Sunshine State Standards. Students will participate in weekly hands-on science investigations, which will expose students to scientific processes and scientific thinking. Students will be encouraged to participate in Science Labs and Science Fairs where they will be able to explore and investigate the steps to the scientific method. These activities will allow students to recognize the various roles that science plays in real life. The connection and application of science will motivate, give meaning to, and reinforce student learning.

Grades 6-8 Courses Students will be required to successfully complete three middle school annual courses in Science.

Instructional Materials: The school plans to use standards-aligned instructional materials, including digital software and multimedia in the instruction of Science.

Research-Based Instructional Materials (Science)

Grades	CORE	Supplement/ Technology	Rationale All Materials Aligned to NGSS
K-5	Houghton Mifflin Science Fusion	Gizmos Zaner-Blossser <i>I Read to Write Science Weekly</i> Brain Pop <i>Think Central</i>	<i>Fusion</i> provides informational texts along with many hands-on labs. Teachers and students have access to <i>ThinkCentral</i> , which provides interactive labs.
6-8	Pearson <i>Interactive Science</i>	Gizmos Brain Pop	Program provides a variety of interactive tools to help support, extend, and enrich classroom instruction.

<p>6-8 Advanced</p>	<p>Pearson <i>Interactive Science</i> (pacing Adv)</p> <p>Physical Science: <i>CPO Science</i></p> <p>Biology: Pearson Prentice Hall <i>Miller & Livine Biology</i></p>	<p>Gizmos Khan Academy Brain Pop</p>	<p>Interactive Science embodies the 21st century learner by infusing the core subjects and themes throughout the program; provides continuum of accelerated intervention strategies</p> <p>CPO Science- rich in STEM connections and aligned with NGSS</p> <p>Biology- text that will prepare students for advanced coursework</p>
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Additional Science instructional materials will be gathered for lesson plans using the following resources:

- Scientific magazines such as Science Weekly and National Geographic Resources
- National Institute for Science Education
- National Science Teachers Association

Social Studies

The School will deliver a Social Studies curriculum that will prepare students to achieve mastery of Social Science ICS as well as content area literacy standards for all grades. Social Studies education will promote loyalty and love of country and community, and it will prepare students to participate intelligently in public affairs. Its component disciplines foster in students the knowledge and skills needed to understand current political and social issues. Social Studies education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders.

The comprehensive Social Studies program will:

- Emphasize content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences;
- Reflect a clear commitment to democratic beliefs and values;
- Encourage civic responsibility and active participation;
- Promote high expectations for all students;
- Incorporate a multicultural perspective;
- Reinforce the development of a global perspective;
- Promote understanding of social, political, and economic institutions;
- Encourage student involvement in community service;
- Focus on the identification of the potential solutions to local, national, and world problems;
- Involve students in their learning by using a variety of teaching strategies and instructional materials; and
- Promote an interdisciplinary approach to learning.

The school will use school-created pacing guides for K-8 to support mastery of ICS and incorporate the following topics in the Social Science curriculum:

- African-American History (K-8)

- Holocaust Education (K-8)
- Hispanic Contributions to the United States (K-8)
- Women’s Contributions to the United States (K-8)
- Sacrifices made by veterans in protecting democratic values (K-8)
- History of Idaho (K-8)
- History and content of the Declaration of Independence and the U.S. Constitution (K-8)
- Digital Citizenship (K-5)
- Multicultural education (K-8)
- Character Education (K-8)
- Economic Education (6-8)
- History of the U.S., including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the U.S. to its present boundaries, the world wars, and the civil rights movement to the present (Grade 8)

Instructional Strategies

Use visuals such as graphs, maps, information and digital materials (google earth) in social science instruction. The School will also use Newspapers as a literacy enrichment supplement and to incorporate data analysis daily by means of graphs and charts and will integrate Reading and Writing strategies within the Social Science Content using Literacy Standards for Social Science.

Claim Evidence Reasoning (C-E-R) - requiring students to state a **claim** (may be in response to a question); to provide **evidence** to support the claim, and state a **reason** why the evidence answers the question.

Inquiry-based learning – through primary sources of information - allowing students to: **Connect:** to prior knowledge, interpreting and questioning an information source; **Wonder:** develop focus questions to guide their inquiry investigations; **Investigate:** use a combination of primary and secondary sources to pursue their questions in depth; **Construct:** organize and draw conclusions from the information to confront conflicting ideas and form and defend their evidence-based opinions; **Express:** develop a product to demonstrate their new understandings and share with others, they solidify their own learning; and **Reflect:** think about what they have learned about the topic or idea and about inquiry itself.

History Labs require in-depth learning and thinking on the part of the student guided by an essential question, analysis of primary or secondary source documents, and ending in a rigorous writing assignment or other rigorous learning task. History/Social Science labs ensure that engaging lessons are designed to increase student skill level in interpreting documents. School-based “**Civics in a Snap Lessons**” in grades K-5 will support the scaffolding of civic knowledge and dispositions. School-based “**Civic Engagement Lessons**” in grades 3-5 will support the scaffolding of civic knowledge and dispositions.

Stimuli Based Instruction using primary or secondary sources of information, emphasizing content/skills explicitly stated in standards/benchmarks, to increase student content knowledge, analytical skills, and engagement (e.g., political cartoons, graphs, quotes, etc.)

Grades 6-8 Courses: Students will be required to successfully complete three middle school annual courses in Social Science.

Other Instructional Strategies

Power Hour

Power Hour reading was built on the premise that all students deserve differentiated instruction at their readiness level. This structure is derived from student need, coupled with teacher strengths, to meet the diverse range of learners within a grade level. Rather than every teacher facilitating three or more reading groups within their classroom, students are grouped according to their readiness/ability levels. The teachers along with the principal will determine which option best meets the needs of the learners within their grade level.

Options for student rotations are as follows:

Option 1: Rotating Power Hour (entire grade level moves): Students begin each day in their homeroom to receive grade-level instruction based on the Nevada Academic Content Standards. The weekly suggested lesson plans from the Wonders Literacy Series is broken up into whole group and small group activities. The whole group activities serve as the basis for the homeroom instructional block. During the second block (Power Hour), students rotate among the grade level to receive instruction at their readiness/ability level. The number of teachers at each grade level will determine the number of groups (e.g. low, medium-low, medium, medium-high, and high for 5 teachers). The small group activities from the Wonders Literacy Series will be the starting point for instruction within each group. Supplements for instruction are listed in the chart below.

Option 2: Targeted Power Hour (outliers move): Students begin their day in their homeroom for the on-level Wonders lesson. During the Power Hour block, very low and very high student outliers shift classrooms to receive additional instruction at their readiness level. All other students remain in their homeroom.

Option 3: Homeroom Power Hour (all students remain): Students receive differentiated instruction within their own classroom.

Strategies for Serving Special Populations

At-Risk

In accordance with Idaho Administrative Code, PAI defines “at-risk” as “any secondary student grade six through twelve (6-12) who meets any three (3) of the following criteria:”⁶

- Has repeated at least one (1) grade.
- Has absenteeism that is greater than ten percent (10%) during the preceding semester.
- Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.
- Has failed one (1) or more academic subjects in the past year.
- Is below proficient, based on local criteria or standardized tests, or both.
- Is two (2) or more credits per year behind the rate required to graduate or for grade promotion.

⁶ IDAPA 08.02.03.110.01 (June 2019)

- Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment.
- Has documented or pattern of substance abuse.
- Is pregnant or a parent.
- Is an emancipated youth or unaccompanied youth.
- Is a previous dropout.
- Has serious personal, emotional, or medical issue(s)
- Has a court or agency referral.
- Demonstrates behavior that is detrimental to their academic progress.

PAI's highly involved system of data assessment, monitoring, and Power Hour model will ensure that all at-risk students are identified and supported to ensure that all students have the opportunity to be academically successful.

Special Education

As a public charter school, admission to PAI will have no exclusionary component, and special education students will be encouraged to enroll in the same manner as non-special education students are recruited. All of our recruitment materials will be tailored to address the concerns of students with disabilities and their parents. Once enrolled, students with special education needs will be included in the school's regular education and extracurricular environment to the extent that such participation is consistent with each special education student's individualized education program (IEP). In all cases, the school will conduct special education as it is outlined for each individual special education student in his/her IEP. The charter school will convene IEP review meetings in order to review and revise IEPs as appropriate. The school always will attempt to place the special education student to the maximum extent appropriate in a learning environment with both his/her disabled and non-disabled peers, in accordance with the student's IEP.

As part of the school's registration process (after the student has been accepted in lottery), parents will be asked if the student has an IEP. If the parent marks "Yes" a Pop-up window requests the parent to provide the student's current IEP and any other relevant documents. In addition, the school registrar will request special education records from each student's previous school to ensure that current documentation is received in the event the parent is unable to provide this documentation or does not disclose the student's disability status for whatever reason. The paperwork is collected and a caseload spreadsheet of all enrolling students with special education eligibility is created. Parents will also be requested to turn in 504s, but the school will also take proactive steps to request such records on behalf of all students immediately following the receipt of a records transfer form from the parent.

The continuum of services offered by Pinecrest Academy of Idaho begins in regular education classes. All students are given a universal progress monitoring assessment 5 times a year. Then the school analyzes the data. Each quarter the school meets as a team during "Data Day" which allows the school to discuss children scoring in the bottom and top 15% or another cut score as determined by the school. Students who score in the bottom 15% and students who are failing are discussed and an intervention plan is developed. Students who score in the top 15% are identified and provided specific differentiated instruction for accelerated learners. The staff then

brainstorms different interventions that may help the student progress further academically or behaviorally. In general education, Power Hour and intervention periods are scheduled in daily to provide instructional level academics to all students. In addition, before and after school tutoring clubs and blended online learning programs provide instructional level interventions and accelerations.

If the student is still not showing progress on the universal progress monitoring, the student will enter into an SABIT program. During SABIT, a goal is written in the deficit academic area, the student is provided with additional interventions, and the student has weekly progress monitoring related to the goal. The data is graphed and analyzed every 6-8 points. If the student's graphed line is not moving toward the grade level trend line, then instruction becomes more intensive by increasing the amount of time in intervention, increasing the number of sessions in intervention, or changing the teaching method. If after 12-16 data points, the student's graph still shows a lack of progress, the student will be referred to special education. Consistent with Federal law and guidance, a parent may also request a comprehensive evaluation at any time, including prior to commencement of or during the SABIT process.

Over-Identification

Students who are inappropriately placed in special education will be identified by progress monitoring on a routine weekly basis through their IEP goals. Students also take quarterly universal progress monitoring assessments that all students in the school are given. The special education teacher will complete a monthly analysis of data to determine if students are meeting their goals. If students are meeting their behavior and/or academic goals and progress monitoring is showing growth, the IEP team can meet to discuss the exit of students who are no longer showing academic or behavioral needs.

If the school has a student who needs transitioning out of special education, the IEP team may transition the student out by revising the IEP to provide consultation services during the reevaluation period. If the team determines that student no longer needs an IEP, said student will be referred to the school psychologist who, with parental permission, will reevaluate the student. The IEP team will then meet to determine if a student is still eligible in the eligibility category or does not meet eligibility.

Continuum of Services

Once the evaluations are complete, the team will reconvene to discuss the results of the evaluation and determine eligibility for special education. The school will provide a copy of the eligibility report, along with copies of all evaluations to the parents. The conference may convene without the parent under the following conditions: (1) the parent waives his or her responsibility to attend, or (2) the parent has neglected to respond to three documented communication efforts.

Once this conference is completed, the team will develop an Individualized Education Program (IEP), determining what special education or related services will benefit the child. An IEP will be completed describing the special services, and the parent or guardian will sign a Consent for Special Education Form. Once this process has been completed and the team, including the parents, is in complete agreement with the provisions of the IEP, the IEP will be

signed and services will begin immediately.

