



AWARDED APPLICATION PROJECT NARRATIVE

Future Public School

Future Public School Grant Narrative

Executive Summary

Future Public School is a K-3 STEM-focused community school located in Garden City, Idaho, with intent to fully expand to K-8. At Future, we embrace the knowledge that society and technology are quickly changing our community and students must be prepared for a different world upon adulthood. As such, our vision is to “build engineers of the future and of our community.”

Building engineers of the future requires an acknowledgement that traditional, didactic teaching is not the single learning solution for all students. Rather, a more individualized approach can help a diverse group of students reach their own goals in a unique, more holistic approach. We hold high expectations for our students and prepare them for this individualized learning in a variety of project-based, rich curricular formats. Furthermore, our students engage with technology and 100% learn computer-science and computational thinking skills beginning in kindergarten. This, combined with education in soft skills such as bravery, grit, social intelligence, and joy assist our students in becoming problem solvers of the future.

Building engineers of the community means taking an equitable approach to community-building. Our students will be the leaders of our community tomorrow and must be prepared to understand inequalities, inequities, and how to stand up for what is right. This core component of community leadership stems from our commitment to incorporate the domains of diversity, identity, justice, and action from the national nonprofit, Teaching Tolerance. Engineers of community also approach relationships with a restorative lens, making things right when wrong, and ensuring friendship and empathy are omnipresent.

This grant opportunity will allow Future to expand its programming and serve its diverse student body in fulfilling the schools vision and mission. Thank you for your consideration.

A. Grant Project GoalsSections 1 & 2

- 1.) Increase number of students served from 225 to 576 while maintaining a diverse student body. Our current student population reflects the surrounding demographics, with 55% of students qualifying for free or reduced meals and over 41% of students identifying as students of color. We also serve 12% of our students through our special education program. Future's primary goal is to increase our number of students served while maintaining that reflection. This goal aligns with our vision and mission by allowing us to serve as many students in the primary area of attendance as possible, and supports meeting our performance goals as set out in our contract with the Idaho State Public Charter School Commission.
- 2.) Increase academic achievement across the grade-levels in English and Mathematics growth and mastery in grades K-8 via NWEA MAP, Idaho Reading Indicator, and Idaho ISAT. 90% of students growing 1.25-1.75 years in reading and math per year measured with NWEA MAP assessments. This goal aligns with our vision and mission by holding the school and its students to high expectations, and helps us reach our performance goals as set out in our contract with the Idaho State Public Charter School Commission.
- 3.) Reach and maintain 90% student, family, and staff satisfaction in learning journey as measured via bi-annual survey. Additional funding would allow Future to expand student learning offerings, decrease staff-to-student ratios, and increase overall safety – all of which affect bottom-line stakeholder satisfaction. This goal aligns with our vision and mission by helping us meet them in a safe and satisfactory way, being responsive to diverse community voices and needs. This goal also helps us meet our performance goals as set out in our charter petition with the Idaho State Public Charter School Commission as well as leadership goals set in conjunction with the Board of Directors' CEO Support and Evaluation Committee.
- 4.) Reach 100% student fluency in computer-science by 6th grade as measured via ongoing student portfolio completion with PencilCode, Lego Robotics projects, CS-First student badges

earned Scratch Awards, developing CS tools, and 6th-grade final coding quest. This goal aligns with our vision and mission by equipping students with skills and knowledge needed in a future-oriented economy, rich with technology. It also helps us meet our performance goals as set out in our charter petition with the Idaho State Public Charter School Commission as one of the key measures that sets our school apart from other learning opportunities in the local area and across the state.

5.) Build a safe and inclusive learning culture and environment measured with at least 95% ADA and 90% affirmed responses from semi-annual student and family survey. This goal aligns with our vision and mission of ensuring a safe learning environment, which fosters brain growth and learning. It also helps us meet our performance goals as set out in our charter petition with the Idaho State Public Charter School Commission.

B. Educational Philosophy, Instructional Practices, and Curriculum

Sections 1 & 2

At Future, we embrace a future-focused pedagogy encompassing STEM as well as community-building, critical, soft-skills that lead to long-term success in life. These instructional methods involve building character strengths in areas of social intelligence, grit, gratitude, curiosity, optimism, and zest just as profoundly as traditional subject like mathematics and literacy.

