



Alternative Charter School

Serving 6th-12th Grade Students

Opening August 2022

Nampa, Idaho

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Non-Discrimination Statement:

Elevate Academy Nampa does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

Executive Summary

The leaders of Elevate Academy Nampa are excited to bring students a Career & Technical Education (CTE) school of choice, serving at-risk students, grades 6 – 12.

Elevate Academy Nampa (will be referred to as Elevate in this document) is founded on the belief that students from all backgrounds deserve the opportunity to engage in an educational program that is meaningful to them, and that provides a direction and sense of purpose for their future. Elevate's primary goal is to ensure that every student has the capacity to lead their own life in a positive direction and graduate with a multitude of skills that will lead to future possibilities. These opportunities compliment the mission and vision of Elevate and open more doors for our graduates.

Through community partnerships and an innovative approach to hiring CTE teachers, Elevate intends to offer our students multiple CTE industry certifications. This ensures multiple career options for our graduates. These industries were chosen based on the current economic needs of the local community, conversations with State CTE Program Managers, student interest surveys and through interviews with industry leaders that will employ the next generation workforce.

Our intent is to ensure an exciting and purpose filled educational environment where students and teachers choose to be, and where we laugh with each other while we fail and learn together.

Mission Statement - Elevate is a 6th-12th learning environment committed to serving at-risk students. Through purposeful instruction students will take responsibility for leading their own lives and studying a career track that may include vocational and

college paths or a combination thereof. By owning their educational pathway, students will become contributing members of their community and local economy upon graduation.

Vision - Community focused, relevant, personalized education for all.

Core Values - Elevate Academy Inc. has identified six core values that drive all of the decision making, data collection and operational decisions for Elevate Academy Nampa. They are: Beat The Odds, Integrated Purpose Driven Curriculum, Career Technical Education Focus, Mastery Based Personalized Education, Opportunity Driven Focus, and Community Driven Education.

Part II: A. Grant Project Goals

Goal 1: Elevate will ensure that our students are prepared to meet or exceed Idaho's required performance criteria for achievement and growth on statewide tests in language arts and mathematics through the integration of the state Career and Technical Education (CTE) standards, state core academic standards and real-world application of these knowledge and skills. We expect at least 80% of our students in grade 8 to grow at least one grade level each year in math and English Language Arts measured by STAR data and the ISAT assessment. Our integrated approach to learning the core and CTE state standards will help our students see relevance in their personal learning and growth. This is aligned to our mission, vision and especially, to our core values. For this goal we will look specifically at grades 6 and 8 for benchmark data.

Goal 2: Elevate 12th grade students will receive industry recognized certifications.

In order to honor our mission of our students becoming contributing members of their community and the local economy, at least 80% of our students will have earned at least 2 industry recognized certifications upon graduating within 1 year. A number of industry certifications require a person to be age 18 or above to sit for the exam. Our graduating seniors will complete an exit survey so we can monitor our alumni and their success on this goal.

Goal 3: Elevate leaders and partners will target our recruitment efforts to ensure we are serving a student population within five percent of our local

demographics. Our mission is to serve at-risk youth, and our vision is community focused. Our student population then must reflect that we are within 5 percent of our local demographics. We will be within 39% Hispanic, 55% Caucasian, 11% English Language Learner, 51% Free and Reduced Lunch, and 12% special education to ensure we are reflecting our local demographics.

Goal 4: Elevate students will have a higher attendance rate than the average in Idaho for at-risk youth, which is 82%.

For students to take responsibility for leading their own lives and studying a career path, as our mission states, they must attend school. Elevate leaders will provide transportation to and from school every day and ensure that our students will attend school not less than 90% of the time. This will be measured with Average Daily Attendance.