IEP Yearly Reviews

Once a year, or more frequently if necessary, there will be a team conference, that includes the individuals described in §300.344, and other qualified professionals, regarding each child on an IEP. During this conference, team members will discuss the progression toward annual goals and objectives, develop new goals and objectives, and determine whether the child's special needs can continue to be appropriately met through the current educational placement. To initiate such a conference, the special education teacher will send home a Prior Written Notice accompanied by a Notice to Conference Form. As with the initial IEP meeting guidelines, the special education teacher must give the parent a number of opportunities to participate and document at least three attempts to establish communication prior to holding an IEP meeting without the parent.

Three-year Reevaluations

Reevaluations will be conducted in accordance with the procedures outlined above regarding initial evaluations if conditions warrant a reevaluation or if the child's parent or teacher requests an evaluation. They will occur at least once every three years. An IEP meeting will follow to develop new goals and objectives. IEP teams cannot exit or deny students from services based on reevaluations finding that a student no longer meets initial eligibility criteria.

The School Leader and the special education staff will maintain exceptional records, and proper measures will be taken to ensure that they are kept confidential pursuant to applicable laws and regulations. These procedures include but are not limited to allowing parents the right to inspect any files pertaining to their child, maintaining a record of all parties gaining access to exceptional files, amendment of records at parent request, parental consent, procedural safeguards, destruction of data, children's rights, and providing a free appropriate public education (FAPE).

Least Restrictive Environment

Consistent with the principle of least restricted environment, most students who are determined to be eligible for special education services would first receive support in regular education with supplementary aides and services and progress monitoring would continue. If the student showed no academic growth, a resource room would be added. A Resource Room could then be added up to 50% of the day to provide the necessary interventions to show academic growth. Students with severe intellectual disabilities also can benefit from combining inclusion with a resource room. In the regular education classroom, using peer assisted learning and online programs can help the student remain with typical peers and receive intensive instructional level instruction.

Students with severe emotional disabilities also can benefit from combining inclusion with a resource room. In addition, a Check-In/Check-Out system is very effective for students with emotional needs. A mentor is assigned to the student and the student has a daily progress monitoring sheet which goes home daily. The student's parent bridges their behavior at school to privileges at home. Depending on the student's needs, the mentor will check in with student at least three times a day, though more can be done if needed. Furthermore, the school counselor

can help the family with locating appropriate community support.

Depending on the nature of and severity of the disability, other placement models outside of the approach discussed above may be determined to be more appropriate to the needs of the student. As a local education agency, the charter school could explore contracting for a change in setting in a manner consistent with Idaho Department of Education procedures or bringing in other resources to meet the student's needs.

Staffing

PAI's administration team will recruit highly qualified special education teachers through multiple means. They will use job recruiting websites such as Teachers to Teachers and PAI's administration will attend and recruit teachers at Teacher Fairs in several states. Teachers who are not certified in Idaho will apply for teacher certification. All related service personnel including speech and language therapists and school psychologists will be certified in the State of Idaho or they have to apply for a license before they are hired.

Staff Development

PAI will schedule Professional Development (PD) days into their yearly calendar. PD will be offered in the areas of intensive interventions and research validated methods addressing the unique needs of students with disabilities. Additionally, the special education teachers, the special education facilitators, and the related service personnel (e.g. - SLP and OT) will be in communication with teachers providing instructional information on how to modify the curriculum and address the unique needs of students with disabilities on a weekly basis as service is provided.

Discipline

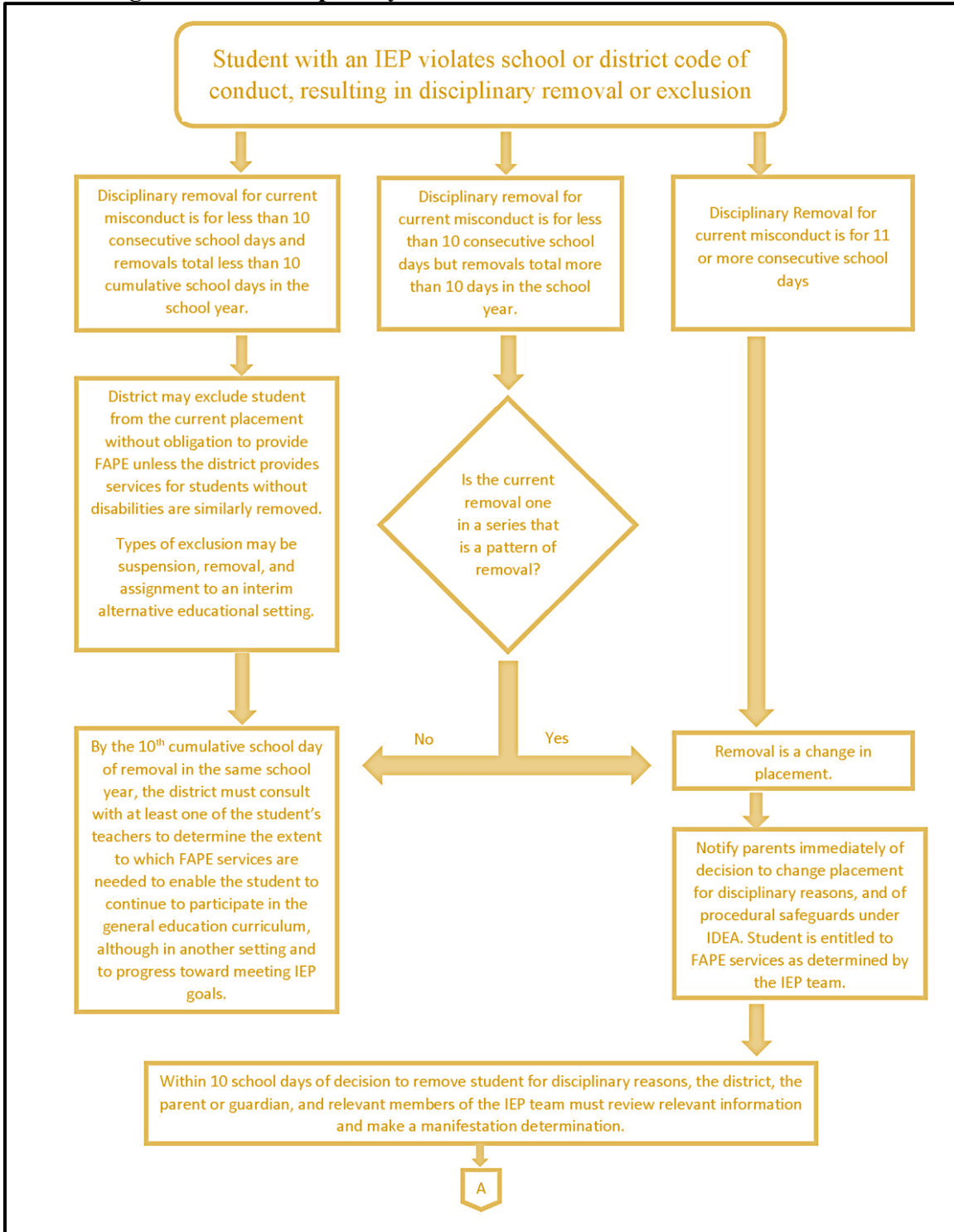
The rights of students with disabilities are protected by following the IDEA flow chart below. If a student with disability has a discipline problem, the administration contacts the parent for a parent meeting. If the student is suspended, all school work may be picked up daily by the parent and returned so that student's grades are not affected. Alternately, the school can provide the work by other means. If necessary, a teacher will provide service in the home setting or the student will receive alternative instruction in an after school program.

The IEP team will also meet after 5 suspensions to complete a manifestation determination IEP meeting. The team will brainstorm other services and community resources that may benefit the student to prevent further behavior disruptions. A Functional Behavior Assessment (FBA) will be completed and the team will reconvene to write a Behavioral Intervention Plan (BIP). The team may also request a Behavior Therapist to help in the process.

If the student has reoccurring events that result in further suspension, the team will meet after nine suspensions and complete a change of placement. The administration will contact the parent for a parent meeting. Each time a student is suspended, all school work may be picked up daily by the parent and returned so that student's grades are not affected or other arrangements may be made to ensure access to assignments. Again, if necessary, a teacher will provide service in the home setting or the student will have alternative instruction in an after school program. Please

see Image 2⁷ below:

Image 2: IDEA Disciplinary Procedures for Students With Disabilities



⁷ Bateman, David F. & Bateman, C. Fred. *A Principal's Guide to Special Education, 3rd Edition*. Council For Exceptional Children. Arlington. (2014).

Monitoring

PAI's special education programs comply with all federal and state laws. The role of the special education facilitator is a complete compliance review on all IEPs before and after the IEP meetings. In addition, a review of the confidential folder will be completed monthly on all confidential folders. Special education facilitators check annual and three-year dates weekly to make sure all meetings are held on time.

Special education teacher's complete progress monitoring on a weekly basis to evaluate for student growth and success. If a student shows no academic growth, a resource room is added. A resource Room can be added up to 50% of the day to provide the necessary interventions to show academic growth. If a student shows academic growth, then said student will be provided a less restrictive placement with support. As the student successfully progresses towards full time in the general education curriculum, direct support services can be implemented by the special education teacher in the regular education classroom with supplementary aides and services until they receive consultation services. Quarterly progress reports are sent home. Progress reports are also sent home more frequently as determined by an IEP team. Student grades are also monitored weekly to see academic growth. If students are not receiving enough support determined by weekly progress monitoring and grade checks then the IEP is revised.

Once students are in middle school, a daily monitoring sheet will be used and includes looking at direct instruction participation, classwork participation, homework turn-in, and citizenship. Each teacher signs the student out of class. Special Education teachers check students out at the end of the day. Copies of the form go home with the students for parents to sign. Special education teachers keep a copy and the student returns the signed copy the next day when they pick up their new folder.

Special education facilitators will help to monitor the academic and behavioral growth of students with disabilities in order to ensure that student needs are being met. Adjustments to a student's instructional programs are made accordingly through the collaboration with the SPED team (teachers, administration, and SPED Facilitators) and progress monitoring.

Parental Involvement

All PAI staff will follow all IDEA procedures when implementing appropriate programs related to IEP evaluations/re-evaluations by phoning parents to set up meetings and then following with two prior written notices.

Check-In/Check-Out systems and progress monitoring reports are sent home on a predetermined frequency: daily or weekly. Quarterly progress reports and report cards are mandatory universal grade reports. Special education teachers and related staff are expected to have frequent communication with parents with students with emotional and or behavioral needs.

In this digital age, teachers even text back and forth with a parent through the day if necessary to give them updates if a parent requests to be informed. In addition, the school uses an online program and websites where they post all school events and homework assignments.

English Language Learners

Identification

PAI will identify the primary language of students upon enrollment. The process is as follows:

- All newly-enrolled students are provided a Home Language Survey (HLS) which is included in the enrollment packet.
- Based on the answers provided to the questions in the HLS, student records will be requested from the student's last school/school district. Students without a WIDA Placement will be given a placement test.
- All student screening and evaluation will use the assessment framework adopted by the State of Idaho, the World-Class Instructional Design and Assessment's (WIDA) Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS). PAI will initially administer the WIDA-ACCESS Placement Test (W-APT), an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs.”⁸ The W-APT screener for English proficiency will take place in the first 30 days of school.