Future Public School is a school of equity and provides increased access to opportunity for all our students. This notion infuses our culture, as evidenced by our school values: Honor, Bravery, Wonder, Joy, and Craftsmanship. Students work to honor one another and exhibit bravery when working together to address inequities. Students at Future achieve their highest potential through a commitment to the Anti-bias framework created by Teaching Tolerance. While many schools may embrace a piecemeal approach to equity, ours fully integrates a strong framework across content and curriculum. Our students are engineers of the future as well as

engineers of society and community. 100% of our engineers are expected to achieve their highest potential, including being prepared for college acceptance and enrollment.

At Future Public School, we have developed the following concrete vision and mission:

Vision

Developing engineers of the future and of our community.

Mission

Future Public School equips students with the knowledge, skills, and character to succeed in college and the future world. We do so through a commitment to innovative STEM programming, equity, and individualization.

Our success is driven by:

- *Innovative STEM Implementation:* We build upon the technological fluency students bring to school, incorporate STEM across the curriculum, expand learning opportunities, and heighten human potential.
- *Safe, nurturing, and flexible environments:* Neuroscience research reveals that students need physical and emotional safety to take risks and learn from successes and mistakes. Our school and classroom designs are built around the student, with flexible learning spaces to accommodate learners of all types, plentiful natural light, and flexible furnishings. Frequent student movement and play fosters an understanding of whole-body, whole-mind education.
- *Equity, identity, and access:* Increased access to high-quality education for all students is our goal. Building up and affirming the strengths of every student through relationships and restorative practices further creates an individual sense of purpose. Zip code or parental income should not determine student destiny. We build bridges and make community together.

- *High Expectations:* We expect 100% of students to be prepared to go to and through college. We partner with families to create a clearly defined plan to make this happen and measure our progress with data.

Future Public School's vision and mission highlight our adherence to the legislative intent of public charter schools (Idaho Code 33-5201, ESEA 4310), including the following:

- Future Public School's STEM and equity approach increases learning opportunities for all students as we offer these choices through Idaho's public school system. Our model will implement proven instructional strategies, scientific materials, and staffing methods to increase student performance. Student performance will be measured continuously to best enhance the learning process.
- Future Public School expands the array of choices for parents and students in the Treasure Valley. Whereas no K-8 school in the Boise School District currently dedicates its curriculum and model to STEM and equity work, we provide a rare combination for parents and families to pursue.
- Future Public School will be held accountable by a local governing board, families, and the authorizing authority to meet measurable academic outcomes, including the State of Idaho's academic standards.

How do we measure success at Future? For our school, an educated person is one that solves problems, manages failure, thinks creatively, communicates well, navigates collaboration opportunities, and thinks critically. In Eric Schmidt's book, *How Google Works*, he terms the kinds of people his organization needs as 'smart creatives,'^[1] implying that knowledge workers are becoming obsolete. An educated person must be able to solve problems intelligently and creatively. As we now enter the innovation age, an educated person not only learns and retains knowledge, but he or she must create and analyze new forms of knowledge.

An educated person is also agile. In our quickly changing society and economy, lifetime employment with a large corporation is increasingly unlikely. Adults will change jobs, industries, and fields multiple times within their lives. An ability to invent, iterate, pivot, develop new competencies, and be agile is evidence of an educated person.

An educated person considers and connects with the human experience. Empathy, kindness, and an open-mind are evidence of an educated person. According to recent research, income inequality in the United States is as high as it was during the Great Depression.[2] An educated person works to proactively make society a better place for all to enjoy. In this sense, an educated person works for tolerance and equity, and seeks to build community.

An educated person stays true to his or her values and character strengths. Soft skills such as resilience, social intelligence, curiosity, zest, self-control, optimism, and gratitude provide pathways for success in life, and are signs of an educated person.

We agree with John Dewey that there exists a “fundamental unity in the idea that there is an intimate and necessary relation between the process of actual experience and education.”[3] Experiencing learning through questions and cross-curricular projects provides for tangible learning. As an educated person is a creative problem-solver, we provide many rounds of practice for our students. This is especially true in the STEM fields of technology and computer-science. Teaching the theories of computer-science, technology, and engineering pales in comparison to creating and building projects. Learning through projects allows for development of soft skills such as collaboration, creativity, resilience, and curiosity. Composing cloud-based portfolios of student projects cements learning experiences and allows students to look back on specific key lessons learned.