B. Educational Philosophy, Instructional Practices, and Curriculum

Sections 1, 2 and 3: The core of all learning at Elevate, is a trusting relationship between the teacher and the student. These conditions are necessary to promote a classroom culture where error is not only tolerated, but is welcomed. This will be accomplished with lessons learned through the Power 100 curriculum, developed by Elevate Academy Network founders, Monica White and Matt Strong. This curriculum is just a part of our Social Emotional Learning (SEL) Plan. Teachers who work with at-risk youth, a professional life coach, and Boise State professors also informed this curriculum. This model was tested at Boise state with increased attendance and decreased behavioral issues.

When there are discipline issues at Elevate we will initially handle them with neutrality, meaning we will gather information before jumping to conclusions. Once we have all the necessary information, a student may be referred to Youth/Peer Court. This is a system overseen by a teacher, but implemented by students, and is recognized by the Canyon County Juvenile Court system.

Our students start each day in Homeroom where they study the Power 100 strategies as well as plan their individual schedules for the day. Each student's schedule is dependent upon their specific academic needs. They end their day with the same Homeroom teacher to "debrief" and discuss their plans for the next day.

Our key design elements and foundational focus is on integrating state core and CTE standards so that our students aren't learning standards and skills in isolation. They need to see and understand how everything is connected, engaging and relevant. Another key focus when teaching our integrated curriculum is hands on,

project-based learning. Elevate intends to provide 8 CTE pathways in the areas of agriculture, business, construction, culinary, health professions, technology, public safety, and welding.

The culture of Elevate and the expectations in academic areas and in the classroom, will be based on the state Workplace Readiness Standards. All students enrolled at Elevate will be expected to maintain behaviors that are in agreement with the workplace readiness skills. Skills that will be emphasized will include, attendance and punctuality, people skills, collaboration and communication.

Elevate will operate on a full day schedule for four days for all students, with Friday designed for students that need to make up time, receive academic interventions or work on enrichment activities in their Career Technical program. This 5th day is necessary for us to be flexible and responsive to the unique population we serve.

We will utilize current core academic curricular resources as well as develop our own. One resource we will utilize is the Idaho Workplace Readiness document that has been cross-walked with Idaho core standards.

Our curriculum will be designed and delivered so that each student can manage and monitor their own progress throughout cycles (a 10-week cycle for high school students and a 5-week cycle for middle schoolers). Core content is made available to our instructional team through our Lyft learning management system. Target standards are chosen for each block and students work toward mastery in the content area standards. Students must meet the Third Tier of the learning Hook (described in section C below) to reach a mastery point in each standard. Based on initial STAR data we

will meet students where they are, we will work with their teachers to differentiate through small group direct instruction, level curricular materials and create student intervention opportunities based on individual student needs.

We will use an inclusive model to serve our special populations for their core content. They will receive all instruction on grade level with their peers, and they'll attend the CTE courses with their peers. Curriculum specific to their Individualized Education Plan will be delivered in small group or individual settings by Elevate's special education team.

Our instructional program will consist of four essential components: 1) Mastery learning that utilizes Problem Based Learning (PBL); 2) Career Technical Education to create purpose in core content classes; 3) Intentional intervention; and 4) Personal Development. These components work together to help our students attach meaning to their learning and create a pathway that provides them with purpose and hope for their future. Middle school students will be divided into eight learning blocks. Each block will last five weeks and will focus on one of the 8 CTE pathways that Elevate offers. During that five weeks, middle school students will also focus on specific state content standards that have been aligned with the CTE standard they are learning. During each block students are expected to reach mastery in the selected standards for math, English language arts, and either social studies or science. Social studies and science standards have been divided between the CTE pathways based on which standards align best with each trade. High school students will start specializing in the 9th and 10th grades by narrowing down their CTE focus to just four trades. In 11th and 12th grade, they will have the opportunity to specialize and choose two CTE pathways. Projects will

be aligned to their individual career technical goals, while at the same time aid students in working towards graduation and life after graduation. All students take three core classes and a CTE class. Students are expected to meet mastery in the selected standards for the core classes and progress through the state defined standards for CTE.