Placement

For students Classified as Non-English or Limited English Proficient who are coded as non-English or limited English proficient as a result of the initial assessment, the following steps will be completed within the mandated timelines:

- Classify students who are eligible for English Language Learner (ELL) services as Non-English or Limited English proficient. The students eligible for ELL services.
- Prepare a Parent Notification Letter if a student qualifies for ELL services. Once the parent receives the letter, they may choose to receive ELL instructional services. If the parent or guardian refuses ELL instructional services, the school will meet with the parent or guardian to ensure that the parent or guardian understands what is being waived. Parents or guardians may only waive ELL instructional services – not testing. The school will document the parent conference and place a copy of the waiver in the cumulative student folder.
- As stated above, students will be evaluated with the World-Class Instructional Design and Assessment's Assessing Comprehension and Communication in English State to State for English Language Learners (WIDA-ACCESS) assessment, which is based on a six tier scoring system. Students will receive an English Language Proficiency Level on a scale of 1-6 (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching). Teachers will utilize the score report to better differentiate instruction to meet the needs of each student.
- Once students are assessed, the Principal will ensure that eligible students are provided appropriate ELL services. In addition, Principals or designees will ensure that ELL students and their parents or guardians are aware of school activities and other opportunities at the school in a language they understand. Students who are eligible for ELL services will receive these services until it is determined, through reevaluation procedures, that they possess adequate English language and academic skills to allow

⁸ WIDA. Assess. *Kindergarten W-APT*. [website] URL: <https://wida.wisc.edu/assess/kwapt>; last accessed June 2019.

them to perform satisfactorily in general education classes without special instructional considerations.

Staffing

PAI's ELL services may be coordinated through a teacher with an ENL-7126 endorsement who will, at least initially, be administering ELL identification and support services in conjunction with his or her role as a classroom teacher. PAI's Board and Principal may also decide to contract for these services through duly-certified, ENL-7126 endorsed contractors that administer ELL assessments and support ongoing monitoring of ELL students.

PAI will offer an evidenced-based ELL Program such as the Content-Based Model. The goals of all of the program will be to: (1) help ELL students achieve comprehension, speaking, reading, and writing competence in the English language; (2) enable students to achieve and maintain grade level status; and (3) enable students to meet graduation standards. The Sheltered Content-Based ESL Instruction Model is an integrated content language approach. The goal of the Sheltered Content-Based Instruction Model is for ELL students to develop English language skills in content classes.⁹

The goal of the content-based approach is the acquisition of English and grade level academics so that the ELL student can succeed in an English-only classroom. This approach has the following features:

- All instruction is done in English;
- When possible, the child's primary language is used to clarify instruction;
- English is taught through reading, language arts, math, science, and social studies;
- A strong English language development (ELD) component is included in every lesson;
- The acquisition of English takes place in a structured, non-threatening environment in which students feel comfortable taking risks; and
- Controlled vocabulary is included while students gradually acquire the necessary language skills to succeed academically and become lifelong learners.

The reading and math Power Hour blocks will provide excellent opportunities to group students with similar English-acquisition profiles. The school may need to provide instruction in the students' native language during Power Hours to aid with cultural assimilation and language comprehension. Ready Reading from i-Ready has built in ELL modules in each section that can be delivered by the classroom teacher or during Reading Power Hour. Teachers will also support non-native English-speaking students by introducing the richness their language and culture brings to the classroom. Ethnically and culturally diverse students will be welcomed and celebrated.

Monitoring

PAI will progress monitor ELL students as with all students on a regular basis using data to track their progress. In addition, ELL students will be reassessed every year to determine whether the pupil's proficiency in English is fluent and whether they are able to succeed in courses of study

⁹ Dong, Yu Ren. (2005). Educating language learners: getting at the content. *Educational Leadership*, 62(4), Retrieved from <http://www.ascd.org/publications/educational-leadership/dec04/vol62/num04/Getting-at-the-Content.aspx>; last accessed June 2019.

that are taught only in English. The school will monitor all reclassified students for a minimum of two years after they have met language proficiency.

The Principal will ensure appropriate policies are followed. As with non-ELL students, ELL students may be retained. In the case of ELL students, the Principal will ensure that ELL students are not retained based solely on the student's inability to perform in the English language. In making a determination of whether an ELL student should be retained, the Principal will ensure that careful consideration is given to the range of services and options available prior to making the decision to retain a student. Response to Instruction (RtI) data should be used to assist the principal in making retention decisions regarding an ELL student.

Adjustments or changes to the student's educational program may be necessary in order to avoid retention. As with non-ELL students, retention concerns should be ongoing throughout the year. If the decision is made to retain an ELL student, the principal will ensure that the student receives different services during the year following the retention.

ELL students be reassessed every year to determine whether the pupil's proficiency in English is fluent and they are able to succeed in courses of study that are taught only in English. The student must be given the test Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) every year until the student exits the ELL program. Parents or guardians of LEP children do not have the option of withdrawing their student from participating in the ACCESS for ELLs.

PAI may reclassify an ELL student only if the school administers the ACCESS for ELLs to assess the pupil's proficiency to comprehend, speak, read, and write English. Afterward, the pupil will obtain a score on the examination that is equal to or greater than a score for a person who is fluent in speaking, reading and writing English, as established by the publisher of the examination.

The school will monitor any students reclassified as English proficient who have not yet met exit criteria. The school will ensure that reclassified students are appropriately placed in general education classes and PAI will monitor a student reclassified as fluent-English proficient, but who has not yet met exit criteria, for no less than two years. The purpose of this monitoring is to ensure that the students have no grades below a "C" in any academic class and are no longer in need of language acquisition assistance.

The monitoring from the school will include periodic contact with the student's teacher(s) to ascertain student progress. The school will also review the student's report card annually to review the student's attendance, academic and citizenship grades. To be considered academically successful, a student should have no grades below a "C" in English, reading, math, science, or social studies.

The ELL monitoring process information should be included in any RtI interventions that are determined by the school. Specific consideration for language proficiency must be taken into consideration in planning specific interventions for the student. If, as a result of monitoring, evidence indicates that the student is not successful in English-only classes and needs further

language acquisition assistance, the school will administer the initial assessment test to ascertain the student's current English proficiency. A meeting will be held with the student's parents or guardians and the student will be considered for reinstatement into the ELL program, into an academic remediation program, or the student will remain in English-only classes. The school will continue to monitor the student for language and academic progress. If the student is determined to be academically unsuccessful, the school and the appropriate teachers will seek out other services for the student in order to address any academic deficiencies. Prior to making any changes, the principal or designee will meet with the parents or guardians to discuss the recommended changes.

Parental Involvement

Principals or designees will ensure that ELL students and their parents or guardian are aware of school activities and other opportunities at the school in a language they understand. Parent outreach for ELL families will be conducted in a manner and format that is meaningful and accessible to the parent. In some instances, for example, written documents may be inaccessible to parents with limited literacy in their primary home language. Such families will need to be contacted verbally at a time and in a place that is conducive to their involvement and attention (e.g. at home versus when they're working and could face discipline for using a personal phone). Parental and community involvement in the School is a fundamental and expected (but not legally required) part of the philosophy and operation of the School. The goal is to encourage parents to be active participants in their child's education, and give the community ownership of a high quality educational program, and teach children to be civic-minded and socially responsible. Parents and community members will have extensive opportunities for involvement in aspects of school operations. Through the parent/teacher group, School Advisory Council (SAC), and other such committees, parent and community representation and decision making in the educational processes of the School is possible. Similarly, the administration will also require the faculty and staff of the School to uphold a strong belief in and understanding of the charter school concept through the inclusion of parents in the educational process. Through open lines of communications, faculty and staff will also encourage parental involvement through such endeavors as follow:

- Parental Volunteers – parents will be welcomed to volunteer at the School during various school activities, assemblies and meetings. Parents can be active participants in the parent club and their child's homerooms. Volunteer opportunities to complete parent participation hours (communicated through newsletters, the School website, schoolnotes.com, email and calls home) will be plentiful and yearlong. Some of these will include activities such as chaperoning field trips, assisting with class and community service projects, helping in the library, participating in Career Week and Family Day, and assisting with the School store.

School Advisory Council (SAC) - This group will consist of school personnel, parents, students, local business, and community members. Members will be able to address and vote on pertinent school matters on a regular basis.

- Quarterly Parent/Teacher Conferences – hosted in the evenings at the School where parents can discuss topics that affect their children's educational progress.
- Open houses, Career Fairs, Family Day - events held to recruit new students, maintain communication and involvement between the School and the surrounding community.

- School Website, Newsletters, Social Media, and Event Calendar – updated regularly to disseminate information and maintain open lines of communication in the community.
- Community Service Projects – students, faculty and parents will participate in activities to help, give back to, and connect with, the community.
- PTO – Parent Teacher Organization coordinates extra-curricular events involving the community.
- Parent Club- dedicated to work in partnership with the families, faculty, and community to provide resources for the school through fundraising and volunteering. The club strives to support students in an academic environment that encourages character building.
- Parent Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs will be offered.

The school will continually seek out opportunities to educate parents and community members about the school’s vision and mission, instructional philosophy, governance, school performance, and student assessment criteria. PAI will issue a parent satisfaction survey at least once a year. The results of this survey will help PAI’s governing board determine actions needed to address categories averaging less than 70% satisfaction, with the goals of achieving at least 85% satisfaction on average across the survey.

Homeless/Migrant

Identification

PAI will identify students and families in need of homeless/migrant services for new students by including a space for identifying homeless/migrant student status in the initial enrollment of a student. Additionally, because students can become children in transition at any point, PAI will identify existing students in need of homeless/migrant student services through counselor/teacher referrals and proactive communications with parents and families about available supports. Misidentification will be avoided by making sure staff involved in registration of new students understand the differences between families have a difficult time pulling together all materials required and/or requested for enrollment: birth certificates, immunization records, previous school records, home address etc., and those families who lack this information due to their homeless/migrant status.

To assist in identification, PAI will follow to the broadly defined definition of homeless as set forth in Section 330 of the Public Health Service Act (42 U.S.C., 254b), Homeless Emergency Assistance and Rapid Transition to Housing Act of 2009 (P.L. 111-22, Section 1003), remaining cognizant of the evolving and complex nature of defining homelessness:

The term “homeless” or “homeless individual” includes:

- An individual who lacks a fixed, regular, adequate nighttime residence;
- An individual who has primary nighttime residence in a supervised, publicly or privately operated shelter for the accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
- An individual who sleeps in a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings (e.g., cars, parks, motels, campgrounds, undeveloped state or federal lands);
- Children living with a parent in a domestic violence shelter;
- An individual who is, out of necessity, living with relatives or friends due to lack of

housing;

- Runaway children (under 18 years of age) and children and youths who have been abandoned or forced out of the home by parents or other caretakers, or such youth (between 1 and 20 years of age) who may still be eligible for educational services who: temporarily reside in shelters awaiting assistance from social service agencies; live alone on the street or move from place to place between family members, friends, or acquaintances; and children of migrant families who lack adequate housing.

To meet the specific needs of low-income students, PAI will send voluntary questionnaires to families to address food and housing security. Interventions and services will be offered where required or allowed by law. These may include coordinating with social service organizations, providing transportation for homeless students, and addressing wrap-around nutrition services. PAI will choose a National School Lunch program vendor who can provide meals at or below the cost of the federal reimbursement rate and comply with the requirements of Idaho Child Nutrition Program.¹⁰ There would not be a need for a budget for the program since it would be expected to break-even.

Gifted/Talented

Gifted students will have many opportunities to stretch their learning and work with peers at their readiness level. The reading and math Power Hour configuration will provide ample opportunity to receive challenging programming. Ready Reading and Ready Math have modules built in for advanced learners that can be assigned during grade-level instruction and during Power Hour.

Identification

In accordance with Idaho Code §33-2001, gifted/talented students are those students “who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.”¹¹

PAI will identify and meet the needs of gifted and talented students, in accordance with Idaho Code §33-2003. In determining the eligibility of a pupil for the gifted and talented program of instruction, the GATE Team (comprised of classroom relevant teachers and administration) may use alternative assessment procedures for a pupil from another culture, a pupil who is environmentally or economically deprived or a pupil who has a disability. The conclusions of the GATE Team concerning the eligibility of the pupil for the gifted and talented program of instruction will be based upon an assessment of the talent, cognitive abilities or academic achievement of the pupil. Unless the pupil’s individualized educational program otherwise provides, a pupil who is gifted and talented must participate in not less than 150 minutes of differentiated educational activities each week during the school year.

