

Executive Summary

The population of the greater Idaho Falls area has increased nearly 20% in the last ten years according to the United States Census Bureau, making it one of the fastest growing areas in the nation. Unfortunately, the graduation rate for schools in the Idaho Falls area has been hovering around 80%, meaning nearly 1 in every 5 young people is not graduating with a high school diploma. It is estimated there are close to 30,000 students within 5 miles of Idaho Falls, and it is staggering to think 20% of these students are at-risk of not graduating from high school. While the at-risk student population is growing, so is the need for skilled workers to support the rapid growth of the area. Careers in construction, manufacturing, mechanics, hospitality, medical support, and many other pathways are in hot demand as Idaho Falls expands.

Elevate Academy East Idaho (EAEI) is an innovative secondary school that is designed to help the community of Idaho Falls with both problems by creating a unique learning environment for 488 at-risk students specifically designed to prepare students for the skilled trade career opportunities available. EAEI is focused on preparing students to be “Next Step Ready” by focusing on what happens immediately following graduation day. All EAEI students will have the technical skills and a plan to be successful in the future. EAEI will use a project-based, mastery learning approach to fully integrate all core standards into 8 different Career Technical Education (CTE) pathways unique to the needs of Idaho Falls. In this learning model, students will own their education and always know the “why” behind what they are learning. EAEI is a win-win situation for at-risk students as well as Southeast Idaho’s workforce and economy.

Part II:

A. Grant Project Goals

EAEI Mission: Elevate Academy East Idaho, referred to as EAEI in this narrative, is a grades 6-12 charter school committed to serving at-risk students. Through purposeful instruction students 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.

EAEI Vision: Community focused, relevant, personalized education for all.

Grant Project Goal #1: Create 488 new seats for 6-12 grade students in the Idaho Falls/Ammon area that qualify as at-risk. At full capacity in August of 2026, Elevate Academy will have the capacity to serve 488 at-risk students, including 312 at-risk high school students. Students will have access to eight different Career and Technical Education programs connected to community partners and employment opportunity and each graduate of Elevate Academy will have industry certifications in two different CTE pathways.

Grant Project Goal #2: 100% of Elevate Academy students will have the opportunity to explore 8 different Career Technical Education (CTE) tracks, gaining the technical skills specific to the career opportunities of Southeast Idaho. Elevate Academy's academic model is built around the trades unique to the local community. Seeking to hire the best teachers with industry experience, Elevate Academy's CTE programs will prepare students for the careers that are in the most demand by introducing students to the technical skills needed to be successful as early as grade 6.

Grant Project Goal #3: Elevate Academy will ensure that our students are prepared to meet, exceed, or make significant growth towards reaching Idaho's required performance criteria on statewide tests in language arts and mathematics through the integration of the state Career and Technical Education (CTE) standards with state core academic standards and real-world application of these skills. Using a project-based learning model, Elevate Academy will integrate core standards into authentic projects based around CTE programs. Students will find relevance and meaning through engaging opportunities in the classroom where the "why" behind learning will be naturally apparent.

Grant Project Goal #4: 100% of High School students at Elevate Academy will complete industry recognized certifications in at least one of eight CTE programs prior to graduation, 75% of high school students will complete recognized certifications in two CTE programs prior to graduating.

Elevate Academy requires all graduates to be "Next Step Ready" prior to graduating. Part of being "Next Step Ready" means having a certification in a skilled trade area that will create the opportunity for immediately beginning a career or continuing in post-secondary education.

Grant Project Goal #5: Students of Elevate Academy will serve 100% at-risk students (within 5% demographic). 100% of Elevate Academy students will qualify as at-risk through the State of Idaho's requirements. An intake meeting takes place with the student, parent(s), and administrator to document the student as at-risk under the current Idaho state requirements (listed below):

An at-risk youth is any secondary student grade sixth through twelve (6-12), who meets any three (3) of the following criteria, Subsections (a) through (g), or any one of criteria in Subsections (h) through (n). Circle or check the appropriate items.

- a. Has repeated at least one grade.
- b. Has absenteeism that is greater than ten percent during the preceding semester.
- c. Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.
- d. Has failed one or more academic subjects in the past year.
- e. Is below proficient, based on local criteria or standardized test, or both
- f. Is two or more semester credits per year behind the rate required to graduate or for grade promotion.
- g. Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment.
- h. Has a documented or pattern of substance abuse behavior.
- i. Is pregnant or a parent.
- j. Is an emancipated or unaccompanied youth.
- k. Is a previous dropout.
- l. Has serious personal, emotional, or medical issue(s).
- m. Has a court or agency referral.
- n. Demonstrates behavior that is detrimental to their academic progress

B. Educational Philosophy, Instructional Practices, and Curriculum - Sections 1, 2, and 3

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

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

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

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

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

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

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

EAEI 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 provides a direction and sense of purpose for their future.