All state standards will be taught using our integrated curriculum described below. For math Bridges will be used in middle school. Bridges will also be used as an intervention tool for those students in upper grades that struggle with math concepts. All of our CTE pathways use math as well and these concepts will be taught purposefully and intentionally by both core and CTE teachers through PBL. Teachers have access to best practice research for teaching core and CTE, and all of our teachers will receive training at the State Division of CTE's Summer Conference (REACH), during the Summer of 2022. Students will meet the Idaho core for graduation by completing Algebra 1 and Geometry. Skills learned in Algebra and Geometry are taught in conjunction with CTE programs, and direct application of math skills, when appropriate, in each CTE course. Technical reading and writing as it relates to a student's chosen field will be a top priority in the English Language Arts curriculum that a student receives. Reading Horizons curriculum will be part of our school wide professional development plan, as will Jill Jackson's training for teaching technical reading and writing. Science standards will be taught using the states NextGen science standards and the curriculum and resources provided by the Idaho SDE. Kahn Academy Science is one example. Social Studies will use many curricular resources including SHEG. The Stanford History Education Group is a research and development group. They provide

free materials for teachers and students. SHEG's Reading Like a Historian curriculum and Beyond the Bubble assessments are a few tools our teachers are currently utilizing.

Section 4: All core instructional materials, and some intervention materials, will be delivered through the Lyft learning management system. Students will track their progress toward mastery through this system, they'll submit their work through google documents, and use google calendar to schedule each day. Students will also have designated Elevate email addresses that will be used for communication with their teachers. Each student will be assigned a chrome book to use throughout the day. Elevate will be equipped with one-to-one devices to ensure that all students have access to all programming. Specialized technology will be provided to students in CTE courses that require specific technology. For example, Graphic Arts will use Adobe software and run it on Apple computers that are specifically equipped for the design process. Other specialized technology will be provided depending on a student's special needs or skill level.

Technology is also critical to the Elevate assessment process. In order to provide timely interventions for students our STAR benchmark testing must be administered efficiently and often. One-to-one device deployment allows for this to happen. During the standardized testing window, we will have the capability to efficiently test all students. This minimizes the loss and disruption of teaching and learning time.

Section 5: Per ESEA 4310, Elevate will utilize the flexibilities and autonomy of our charter to provide low-income and Hispanic students grades 6-8 CTE learning

opportunities not offered in traditional schools. Our model focuses on building relationships as students loop with their teachers for at least 2 years. The use of flexible Fridays will allow our unique model the opportunity for school wide or small group professional development. With our industry partners teaching classes and overseeing projects, our teachers have more time to meet and discuss data, students in RTI and create their next integrated lessons. The demographics of the students we are serving requires the increased need for incredible flexibility and immediate response. This extra day allows student intervention and enrichment activities as well.

With the CSP grant we intend to purchase and manage our own busses. This will allow for incredible flexibility and student opportunity. We won't be tied to a traditional bus schedule which often time limits experiences outside the school walls. We will also have the flexibility to support students and families and break barriers often experienced with transportation needs.

Elevate will be open with breakfast and lunch and bussing available for students five days a week, on a year-round schedule that will utilize summer school finances from the Idaho State Department of Education. This allows the students more time and opportunity throughout the school year to master core academic standards and CTE knowledge and skills. This time will also allow students to receive additional intervention support to close learning gaps.

C. Teaching and Learning

To meet the needs of this unique population of students, our model is based on the integration of Career and Technical education and core standards. This model is carried

out by hands on, project-based learning. Based on “Visible Learning” practices the “Learning Hook” is the Visible Learning process that Elevate will use. For our students, the Learning Hook begins with “Define”, then moves up the Hook to “Do”, next, a student will “Explain”, and finally they will “Apply” their learning as they reach mastery of that standard. Specific learning Hooks will be visible in every classroom. The Apply phase can be demonstrated in many ways depending on each student’s level of understanding and individual talents and skills. Each state standard has been written in student friendly language and each Hook has a “Why” attached to it. Each state content standard has been scaffolded with learning targets that students must meet to show mastery. Each learning Hook is uploaded into the Lyft learning platform and is referred to by students and teachers as they work through particular standards. If students can show mastery in a standard upon the introduction of the standard, they are exempted from doing additional work in that area and are allowed to focus their work where they struggle. Each student at Elevate is regularly assessed and monitored in multiple formats to determine their academic proficiency levels.