A range of service delivery options will be available to meet each gifted and talented student’s special needs based on the student’s Gifted and Talented Educational Plan (GTEP) and will be

¹⁰ See <http://www.sde.idaho.gov/cnp/>. Last retrieved June 26, 2019.

¹¹ Idaho Code §33-2001.

provided with administrative support to assure adequate funds for materials and professional development.

Plan Development

Once a student has been referred to the gifted and talented program, the gifted and talented teacher will notify the student's parent, teachers, and school psychologist. The school psychologist at PAI will fill out the appropriate forms and send home a written notice to inform the parents for the initial assessment for the gifted and talented program. Parents will sign consent to evaluate. The School Psychologist will administer appropriate cognitive assessments. The Gifted and Talented Eligibility Statement form will be used to determine eligibility in the gifted and talented program.

Parents will be considered partners with the schools in developing, reviewing, and revising the gifted plan for their child. The role of parents in developing such plans will include:

- Providing critical information regarding the strengths of their child;
- Expressing their concerns for enhancing the education of their child;
- Participating in discussions about the child's needs;

The team considers the following during development, review, and revision of the gifted plan:

- The strengths of the student and the needs resulting from the student's giftedness
- The results of recent evaluations, including class work and state or district assessments
- In the case of an ELL student the language needs of the student in relation the gifted plan.
- The plan for each student will be individualized, measurable, and observable.

Implementation

The gifted plan will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's gifted plan.

Services and Instructional Strategies

The school will offer various services to meet the needs of the gifted and talented student. These services may include but are not limited to: Specialized gifted and talented courses, Acceleration, Ability grouping, Modifications of content through differentiated curriculum, Career exploration and goal setting integrated into the curriculum, Curriculum compacting, Enrichment, Social skills development and/or counseling, and Real-world immersion activities (i.e. as science and social studies fairs, exhibits, academic competitions, mentoring).

Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level Idaho Content Standards and PAI-offered opportunities for acceleration. Curriculum for gifted and talented students will include a wealth of opportunities for extended learning beyond the classroom.

Evaluations

The team shall consider the strengths of the student and needs resulting from the student's giftedness and the results of recent evaluations, including class work and state assessments. In

the case of a student with limited English proficiency, the language needs of the student as they relate to the IEP, will be considered when reviewing and revising the plan.

PAI will offer various services to meet the needs of the gifted and talented student based on the gifted plan. These services may include but are not limited to:

- Elementary School (K-5) Gifted Program -
 - Acceleration: (e.g. enrichment, world immersion activities (i.e. as science and social studies fairs, music and art exhibits, academic competitions, mentoring, career exploration and goal setting integrated into the curriculum);
 - Differentiation: (e.g. curriculum compacting, modifications of content through differentiated curriculum); and
 - Ability grouping: (e.g. specialized gifted and talented courses, real social skills development and/or counseling).
- Middle School (6-8) Gifted Program - PAI will offer accelerated (gifted) content area courses (Mathematics, Science, Social Studies, and/or English Language Arts) and/or State-approved middle school gifted elective courses. All of the students in the gifted and talented course are eligible for gifted and talented services and the teacher is endorsed to teach gifted and talented students or on an approved waiver to complete the gifted and talented endorsement.

Enrichment Opportunities

Similar to the gifted plan, there will be a variety of enrichment opportunities that will be available to students performing at or above grade level as part of PAI's comprehensive strategy to ensure that all students are making accelerated academic progress these include but are not limited to:

- Acceleration: (e.g. enrichment, world immersion activities (i.e. as science and social studies fairs, music and art exhibits, academic competitions, mentoring, career exploration and goal setting integrated into the curriculum);
- Differentiation: (e.g. curriculum compacting, modifications of content through differentiated curriculum); and
- Ability grouping: (e.g. specialized gifted and talented courses, real social skills development and/or counseling).
- Extended Learning Opportunities- Afterschool enrichment programs and clubs. All students will be included in the data driven instruction model (Data Methods and Systems) to ensure that all students are making academic progress even those who are performing at or above grade level.

Promotion/Retention

PAI is also committed to ensuring fair and equitable promotion and retention of our students in alignment with PAI's mission. Using real-time data from frequent assessment results, PAI will provide the necessary individual, classroom and/or school-wide intervention programs. The Data Team and along with teacher referrals will determine which students may need additional targeted interventions which include: requiring students to attend specific targeted tutoring, Early-Bird, during school, or afterschool; providing supplemental intervention programs and support within the respective reading, math, science classrooms through academic coaching, lesson modeling, computerized intervention programs and pull out services (as needed). Parents of students who are in need of interventions (individual or other) will be notified throughout the

process. The teachers will work with students and families to accommodate schedules. A

Additionally, the Data Team will identify students that may need to be part of the RtI (Response to Intervention) process. If the Data Team and Classroom teacher should identify a struggling student that may be in need of retention, they will be referred to Pupil Promotion/Retention Team by the end of the first semester.

The Pupil Promotion/Retention Team may be comprised of a member of the administrative team, current teacher, next year's teacher, and special education teacher (if applicable). Administration is responsible for identifying the appropriate members of the team. The school will identify benchmarks and procedures for promotion at each grade level. Students who meet or exceed the benchmarks determined by the school will be promoted to the next grade level. Data to be considered may include attendance, state assessments, school and curriculum-based assessments, classroom observations, parent and teacher surveys, and classroom grades and work samples. The Pupil Promotion/Retention Team will review the data and make a recommendation or promotion to the next grade level or retention. The Team will then meet with the parent/guardian to discuss the data, recommendation, and social emotional concerns, and the options for their student. The team along with the parent will make a decision to promote or retain the student.

PAI will comply with State and Federal laws regarding the students with disabilities and IDEA in the case of students who are twice exceptions, e.g. they are both Gifted and Talented and they have an IEP.

Professional Development Plan

Pinecrest Academy of Idaho will develop a Professional Learning Community (PLC) atmosphere by using professional development throughout the school year to allow for common planning and teaching teams, both within grade levels and subject areas. Through professional development activities planned within the school calendar, teachers will have opportunities to reflect on practice, discuss research and cases of learning, and examine student work. Such a culture makes it safe for teachers to share universal goals, confront what is and isn't working, and transform their own thinking and practice.

A two-week summer institute will be scheduled at the start of each school year. For year one, given the importance of our endeavor, we will strive for three weeks of training and preparations with our teachers. Professional development will include:

Pinecrest Academy Instructional Model: This training will be provided by current Pinecrest Academy instructional staff across the Pinecrest system and will focus on the Pinecrest Instructional Model, provide classroom-level scope and sequence instruction including individual lesson plan materials for the classroom including: adopted curriculum, positive behavior support, supporting special needs students including special education, ELL and GATE learners.

Data Analysis: Teachers will acquire skills necessary to implement data-driven instructional decisions. This training will also provide teachers with the necessary skills for administration of school-wide adopted assessments.

Vertical Alignment (by subject and grade level): Teachers will be permitted common planning time by department in order to correctly align courses by quickly assessing what

students mastered in preceding grades and focusing on building skills and knowledge. This will eliminate the common problem of consuming valuable instructional time with unnecessary reviewing and re-teaching of skills that have already been mastered.

Horizontal Alignment (by grade level): The School will encourage teacher collaboration and cross-curricular planning, allowing all teachers of a common grade level to address specific subject matter following the same time line. Such alignment is crucial in school systems dealing with state-mandated, standards-based assessments. It also allows students to see interdisciplinary connections.

Building Emotional Intelligence: This training will provide teachers with the positive behavior support for social emotional learning of our students.

STEAM: This training will provide support to teachers on incorporating STEAM activities into daily instruction.

Ongoing Professional Development: The primary venue for ongoing professional development will be during staff meetings. Planning in-service training will be the responsibility of the principal based primarily on student achievement data (which can be measured through i-Ready assessments) and behavioral management issues. Secondly, in-service training will provide opportunities to introduce or reinforce concepts taught in Summer Institute. Teachers with unique experience (reading therapy, special education, etc.) will be asked to lead in-service training when appropriate. Ongoing training topics will include the following:

- Using Student Information Systems
- Managing IEP and 504 students and records
- State Commission Performance Framework
- AdvancED Accreditation
- CMAS Administration Training
- Data reviews
- Maximizing i-Ready

In addition to on-site professional development opportunities, PAI plans to send instructional staff to content specific conferences. The expectation when attending these events will be for the attending staff to bring information back to the site and provide professional development to other teachers. These conferences may include:

- National Council for Teachers of Mathematics
- National Science Teachers Association
- International Literacy Association
- International Society for Technology in Education Conference
- National Charter School Conference
- ASCD Conference
- Annual Conference for Middle Level Educators

II. FINANCIAL AND FACILITIES PLANS

Fiscal Philosophy and Spending Priorities

The Pinecrest Academy of Idaho (PAI) Board will oversee all aspects of the fiscal management of the school and are dedicated to providing an enhanced educational experience by furnishing students with an academically challenging and personally meaningful learning environment with an emphasis on arts integration. The charter school budget will serve as the financial plan of operation for the charter school and will include estimates and purpose of expenditures for a given period and the proposed means of financing the estimated expenditures. Pinecrest Academy of Idaho will provide the budget and budget documents in accordance with the rules and regulations as specified by the Idaho Department of Education on an annual basis.

The governing body recognizes its responsibility to establish an unreserved fund balance in an amount sufficient to:

1. Protect the charter school from unnecessary borrowing in order to meet cash- flow needs;
2. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;
3. Meet the uncertainties of state and federal funding; and
4. Help ensure a charter school credit rating that would qualify the charter school for lower interest costs.

In determining an appropriate unreserved fund balance, the governing body will consider a variety of factors with potential impact on the charter school's budget including:

1. The predictability and volatility of its expenditures;
2. The availability of resources in other funds;
3. The potential drain upon general fund resources from other funds;
4. Liquidity; and
5. Designations

Pinecrest Academy of Idaho has presented a fiscally conservative budget for their first 3 years of operation as well as a breakeven budget for their first year of operation in case student enrollment comes in lower than expected. Pinecrest Academy of Idaho's largest fixed costs are salaries & benefits with categories such as educational program items, technology, furniture, and supplies fluctuating with student enrollment. This is no surprise as the largest fixed cost is the most important; in order to successfully implement an educational program, being able to hire/retain dedicated school staff is top priority.

Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank will allow Pinecrest Academy of Idaho to lease all their furniture, fixtures, equipment, and curriculum in the first year of the school over a 48-month period. The lease will include a 5% residual purchase option at the end of the 48 months or an early purchase option in the 45th month for a 6% residual. The proposed campus will likely enter into this lease agreement in their first year of operation. Pinecrest Academy of Idaho budgets \$1,000 per student to outfit the entire school in its first year of operation at a 5% interest rate over 4 years. The budget reflects projected FFE costs for the first three years of operation, these projected totals are divided into

the three equipment categories: curriculum, technology, & furniture/fixtures.

Transportation and Food Service Plans

Pinecrest Academy of Idaho will look to provide transportation to and from school and will contract out the service in its first few years. The budget has been based on rates given by Brown Bus Company (BBC), a well-established bus transportation company that provides school bus transportation to various Idaho schools. The budget reflects the transportation allowance of 60% of the projected transportation expenses. The transportation expenses are assumed at \$325 per route per day, for 180 school days; utilizing one route for the first two years of operation, increasing to two routes in the third year of operation. Once established, the Pinecrest Academy of Idaho governing board will seek the appropriate bids for a bus transportation provider in compliance with Idaho Code.