Learning best occurs in agile, adaptive environments where students are provided with choice. Natural light, ample space, and comfortable furnishings dramatically improve student academic outcomes. As more science and research pours into this aspect of education the

findings all point to safe, comfortable environments as strong predictors of success. Students must also feel safe and cared for. As noted by Louis Cozolino, noted professor of psychology at Pepperdine University, “Brains grow best in the context of supportive relationships, low levels of stress, and through the creative use of stories.”[4] A comfortable learning space allows relationships to grow, stress to remain at low levels, and creates an environment rich for storytelling and creativity. This includes our restorative approach to discipline and behavior, creating feelings of safety and restoration rather than punitive punishment.

Learning is a lifelong process. Research into neural plasticity reveals the flexibility of the brain to mold itself and learn new skills regardless of age. As we prepare children for a life of learning, we understand that learning happens best at a child’s instructional level. This means arbitrary age groupings are not necessarily a key component of schooling. Flexible learning space with multi-age groupings helps students along this continuum of learning at their own pace.

Learning best occurs when each child receives what he or she needs, factoring in socioeconomic status, race, immigration status, health, and special education services. We seek to provide each child with what he or she needs so that all our students can go to and through college. A high-quality education should be available to all students from all walks of life.

Our curriculum development reflects these values - we support curricular refinement and improvement, year-over-year, with our staff curriculum committees. Taking student data, teacher experiences, and school budget into consideration, we develop and refine our curricular choices as we continue to expand. Thus far, our approach to literacy incorporates best practices combined with alignment to Idaho Core Standards, ensuring we exceed state and federal requirements. In addition to our core programming, we offer a variety of electives, including computer-science and adventure (an arts, movement-based class). These electives align with

our values and goals of enriching students with additional opportunities in technology as well as addressing whole-body and mind education.

Section 3

Explicit correlations exist between research surrounding our approach and our planned demographic the school serves. For example, Future Public School is one of the only schools in Idaho that provides free, full-day kindergarten. Research is clear that for low-income students, English-language learning students, and students with special needs, an additional boost in kindergarten with a full-day program can help close the gap with counterparts. As noted in our upcoming subsection C1, our curricula are some of the highest rated in the country, research-based, and impactful for our community.

Our curricular choices align with Future's pedagogy as each curricular component incorporates opportunities for individualized learning. Furthermore, our curriculum is rigorous, preparing students for an uncertain future economy - one of our core pedagogical tenets.

Section 4

Technology within the school will be used in accordance with our academic plan to meet each student at their individualized needs. For example, Ipads or Chromebooks are utilized during small group instruction as a center for students to engage with an individualized learning application, such as I-Station Reading or Math. Students also have the chance to utilize technology to capture their learning with photos and videos, and then upload those recordings to their digital portfolio. Additionally, technology is utilized in our CompSciFri (Computer Science Friday) and Adventure classes, where students learn about computer science, coding, robotics, and engineering. We embrace technology and justify its use in our population knowing that not all our students have access to technological opportunities at home - yet also knowing how important technological fluency is for future economic opportunities.

Our technology plan addresses assessment needs as we have purchased and have sufficient devices to participate in our state and NWEA MAP testing. Students also participate in

a monthly I-Station ISIP reading assessment. As we continue to add more grade levels, we have allocated funds in our budget to purchase an increase of technology for each subsequent year in order to maintain enough devices to have sufficient for our needs. We currently have about a 1:2 ratio of devices, which is plenty for our model of education. In our academic program, student learning is largely low-tech, with particular stations or centers set up throughout the day involving technology. This allows technology to be a useful tool in our teachers' basket of resources, rather than pushing technology as a solution for all student learning.

Section 5

Future, consistent with the definition of a public charter school in ESEA 4310, has expanded STEM and community leadership opportunities not currently found in any K-8 school in the Boise area. We are able to utilize the flexibilities and autonomy of our charter to have computer-science classes beginning in kindergarten and going through 8th grade. We are also able to use those flexibilities to offer free full-day kindergarten to every student - something not widely available across Idaho as only half-day kindergarten is funded by the state. These decisions will provide powerful, lasting impacts in our community as research has shown future economic opportunities abound in computer-science and that full-day kindergarten has an outside effect, particularly for students from low-income backgrounds.