Elevate will rely heavily on STAR benchmark data to understand the specific learning needs of our students and to help create and implement differentiated and targeted interventions. Other forms of student achievement data will be collected using classroom assessments, formative assessments, summative assessments, diagnostic assessments, portfolios, demonstrations, and performance/project assessments. We will also utilize the state CTE assessments to customize our own pre and post assessments for CTE program specific standards. The two main CTE state

assessments are the Workplace Readiness Assessment (WRA) and the Technical Skills Assessment (TSA).

Based on the initial data derived from the STAR assessment each August, students fall into a traditional RTI tiered system. The special populations at Elevate will be taught through an inclusionary model and their specific needs will be met through scheduling specific pull out times with experts to address their individual needs and skills. Elevate will employ 1 full-time special education teacher for middle school and 1 for high school. At least 2 intervention specialists will be hired and a certificated English as a New Language (ENL) teacher will be hired to manage all of our students ELP's and provide instruction for students new to the English language.

D. Student Academic Achievement Standards

Section 1: Elevate will use multiple assessments to measure student achievement (as mentioned above) and is creating a thorough Performance Management plan for all students. Elevate will utilize data from the ISAT (Idaho Standardized Achievement Test), STAR benchmark testing for reading and math, mastery assessments in classrooms and skills assessments accompanied with industry specific exams for CTE courses. Teachers and administrators will receive formal training on the administration and data collection for STAR, ISAT and CTE assessments. Classroom teachers will receive training on formative assessments that drive instruction daily.

Elevate will utilize Idaho's Continuous Improvement Planning tool to plan and adjust benchmarks for each school year. This planning document will be reviewed and discussed by administration and our teacher leadership team, then presented to the

Board of Directors for their feedback and approval. All assessments and reviews will be calibrated to ensure they meet the expectations in our charter performance certificate with the Idaho Public Charter School Commission so as to stay aligned with state expectations and standards.

Section 2: STAR data is the primary indicator of growth towards goals for students at Elevate. Students will be tested quarterly. Teachers will analyze the data in collaborative groups (Professional Learning Communities – PLC's) and construct intervention strategies, and apply curriculum to meet the specific needs of each student based on gaps identified in the STAR data. We will reassess if a new student enrolls and/or our teachers find a disconnect between a student's specific skills and the intervention that was prescribed.

ISAT testing occurs one time annually. STAR data is then cross-walked with ISAT data to ensure that our benchmark measurements correlate with our state accountability reporting. If our August data shows the need, Elevate intends to have school wide training for all teachers in Reading Horizons. We will also be using Bridges as an intervention tool for our students who struggle in math.

E. Student Demand and Community/Local Support

Section 1: Elevate will provide a premier alternative school option for at-risk students and provide them with high quality, engaging CTE facilities and programs. Students in grades 6 through 12 will learn Workplace Readiness Skills in 8 CTE programs, whereas the Nampa School District only allows this opportunity for high school students in good academic standing. CTE program focus and the *Power 100* courses will be the primary

draw for at risk students to attend Elevate. Efforts will be made by Elevate Administrators, staff, and community partners to recruit students that will benefit from the Elevate model.

The Nampa School District has 8,918 secondary students, with 2,300 being identified as at-risk, and only one alternative high school with a capacity of 157 students currently enrolled, grades 9 - 12. The Elevate model is unique and this opportunity for at-risk youth does not exist in the city of Nampa. The option of Elevate Academy Nampa is needed for continued workforce development and provides opportunity for disenfranchised youth to engage and take ownership in their education.