As outlined in *Section IV*, PAI projects that 66% of the student population will qualify for free and reduced lunch. Standard kitchen equipment is factored into the amount of the anticipated building space and may include up to an oven, warming cabinet, double door refrigerator, and single door freezer. These items are included in the schools anticipated FFE lease mentioned in more detail in the subsection above. Additional start-up expenses may include food thermometers, a prep table, oven mitts, single use gloves, and other kitchen supplies.

Administrative costs are minimal and may include a date-stamp, envelopes, and mailing stamps. The school is looking into several options on how best implement the National School Lunch Program (NSLP), including talking with Emily Chatelain of School Food and Wellness Group on all options. First, we will seek to contract with a Vendor/School District to prepare specified meals under the NSLP. The school will also contact local restaurants to see if any of them would be interested in serving the school. If neither of these are possible, the school will evaluate the best way to implement it internally. The school will administer the application process for all free and reduced-price meals and will submit claims for reimbursement to the state. The budget assumes that meals will be paid for by students not eligible for these programs. The amount of \$6,000 per year has been budgeted in Year 1 – 3 for any potential overages or one-time costs associated with providing food services. The operating costs associated with this expense are based on experience with similarly sized schools in other markets and initial consultations with food service providers in the Twin Falls area.

Financial Management and Monitoring Plan

As mentioned above, the Pinecrest Academy of Idaho Board will oversee all aspects of the fiscal management of the school. The auditors, accountants, and educational management company retained by the Board, will work as a team to develop financial statements and accounting reporting templates to ensure compliance with the state and federal reporting guidelines.

Additionally, Pinecrest Academy of Idaho intends to contract with Academica Idaho, an Educational Service Provider whose services to Pinecrest Academy of Idaho, shall include, but not me limited to, the following:

- Identification, design, and procurement of facilities and equipment
- Staffing recommendations and human resource coordination
- Regulatory compliance and state reporting

- Legal and corporate upkeep
- Public relations and marketing
- The maintenance of the books and records of the charter school
- Bookkeeping, budgeting and financial forecasting

For the services of Academica Idaho, an annual fee per student as structured below will be charged to Pinecrest Academy of Idaho. An early relationship with Academica Idaho allows Pinecrest Academy of Idaho to have some financial flexibility during its initial growth phase. The budget presented includes an Academica Fee schedule of the following:

Student Count	Fee
175 or Less	\$ -
176-225	\$10,000.00 (Flat Fee)
226-325	\$75.00 (p/student)
326-425	\$150.00 (p/student)
426-525	\$225.00 (p/student)
526-624	\$300.00 (p/student)
625 or more	\$450.00 (p/student)

Academica will also provide Pinecrest Academy of Idaho with a \$25,000 start-up loan for operational expenses in their first year of operation. This loan will be a non-recourse loan at an interest rate of 5% over 36 months. There will also not be any prepayment penalty on the loan.

Under the supervision of the Board Treasurer, and in conjunction with the school’s audit firm, Academica Idaho will be responsible for the school’s bookkeeping, financial reporting, and financial liability. The school principal will supervise the day-to-day cash collections at the school. The governing body, through the Board Treasurer, will receive and accept financial reports that include monthly bank statement reconciliations, estimates of expenditures for the general fund in comparison to budget appropriations, actual receipts in comparison to budget estimates and the charter school’s overall cash condition. Supplementary reports on other funds or accounts will be furnished upon request of the governing body or administrator. Appropriate staff will be available at any governing body meeting, upon the governing body’s request, to respond to questions and to present current financial information. The administrator will notify the governing body at any time of substantial deviations in the anticipated revenues and/or expenditures.

The governing body, through the Board Treasurer, will receive and accept financial reports that include monthly bank statement reconciliations, estimates of expenditures for the general fund in comparison to budget appropriations, actual receipts in comparison to budget estimates and the charter school’s overall cash condition. Supplementary reports on other funds or accounts will be furnished upon request of the governing body or administrator. Appropriate staff will be available at any governing body meeting, upon the governing body’s request, to respond to questions and to present current financial information. The administrator will notify the governing body at any time of substantial deviations in the anticipated revenues and/or expenditures.

The campus principal will be responsible for assuring budget allocations are observed and the total expenditures do not exceed the amount allocated in the budget. The Board will look to outsource payroll processes to a 3rd party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law. The person designated to draw all orders for the payment of monies belonging to the charter school is the principal, and the principal will work closely with the EMO. All claims for payment from charter school funds are processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

Pinecrest Academy of Idaho intends to adopt and comply with the Idaho Financial Accounting Reporting Management System (IFARMS), developed by the Idaho Department Education. The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body will appoint the purchasing agent. He/She will be responsible for developing and administering the charter school's purchasing program. Any officer or member of the governing body may incur no obligation unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases, calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used. Unless authorized by the administrator, no purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

Additionally, Pinecrest Academy of Idaho ("Licensee") will enter into a Trademark License Agreement with Pinecrest Academy, Inc. ("Licensor"). Pinecrest Academy, Inc. grants Pinecrest Academy of Idaho a non-exclusive, non-transferable, royalty-free license to use the trademark in connection with the development and establishment of the school of Pinecrest Academy of Idaho in the State of Idaho. The budget reflects this agreement as the Pinecrest Academy, Inc. Affiliation fee. This fee is 1% of state unrestricted revenue, half of which goes back to the school for Professional Development use and the other half going to Pinecrest Academy, Inc. for its collaboration, accreditation, and support. The budget reflects only the Professional Development half of the expense in Pinecrest Academy of Idaho's first few years of operation. The half of the fee that goes to Pinecrest Academy, Inc. will be charged once Pinecrest Academy of Idaho is able to financially sustain its cost. Please [see Appendix F5 – Pinecrest Affiliation Agreement](#) for more information.

Facilities Plan

PAI is actively searching for facilities options within its target community. Based on its proposed enrollment configuration, the school's eventual facility need is no more than 30,000

square feet at full build-out by year 5 of the charter. It is important to note that PAI's enrollment plans assume a slow growth model starting with approximately 190 students and expands by a grade per year with some modest adding of additional sections in existing grades.

PAI is in discussions with Twin Falls Reformed Church located 1631 Grandview Drive North, Twin Falls. The location is within the schools target community. This site includes over 12 classrooms, administration offices, cafeteria area, full size gym, commercial kitchen, outdoor play area and large parking area. The school would work with its architect to ensure the building meets all facility codes necessary to operate a public charter school. PAI will look to enter into a short term lease, 1-3 years, with Twin Falls Reformed Church.

PAI will look to construct a long term facility after it's first or second year of operation. For it's long-term facility PAI will look to build a facility that accommodates the school's enrollment at full capacity or 489 students. PAI estimates that the long-term facility it constructs will be 60-75 sf per student, with a large field space. The school is in discussions with groups such as Hawkins Companies, Galena Fund, and Building Hope among others about purchasing a facility and creating a stair step rent schedule that would allow the school to build up enrollment until it can afford a full rent payment. PAI is also currently in preliminary discussions with leaders from from Twin Falls Reformed Church which are subject to further development upon receipt of evidence of an approved charter. Until a charter is granted, a specific arrangement cannot be established. At this time, however, the founding team has begun steps that will facilitate the process once a charter has been awarded. Additionally, our preliminary exploration indicates that rent costs at either facility fall within the projected cost per square foot that we used to generate our budget assumptions for the facilities line item.

For further information regarding these facilities, please see see [Appendix A5: Facility Options](#).

III. Board Capacity & Governance Structure

Governance Structure

The Pinecrest Academy of Idaho (PAI) is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. The governing board will be the ultimate policy-making body with the responsibility of operation and oversight of the school including academic direction, curriculum, and budgetary functions. The policies, procedures, powers, and duties, by which the board will operate, including specific member powers, are detailed in the [attached](#) bylaws.

Board members will serve five-year terms, and board members may serve no more than two terms. Terms will be staggered so that no more than half of the board will be up for election in any one year, unless a vacancy needs to be filled.

The officers of the governing board will include a chair, vice chair, secretary, treasurer, and such other officers, as the board will deem necessary to elect. The board will elect and appoint all officers at the annual meeting of the board. Officers will serve a one-year term and may serve consecutive terms in any office. The officer responsibilities are as follows:

- Board Chair – The chair will preside at all meetings of the board. The chair will possess the power to sign all certificates, contracts, or other instruments of the school that are approved by the board.
- Vice Chair - In the absence of the chair, or in the event of the chair’s disability, inability, or refusal to act, the vice chair will perform all of the duties of the chair and will have all of the powers of the chair. The vice chair will have such other powers and perform such other duties as may be prescribed from time to time by the board or by the chair.
- Secretary- The secretary will keep the minutes of the board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the board meetings and the proceedings thereof. The Secretary will give notice of all the meetings of the board required by law.
- Treasurer – The treasurer will have oversight responsibility and adequate and correct accounts of the properties and business transactions of the school, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses. The books of account will at all times be open to inspection by any board member. The treasurer will be charged with safeguarding the assets of school and he or she will sign financial documents on behalf of the school in accordance with the established policies of the school. He or she will have such other powers and perform such other duties as may be prescribed by the board from time to time.

The board will be composed of between five and nine members, as set or adjusted by the governing board. The bylaws state that the board will seek to maintain a membership that is representative of the community and possesses the breadth of knowledge and experience to effectively support and direct the operation of the school. To support this, the board will endeavor to maintain a membership which includes:

- At least two parents of enrolled students;
- An active or retired licensed educator;
- An individual with expertise in the areas of Accounting and/or Finance; and,

- An individual with expertise in the areas of Law and/or Human resources.

Any board member of the school may be removed by two-thirds of the members then in office, excluding the member at issue, whenever such removal would serve the best interests of the school. Any member may resign at any time and their resignation will be effective upon receipt by the Chair of a written communication.

Governing Board

As mentioned previously, the policies, procedures, powers, and duties by which the board will operate are detailed in the [attached](#) bylaws. A brief overview of those powers include:

- Ratify the school's mission and vision statements, and any modification thereof
- Establish and approve all major educational and operational policies
- Develop and approve an annual budget and financial plan
- Approve any management, operational, and service contracts
- Exercise continual oversight of the charter school's operations
- Select an independent accountant to perform an annual audit, and review and approve the audit report
- Hire and supervise an administrator who will oversee the day-to-day operations of the charter school

Additionally, Board members will:

- Understand the approved curriculum and agree with the educational philosophy, discipline policy, and administrative structure of the school
- Attend PTO meetings or events to show support and encouragement for the school
- Attend a yearly board retreat where the goals of the board are defined, and a board self-evaluation will be conducted to critique the performance of the board during the past year
- Participate in professional development trainings
- Know and abide by the Idaho Open Meetings Law for open meetings.

Furthermore, PAI's bylaws state that the board may create by resolution an Academic Committee, a Governance Committee, a Financial Committee and 1 or more other committees, which may exercise such authority in the management of the school as provided in such resolution or in the school bylaws. Each committee created will consist of at least one board member and will include key stakeholders from the school community.

School Principal

The school principal, hired by the board, will be responsible for all aspects of day-to-day administration of the school within the scope of operating policies, procedures, and budgetary functions as adopted and approved by the governing board. The principal will delegate duties to administrative support staff to ensure that daily operations, resources, policies, and procedures are being implemented in accordance with the school's mission. The principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities, and internal financial controls. The principal will

report to the board on the school's operations and finances and is expected to communicate with the board as often as needed by the school or board members to ensure the school's operational needs are met. The governing board will conduct an evaluation of the school principal annually.

Teachers and Staff

All school personnel will report to the principal. The principal will determine the most appropriate staffing requirements and structure for the administrative office, who will report directly to the principal. Teachers and staff will be responsible for carrying out the procedures in their duties, activities, and interactions with students, teachers, and parents of the school.

