



IDAHO NOVUS CLASSICAL ACADEMY



CSP GRANT NARRATIVE

Executive Summary

Idaho Novus Classical Academy (INCA) is a planned public charter school authorized by the Idaho Public Charter School Commission and under development in rural Idaho. The school site is located on the eastern side of Highway 55, approximately 17-miles north of downtown Boise, on the outskirts of Eagle in Ada County. During its first year of operation, INCA will serve 378 students in grades K-6. One additional grade will be added each year until a comprehensive K-12 school with a student capacity of 702 is actualized following seven years of development. INCA is an American classical school characterized by an emphasis on virtuous living, traditional learning, and civic responsibility. Our objective is to partner with families as they strive to raise children with the breadth of knowledge and goodness of character to flourish and achieve happiness.

The school community will blend suburban and rural communities, including Eagle, Emmett, Horseshoe Bend, Montour, and Sweet. This constitutes a primary attendance zone that intersects with portions of three counties and four school districts. Eagle is a high growth suburban community north of Boise. Horseshoe Bend, Montour, and Sweet are small towns located on the northern periphery of the metropolitan area and are characterized by vast areas of open space dotted with farms and homesteads, with some dating as far back as the 1800s. Emmett is positioned to the west of these communities and is a small, steadily growing rural city with an agricultural economy enhanced by a stable service sector. This primary attendance area will enable INCA to serve a diverse, regionally representative student population. Inclusion of high growth areas will ensure long-term sustainability and expanded school choice in those communities, while simultaneously fueling the introduction of school choice for the first time to three out of five communities identified for primary attendance preference.

Part 2A: Grant Project Goals

INCA is requesting \$837,500.00 to pursue five ambitious goals related to the operation of our new charter school. The themes that unite these goals are access and outcomes. We want to offer families throughout the region a high quality, classical liberal arts and science school option and ensure their children can access it regardless of their socio-economic circumstances or geographic location. The goals, objectives, and measures are outlined in the table below

Goals, Objectives, and Measures

Number	Goal and Objective(s)	Measure(s)
1	INCA will create and fill 378 new, high quality (K-6) charter school seats in its first year of operation and expand to 702 available seats (K-12) by adding one grade per year thereafter. This includes offering a school of choice to parents for the very first time in the rural communities of Horseshoe Bend, Sweet, Montour, and eastern Emmett. The student population will reflect our commitment to serving all children.	<p>A: Enrollment data (presented graphically) will show that every available seat is filled.</p> <p>B: Demographic data (presented graphically) will show a regionally representative (within a 5% margin of the weighted average of sending school districts) student population with regard to race, socioeconomics, and special education status.</p>
2	INCA will provide busing and a federally compliant school lunch program to ensure that transportation and nutrition are not barriers to enrollment and retention for economically disadvantaged students.	<p>A: The number of economically disadvantaged students (operationally defined as Title I status) enrolled at INCA will meet or exceed the average of sending districts.</p> <p>B: 95% or more of economically disadvantaged students will re-enroll at INCA each year.</p>
3	INCA will offer a high-quality liberal arts and science academic program designed to train the minds of our students and prepare them to flourish as citizens. This program will produce excellent academic results and exceed Idaho's required performance criteria for achievement and growth outcomes in each subject at all grade levels (including 4 and 8).	<p>A: INCA will outscore the state average in ELA, mathematics, and science on the ISAT by 5% and scale up by an additional 5% every year thereafter (e.g., 10% in year two) until we approach full proficiency.</p> <p>B: INCA students will exceed the state ISAT growth average in ELA and mathematics each year.</p>
4	INCA will improve the hearts of our students through an approach to character development rooted in the classical virtues, including courage, courtesy, honesty, perseverance, self-	The annual family survey will ask parents and guardians to use a 5-point Likert scale to rate their agreement with the following statement: "The school cultivates a sound

	government, and service. Parents will be satisfied with the quality of the character education received by their children at INCA.	culture that fosters the virtues and builds good character.” INCA will achieve a 90% or higher positive rating on this prompt each year of operation.
5	INCA will provide a high-quality high school program beginning in the fourth year of operation. All high school students will develop and pursue a post-secondary transition plan aligned with their individual goals and objectives. INCA will invest resources to support the achievement of post-secondary transition goal(s) for all students, including advanced opportunities, apprenticeships, and internships.	<p>A: With staff and parent assistance, 100% of high school students will develop a post-secondary transition plan.</p> <p>B: Students in 12th grade will participate in an exit meeting to discuss the completion of their post-secondary transition plan. Outcomes of those meetings (displayed in a table) will show that 100% of graduating seniors achieved their post-secondary transition goal(s).</p>