Elevate's priority is the recruitment of struggling (academically and behaviorally) students. In year one we intend to enroll 386 students grades 6th through 10th. In order to break even for operational costs, Elevate Academy Nampa must enroll 290 students in year one. Careful planning and consideration has been put into determining enrollment numbers in 6th through 12th grade classes. By year three, Elevate Academy Nampa will have full enrollment of 486 students. We are confident that enrollment projections by grade level can remain constant as they have at our partner school in Caldwell which has similar demographics.

Local support and buy-in are evident in Letters of Support from Nampa Mayor Debbie Kling, Nampa Police Department, the Nampa Boy and Girls Club, Wes Miller Construction, Canyon County Juvenile Probation, and the Director of the Idaho Division of Career and Technical Education, Clay Long.

Beginning in July of 2021, Elevate leaders will begin recruitment for the 2022 school year. School leaders, Jewels and Phil will use their deep connections to Nampa to garner support from area businesses and partners. They intend to hire a fluent Spanish speaking partner to help with their recruitment efforts and school opening. This position will assist in a door to door campaign with school leaders, and will attend many community functions as events are allowed after the threat of the Coronavirus. Parents will receive information about Elevate with enrollment and lottery timelines, access to Elevate mailers and updates, and links to Elevates social media coverage. Partners who have volunteered to help with the “boots on the ground” recruitment efforts are the Hispanic Chamber of Commerce, the Hispanic Cultural Center, the Boys and Girls Club, the College of Western Idaho, and Treasure Valley Community College to name a few. School leaders have lasting relationships with local counselors and administrators who plan to share the mission and vision of Elevate. These partners know of the neediest students in their schools and can recruit students who will thrive with our educational model, especially considering the educational climate and the effects of the pandemic.

With this CSP grant we intend to purchase multiple services and supplies in Spanish and English. Our marketing, branding, and community outreach efforts will include but are not limited to canvassing neighborhoods, advertising at local events, social media campaigns and community meetings.

Please see the Demographic Data spreadsheet for a projection of each category of educationally disadvantaged students we intend to serve. Also, the combined percentage of students from special populations is no less than 5% below the combined percentage for traditional public schools within our school’s enrollment catchment.

Section 2: Elevate will have Technical Advisory Committees (TAC) to support our 8 CTE pathways. Many of our community partners have already volunteered to serve on these TAC's. These committees are designed to keep Elevate tied to the community, provide opportunities for students, and keep our CTE teachers abreast of current trends and necessary equipment we may need to purchase.

Elevate will also have a Parent Advisory Committee (PAC). Our parent advisory committee will meet quarterly and advises administration on trends, concerns, and happenings within the school. Parent involvement will be an evolving process at Elevate. Many of our parents have been disengaged from their children's education. We will continually try new strategies to engage parents and families at a deeper and more meaningful level. We will provide all parents and students with the opportunity to take a survey and provide feedback about their experience at Elevate.

F. Effectively Serving All Students

Section 1: While Elevate is a public charter school and is open to all students that enroll, our focus and mission is to serve at-risk students. The intent of our charter with the Idaho Public Charter School Commission is to focus primarily on underserved youth. Elevate is guided by IDAPA code defining at-risk youth. Elevate will be guided by Idaho code as to what makes a student "at-risk."

During Elevate's enrollment phase, every student interested in attending the school will have a "1 on 1" intake meeting with school leaders. This meeting will focus on the individual needs of each student and help determine if they qualify as at-risk under Idaho Code. Due to our commitment to remove barriers for students, our building

will be constructed with individual showers, a laundry room and a barber shop for use by our students. We will also partner with the nonprofit Lifeways. Lifeways is a mental wellness organization that brings a full-time counseling presence to Elevate for students and families.