At-risk students are generally lacking the dispositional skills necessary for making good life choices. This makes it difficult for them to advocate for themselves and their future. At-risk students traditionally have reached a point in their academic careers where they chose to close the door to their own opportunities and successes. Once a student chooses this path, they are no longer on a trajectory to becoming a contributing member of their community. Once a student becomes a dropout, odds are they will become a burden to themselves and to the larger society. According to "Brilliant or Insane" publisher Mark Barnes, school dropouts cost the national economy more than \$150 billion annually, and they qualify for fewer than 10% of all jobs (Barnes, 2015).

EAEI believes that the more students can engage in school and activities that inspire them, the more likely they are to develop good habits and dispositions that will lead to success in the workforce as well as keep students structured and on a path towards success. Because of this, EAEI has developed a year-round calendar that utilizes summer school finances from the Idaho State Department of Education allowing students more time for skill development, personal development, and less time to engage in activities that are not positive to their development.

Knowing there is a deficit of skilled workers in Bonneville County, the high costs to society of school dropouts, and the need for hope in the lives of students who are not finding success in

school, EAEI believes there are ways to help students see their value and to become lifelong learners. We know how to provide these young people with the opportunity to train academically and technically and to help them develop the skills and dispositions necessary to become contributing members of their communities. For too many, second chances are hard to come by and if you make mistakes as a young person getting back on track is overwhelming. EAEI believes that past circumstances and mistakes should not narrow the opportunity of youth to engage in a meaningful education once they make the conscious decision to Elevate.

Disengaged students show a dislike for school at a young age. They find it boring and not relevant to their needs. They display low achievement, poor grades, and academic failure. Young students experiencing these factors in turn engage in behaviors that increase the likelihood of becoming a drop-out. They face academic suspensions for behavioral problems, chronic absenteeism, and an overall disengagement with school. This disengagement comes at a time when a student has lost faith and trust in the adults in his or her life. We commonly see this occur in the middle school grades. As a sixth-grade student the indicators of becoming a high-school dropout are clear to thoughtful observers. According to the US Department of Education, the following indicators in the sixth grade are indicative of a lower graduation rate: failing mathematics, failing English, attending grade six less than 80% of the minimum required time and receiving a poor final behavior grade in a course (Education, 2011).

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

Elevate teachers collaborate as grade level teams to integrate core standards into relevant and authentic CTE projects. Using project-based learning, teacher teams plan either 5-week projects (grades 6-8) or 10-week projects (grades 9-12) that include state standards in all core subjects as well as CTE subjects. An example of how this might look at the 9th grade level with 2 different trades (ag mechanics and culinary arts) is listed below. This diagram highlights the ELA standards that will be addressed in a 10-week block along with the CTE standards throughout the project. This same project would have other core subject (Math, Science, and Social Studies) standards mapped out for 10 weeks as well.


Sample	CTE Integration	Big	ELA Standards	Aligned Trade Standards
Ag Mechanics	Description of processes within the shop	Informative writing on a process	W.9-10.2 SL.9-10.4 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 L.9-10.4	3.1.1 Demonstrate proper safety practices working with metal technology. 3.2.2 Properly cut threads with a tap and die. 3.2.4 Properly thread steel pipe.
Culinary	Nutrition	Choice of writing styles/ Fallacies/ Research Fad Diets	W.9-10.4 W.9-10.7 W.9-10.8 W.9-10.9 SL.9-10.2 SL.9-10.3 RI.9-10.8	4.1.1 Interpret and incorporate basic nutrition knowledge to menu planning and modification. 4.1.2 Explain special dietary needs and available modifications. 4.2.1 Differentiate menu types 4.4.4 Plan a menu for a given scenario.

Once a project has been planned and standards have been mapped out for each of the core subjects, students tackle each standard through a mastery-based “Learning Hook” that creates a pathway for students to follow to mastery. The Elevate Academy Learning Hook is an academic and psychological framework that enhances the engagement and guides the at-risk student to understanding and owning their academic pathway. The graphic below is a sample learning hook for the CTE program construction standards that identify shop terms, as well as a core ELA standard (9-10.4). Students in this example would work through this learning hook by identifying and learning the key vocabulary related to the construction shop. Mastery would be assessed when the students can reach the “explain” level of the hook. However, the “apply” level is the goal for all students and projects are designed to culminate at the apply level where students can show their learning through an authentic product.

10th - Shop Terms

The Why: Using the correct terminology in the shop ensures that you will use the right equipment, materials and supplies.

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context as a clue to the meaning of a word or phrase. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase.



Apply: Verify the inferred meaning of an unknown word, its part of speech, and/or its etymology by consulting general and specialized reference materials.

Explain: Infer the definitions of the unknown word. Use patterns of word changes to determine and explain a words meaning or part of speech.

Do: Infer the meaning of unknown words using context clues. Recognize common affixes and roots and break down unknown words into known pieces.