Part 2B: Educational Philosophy, Instructional Practices, and Curriculum

The educational program which was selected for implementation is designed to meet the needs of all learners. Many contemporary educators possess a desire to educate the whole child. American classical education does exactly that. In addition to offering a robust, content-rich liberal arts and science scope and sequence of coursework, INCA will emphasize character development to provide students with a foundation for resilience and the fortitude necessary to work through life’s challenges. Our goal is not to simply teach children information, but to be the best partner that a parent could hope for in the cultivation of students who will mature into adults that lead successful and happy lives. The character development program supports these aims by focusing on the attributes of good citizenship that will serve to strengthen individuals, families, and communities. This includes an emphasis on six classical virtues: courage, courtesy, honesty, perseverance, self-government, and service. These virtues are the foundation of the school culture, inform our approach to behavior management, and are integrated into the curriculum across all subject areas.

INCA will be an American classical school that utilizes the scope and sequence developed by the Hillsdale College Office of K-12 Education as outlined in the *K-12 Program*

Guide v3.0. This includes a variety of different programs and curriculum maps that exceed the levels of rigor contained within the Idaho Content and Common Core Standards. There are many forms of classical education and for several generations these have been largely absent from the public-school environment, relegated to private schools of varying kinds. Currently, classical education is experiencing a renaissance and there is renewed interest from families throughout the United States and especially in Idaho. The problem is that if classical education remains a private school endeavor, only a small segment of society will be able to afford it and it will exist as an asset reserved for the elite. INCA is part of a burgeoning movement rooted in the belief that classical, whole person education is appropriate for everyone. This commitment is completely inseparable from the mission and vision of our school.

Mission and Vision

American classical education is a unique variant of classical education that was designed for implementation in public schools across the nation. Its purpose is encapsulated in INCA's mission statement, which is to "train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility." It is nonsectarian, nonpartisan, and entirely focused on training up a generation of citizens with the depth of knowledge and strength of character needed to preserve, protect, and improve their communities. The health of community life directly impacts the stability of the nation and so this is a civic vision focused on improving the individual for the benefit of all.

While students in any type of classical school will explore the history of Western civilization and its philosophical tradition, American classical education is set apart by its unique focus on the American civic tradition. This orientation is encapsulated in our vision statement, which is "to form future citizens who uphold the ideals of our country's founding and promote

the continuation of our American experiment – through a classical, great books curriculum designed to engage the student in the highest matters and the deepest questions of truth, justice, virtue, and beauty.” From the earliest grades onward, students at INCA will learn about both the triumphs and failures of their country and reflect on their responsibilities as citizens and inheritors of the American experiment. This honest, forthright, transparent, and comprehensive civics education is a unique aspect of American classical education that appeals to our families.

Educational Program

The educational program selected for INCA has been proven in diverse contexts throughout the United States and elsewhere in Idaho. It includes everything that you would expect at a school offering a broad, liberal arts and science education. Literacy and numeracy are taught with precision, but no more so than the sciences, history, fine arts, foreign languages, and physical education. Students receive an education that includes all these subjects as educating the whole child requires a robust and content-rich course of study. The educational program includes:

- Explicit phonics instruction using *Literacy Essentials* and a focus on language mastery including spelling, grammar (*Well-Ordered Language*), vocabulary (*Wordly Wise*), sentence diagramming, and writing (*Institute for Excellence in Writing*)
- Mathematics taught conceptually using *Singapore Math Dimensions* in cross-grade ability groups to facilitate targeted, differentiated instruction for all students
- Science and history courses informed by the *Core Knowledge Sequence* to inspire wonder and promote cultural literacy
- Spanish taught K-5 with Latin and Greek roots introduced in 4th and 5th grade, Latin (*Wheelock's*) required in 6th through 9th grade, and two additional years of a foreign

language at the advanced level in grades 10, 11, or 12 (contributing to language mastery)

- Text-centered, teacher-led instruction and discussions fostering pre-Socratic inquiry
- Purposeful use of technology to enhance but not supplant teacher-led instruction by aiding with text analysis, class discussions, demonstrations, and academic assessments.