To meet the academic and behavioral needs of students, we are committed to evaluating the overall needs of our student population and to hiring the right people to meet those needs. Elevate Academy will employ 2 full-time special education teachers (that specializes in trauma and behavior), three behavior intervention specialists, a full-time counselor, a college and career counselor, an English as a new language instructor, and two safety aids. We anticipate approximately 40% of students enrolled at Elevate to be on an Individualized Education Plan (IEP), a section 504 plan or an Individualized Learning Plan (ILP) for their language acquisition. Elevate will also secure consultants to help with engaging older students to read and will increase the tiered intervention time significantly to ensure all students are receiving work at their academic level.

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

have staff trained in the Nonviolent Crisis Intervention programming. These staff will then train their peers in these strategies.

Elevate will apply the federal definition of English Language Learner (ELLs) as defined by Title III and IX of the ESEA. The school will use a home-language survey upon the students' enrollment. Students for whom English is a second language will be assessed using the ELL placement test. Elevate ELL students will use curriculum such as the Sheltered Instructional Observation Protocol and other ELL instructional approaches. Relevant Curriculum Based Measures (CBM) and the Idaho English Language Proficiency Assessment will be used to monitor student growth and determine if a student is ready to be exited. Research based programs such as Reading Horizons among others will be used in conjunction with day to day instruction.

Any student attending is entitled to a Section 504 Accommodation Plan if he or she has been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities.

Section 2: Elevate Academy Inc. Board of Directors will annually adopt the Idaho Special Education Manual with all subsequent revisions. Special education policies and procedures will be developed and implemented in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA), other federal laws, and Idaho state laws. Elevate will build physical facilities that are truly accessible to permit access to students with disabilities.

Elevate Academy Nampa will establish and put forth an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability and

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

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

All Elevate teachers will be trained and consult with the special education department to ensure appropriate accommodations are made for all students. Materials provided may include virtual manipulatives such as VR welding machines, adapted core

content materials, and software that provides a more accessible avenue for students to gain CTE and core content experiences. A portion of the Elevate budget will be allocated to ensure these needs are met.

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

Section 3: Full food service will be provided for all students that attend Elevate. This includes free breakfast and lunch to all students. We will be participating in the National School Lunch Program. As a network of schools we will work with experienced food service and transportation experts to ensure we are providing high quality service that meets the needs for all of our students. This includes working towards qualifying for the Community Eligibility Provision to provide free meals to 100% of students.

Section 4: With the federal CSP grant Elevate plans to purchase wheelchair accessible busses to offer transportation for all students to and from school and after school activities. We will have a plan to take care of student transportation needs during the school day as well. The purchase and management of our own busses drastically reduces barriers for our disadvantaged families. We will run 5 to 6 bus routes daily, and will utilize our busses for community trips that expose students to other opportunities throughout Canyon County.

G. Staffing and Professional Development Plan

Section 1: Elevate will hire highly qualified teachers for core content and from industry for the CTE courses. Each grade level, 6-12 will have a minimum of 4 teachers each. Grades 6-8 will have a ratio of 16:1. Grades 9-12 will have a ratio of 18:1. We intend to hire a diverse staff with an emphasis on Spanish speakers. We are currently working with the State Division of CTE and our local industry partners to help us find and recruit top notch CTE teachers. CTE teachers are difficult to find and certification can be complicated. For this reason we are recruiting all teachers now so that we can ensure they are properly certified prior to our school opening.

Section 2: Elevate's success depends on a highly trained, collaborative staff that have a deep understanding of each other's content area. In order to support capacity building for expertise and continuous improvement, our staff will learn CTE and core standards together. They will observe one another and co-teach on specific projects, while continuing to develop integrated curriculum and personal relationships.

The Elevate Academy Inc. Network will also have an Academic Liaison, as a think partner for Elevate Academy Nampa. The Academic Liaison will support professional development planning between the Elevate Academy Schools to ensure that all professional learning is based on evidence of success and strong employee satisfaction.