Define: Define determine, clarify, multiple-meaning content, strategies, context, affix, root, etymology, consult, general, specialized, dictionary, glossary, thesaurus, and pronunciation.

Elevate Academy-East Idaho has the advantage of being the fourth Elevate Academy model in the state of Idaho. With similar schools in Caldwell, Nampa, and Post Falls, Elevate Academy-East Idaho will be able to collaborate and share access to previous projects, learning hooks, and

curricular integrations that have had proven success. In May of 2022, Elevate Academy-Caldwell held its first graduation, graduating 79 of 80 seniors for an astounding 98.75% graduation rate. The one student that did not earn a diploma was still celebrated as “Next Step Ready” by obtaining full time employment as a welder for a local metalworking company. All 80 seniors were “Next Step Ready” with either a job secured in a skilled trade area or had acceptance into some sort of post-secondary education program. The state graduation rate has been hovering around 80% since 2019 and the alternative high school graduation rate is even lower. Elevate Academy’s creative integration of core classes with CTE subjects along with an engaging mastery-based learning style is a game-changer for at-risk students.

Sections 4 and 5

Using technology to engage and inspire students is the mission of Elevate Academy’s technology plan. The school will have 1-to-1 student Google Chromebook devices that will be “checked out” to students each day in their homeroom class. Chromebooks will be used due to their ability to quickly connect to Google Education Suite, where students will have access to email, documents, presentations, and the school’s Learning Management System (LMS) LiFT. LiFT is a cloud based LMS built for Mastery Learning and customized for the Elevate Academy Network. It is designed to track student mastery by standard using a scaffolded approach based on the Learning Hook. All curriculum is designed by teachers through an integrated, project-based program built from state standards cross walked between Career Technical Education and core subjects. Through LiFT students can quickly and easily track mastery progress in an easy to read, visual model. Chromebook devices are also adaptable to various assessment tools such as state assessments and the STAR assessment tool.

In addition to individual student devices, Elevate Academy will integrate technology into the lives of students through various CTE programs. Partnering with local industries aligned to the CTE programs, EAEI will ensure that each program is using technology relevant to current industry needs. Administrator Logan Waetje has been connecting with industry leaders in construction, agriculture, welding/fabrication, culinary arts, medical arts, and other industries to build supply lists for each CTE program. In many local industries, partnerships have been forming and many businesses have offered both equipment like welders, table saws, desktop mills, medical supplies, along with financial support for Elevate Academy’s CTE programs. Industry technology will create engaging opportunities in the classroom while also giving students hands-on technical skills that will lead to career opportunities in skilled trades.

Per ESEA 4310 Elevate Academy-East Idaho has a focus on helping all students be “Next Step Ready” for life after graduating from high school. Whether it is entering the workforce in a skilled trade, attending post-secondary education, or entering a branch of the military, our students will have the knowledge and skills to be successful in their own pathways. All students will begin their school days in a homeroom with time dedicated to becoming “Next Step Ready” through a curriculum that focuses on positive behaviors.

C. Teaching and Learning - Section 1

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

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

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

Over the past two years Elevate Academy Inc. had engaged with the LiFT LMS to build a proprietary system that meets the standards of SOLO taxonomy and the learning hook. The addition of this platform will give staff and students a quick start to the school year, access to curriculum and direct connection to the academic model.

The first phase of learning is to get a clear understanding and knowledge of the academic and subject language that is being used within the standards. This is referred to as the *Define/Identify*

phase of learning. Students in this phase will know success when they can clearly make sense of words that are important to deeper learning as they progress through the stages of learning.

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

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

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

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

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

When students enter school with a fixed mindset, they are firm in their belief that intelligence is static and that they do not have any control over it. Students believe that people were either born to be smart, or they were born to be dumb. To not appear “stupid” in front of their peers’ students will

behave in a disengaging manner. It is much easier for students to disrupt class, quit and rush through work than it is to simply ask for help. With the intentional teaching of the concept of cognitive conflict students begin to embrace the struggle of learning. Students are taught how dendrites form, and that the act of learning new material causes your brain to change and adapt. Understanding that this is a difficult process, helps students towards embracing a growth mindset and embracing the struggle that we call cognitive conflict.

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

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

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

Three main focuses of education must include literacy, mathematics, and workforce readiness. When interviewing business leaders, the main question asked was ‘what do you need employees to know to be successful in your environment?’. The common themes included reading/comprehending, communicating, ability to learn and adapt, teamwork, and work ethic. Along with understanding mathematics and problem solving, as these are involved in everyday technical skilled positions, along with the willingness to take instruction, be punctual, and reliable.

Literacy: EAEI will focus heavily on informational and technical literacy. Students will focus on technical reading and writing as it pertains to the workforce and industry needs. In the article *CTE'S Role in Adolescent Literacy*, Author Alisha Hyslop states “research has shown that one

of the best ways to help students gain literacy skills is to motivate them with content related to their interests.” (Hyslop, 2010) As students work through the integrated curricular approach, which is based on industry standards, student work will align with their interests and future goals.