C. Teaching and Learning

Section 1

Our approach to teaching and learning incorporates a whole-child approach coupled with preparation for the future world. A certified teacher leads each classroom alongside a "learning engineer," or paraprofessional employee. With two adults per space, this brings our student to adult ratio down to 16:1. Together, these adults lead our students in their learning journey with high expectations for every child. Each morning at school begins with a classroom circle, which

stands as a tool to build social-emotional skills and foster strong classroom ties. Students then move into math instruction with the Eureka math curriculum. According to EdReports[5], an independent reviewer of curricula, Eureka math is one of the highest rated, most rigorous math curriculums available. Our reading program incorporates the Expeditionary Learning curriculum – rich with literacy circles, labs, and authentic texts. Students see and read books with diverse representation. This curriculum is similarly top-rated on EdReports.[6] Students learn in a variety of ways at Future, each seeking his or her best path to self-actualization. Apart from our rich ELA and math curricula, students spend a part of each day in “Quest,” a STEM-based, project-based learning challenge. Opening up opportunities for students to engage in Quest allows for an expansion of creativity, collaboration, and critical thinking. For example, our 1st grade students completed a Quest on building bridges, in which they explored all engineering and physical aspects of constructing bridges, the various types of bridges, and how to build their own. Additionally, students explore “building bridges” in the community between various groups of people, building understanding and tolerance of others.

Student data drives instruction at Future in a variety of ways. Teachers implement formative and summative assessments in math, reading, science, and engineering that help gauge student progress towards growth goals. For example, in literacy, a student takes a monthly progress assessment with I-Station, a standards-based, personalized learning tool. Teachers take this data and utilize the results to form small groups, individualize learning opportunities, and communicate with families about student progress. Teachers also inform their RTI, accommodations, and other interventions with student data.

Future plans to hire a Tier II support specialist, who will further strengthen our literacy intervention program. This position will work together with teachers to identify, assess, and support students in literacy. We have a strong diverse learning (special education) program which includes a director/teacher of diverse learning, an additional diverse learning teacher,

three paraprofessionals, and seven habilitative interventionists. This team coordinates and communicates with teachers on an ongoing basis, ensuring that each child's needs are met. For example, one of our first grade classrooms has a teacher working with two paraprofessionals and an habilitative interventionist as well as a special education teacher. Together, this team of adults coordinates and builds lesson plans for each student in class to meet the standards while receiving accommodations he or she might need. As we continue to start up and grow, we expect our numbers of students in need of RTI, special education, or other supports to stay the same or grow as we encourage and welcome all students.

D. Student Academic Achievement Standards

Section 1

Our performance management plan is vertically-aligned and based on the foundations of rich data and high expectations. The Board of Directors' Academic Excellence Committee oversees progress of the performance management plan in coordination with our Co-Directors, who implement and lead staff. Sound assessment practices, including monthly growth assessments as well as beginning of year, middle of year, and end of year growth / proficiency assessments help staff provide best support to students at their level. Reading and math data are collected and shared between teachers, school leadership, the Board, and families. By sharing the data amongst this group of stakeholders, the progress of each student can be closely monitored, leading to increased growth. The school has established benchmarks via NWEA MAP tests by grade level, which are nationally normed, and each student's data can be compared with these benchmarks for increased sense of understanding. Depending on this analysis, the student may receive additional Tier II support, gifted and talented services, or additional accommodations. We also utilize assessment data to provide support for teachers, building their capacity wherever needed. The goal of Future is to be as personalized as possible for every student and adult in the building.

From a management perspective, this data will drive our policy and day-to-day decisions inasmuch as student intervention or needs emerge across the school. For example, if 3rd grade shows a strong need of an expansion of our gifted and talented offerings, we will do so. If 2nd grade data results in a need to revamp our Tier II support systems, we will immediately address and provide support.

Section 2

Future Public School embraces a culture of data-driven instruction. Future utilizes the following assessments to inform and gauge growth as well as competency: I-Station ISIP Literacy Assessment, NWEA MAP Math Growth, NWEA MAP Reading Growth, NWEA MAP Language Use Growth, Idaho ISAT, and Idaho IRI. Future also employs several special education specialized assessments, including the DRA, QAR, K-TEA3, and Orton-Gillingham to name a few. On a regular basis, the Future staff and leadership meet during dedicated professional development sessions to break down, analyze, and reflect upon data. From those meetings, staff guide students forward according to their individual needs.

E. Student Demand and Community / Local Support

Section 1

Before opening, Future Public School garnered significant public support in the Garden City and Boise communities. Over 50 students participated in our first two pilot educational programs at the Boys & Girls Club Moseley Center and Meridian Center - the number of students was limited by capacity, but approximately 150+ students showed interest in participating. The summer following those pilots, Future ran a four-week, full-day, free summer learning program for approximately 35 students in Garden City. The summer learning program included science, robotics, community-building, and reading combined with free transportation, meals, and field trips. Similarly, we have significant support from community organizations. We

received letters of support from the Executive Director of Boys & Girls Club, the local Garden City Parkway Station Development organization, and the Mayor of Garden City.