All staff will be trained on the use and benefits of our learning platform, Lyft, to ensure that all students are provided feedback, and support to help them in reaching their learning goals. Elevate teachers will work in Professional Learning Communities

with their teams to develop benchmarks that demonstrate mastery for essential anchor standards. We will continue to encourage our teachers to be courageous and creative together as they become proficient in recognizing levels of competency/mastery in how they teach CTE,

Elevate is prepared to implement training and coaching in pedagogy and best practices as it relates to classroom management, formative assessment, and effective, efficient planning to maximize teacher confidence and student potential. This work will be an ongoing process at Elevate to ensure we maintain a culture of collaboration and curiosity that emphasize all staff working together for the betterment of all.

To ensure that Elevate is ready for full academic operation upon opening in August of 2022, lead teachers will be hired early and receive training on the mission, vision, and academic components. Lead teachers at each grade level will be responsible, with help from the school administration, to train teachers and continue the development of Elevate's Integrated Purpose Driven Curriculum throughout the school year. Elevate will align with the Danielson Framework to develop a teacher evaluation tool that is focused on the growth and development of staff.

H. Financial Management and Monitoring Plan

Section 1: Please see our three-year operating budget and narratives that demonstrate long-term fiscal stability, viability, and autonomy.

Section 2: Elevate’s campus will be located on Orchard St., between Middleton and Midway in Nampa, Idaho. We are creating a plan to ensure we provide busing to some of our neediest populations in Nampa.

The Elevate Academy Inc. network is engaged with Building Hope as a facilities real estate development and finance partner. The flagship facility in Caldwell was built on time and within budget. It is the intent that additional schools in the Elevate Academy Inc. network will work with many of the same providers and utilize the original blueprints to allow for efficiencies throughout the project.

Elevate will model facility financing after Elevate Academy Caldwell. A facility financing package will be secured, with the assistance of Building Hope, that ensures facility and/or lease payments are not a burden on the Elevate Academy Nampa budget and allow for the purchase and build of a facility that can maintain the integrity of the Elevate Academy Inc. program while maintaining a fiscally responsible debt service ratio and meet the needs of all students and programming.

Section 3: Please see our budget narrative.

I. Board Capacity and Governance Structure

Section 1: The Elevate Academy Inc. Board of Directors is composed of a talented and seasoned group of professionals and civic leaders. Board expertise and strength covers all necessary governance areas such as education, law, real estate, strategy, finance, management, community relations, etc. Elevate Academy Inc. Board Members are recruited in the best interest of the students and local community. Each member will

represent the mission of Elevate Academy Nampa and contribute to the growth of Elevate Academy Schools throughout the state.

Section 2: Elevate Academy is legally and operationally an independent entity established by its nonprofit corporation's Board of Directors. The Board of Directors is legally accountable for the operation of the school under the Idaho Non-Profit Corporation Act and the state's public charter school statute. Elevate Academy will comply with Idaho's Open Meeting and Public Record laws. The Board of Directors will serve as the public agent governing Elevate Academy. Annual selection for board members for the Board of Directors will be held according to Elevate Academy's approved bylaws. Each board member will complete a conflict of interest form and agree to all board development activities.

Section 3: Professional development activities are a priority for our board. These activities include strategic planning, school finance training, the role of the Board of Directors and any other training deemed needed by the board through a reflective process. Elevate's Board of Directors has partnered with Heather Williams, a certified board trainer to conduct training for its members. The Board is responsible for annual reviews of leadership, policy development and the review of current policies, and educational goals, both short and long term. The Board oversees the financial well-being of the school, long term operational oversight (not day to day), legal affairs, adopting and over-seeing a responsive school budget that meets school goals, conducting an annual self-evaluation of its own leadership, governance and teamwork, communicating and interpreting the schools' mission and vision as well as other matters to stakeholders and the general public, and evaluation of the CEO. Board business

conducted at Board meetings will be done per the bylaws and applicable laws. Board members will commit to the ethical standards set forth in the Ethical Standards Agreement. The Board is to serve as liaison between the school and the authorizing entity. The Elevate Academy Inc. Board is a member of the Idaho Schools Boards Association.