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

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

Mathematics: Career Technical Education (CTE) courses rely heavily on mathematics. EAEI’s system integrates industry requirements and standards into all their CTE programs. Students will learn mathematics in the CTE labs, as well as in the classroom. Teachers from industry and academics work together to create meaningful learning experiences that directly tie industry needs in mathematics to classroom experiences and lessons. Teachers have access to best practice research for Math and CTE. The Math in the CTE Pedagogic Framework will be a guide to ensuring that students have the scaffolded learning experience that aligns with the Elevate Academy’s Learning Hook developed for our at-risk youth. Students will meet the Idaho Content Standards 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.

Workforce Readiness: The culture of EAEI and the expectations in academic areas and in the classroom, will be aligned to Idaho State Board of Education and Idaho Career & Technical Education Workplace Skills for Career Readiness Standards (2016). Administrator Logan Waetje found some resounding themes among East Idaho employers: many young people don’t take initiative to learn, problem solve, or adapt, and many don’t have work ethic. Examples shared

include not showing up on time to work, lack of teamwork or engagement in quality work, and not being accountable to their employer. It is the goal of EAEI to instill in each student the importance of being a good employee and to ensure that all students are competent in employability skills. All students enrolled at Elevate Academy will be expected to maintain behaviors that agree with the workforce readiness skills. Skills that will be emphasized will include, attendance and punctuality, people skills, collaboration, and communication.

EAEI will operate on four days a week schedule for all students, with the fifth day designed for students that need to reach their weekly academic goals, receive academic interventions and/or work on interest-based Career Technical projects. EAEI will be open with breakfast, lunch and bussing available for students five days a week. The benefits of the four-day schedule with the fifth day being designed for other opportunities, allows time for teachers and students to participate in the following activities on Friday: small group interventions for struggling students or extended Career Technical Education time for students to master their craft. Fridays will also be used for the integration of special programs for students through local partnerships. Examples of these opportunities could include driver's training, swimming lessons at community pools, hunter's safety, and CTE site visits. As students move into their junior and senior year of high school, Fridays will also be invaluable for internship and apprenticeship opportunities. This will allow students to work alongside industry professionals outside of the school.

For the integration of EAEI's curriculum mapping with the Elevate Academy's Learning Hook, EAEI's administrator, along with others on the Elevate Academy Network team conducted action research and has cross walked Idaho Content Standards, CTE standards, Workforce Readiness Standards, and Deep Learning Competencies focus for every unit. Digital Content, created in partnership with Elevate Academy Caldwell, stored in Elevate Academy's customized Learning Management System will be available for EAEI's teachers to personalize for students upon readiness and need. To ensure growth and progress, each student will have a digital portfolio that provides transparency of progress and mastery of each essential anchor standard. As students' progress into specialized areas in their high school years, the academics will continue to be integrated into their studies with the needed alignment to all Idaho high school graduation requirements.

D. Student Academic Achievement Standards - Sections 1 and 2

EAEI intends to measure the most important elements of our program with the intent of showing that students, when given the right environment and meaningful instruction, are successful. Academically, EAEI believes that students must be assessed on a regular basis, however the assessments must be quick and used to inform their day-to-day instruction. EAEI will utilize

Renaissance Learning Star Math and Reading assessments as a benchmark measure for all students. Students will meet and exceed typical growth goals for at-risk youth. Data from STAR and ISAT testing will be reviewed regularly by administrators and teachers both within the school and within the network of schools. EAEI will rely on collaboration with three other campuses in the State and create regular opportunities to set benchmark goals and analyze network data to help make policy and management decisions. Upon opening EAEI there will be 5 years of network data available to administrators and teachers which will allow us to set goals more quickly, and to have a larger pool of at-risk data. Due to the at-risk specific nature of this research, using STAR data is in the best interest of alternative school students to have measures to compare themselves with on a national level. In the first year of operation Elevate Academy in Caldwell outpaced at-risk schools' growth data when compared to national growth averages. Additionally, EAEI will measure teacher and student satisfaction, graduation rates and certification passage rates, credit completion, and moving students to being on track to graduate.

EAEI will have the advantage of having access to a combined 9 years of data from 3 different campuses built on the same beliefs and foundation. Administration will design teacher trainings and set learning goals based on data accumulated by other campuses. Formative, interim, and summative assessment data will be available to be accessed and analyzed by staff at EAEI along with projects and assessments used by core and CTE teachers conveniently archived in the LiFT LMS. EAEI will use the unique skills of its teachers and administrators to continue developing and adding engaging activities, formative assessments, and intervention strategies that can be shared across the network. Regular collaboration among school staffs and administration will create a system for data analysis and reflection to inform the best possible instruction strategies are in place.