Future has operated deliberately in our recruitment strategy and development of community partnerships, particularly given the priority of serving low-income, historically marginalized populations. The mission and vision of Future Public School has been received very positively with our developing partners, including: Head Start, Giraffe Laugh, Catch Life!, Glocal, the Idaho Office For Refugees, and several local faith based communities. We developed and signed a 30-year legal joint-use agreement with the Boys & Girls Club Moseley Center which allows us to share spaces to better serve our local community. With this agreement, Future has exclusive access to the B&G Club gym and cafeteria during school hours. The Boys & Girls Club, in return, has exclusive access to our classroom space to expand their programming after school and during the summertime – a meaningful win for all in the community. In addition to our community partners, Future recruits students via traditional and modern methods: postcard mailers, knocking door-to-door in the community, and social media advertising.

For school year 2019-20, Future has already held its lottery and is fully enrolled with 229 students on the waitlist. Given these numbers, increasing our enrollment one grade per year is a reasonable goal. We are currently enrolled with 55% of students qualifying for free or reduced meals and over 41% of students identify as students of color. We also serve 12% of our students through our special education program. 18% of our students qualify as English Language Learners. These numbers largely exceed those of our surrounding district where 47% of Boise School District students qualify for free or reduced meals, 21.7% identify as students of color, 12.4% of students receive special education services, and approximately 6% of students are Limited English Proficient. This reflects a demand among local families, particularly, lower-income and of diverse backgrounds, for additional high-quality options for their children.

Section 2

Family engagement and collaboration are key facets of life at Future Public School. Semi-annual parent and family surveys are sent out to gauge progress of the school and its leaders in achieving its mission and goals. In our recent family survey, approximately 70% of families responded. For example, 91% of family respondents this year felt affirmative (tremendously, extremely, quite, or very) that administrators create an environment at Future that helps students learn. 90% of the same respondents responded affirmatively that they would recommend the school to a friend or family member. In addition to gathering this information from families, we also utilize it to drive changes here at school. For example, based on family survey results we decided to adapt our calendar next year to include fewer half-days, which were burdensome for families to find childcare. Instead, we will opt for occasional full days off for staff professional development. Furthermore, the school engages with families daily via a mobile app, Remind, that provides updates, reminders, and accessibility for families to communicate with teachers, school leaders, and other staff. We also communicate weekly through an e-newsletter. On a monthly basis, our school Co-Directors communicate with families through our Chit Chat, in-person morning meetings. In addition to the communication streams, parents and community members can take an active role at the school is through our Parent Volunteer Group. This is a group that interacts, plans, and informs decisions made at the school with parents and families in mind. The group has held several all-school events, run a clothing drive, and even formed an after-school chess club for students.

While working closely with parents and families, the school has formed strategies to secure interest from community partners, local government, and other influencers. We hold regular school events and tours that individuals may attend to learn more about the school. We also regularly reach out to potential partners and share potential cross-organizational benefits. This was one way we could establish the 30-year joint-use legal agreement with the Boys & Girls Club Moseley Center, for example. This is also how we joined the Garden City Community

Genesis Collaborative network of local businesses and organizations, a group that meets monthly to discuss Garden City related issues and events.

F. Effectively Serving All Students

Section 1

With 55% of Future students qualifying for free or reduced meals and 41% identifying as students of color, it is imperative that Future effectively serve a diverse student population hailing from a range of backgrounds and experiences. Several decisions were made to ensure Future is an equitable option for any student. First, the school offers a federal breakfast and lunch program – ensuring that access to meals is not a barrier. Furthermore, Future offers free busing options for families that may need transportation. Future also offers free, full-day kindergarten, a significant benefit for many families. In addition, the physical location of Future, adjacent to the Boys & Girls Club Moseley Center, provides for affordable (only \$25 per year for after-school care) before and after school care options.

Future Public School will apply the federal definition of English Language Learner (ELLs) as defined by Title III and IX of the ESEA. The school will use a home-language survey upon student's enrollment. Eligibility criteria will be used for a Home Language Survey to identify the primary home language other than English. Students for whom English is a second language will be assessed using the ELL placement test.