Management Provider

PAI will be contracting with Academica as its Educational Service Provider, as detailed in [Section V](#). Academica's services are designed to allow the Principal and the Governing Board to focus on day-to-day school operations. Academica's services include, but are not limited to:

- Assist the Board in creating budgets and financial forecasts;
- Assist the Board in preparing applications for grant funds;
- Monitor and assure Compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company;
- Provide human resources related services such as dispute resolution and contract preparation and review and;
- Assist the Board in renewing the School's charter.

Board Member Qualifications

Pinecrest Academy of Idaho's founding board consists of a diverse group of people that meets the experience and skills necessary to successfully oversee the school, as detailed below:

Alex Castañeda

- Real estate, Hispanic Chamber of Commerce
- Customer service, bilingual (Spanish/English)

Connie Stopher

- BA, Political Science; MA, Public Administration
- Economic Development, Human Resources

Lucy Keaton

- BA, Education; MA, Educational Leadership
- Former Pinecrest Principal, Exemplary Turnaround Schools

Rogelio Villaseñor

- Certificate in Law Enforcement, Core courses in Associates of Liberal Arts
- Employment Training, Management, Workforce Programs

Transition Plan

Once the charter is approved the board will transition to its role as a governing entity. The board anticipates to be a working board prior to the school opening and will both govern and assist

with operations since minimal staff will be in place. With the mission and vision in the forefront, the board will do anything and everything to help get the school off the ground, from seeking facilities to developing programs.

Once a principal is identified and hired, all management duties will be transferred to him or her. The board may still assist the principal until the school opens, but the goal is to transition away from operations. Systems will be developed to allow the board to effectively provide appropriate oversight, and the board will shift its focus to strategic issues and building the school's reputation.

PAI structured its founding committee with the governing board role in mind. None of our members are seeking employment at the school, and all joined the committee because they are passionate about the school's mission and believe they bring an expertise to ensure the school is successful and to perform as guardians of the "public trust."

Board Member Recruitment and Training

As mentioned before, the board strives to maintain a governing board that possesses the breadth of knowledge and experience to effectively support and direct the operation of the school, as well as is representative of the school community. The bylaws outline that the board shall seek to have the following minimum board competencies:

- At least two parents of enrolled students;
- An active or retired licensed educator;
- An individual with expertise in the areas of Accounting and/or Finance; and,
- An individual with expertise in the areas of Law and/or Human resources.

As vacancies arise, the board will search for the best-qualified candidates, to maintain compliance with the board's bylaws. The board will develop a written job description of the qualifications and will advertise vacancies by posting the description on the school's website and other free or low-cost venues. We will also disseminate it through direct communication to the parents of all enrolled students, requesting referrals of individuals with the requisite skills, beliefs, and behaviors necessary to be effective and engaged board members. Individual board members will also circulate the notice within their professional communities and we will actively seek out opportunities to broaden our networks to recruit individuals who reflect the broader community and believe wholeheartedly in our mission and vision. Notice of the governing board's intentions to elect board members will be included in the agenda for that meeting and publicly announced in accordance with open meeting requirements. Newly created board member positions resulting from an increase in the number of board members comprising the board, and all vacancies occurring on the board for any reason, will be filled by a vote of the majority of the members in office at a duly organized meeting of the governing board.

Current board members attended the Charter Start! Workshop conducted by the Idaho Department of Education's Office of School Choice. The two-day workshop covered topics on ethical and effective board governance, the charter petition process, charter school financing, accountability, and other topics relevant to starting a governing a new charter school. Between January and August 2020, the board will participate in additional trainings that cover: Open meetings law, public records request, governing board roles and ethics, financial oversight,

school leader evaluation, and academic achievement data analysis.

At the conclusion of the first year, and annually thereafter, the board will participate in a board retreat. The retreat will be a time to analyze ISAT scores and other assessment data from the prior year; complete a board self-evaluation; develop/modify a strategic plan; and set measurable performance goals for the principal based upon his/her last year's performance review, student achievement and growth, school system health, and leadership. The self-evaluation will use an evaluation tool to rate the board's performance on factors including:

- A solid board foundation (well-drafted charter contract and board bylaws, financial and legal status clear and well-understood, strategic plan in place)
- Board operations (new members oriented, members collectively possess a range of expertise, meetings well-planned with clear agendas, strong board chair, meeting norms, minutes are taken and promptly approved, members prepare for meetings and participate constructively, process in place for addressing ineffective, destructive or absent board members, committees have clear scope)
- Relationship with Principal (clear performance goals in place, plan for succession, board has understanding with staff regarding board vs. principal responsibilities)
- Budget/Finance (adopts annual budget, monitors budget throughout the year, contracts with independent auditor, adopted a long-term financial plan, fiscal management policies in place, board oversees fundraising activities)
- Student Achievement (board has adopted student achievement goals, assessment data is reviewed and analyzed by the board throughout the year, school reports on student achievement to authorizer)

Based on the self-evaluation, authorizer feedback, and stakeholder input, the board will develop a training schedule for the upcoming year. The board will also ensure ongoing training on applicable Idaho laws, policies, and legislation affecting charter schools.

IV. STUDENT DEMAND & PRIMARY ATTENDANCE AREA

Primary Attendance Area

As a public charter school, Pinecrest Academy of Idaho (PAI) is open to all residents in the state of Idaho. However, PAI's target attendance area will most likely focus on our families and students in the Twin Falls, Idaho area. PAI's proposed school facility, for at least its first year of operation, will be located at Twin Falls Reformed Church located at the following address: 1631 Grandview Dr. N, Twin Falls, ID 83301.

In order to determine the primary attendance area, our committee to form focused on the schools within a 5-mile radius of the proposed location. The school district zoning boundaries of these schools will define the primary attendance area for the purpose of identifying students who are eligible for the relevant preference in your enrollment lottery. Those schools include the following elementary and junior high schools:

- Bickel Elementary School
- Bridge Academy
- I B Perrine Elementary School
- Lincoln Elementary School
- Morningside Elementary
- Oregon Trail Elementary School
- Robert Stuart Jr High School
- Sawtooth Elementary School
- Vera C O'Leary Jr High School

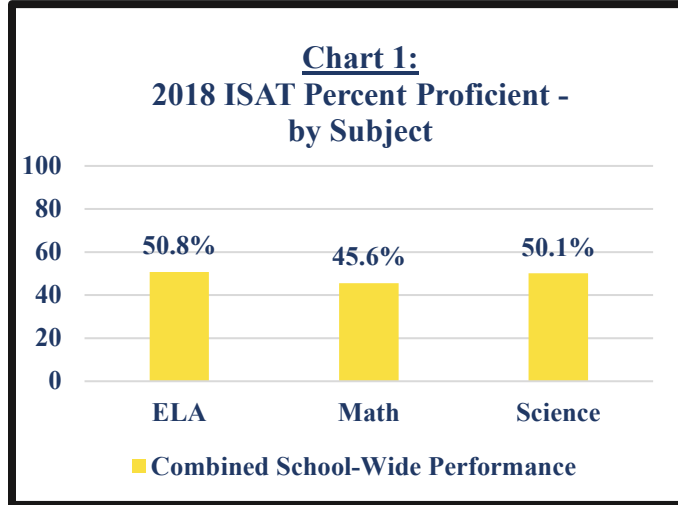
We chose this area because of the need of a high quality school option, as explained further below, and because of the increase in the student population in the area. The population of Twin Falls School District has increased significantly over the past few years. There was a 23.5% increase in the student population between 2010 and 2017¹². To assist with the population growth, the school district built two new elementary schools, one of which filled to capacity in just two years.¹³ Pinecrest Academy of Idaho will help relieve the overcrowding at current schools, while also giving families a high quality school option.

Student Need and Demand

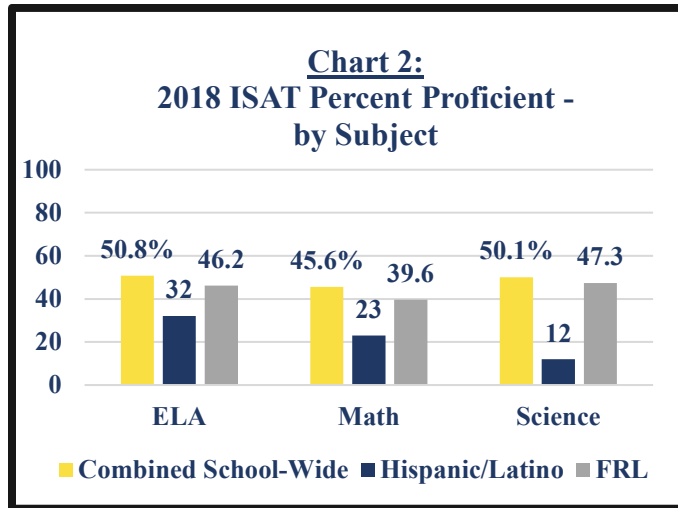
Based on the most recent academic performance information, these schools have struggled with significant achievement gaps, as demonstrated in **Chart 1**:

¹² Wooton-Greener, Julie (2018) 'Magic Valley schools weigh options to deal with enrollment growth' *MagicValley.com*, 2 August. Available at: https://magicvalley.com/news/local/education/magic-valley-schools-weigh-options-to-deal-with-enrollment-growth/article_a3f025cc-4a9a-5322-b73d-9ff2c5aa4b85.html

¹³ Ibid.



Proficiency scores shown in **Chart 1**¹⁴ have been averaged together for all grades from all public schools within a 5-mile radius of PAI’s proposed location. Based on these 2018 ISAT results, only 50.8% of the students in the community are proficient in English language arts (ELA), while only 45.6% are proficient in mathematics and 50.1% are proficient in science. What’s more, these proficiency results are even poorer when examining specific student subgroups, such as: Hispanic/Latino students and students that participate in the Free and Reduced Lunch program. Because of data privacy laws, the Idaho Department of Education was not able to provide data for the other subgroups for most of the schools used in the analysis. Please see **Chart 2**¹⁵ below:



These student proficiency results demonstrate a need for families and students of the community to attend a quality school with a rigorous and unique approach to preparing students for success in life. The educational philosophy at Pinecrest is anchored by the key areas of collaboration,

¹⁴Idaho Department of Education. School Report Cards. *Idaho School Finder*. <https://idahoschools.org/>; last accessed June 2019.

¹⁵ Ibid.

communication, creativity and critical thinking. These four skills have been identified by Partnership for 21st Century Skills as “super skills” necessary to thrive in the future. Pinecrest’s educational model ensures that achievement gaps are closed and that every student progresses using research-based strategies and curriculum that have proven effective for students at all levels, but especially for at-risk students. By providing students with Pinecrest’s STEM and Blended Learning program, students become competent global citizens who are college and career ready.

As stated earlier, PAI is a replication of the highly successful Pinecrest Academy charter school network located in both Nevada and Florida. This network has demonstrated success with diverse, at-risk student populations, including students qualifying for Free/Reduced Lunch (FRL), ELL students, and Students with Disabilities. What’s more, the Pinecrest Academy network schools in Nevada provide a very close representation of our expected demographic, demonstrating that the network’s success can be replicated here. The Nevada schools’ largest minority demographic subgroup, Hispanic students (22%), closely matches the analyzed schools’ largest minority subgroup, also Hispanic (23%), and there is the same percentage in Students with Disabilities (10%).

The Pinecrest school network in Nevada is the highest rated charter school network in the state. The Nevada Department of Education scores each elementary, middle and high school on the Nevada School Performance Framework (NSPF) and gives a school a star rating from 1 to 5, with 1-star being the lowest rating and 5-star being the highest. Each Pinecrest elementary and middle school (a total of 8 schools) received a 5-star rating. “A five-star school recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.”¹⁶

The subgroups with the Pinecrest of Nevada (PAN) network have also outperformed the state and the school district in which the schools are located. **Table 1** shows the difference in percent proficient of the subgroups in elementary school within PAN to the overall state proficiency in Math and ELA. **Table 2** shows the data for middle school. Historically, underperforming subgroups would have proficiency rates that are less than the state’s overall proficiency rates. As you can see in the tables, most of the subgroups within PAN are close or greater than the state’s overall proficiency percentages.