E. Student Demand and Community/Local Support - Sections 1 and 2

The arrival of EAEI is something the communities of Ammon and Idaho Falls are very excited about. The mayor of Idaho Falls had the chance to visit Elevate Academy in Caldwell in its second year and immediately fell in love with the idea and mission behind the school, vowing to do anything possible to help make EAEI a reality. In addition, the mayor of Ammon has met with founders and administrator Logan Waetje and offered support in any way to bring this school to the area. Along with local political support from the city offices, Elevate East Idaho has the support of all local state senators and all local representatives across the board, many of whom have visited other Elevate campuses and meet regularly with administrator Logan Waetje to provide feedback and support as this project moves forward.

One unique area of support that EAEI has in comparison to most new charter schools is the support of a local school district. EAEI is authorized by Bonneville County School District #93 (BSD93). Upon hearing about the arrival of Elevate Academy in East Idaho, BSD93 sent multiple teams of administrators from middle and high school levels to visit the campus of Elevate Academy-Caldwell. The teams of administrators believed Elevate was an excellent model, especially at the middle school level and gave a positive recommendation to the BSD93 board of directors for authorization. BSD93 leadership believes that based on the at-risk populations at each of their three middle schools, all the seats available at EAEI grades 6-8 will be filled soon after the enrollment window opens. Administrators at the three BSD93 middle schools estimate between the schools they will refer up to 90 students per grade level. In addition, BSD93 liked the idea of offering CTE programs to at-risk students, something they are unable to do through their current alternative high school. BSD93 currently has more than 13,000 students, while Idaho Falls School District #91 (IFSD91) has nearly 11,000 students. EAEI will be built near the border of the two districts and serve students from both school districts.

EAEI will begin with grades 6 through 10, then grow an additional grade each year until year 3, which will be grades 6 through 12 and include the first graduation. The breakdown of students per grade by year is listed below:

Grade Level	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27
6 th	44	44	44
7 th	66	66	66
8 th	66	66	66
9 th	78	78	78
10 th	78	78	78
11 th	x	78	78
12 th	x	x	78
Total	332	410	488

Elevate will serve 100% at-risk students as defined by the State of Idaho's at-risk checklist. Each student enrolled at Elevate will undergo an intake meeting that will include documenting specifically what factors make the student considered at-risk. Please see the attached demographic spreadsheet for an estimate on demographic information of future students. This data estimate is based on a combination of the current demographics of the local school districts, the alternative schools within each district, and existing Elevate Academy campuses.

Currently, Elevate Academy-Caldwell, Nampa, and Post Falls are at 100% enrollment and have maintained waiting lists with up to 50 students per grade depending on the location. It is

reasonable to assume EAEI will be able to operate at 100% enrollment and have similar waiting lists based on comparisons to the populations of Nampa and Caldwell to Idaho Falls/Ammon.

After breaking ground, Elevate East administrator Logan Waetje plans to hire an assistant administrator and bilingual office manager to start the process of recruiting students into the school. Recruiting will involve partnering with BSD93 leadership to identify students and families that would benefit from a transfer into Elevate Academy, along with walking through local neighborhoods knocking on doors and sharing the message of Elevate Academy with local families, and holding various community nights to educate, inform, and recruit students. In addition to assistance from BSD93 and an aggressive ‘foot’ campaign, Elevate East will use social media, radio, billboard, and television advertisements as budget allows. Already, EAEI has created a substantial interest through multiple local news agencies reporting on the school’s arrival. Administrator Logan Waetje has also been featured as a guest speaker at several local Chamber of Commerce events and other city functions, giving EAEI the chance to create a “buzz” among the local citizens.

EAEI has already begun a partnership with Community Youth in Action (CYA), an after-school program serving hundreds of at-risk students in the greater Idaho Falls area through after school programs and leadership training. The staff of CYA had the opportunity to visit Elevate Academy in Caldwell in the spring of 2022 and the leadership of CYA meets regularly with administrator Logan Waetje to plan future partnerships and collaboration. Elevate and CYA plan to work together to recruit students into EAEI. CYA has the space to hold community events and information nights while EAEI’s building is under construction. Once built, EAEI’s CTE programs and shop space offer a great setting for CYA students to come explore the trades and work on after school projects.

Local industry partnerships have also been formed to support both CTE programs and the success of students in general. Companies like Wheeler Electric, Bateman-Hall, Spudnik, Premier Technologies, American Fabrication, Quality Steel, and others have pledged support through letters and have even offered support through financial donations or CTE equipment donations. Also, companies like Austin Kade Academy, a post-secondary cosmetology and business school have offered support through offering free haircuts and hair and makeup workshops for students once a week when school begins. Local doctors and dentist offices, as well as numerous retired educators and political activists have pledged support in various forms. It is safe to say there is an overwhelming amount of support, in all forms, behind the start of EAEI.

Upon opening, EAEI will continue to cultivate these relationships and create even more relationships with the community. Volunteer opportunities for parents and other supporters of the

school will be made available and the school will use bussing, flexible scheduling, and Fridays to find other ways to create opportunities for our students to connect with the community and professionals in the area.