J. School Leadership and Management

Section 1: The Elevate Academy Inc. Network administrative services will be provided by the school administrators, with support from the Elevate Academy Inc. Board of Directors. Elevate Academy Nampa will contract with another Idaho charter school, Elevate Academy Caldwell LLC. for professional services. This allows the Principal, Jewels Carpenter, to focus on the instructional and cultural leadership of the school. The Principal's responsibilities include student academic success, building school community and culture, building community partnerships, providing teacher mentoring and coaching, conducting staff evaluations, and facilitating parent relations. The Vice Principal, Phil Diplock, will also focus on the above responsibilities and will also be responsible for transportation, building maintenance, and food services.

Elevate Academy Inc. uses key elements in our approach to ensure a clear and healthy relationship between the central team and Elevate Academy Nampa administration. Elevate Academy Nampa LLC, building leadership will have significant autonomy around how they customize our Core Tenets to their context. The CEO holds school leaders accountable, ensures each school is faithful to our Core Tenets, requires standardized operational practices in critical areas, and provides support for many back

office functions. Elevate Academy Inc. Board of Directors have approved the “RAPID” framework and Elevate Inc. Network organizational chart that describes organizational structure and decision-rights in detail to ensure alignment and clarity among our team.

Section 2: Elevate Academy will be led by veteran administrators Jewels Carpenter and Phil Diplock they and will report to the Elevate Academy Network CEO. Jewels and Phil both started in industry prior to entering the field of education. Jewels was a nationally certified Athletic Trainer for five years. Phil spent ten years with the Los Angeles County Sheriff’s Department as a Deputy. Working in industry and education has given them a healthy perspective on how the integration of these two career fields can be vital for their students both during school and beyond. Jewels and Phil worked together for over 6 years as Vice Principals at Columbia High School in Nampa. This time spent working together allowed for many collaborations with teachers, students, families, industry, and community. Phil and Jewels trust each other explicitly and knowing they have the same goals and vision for their school builds a strong team that is dedicated to the students and families of Nampa.

Phil Diplock entered education in the Nampa School District in 2003. Prior to that he served as a Los Angeles County Sheriff’s Deputy for ten years where he worked patrol and had many interactions with “at-risk” students and their families. During the past 18 years in education he has worked in School Safety, taught Law Enforcement courses, was Dean of Students, and the past seven years he was an administrator. Phil worked with all students on behavioral or discipline issues at Columbia High School. He also oversaw the Response to Intervention Teams and worked closely with teachers to assist students who were struggling with academic and behavioral issues. He also built

relationships and connections with local law enforcement, juvenile probation, and industry partners that will be major support systems in moving forward with Elevate. Phil has a strong passion to help students who have not been successful in their education to this point and give them hope, ownership, and something to strive for.

Jewels Carpenter has been an educator for over 21 years. She taught multiple Health Professions courses in the Nampa School District. In this role she was also the Department Lead for the Health Professions Academy and managed budgets and ordering for 4 programs. After 7 years in the classroom she was hired as the Health Professions Program Manager for the Idaho Division of Career and Technical Education. As the Program Manager Jewels oversaw the Health Professions (HP) programs for the 6 Technical Colleges and all of the high school HP programs in the State. After 2 years at the state level and completing her Masters degree in Educational Leadership and receiving her CTE Administrator endorsement, she came back to Nampa as the Vice Principal at Columbia High School for 6 years. As the VP she oversaw Special Education, the master schedule, senior projects, and observed and evaluated 30 teachers and classified staff per year. Prior to becoming a BLUUM Fellow, Jewels was the Director of Career & Technical Education for the Nampa School District for 5 years. In this position she supported 28 CTE programs, at 4 high schools, with 45 teachers and a budget of approximately 2 million dollars. Her diverse educational experiences have helped her problem solve challenges in education and provide more opportunities for the students of Nampa. Jewels and her family have been members of the community of Nampa for over 20 years and her passion for the people of the city have brought her to this new adventure.