Table 1

% Proficient - Elementary School		
	2017-18 Math	2017-18 ELA
State (overall)	43.4	50.1
PAN (overall)	70.3	76.3
IEP	38.3	39.3
ELL	39.0	52.1

¹⁶ 2018 Nevada School Performance Framework Procedures Manual. Page 72.
http://nevadareportcard.nv.gov/DI/Content/pdf/2018_NSPF_Guidance_Final_8-21-18.pdf

FRL	51.5	65.3
Black	55.0	68.1
Hispanic	61.4	71.4

Table 2

% Proficient – Middle School		
	2017-18 Math	2017-18 ELA
State (overall)	32.4	47.8
PAN (overall)	51.7	72.7
IEP	16.8	20.7
ELL	10.0	20.5
FRL	37.7	48.8
Black	19.4	43.2
Hispanic	44.1	51.4

There are a few subgroups that are struggling, but PAN has been making progress with these subgroups. As part of the NSPF rating, the Department of Education calculates how each school closes the opportunity gap. Closing the opportunity gap is determined as the percentage of students meeting their Adequate Growth Percentile (AGP) who did not pass the state assessment from the previous year. **Table 3** shows the percentage of students who met their AGP in ELA and Math during the 2017-18 school year who had not passed the state assessment during the previous school year. The NSPF gives up to 20 points for the Closing Opportunity Gaps category, and **Table 3** also shows the score each campus received providing further evidence that the Pinecrest Academy of Nevada network is a high quality charter school.

Table 3

Campus	Math ES	ELA ES	Score	Math MS	ELA MS	Score
Inspirada	42.4%	53.8%	20/20	26.6%	65.3%	20/20
Cadence	28.0%	55.2%	15/20	22.4%	37.5%	19/20
Horizon	32.8%	44.6%	13/20	34.8%	61.9%	20/20
St. Rose	35.4%	44.4%	14/20	24.2%	37%	20/20

Student Population

PAI’s target population has been projected by examining the schools listed above. Please see **Table 4**¹⁷ and **Table 5**¹⁸ below:

Table 4

Target Population – Ethnic Demographics						
Am. Indian/ AK Native	Asian	Black/ Afr. – American	Hispanic/ Latino	White	Nat. HI / Pacific Isl.	Multi- Racial

¹⁷ Idaho Department of Education. *Idaho School Finder*. <http://www.idahoschools.org> ; last accessed June 2019.

¹⁸ Ibid.

0%	4%	3%	23%	68%	1%	1%
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Table 5

Target Population – Subpopulations		
ELL	FRL	SWD
19%	66%	10%

PAI anticipates serving a similar population demographic that is majority White (68%) as well as having a high percentage (66%) of students who qualify for Free and Reduced Lunch (FRL) services and a large percentage of English Language Learners (19%). In short, PAI recognizes these demographic projections demonstrate a population with a variety of backgrounds and needs, which will be adequately addressed by the school.

Enrollment Capacity

PAI plans to open in August of 2020, with grades K-5, and will add subsequent grades until it reaches grade 8, as shown in **Table 6**. The total school capacity is expected to be 489 at full build out.

Table 6

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
K	40	40	40	40	40
1	40	40	40	40	40
2	42	42	42	42	42
3	21	42	42	42	42
4	25	25	50	50	50
5	25	25	25	50	50
6	-	50	75	75	75
7	-	-	50	75	75
8	-	-	-	50	75
Total	193	264	364	464	489

Tables 1 and 2 above show the estimated percentages of ethnic demographics and estimated percentages student subpopulations.

PAI will comply with Idaho’s class size ratio goals and has planned for teaching staff accordingly. **Table 7** shows the proposed staffing of the school during the first five school years.

Table 7

TEACHING STAFF	20-21	21-22	22-23	23-24	24-25
Classroom Teachers	8	11	15	19	20
SPED Teachers	1	1	1.5	2	2
Art Teacher	0	0	1	1	1
Music	0	0	1	1	1

PE Teacher	0	0	0	1	1
Technology (STEM)	0	0	0	1	1
Additional Elective Teachers	0	0	0	1	2
Total Teaching Staff	9.00	12.00	18.50	26.00	28.00
ADMIN & SUPPORT					
Principal	1	1	1	1	1
Assistant Principal	0	0	0	1	1
Office Manager	1	1	1	1	1
Receptionist	0	0	1	1	1
Teacher Assistants (Including SPED)	0	0	2	6	7
Campus Monitor/Custodian	0	0	0	1	1

Community Partnerships and Local Support

Community partnerships are extremely important as it broadens the student’s opportunity to be exposed to the quality curriculum and educational experiences during the school day and outside the school day. PAI will seek partnerships with community organizations that enrich the after-school programs, field trips, guest speakers, etc.

Early relationships that have been cultivated that will help amplify our students’ educational experiences include:

- Academica Nevada
- Pinecrest Inc.
- Jostens
- AdvancED

PAI’s plan for student recruitment involves a wide array of media and materials to promote the school to ensure that the school reaches the widest possible audience. Promotional flyers and/or brochures will be distributed via direct mail as well as to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. Digital and social media marketing/advertising will be used in order to reach out to a broad audience through ads which direct parents to click on the school’s website. Examples of social and digital marketing/ads include: Ads on Facebook, Digital ads on Pandora, Sponsored ads on Instagram, and Google Ads. Informational materials will be available in multiple languages, as needed. The school commits to using Social Media accounts as a means to promote the school and inform the community of the school’s opening. The school will tailor its social media strategies to target specific audiences including local businesses and community organizations.

The School will distribute press releases and/or public service announcements to various media outlets to promote the open enrollment period, open house and other essential details about the school and its programs. A banner will also be posted on site with relevant information, including the school’s website information, grade levels to be served, and phone number. PAI will host informational meetings either on the school site or a nearby location which would be accessible to all interested in attending the school. These events would be promoted in the same

manner as listed above. During the informational meetings, the school will highlight its program and how it will serve all students.

Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the School. Local elected officials and community leaders will be invited to visit the School. They will also be given an update on the program’s growth and will be asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

PAI has secured an interest-free loan and plans to spend \$10,000 of these start-up funds for advertising/marketing as outlined in the chart below.

Timeline	Item	Cost
December 2019 – March 2020	Develop PAI website	\$ 1,500
December 2019 – March 2020	Create Facebook page and other possible social media outlets	\$ 0
December 2019 – March 2020	Create and print flyers/brochures with information about the educational program	\$ 2,500
January-March 2020	Continue conversations with business and community leaders about the school and its purpose.	\$ 0
March-June 2020	Host informational nights for potential families and collect contact information	\$ 100
March-June 2020	Purchase banners to place at the school site upon approval	\$ 2,500
May-August 2020	Distribute press releases announcing approval of the school and to promote open enrollment period	\$ 700
May-August 2020	Create and distribute direct mail pieces that includes additional information about enrollment procedures	\$ 1,500
May-August 2020	Run social media ads	\$ 1,100
May-August 2020	Host various informational nights for parents interested in learning more about the school program and enrollment procedures	\$ 100

Enrolling Underserved Families

To recruit all students fairly in the target area, we are using comprehensive outreach and marketing strategies to ensure that potentially interested students and parents have equal access to apply and enroll at the school. These include recruiting and marketing initiatives that target the entire community, provide information for economically disadvantaged students and families, those who may have limited English proficiency, special physical or academic needs, or may be at risk of academic failure.

PAI will market the opening of the school via multiple modes to ensure that all families are informed of their educational options. A grassroots recruitment campaign is especially important to make sure that “harder-to-reach” families (e.g. single-parent families, low socio-economic households, second language families, etc.) are aware of the choice program and their eligibility

to apply for enrollment. A grassroots marketing campaign includes: a school website, Facebook, flyers, direct mailers, advertisements in varying media, building relationships with community groups, and a “door to door” approach. The School will post flyers in local public facilities such as the post office, community centers, libraries and other locations of public access, and will also use banner advertisement on the proposed location.

Marketing materials will contain inclusive language to inform parents that all students are welcome to apply to PAI regardless of their socioeconomic status, race/ethnicity, home language, or enrolled academic program (Special Education, English Language Learners). The school’s website will be built with language translation options. Informational meetings will be hosted at varying times during the day to accommodate different work schedules.

Additionally, children of full-time employees will be included in the First Preference Category of the Equitable Selection and Enrollment Process.

V. School Leadership & Management

Top-performing charter school networks identify two competencies that will drive our recruitment of an outstanding school leader, *leadership practice and student outcomes*.¹⁹ Leadership practice consists of the actions that principals take to drive increased student outcomes. We describe these actions in five categories, or standards:

1. Learning and Teaching: The actions a principal takes to drive dramatic student achievement gains through the development and support of effective teaching.
2. Shared Vision, School Culture and Family Engagement: The actions a principal takes to create a vision of high achievement supported by a culture of high expectations and family engagement.
3. Strategic Planning and Systems: The actions a principal takes to manage and monitor school systems and operations, including those that impact financial and organizational outcomes.
4. Talent Management: The actions a principal takes to develop and maintain a high-quality, effective teaching staff.
5. Personal Leadership and Growth: The actions a principal takes to demonstrate effective leadership through self-reflection, change management, and clear communication.

To fulfill those endeavors, PAI recognizes that the domains included in the *Idaho Standards for Effective Principals* are essential to a successful school.

PAI plans to hire a school leader that promotes success for all students through a positive school culture, effectively communicates the school's mission and vision, and advocates for education to all stakeholders to garner support and involvement. The school's Educational Service Provider, Academica, will assist with the advertising of the principal position and collection of application packets. A rubric will be developed with the board to identify 'must haves' in applicants and determine which candidates will be interviewed. Sample interview questions will be provided to the board, and the board will be conducting principal interviews and making final decisions on the candidate selected.

The Principal is responsible for communicating school culture to all employees. This process begins during the interview for employment. Candidates for employment at PAI will be screened for personal mission, vision, and pedagogical beliefs. Candidates that have beliefs that closely align to the school's mission and vision and have the necessary pedagogical skill set will be offered employment. In addition, every classroom will display PAI's mission and vision. The building's culture will show the beliefs of the school through the consistent mission and vision being posted.

The principal will promote a collaborative leadership style that fosters shared leadership to capitalize on the expertise of individual leaders within the school and build capacity in teacher leaders through the promotion of professional development opportunities and self-reflection. The school leader will establish accountability for all based on professional, legal, ethical and

¹⁹ See <https://cdn.americanprogress.org/wp-content/uploads/2016/09/30112946/CharterLeadership.pdf>. Last retrieved June 20, 2019.

fiscal standards. To develop and build leadership capacity, subject-level lead teachers are chosen and provided leadership opportunities. Teacher leaders meet with administration weekly to establish goals and provide feedback. This collaboration with lead teachers will ensure teachers are able to give feedback and directives in collaborative teams with their colleagues. Collaborative teams held daily will ensure that all PAI systems are consistently enforced and evaluated for effectiveness.