It is Future's goal to help students reach English proficiency in reading, writing, speaking, and listening. To accomplish this, English Language Learner students will take the ELL placement test upon registering, and parents will need to choose whether their child will participate in services. If the child enters the ELL program, an Educational Learning Plan (ELP) including curriculum, teaching strategies, academic goals, and assessment accommodations will be developed. ELP will be overseen by teachers certified in bilingual education. Due to the personalized nature of Future's academic programming, students will be supported across the

curriculum. Future ELL students will use curriculum such as the Sheltered Instructional Observation Protocol and other EL instructional approaches. Additional ELL services may be provided on site or contracted out, depending on need.

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

Future also has a comprehensive academic and behavioral intervention strategy in place to identify and support students. Staff work closely with our “Diverse Learning” team to identify students in need of academic interventions. Those students can then receive Tier II or Tier III support to help launch them to and beyond grade-level achievement. Staff receives training throughout the year on best practices for intervention strategies, and our academic model provides for small group instruction at student instructional levels to help support each student where he or she stands. For example, with our monthly I-Station ISIP assessment in reading, teachers can analyze data to see if a student falls to Tier II in vocabulary. The teacher can then provide additional support in the vocabulary area for that student to help him or her return to Tier I and on track to reach end-of-year grade-level goals. Behaviorally, our students receive support from our Diverse Learning team and Admin team, all of whom trained with the Nonviolent Crisis Intervention Foundation’s programming.

Section 2

Future has a deep understanding of each current and prospective student with disabilities. Our Diverse Learning (Special Education) team keeps meticulous records and

ensures students receive every accommodation that will best help them learn in the least-restrictive environment. We have high expectations for every student and make sure they are learning the most possible. Additionally, a comprehensive academic and behavioral strategy is in place to identify and support students. This strategy is managed by our Diverse Learner team in conjunction with the school administration. Weekly team meetings ensure we are on track to reach each student's goals throughout the length of the year. Our team of 12 Diverse Learning staff is properly trained and certified according to their position to best support our students. We ensure staff receives additional training opportunities beyond the state requirements to not only provide our students with the best learning atmosphere, but to also challenge and grow our staff as professionals. For example, all staff recently completed training with the Nonviolent Crisis Intervention Foundation's programming.

Section 3

Future has created a federal meal program with both breakfast and lunch options for students. This includes the option for students and families to apply for free or reduced lunch, which can help eliminate a major barrier for enrollment. As a federal program, we receive federal funds to operate and charge a fair price for full-price meals that helps cover costs and provide an affordable option for any family. Future recently went through an on-site review of the program with the State Department of Education and was awarded 8 commendations for its excellence, including a commendation for serving a large, diverse student body with a single, diverse menu, and a commendation for the joyful, welcoming environment. Our meal program sees participation rates of 40% for breakfast and 70% for lunch, with over 55% of our students qualifying for free or reduced meals. Based on the success of our program, the State Department of Education Nutrition officials recommended we apply for the Fresh Fruit & Vegetable program, noting that Future is highly organized and successful in its approach to student wellness and nutrition.

Section 4

Future provides transportation for students via our free busing. In accordance with state funding policies, our busing boundaries are anywhere inside our primary area of attendance. Students living within those boundaries have access to nearby bus stops to ride to and from school. Any student living outside the boundaries is also welcome to ride the bus, if they can reach one of the bus stops within the boundaries. Students with disabilities or other extenuating circumstances (homeless, foster care, etc.) also have access to busing in accordance with our school policies. Student transportation arrangements are also available for participation in extracurricular activities, such as our after-school chess club. As we expand to older middle school grades, we also have plans to offer transportation for extracurricular sporting activities for students.

G. Staffing and Professional Development Plan

Section 1

Our staffing model reasonably delivers an outstanding educational model and associated support services, especially given our influx of students qualifying for special education and students identifying as English Language learners. For every grade level we have two classes with a full-time certified teacher. Additionally, we have between 2-4 support staff for each grade level. Our special education department at the school incorporates 12 staff members, including 7 habilitative interventionist staff for students requiring a one-on-one. Administratively, we have our 2 Co-Directors co-leading the school and 1 office manager. To recruit and retain the best staff, we developed a rigorous recruitment and interview process and advertise our open roles across the country as well as locally in Idaho. In our founding year we interviewed over 50 candidates that applied for 11 lead teaching roles. We ensure new hires reflect the school values and have high expectations for every child through a series of group interviews, phone interviews, role plays, and final interviews. We also ensure that we recruit a diverse staff that reflects the backgrounds of our students. Over time, this built a strong,

dedicated team, as evidenced by 100% of our lead teaching staff returning for year 2 at the school. Each subsequent year, we plan to add minimal staff, as we grow one grade level per year.