F. Effectively Serving All Students - Section 1

EAEI is an alternative school and will have 100% at-risk students. This means every student attending Elevate will qualify as at-risk based on state standards (see grant project goal #5 for qualifiers). As previously discussed, at-risk populations demand a high level of attention and planning to ensure the best chance of success. Creating high expectations for students is the first step in this process. Elevate has set the following student success metrics (see graphic below):

Measure	Goal
Credit completion rate	90% of credits attempted meet proficiency mark.
On track to graduate	80% of students not on track will be on track the following year.
Attendance Rate	90%
5 Year Graduation Cohort	80%
Industry certification	Exceed State passage rate in each area.
STAR Reading & Math	Each grade level will average a minimum of 1 year growth in Math and Reading.

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

To restore hope to a student we must intervene early and purposefully. The first step in intervention ensures that a student feels safe and has hope for a better future. We ignite hope in a student by establishing trust and educating the young person in the cognitive processes that are involved for them to move from a victim of their circumstance to a person that has the tools and resources to take responsibility for themselves and their future. While re-establishing the cognitive function of hope we can expose students to a rigorous curriculum that meets them where they are and connects them to where they should be. By using the strategies employed through the Hope Theory students will be guided to set goals. This creates agency pathways and thoughts to ensure success in their academics. Once students clearly understand agency and pathway thoughts, they will have increased their cognitive awareness of the effects of a growth mindset, and they are able to better understand the benefits of grit.

The next step in intervention includes increasing a student's awareness of their metacognitive makeup and introducing them to the strategies that meet the needs of their personal learning. One of the discrepancies that are often seen in at-risk students is their personal lack of understanding about how they learn. By intentionally teaching students metacognitive strategies and helping students employ these strategies students improve academically. Understanding this relationship allows us to understand that intentionally teaching meta-cognition will lead to real world changes in a student's equation.

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

Teachers and staff will be recruited from job experiences in working with at-risk youth and will receive ongoing training built around strategies in working with at-risk youth. A school that is designed for students to embrace the cycle of learning, embrace being in cognitive conflict, and embrace the challenges that they are met with daily is where learning best occurs. As educators, it is our duty to foster resilience and build the collective efficacy of each individual student by meeting them where they are and expecting them to reach new heights.

Section 2

EAEI recognizes the individual learning quest of each student and supports the rights of each student in his or her journey. EAEI will serve all students with different cognitive abilities. 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 EAEI or referred to surrounding schools due to unique needs. EAEI intends to hire a special education teacher dedicated to special education needs in its first year. EAEI will implement best practice, research-based special education curriculum, and instructional materials specific to each student's needs.

The Elevate Academy Inc. Board of Directors will annually adopt the Idaho Special Education Manual with all subsequent revisions. Special education policies and procedures will be developed and implemented in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA), other federal laws, and Idaho state laws. The Idaho Special Education manual

will also be used for identifying, evaluating, programming, developing Individual Education Plans (IEP), planning services, discipline, budgeting, and providing transportation for special needs students, as necessary.

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

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

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

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

Section 3

EAEI will run a full food service for our students in accordance with federal requirements, beginning the first year of operation. Healthy food service is critical to the physical and academic well-being of students. EAEI is committed to have a fully operational cafeteria that aligns with the National School Lunch Program. EAEI will be open with breakfast, lunch and bussing available for students five days a week. This includes working towards qualifying for the Community Eligibility Provision to provide free meals to 100% of EAEI's students.

Section 4

EAEI will offer transportation services for students from the initial opening of the school for students in the primary attendance area in accordance with Idaho code 33-1501-1514. Our priority is to ensure that a lack of transportation will not affect potential students for whom transportation may be a barrier for attendance. These services will be contracted out through a contractor. At the appropriate time, EAEI will follow the transportation bidding process as per Idaho Code.

EAEI intends to operate their own transportation service. If funding does not come available, EAEI will contract with local transportation services. To be eligible for transportation services, students must reside within EAEI's primary attendance area, and they must live more than one and one-half miles from the nearest established bus stop. In accordance with Idaho Code, students who live less than one and one-half miles from the nearest established bus stop must provide their own transportation to the bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and nearest public road to the nearest door of the building or the bus stop. EAEI may transport any student a lesser distance when in its judgment, the age, health, or safety of the student warrants it.

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

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

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

bidding process as per Idaho Code. Transportation for field trips, excursions, and extracurricular activities will be provided by the school.