Finally, the school leader will have strong instructional leadership background in order to facilitate the school's vision, goals, continuous improvement of instruction, evaluation of teachers and the recruiting and hiring of teachers. Through the affiliation with Pinecrest Academy of Nevada and Pinecrest Academy, Inc. in Florida, current administrators and school leaders will be responsible for coaching and training of PAI principal in the domains set forth in the Idaho Principal Evaluation Framework. This evaluation tool focuses on student achievement, instructional leadership, organizational leadership, and professional and ethical behavior, among other criteria. Additionally, the Principal will be evaluated in three stages through-out a school year:

1. Beginning of school year – Establish goals
2. Mid-Year Evaluation (Based on Idaho Principal Evaluation Framework)
3. End-of-Year Evaluation (Based on Idaho Principal Evaluation Framework)

The Principal and/or designated academic supervisor will conduct formal evaluations of classroom teachers and other instructional personnel annually. Because of its affiliation with Pinecrest Academy, PAI has adopted the Evaluation System for Classroom Teachers and Other Instructional Personnel developed by the Florida Consortium of Public Charter Schools. This tool will be used to create classroom communities that are intellectually active and where students assume a large part of the responsibility for the success of the lesson through monitoring of their own learning. Teachers will be involved in a collaborative evaluation process between the evaluator and themselves.

PAI's and Pinecrest Academy Inc.'s (Pinecrest Inc.) affiliation is a key partnership in the success of the proposed leadership and curriculum development plans, as PAI plans to replicate the highly successful model of Pinecrest Academy Inc. (Pinecrest Inc.). Pinecrest Inc. has successfully opened and implemented this model and best practices at their schools in Florida and Nevada. With special distributions from the state of Idaho, Professional Development funds and Continuous Improvement Plans and Training funds will be accessed to provide high quality training to PAI administration and staff to ensure a successful replication.

Pinecrest Academy, Inc. is a high-achieving charter school network that currently operates 13 schools across 9 campuses in Florida and 4 campuses in Nevada. Since its inception in 2000, the organization has maintained a proven track record of success in raising student achievement while decreasing the achievement gap for disadvantaged student populations. As of the 2016-17 school year, seven Pinecrest schools were designated high performing schools by the Florida Department of Education, having met all criteria specified and all campuses in Nevada earned five-star ratings.

Pinecrest Academy of Idaho will evaluate its affiliation with Pinecrest Academy, Inc. three times during the year, similar to its evaluation of the Principal and its service provider, Academica Nevada. Goals will be established at the outset of the school year and services will be evaluated at a mid- and end-of year evaluation. The rubric used for this evaluation is currently under development and will obtain approval from Pinecrest’s Governing Board once finalized.

2017-18 Accountability Data from Pinecrest Nevada Schools

Campus	Star Rating	Total Enrollment	Elem ELA Proficiency	Elem Math Proficiency	Middle School ELA Proficiency	Middle School Math Proficiency
PA Horizon	5	866	71.9%	63.6%	72.6%	48.9%
PA Cadence	5	1261	69.4%	65.4%	64.5%	45.5%
PA Inspirada	5	1017	85.3%	80.4%	88.1%	61%
PA St. Rose	5	982	82%	75.4%	70.6%	55.9%

Each Pinecrest school benefits from the support and scrutiny of several entities including the governing board and Academica. The Pinecrest of Idaho Board will be responsible for the affairs and management of the school and will provide continuing oversight of all school operations. The Governing Board of the school is the ultimate policy-making body that determines the academic direction, approves curriculum, and oversees operation of the school.

In 2017, Pinecrest Academy, Inc. achieved corporate accreditation for their network of schools. This has allowed Pinecrest to create unified standards, policies, and best practices, ensuring that all schools that are replicated stay true to the network’s mission, vision and academic standards. All Pinecrest Academy, Inc. schools share: 1) a common philosophy/expectation of student excellence; 2) a commitment to instill a college bound mindset at every level of education; 3) an assurance to implement rigorous and standards based instruction; 4) an expectation of parental commitment and partnership in the academic career of their child; 5) and a collaborative management infrastructure to ensure implementation of the Pinecrest model with fidelity; and 6) necessary support for all schools to not only ensure continuous improvement but also quality outcomes. These commitments and corporate values have yielded success for the Pinecrest schools and further support the organization’s capacity to replicate the Pinecrest model.

Leadership Team

The Pinecrest Academy of Idaho governing board will be the ultimate policy-making body with the responsibility of operation and oversight of the school including academic direction, curriculum, and budgetary functions. The policies, procedures, powers, and duties by which the board will operate, including specific member powers, are detailed in the [attached](#) bylaws. A brief overview of those powers and duties are as follows:

- Ratify the school’s mission and vision statements, and any modification thereof
- Establish and approve all major educational and operational policies

- Develop and approve an annual budget and financial plan
- Approve any management, operational, and service contracts
- Exercise continual oversight of the charter school's operations
- Select an independent accountant to perform an annual audit, and review and approve the audit report
- Hire and supervise an administrator who will oversee the day-to-day operations of the charter school

The school principal, hired by the board, will be responsible for all aspects of day-to-day administration of the school within the scope of operating policies, procedures, and budgetary functions as adopted and approved by the governing board. The principal will delegate duties to administrative support staff to ensure that daily operations, resources, policies, and procedures are being implemented in accordance with the school's mission. The principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities, and internal financial controls.

Faculty and staff will be responsible for carrying out these procedures in their duties, activities, and interactions with students, teachers, and parents of the school. The principal will report to the board on the school's operations and finances and is expected to communicate with the board as often as needed by the school or board members to ensure the school's operational needs are met.

PAI will be accountable to the public through the school's goals and accountability measures. Furthermore, Pinecrest Academy of Idaho will continue to work closely with the Parent-Teacher-Student Organization and the School Accountability Committee to ensure that all members of the community have an active voice in the school's governance and operations.

In compliance with *Idaho Standards for Effective Principals*, the administrator's evaluation must be based on the following components:

- Domain 1: School Climate**
- Domain 2: Collaborative Leadership**
- Domain 3: Instructional Leadership**

The governing board will conduct formal administrator evaluations annually. The evaluation systems for school administrators will:

- Promote success for all students by sustaining a positive school culture and instructional program that is conducive to student learning and continued professional development.
- Foster a collaborative leadership structure by seeking input from stakeholders and establishes high standards for professional, legal, ethical, and fiscal accountability.
- Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing school improvement plans.
- Assess teacher performance using the Danielson Framework for Teaching which includes timely feedback and criteria for continuous quality improvement of the professional skills of

instructional personnel, and performance evaluation results will be used when identifying professional development.

- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- Differentiate among four levels of performance as follows:
 1. Distinguished
 2. Proficient
 3. Basic
 4. Unsatisfactory

Educational Services Provider

The founding team believed that it would be in the best interest of the school to hire an experienced and successful management company to assist in the planning and creation of the new charter school, and so that the school staff and administration can focus on implementing the school's mission and vision and concentrating on student achievement. Contracting with an EMO will ensure that the business operations are maintained and that the governing board is supported. The Committee chose Academica because they have experience in successfully helping to open and support quality charter schools in the Nevada, Colorado, and Arizona, which currently total 24 separate campuses and nearly 20,000 students. In addition, the Committee feels that Academica's services in assisting the Board with financial management, financial oversight, board meeting management and statutory compliance will complete tasks that otherwise require the Board to hire additional staff.

The Committee to Form was initially contacted because of the desire of the Pinecrest Academy network to expand into the state of Idaho. The PAI Board has not entered into any contractual agreement with an Educational Service Provider, and the Committee to Form will continue to do its due diligence in researching services and pricing of other management companies to ensure that Academica is the best fit for the school. All Pinecrest Academy schools in Nevada and Florida contract with Academica as their Education Service Provider so it was a natural collaboration to begin this journey.

Academica is one of the nation's longest-serving and most successful charter school service and support organizations. Its mission is to facilitate each governing board's vision by handling the 'business' of the school, allowing the school to stay student-focused. Academica was founded in 1999 on the principle that each school is a unique educational environment led by an independent governing board. Academica works to help its clients achieve their educational and organizational goals. Academica's clients maintain complete control over their schools' academic programs, staffing needs, management, and curricula. Pinecrest Academy of Idaho will benefit from not only the Pinecrest Academy network of schools in Nevada and Florida, but also an existing portfolio of over 150 Academica partner schools.

Primarily Academica staff from Idaho and Nevada will assist Pinecrest Academy of Idaho in providing services to the school. All Academica schools follow industry best practices in regards to financial policies and procedures in addition to passing annual financial audits. Contact information for the Chief Operating Officer of Academica Nevada is as follows:

Ryan Reeves, Chief Operating Officer
Academica Nevada
6630 Surrey Street
Las Vegas, NV 89119

Academica Nevada's portfolio includes 38 schools that received star ratings in August 2018 (each elementary, middle, and high received their own star rating even if they reside on the same campus). Of the 38 schools, 24 earned four and five star ratings and 9 received three-star rating.

Role of Service Provider

The role of the service provider, Academica, is to serve at the will and guidance of the Board. Academica will be expected to carry out the defined responsibilities found in their contract in a manner that is consistent and assists the board to meet its vision and mission. Academica's services will include, but are not limited to, the following:

- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist the Board in creating budgets and financial forecasts;
- Assist the Board in preparing applications for grant funds;
- Assist with school programs (i.e. National School Lunch Program);
- Assist with systems development;
- Assist with procurement of furniture, curriculum, and technology;
- Monitor and assure Compliance with all state reports;
- Assist the Board in identifying and retaining an employee leasing company;
- Assist with student and teacher recruitment (advertising, job fairs);
- Provide human resources related services such as dispute resolution and contract preparation and review; and,
- Assist the Board in renewing the School's charter.

As part of the commitment and relationship between PAI and Academica, it is understood and agreed that Academica will NOT do the following:

- Employ the School Administrator or any other licensed personnel;
- Draw orders for the payment of money, as that responsibility is limited strictly to the school's board and principal;
- Use fees paid by PAI to subsidize schools located outside of Idaho; and,
- Permit the school's lease and management contract to be conditioned one upon the other.

The payroll and employee leasing company is a third party vendor that will be providing a service to the school outside of the proposed Educational Service Provider. That contract agreement is approved by the Board of Directors, and the payroll processing fee is accounted for in the school's budget. If Academica has any affiliation with recommended vendors, this will be disclosed to the Board during an Open Meeting prior to entering into any agreements. If the PAI Board does not approve of a vendor recommended by the Educational Service Provider, there is no impact to the contract with Academica.

As outlined in the Education Service Provider Contract (*Appendix E*), all reimbursement of costs incurred by Academica on behalf of the school must be preapproved by the Board of Directors. The limit on these reimbursements is attributed to the expenses within the school’s budget.

Evaluation of the ESP

The Governing Board and the school administration will have an opportunity to provide feedback to Academica a minimum of three times per year through the completion of a Service Evaluation. At the outset of a school year, the Board will establish goals with Academica and will evaluate them twice during the year (a mid- and end-of year evaluation). The Service Evaluation includes a rubric for each department/service within the Academica organization.

Those departments include:

- Board Management
- Facilities
- Finance (Accounting, Accounts Payable, Budget, Payroll)
- Legal Services
- Marketing
- National School Lunch Program
- Procurement
- Registration
- School Resource Development
- State Reporting
- Teacher Recruitment

In evaluating the service provider, the Board Members and principal will use the Service Provider Rubric provided in *Appendix E* that uses the following rating metrics:

Academica Service Provider Rubric			
Exemplary	Solid	Approaching	Unsatisfactory
The service provider exceeds expectations of the school organization by providing excellent level of service. Provider anticipates problems and responds immediately to urgent requests, working extraordinarily flexible hours to meet the school	The service provider consistently meets all performance expectations in timeliness, accuracy, responsiveness, efficiency, and integrity. In the rare instance of failing to meet expectations, the service provider acknowledges the deficiency and takes clear and decisive action to address it.	The service provider occasionally failed to meet the school organization's expectations or has made a material error but otherwise performed satisfactorily. In response to such failure, the service provider is slow to respond or challenges the facts rather than focusing on solving	The service provider consistently fails to meet the school organizations expectations, is inflexible when urgent requests are made, does not respond quickly to calls of emails, subverts the school's organization's mission by its actions and behaviors, and does not embody the

organization's needs.		the problem proactively.	values of the school organization.
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