Section 2

One of our school's primary goals is to allow each person in the school space to reach his or her highest potential. To best develop, evaluate, and retain the school's staff to their highest potential, Future has created a rich staff development plan. First, we hold bi-monthly staff professional development training, which includes topics such as data analysis, de-escalation techniques, values alignment, and best practices in teaching content. We bring in the best trainers and content specialists as well as our own staff experts to facilitate these sessions. Next, each teacher and administrator is expected to develop a series of professional growth goals, which are measured and tracked throughout the year. This ensures adults grow just as much as our students. School administrators coach and provide feedback to teachers on an ongoing basis, narrowing in on key levers that will increase student achievement the most. As a part of this coaching process, teachers are invited to share any innovative ideas or thoughts for how the school can improve. Several school-wide practices have already emerged from these innovative teacher ideas, including all-school Friday morning assemblies to build culture, a book fair, and connection to a local cold-weather clothing provider for students without access to coats / jackets. Teachers know that we have a culture of constant iteration at the school, seeking the simplest ways to provide highest leverage learning for students and staff. Teachers are invited to test small pilots of ideas or innovations, then measure how they affect outcomes. If they yield positive results, the ideas or innovations may then trickle across the building to other grade levels and classrooms. For example, teachers have formed small committees this year to navigate literacy curriculum development, staff hiring for subsequent years, and our school culture committee.

H. Financial Management and Monitoring Plan

Section 1

Please see our included 3-year operating budget and narratives that demonstrate financial viability, sustainability, and autonomy of the school long-term found in attached documents.

Section 2

Our facilities plan is currently underway, with the school having entered into a lease agreement relating to our current facility, a custom-built 39,000 square foot school building in Garden City next to the Boys & Girls Club Moseley Center and a Garden City public park. Currently, the school utilizes 20,000 square feet of the building and has room to grow grades 4th through 8th in the building, consistent with our plans for expansion.

As noted, the facility was custom-constructed to suit the needs of our innovative instructional model. Classroom square footage is between 25-30% larger than traditional district classroom square footage. We have a 2,000 square-foot “Innovation Lab” where students learn computer-science, robotics, and engage in a makerspace. The building also incorporates nooks, crannies, and flexible learning spaces throughout the building and in hallways that allow for students to expand their learning outside of the classroom and engage in collaborative group work throughout the school. Students receiving special services have ample room in our “Diverse Learner” space. Facility costs are below 20% of the annual budget, as noted in our attached budget.

Section 3

Please see attached documents.

I. Board Capacity and Governance Structure

Section 1

The Board of Directors is composed of a diverse, representative set of individuals from across our community, each with a unique set of skills critical to the management and oversight of the school. The Board has experience and skills in law, business, finance, real estate, education, community outreach, development, governance, and communication (please see attached for Board Director resumes). The school founders drove initial Board of Directors appointment, considering all areas of school management and governance. The Board of Directors Governance Committee now drives current Director recruitment, appointment, and training - always keeping in mind potential gaps in skills. For example, our two newest Board Directors help address areas of need including real estate and community representation. The Board of Directors contracts with a nationally-recognized Board training organization, Board On Track, for training and support in areas of need. For example, every Board Director has a personalized plan for development online in Board On Track's proprietary portal. From this portal, the Board Director may request phone call support, access training documents, and monitor progress towards personalized growth goals.

Section 2

The Board has established clear policies and procedures that guide its oversight of the school. The Board Officers, including the Board Chair, Vice-Chair, Treasurer, and Secretary ensure the Board and school follow said policies and procedures, especially as it pertains to Open Meetings and Open Records law. Each meeting has an agenda, minutes, and opportunities for public participation under set policies and guidelines. Board Officers also work with other Board Directors to embrace the difference between governance and management – always staying in the governance lane and leaving management to school leadership. This point is driven home with an annual visit by the school attorney, who trains the Board on this point, as well as other legal updates. Other annual trainings take place at the annual Board retreat, where the various committees of the Board (Academic Excellence, Finance, Governance, CEO Support / Evaluation, and Development / Community Engagement) provide updates, make

annual plans, and ensure monitoring of school performance as it relates to each field of the school's responsibilities. Board Directors also take advantage of this time to read and sign a Conflict of Interest form.

Section 3

The Board Directors invests in its own leadership in conjunction with Board On Track, a nationally-recognized Board training organization. The line item for this expense is readily visible in the operating budget and is a critical school investment. A better trained Board can provide an increased level of governance and accountability for the school, better guiding student learning and public money investments. As a part of this training partnership with Board On Track, each Board member has a personalized training plan that includes regular self-evaluations and Board evaluations to identify areas of strength and areas of growth. This ensures continuous improvement and ongoing development.