G. Staffing and Professional Development Plan

Sections 1 and 2

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

EAEI staff will have professional development opportunities through the Elevate Academy Inc. that will provide resources, research-based practices, and strategies for all six core values of Beat the Odds for At-Risk Youth, Integrated Purpose Driven Curriculum, Career Technical Education Focus, Mastery-Based Personalized Education, Opportunity Driven Focus, and Community Driven Education. As part of Elevate Academy Inc., EAEI has access to collaborative and specialized support for all core value areas, for example Logan Waetje (EAEI) specializes in project-based learning, career technical education, and instructional technology. Matt Strong (Elevate Academy Network) and Tony Prka (Elevate Academy North) specialize in school culture, at-risk youth, and restorative practices. Marita Diffenbaugh (Elevate Academy North) specializes in mastery learning and instructional technology. Elevate Academy Inc. also has an Academic Liaison, Tegan Byerly, as a think-partner for EAEI. The Academic Liaison supports with professional development planning and action research happening between the Elevate Academy Schools to ensure that all professional learning is based on evidence of success. Deep Learning pedagogy and competencies (character, citizenship, collaboration, critical thinking, communication, creativity) will be incorporated into our daily work with our teachers integrating these into the culture of our building and our expectations for students.

As an Elevate Academy Inc. school, EAEI has access to Elevate Academy's proprietary Learning Management System, LiFT. All staff will be trained on the use and benefits of our students' learning platform to ensure that all students are provided transparency, feedback, and support to help them in reaching their learning goals. For example, teachers will integrate Elevate Academy Learning Hooks (SOLO Taxonomy/Hattie's Visible Learning) into the platform to provide scaffolding and learning opportunities throughout all four levels of the learning process (Define,

Do/Create, Communicate, Apply). Teachers will support students in creating learning plans and curating evidence of their learning, through rubrics, checklists, and portfolios. Elevate Academy's Learning Management System will store Elevate Academy Inc.'s Integrated Purpose Driven Curriculum, a 6th through 12th grade learning progression of knowledge and skills that provides teachers with a guide to allow students to learn and move at their optimal pace. EAEI teachers will work in Professional Learning Communities with their teams and Elevate Academy Inc. to develop competency benchmarks that demonstrate mastery for essential anchor standards in each curricula area. This continuous study will be built on the Action Research (2019-2020) that Elevate Academy Caldwell conducted through their collaboration with the Idaho Mastery Education Network, hosted by the Idaho State Department of Education.

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

EAEI is prepared to implement training and coaching in pedagogy and best practices as it relates to classroom management, formative assessment, and effective efficient planning to maximize student's potential. On a reciprocal note, traditionally trained teachers need additional training in the needs of industry and the application of content to industry standards. This work will be an ongoing process at EAEI to ensure we maintain a culture of collaboration and high expectations that emphasize all staff working together for the betterment of all students. CTE teachers will also participate in training offered by the state and work with the technical advisory committee to ensure they are remaining current on industry practices.

To ensure that EAEI is ready for full academic operation upon opening in August of 2024, lead teachers will be hired early and receive training on the mission, vision, and academic components. Lead teachers at each grade level will be responsible, with help from the school administration to train teachers and continue the development of Elevate Academy's Integrated Purpose Driven Curriculum throughout the school year. EAEI's core values professional development will be featured not only during the onboarding process for teachers, but as a reflection to review each year. This work ensures that teachers are providing transparency, feedback, and support needed to help each student learn at their optimal pace. EAEI's mission includes the

expectation that students will take ownership of their educational journey; therefore, transparency and two-way communication is vital.

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

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

EAEI has purchased property previously owned by Bonneville County School District #93 located near the intersection of Lincoln and Ammon Roads, in Idaho Falls, Idaho. This property is 7.11 acres and directly adjacent to Lincoln Alternative High School, BSD93's only alternative school. Elevate East's building will be designed almost entirely identical to the previously built school in Nampa, Idaho. Following a similar layout and design saves a significant amount of time and money. Slight modifications will be made to the CTE Shop building including larger exterior doors, and a redesigned classroom layout on the west side of the building to accommodate several different CTE programs unique to East Idaho.

The address of EAEI is ideal as it is central to the population of BSD93 and less than a mile from the boundary line with IFSD91, making it feasible to run bussing routes in each district. The location is also within walking distance of several neighborhoods. The property is currently a vacant lot overrun with weeds and is not being used at all. When complete, EAEI will not only have a beautiful new campus, but also roughly 1.5 acres of green space, and a walking path that will be used not only by students but also members of the community. Elevate East is very excited to be able to turn this vacant, messy lot into something that looks nice and is useful in many ways.

The property purchased for EAEI was well below the price for other potential build sites and a great value during this tumultuous time for commercial property. Low-cost property combined with minimizing design changes from previous buildings are two ways this project has stayed on budget. In addition to these savings, EAEI also has multiple industry partners interested in stepping up to help with equipment donations and financial assistance.

Section 3 - See budget narrative.

I. Board Capacity and Governance Structure - Section 1

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

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

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.

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

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

Section 3

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

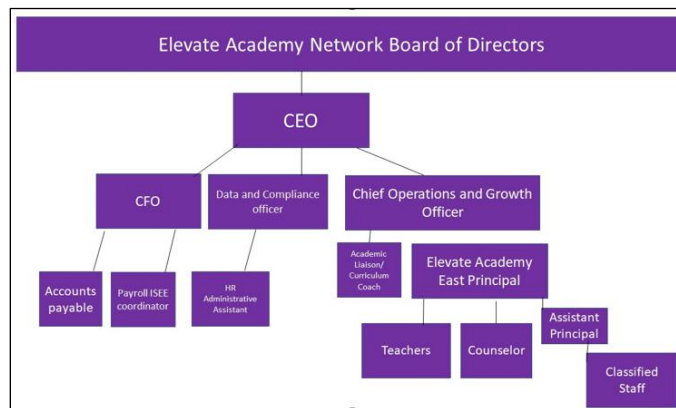
EAEI will have a local advisory board, the local advisory board will act as an incubator for governing board members. Securing adequate and appropriate Board Member leadership and training available through the Idaho School Boards Association or its equivalent including but not limited to training on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

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

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

J. School Leadership and Management - Section 1

The organization chart below demonstrates the reporting and interaction structure for EAEI. Growth within the Elevate Network of schools has created the need for increased support at the Charter Management Organization level. New positions have recently been created to assist with the growth of Elevate Academy and this structure will continue to be analyzed and modified as needed to provide support to each school in the network.



The Building Principal for EAEI works under the direction of the CEO.

Responsibilities for the Building Principal include but are not limited to:

- Parent and public relations
- Building wide community and culture
- Student supervision
- Staff evaluation
- Participate in curriculum development
- Academic scheduling
- Local community relations and programming
- Career Technical Education Programming
- Advisory Board relations
- Conduct all staff evaluations
- Hire all staff
- Provide teacher mentoring and coaching
- Resolve personnel issues
- Student Enrollment Records
- Attendance
- Student Data collection
- Develops reports to the Board of Directors with CEO
- Processes and Procedures to ensure no commingling of funds between Elevate Academy Inc. network schools.

The building principal will be evaluated by the CEO based on performing the listed duties above.

EAEI has the advantage of various levels of support from network level staff. Assistance with CTE programming, academic coaching, finance, operations, and other school support is readily available and will be utilized throughout the school year. EAEI is the fourth school in the network of schools and will be able to anticipate the challenges of beginning anew due to previous experiences in other network schools.

Section 2

EAEI's principal is Logan Waetje, an experienced school leader and native of Idaho Falls. Logan Waetje came into education after working in industry as a marketing manager for a minor league baseball team in Appleton, Wisconsin and as a regional sales representative for Herff Jones, a scholastic products provider. Logan began teaching CTE classes as a business and marketing teacher at Nampa Senior High School in Nampa, Idaho and was able to inspire and prepare students for careers in the business and marketing world. After teaching in Nampa, Logan moved to Idaho Falls to help launch American Heritage Charter School in Idaho Falls, Idaho. At American Heritage Charter School Logan learned the ins and outs of starting a charter school and acted as a lead teacher, technology director, and filled in as interim principal during a leadership change. During his time at American Heritage, the school expanded from K-8 to a K-12 school and Logan was able to actively participate in accreditation, as well as facilitating and assisting with the campus expanding through the

construction of a second building. An opportunity to teach at a New Tech Network Project-Based Learning (PBL) high school, Compass Academy, led Logan to his job as a teacher with Compass Academy. As a teacher at Compass Academy, Logan was a member of the school's guiding coalition and became an expert level PBL facilitator as well as instructional technology coach. Logan moved from teacher to an assistant principal/dean of students role after two years of teaching at Compass Academy. In his building leadership position Logan was active in recruiting students and teachers to Compass Academy and helping to develop Compass into one of the highest-performing high schools in the state. During the beginning of the Covid 19 pandemic, Logan left his role at Compass Academy to begin IFSD 91's first online school for students interested in working from a virtual environment. As principal of D91 Online Academy, Logan designed the online program for grades K-12 and managed all teachers, students, staff, and academic details. Following the successful launch of D91 Online Academy Logan was hired as IFSD 91's Director of Digital Learning, facilitating all digital learning district-wide. As the Director of Digital Learning Logan facilitated professional development for all district K-12 staff in instructional technology, coordinated the district's adoption of Schoology as the district supported Learning Management System, and oversaw a staff of 6 technical coordinators responsible for managing and supporting all district-wide digital learning.

Logan's experience and history of success in each role gives EAEI a unique leader that is perfectly fitted to EAEI's focus on CTE, PBL, and serving middle and high school students. Logan has identified an assistant principal in the Idaho Falls area that has experience as a Special Education teacher, Academic Coach, and as the district's director of special programs. This person was chosen to complement the strengths of Logan and help EAEI anticipate the needs of the at-risk population they are serving. Logan and the new assistant principal have experience working together at the director level with IFSD 91 and have already begun to assemble key staff and teachers that are interested in helping to launch EAEI.