J. School Leadership and Management

Section 1

Future Public School's complete organizational and management plan embraces a dual-leadership model, with both Brad Petersen and Amanda Cox leading the school as Co-Directors.

Brad Petersen is co-founder and co-director of Future Public School and one of two inaugural Idaho New School Fellows. Brad was also a 4.0 Schools Tiny Fellow focused on increasing equitable access to innovative STEM and computational learning opportunities. Previously, he taught and designed curriculum for KIPP Houston Public Schools from 2013-16. He graduated magna cum laude from BYU-Idaho and was a Teach For America corps member. While teaching, Brad founded an after-school computer-science club in partnership with Google, and co-founded and led a technology startup centered on empowering student voice in the school cafeteria. He has a Master's degree from the University of Houston.

Amanda Cox is co-founder and co-director of Future Public School in Garden City, ID. She is a proud first-generation college graduate and began her career in education as a Teach For America corps member. She taught in rural North Carolina from 2007-2012, teaching in both a traditional district school and a KIPP charter school. Amanda is affiliated with the Turtle Mountain Band of Chippewa Indians and currently serves on the national advisory council for the Native Alliance Initiative. Amanda served as Director of Teacher Leadership Development for Teach For America - South Carolina for four years where she managed a team of instructional and leadership coaches. Amanda received her B.A. in Sociology from Whitworth College, as well as an Ed. M with a research concentration from the Harvard Graduate School of Education.

Employing each leader's strengths to their fullest advantage, Future has separated streams of work for each leader of the school to meet the diverse needs of operating a public charter school. For example, Petersen leads business and facilities as well as compliance and operations. Cox leads staff management, special education, and community outreach. Both leaders develop and lead schoolwide curriculum and learning. Working together with the Board of Directors' CEO Evaluation and Support Committee, Petersen and Cox set goals, make plans, and monitor progress. They also participate in a yearly SHINE 360 leadership review, working closely with professional coaches who interview staff and stakeholders to provide feedback on the leadership and skills of each school leader. Both Petersen and Cox also receive feedback from students and families in bi-annual surveys, including a recent family survey which revealed that 91% of family respondents felt affirmative (tremendously, extremely, quite, or very) that administrators create an environment at Future that helps students learn. 90% of the same respondents responded affirmatively that they would recommend the school to a friend or family member.

Section 2

While the school is in a strong place to add additional seats while serving its current student population, there are recognized areas of risk that we identify, make plans for, and continue to address. The largest operational challenge to emerge has been our percentage of special education students, particularly students requiring significant accommodations. For example, in year 1, the school faced a challenge of providing one-on-one staff to a number of new students. Since we commit to serving all students, we made the decision to hire 6 internal habilitative interventionists (one-on-one) staff to provide these needed accommodations. As we continue to add special education students, we're building support capacity to best serve all students while meeting the demands of our operational budget. Another operational challenge has been our limited amount of square footage to serve students here in our Garden City community. We do not have a cafeteria or gym – yet committed to operate a federal meal program and physical education / recreational opportunities to our students. To meet these needs, we worked to establish a long-term partnership with the adjacent Boys & Girls Club Moseley Center. Both parties eventually agreed to a 30-year legal joint-use agreement that provided the school with exclusive access to their gym and cafeteria during school hours and provides the Club with access to our school building after school and in the summer to expand their programming opportunities.

We recognize various challenges will emerge with continued growth of the school. Nonetheless, our skilled leadership and sound strategies thus far prove that we have the capabilities to nimbly solve these challenges. Our two school leaders operate Future in a spirit of transparency and communication to ensure the community understands how we approach every challenge. For example, we hold monthly family outreach meetings (“Chit Chat with the Directors”) to communicate our decisions and challenges. We also hold semi-monthly professional development meetings with all staff to similarly brainstorm, share, and inform about ongoing operations. Given this spirit of transparency, family and staff are excited to participate in the learning journey of each student and follow the leadership of our Co-Directors.

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- [2] Golden & Katz. (2008). *Race Between Education and Technology* , p.3
- [3] Dewey, John. (1937) *Experience Education*
- [4] Cozolino, Louis. 2013. *Social Neuroscience of Learning*
- [5] Ed Reports. "Eureka Math Overview." 2019.
- [6] Ed Reports. "EL Education K-5 Language Arts (2017)." 2019.