This includes projectors in every classroom, iPads (with stands) for interactive mathematics instruction and text-centered lessons, and Chromebooks for testing.

- Visual and performing arts classes that emphasize theory, history, and performance
- Memory work, recitation, and public speaking cultivated through practice beginning with the earliest grades and culminating in the public defense of a senior thesis in grade 12
- A comprehensive K-12 civics program that ends with Moral and Political Philosophy (featuring authors such as Aristotle, Aldous Huxley, Immanuel Kant, C.S. Lewis, John Locke, George Orwell, Niccolo Machiavelli, Karl Marx, and Jean Jacques Rousseau) and American Government (which includes reading the Constitution of the United States, Madison's notes from the Constitutional Convention, and the Federalist Papers)

The entire scope of the educational program is outlined in the curriculum overview on page 9.

Evidence of Success

American classical education is designed to align with students' natural stages of development utilizing a cohesive K-12 curriculum with meticulous horizontal and vertical alignment. This has led to tremendous results in diverse community contexts throughout the country. There are currently 23 such schools open that serve students in a range of communities from the culturally and economically diverse city of Jacksonville, Florida to the predominantly Native American Gallup, New Mexico and everywhere in between. The parental demand for these schools is so high that eight more are scheduled to open in August of 2023. This demand is

fueled by a combination of high academic performance, a school culture of virtue and respect for all, and a unique educational offering that has no comparable competition in most markets.

Treasure Valley Classical Academy (TVCA) is our sister school in Payette County, Idaho. TVCA was recently recognized as the first fully certified Hillsdale K-12 school in the nation for its accomplishments, which means that it is an exemplar of the American classical education model. When we assess school quality, four areas we consider are: (a) student achievement, (b) teacher quality (c) student retention from year-to-year, and (d) teacher retention from year-to-year. TVCA is excelling in each of these areas. Consider the following evidence:

- 96.9% of students returned to TVCA this school year, including 96.3% of ninth graders (the first cohort); more than 250 students remain on the waitlist
- 94% of teachers employed by TVCA choose to return year after year
- 46% of TVCA teachers have advanced degrees, with 14% holding doctorates (and several more currently in the doctoral pipeline)
- 7th grade students at TVCA recently outperformed the state average on the ISAT in mathematics by 14% and English language arts by 18%
- 8th grade students at TVCA recently outperformed the state average on the ISAT in mathematics by 8% and English language arts by 20%
- TVCA was ranked #5 in the state for student engagement by the Idaho Department of Education last year
- TVCA serves a higher-than-average population of students with disabilities and consistently outperforms nearby school districts

These outcomes occurred in a rural, predominantly agricultural county an hour west of Boise.

We will work to meet or exceed TVCA's success on the other side of Idaho's Treasure Valley.

HILLSDALE COLLEGE

K-12 Curriculum Overview

An American Classical Education

	Grammar School (K-6)									Upper School (7-12)			
	ELEMENTARY SCHOOL K-6						MIDDLE SCHOOL 6TH-8TH GRADE			HIGH SCHOOL 9TH-12TH GRADE			
	Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
MATH	Singapore Math <i>Dimensions</i>								Algebra I	Geometry	Algebra II	Trigonometry/ Pre-Calculus	Calculus
SCIENCE	Life, Physical, & Earth Science							Intro to Life & Chemical Sciences	Conceptual Physics	Biology	Chemistry	Physics or Other Advanced Science	Astronomy or Other Advanced Science
LITERATURE	Classic Children's Literature, Sayings & Phrases, Poetry						Classic Literature & Poetry			Ancient Literature	Medieval & British Literature	American Literature	Modern Literature
HISTORY & CIVICS	American History & Geography, Memorization & Recitation of American Documents							America to 1877	America 1877–Present	Ancient World to 500	Europe 500–1815	America 1607–Present	Modern World 1815–Present
	World History & Geography						Economics				Moral & Political Philosophy	American Government	
							Intro to Moral & Political Philosophy						
READING, WRITING, & SPEAKING	Writing, Spelling, & Reading <i>Literacy Essentials: Phonics</i>			Grammar & Composition						Logic & Rhetoric	Elective		Senior Thesis
FOREIGN LANGUAGES	French, Spanish, or German				Greek & Latin Roots		Latin IA	Latin IB	Latin II	Latin III	Advanced Latin or Other Foreign Language Elective		
							<i>Wheelock's Latin</i>						
FINE ARTS	Fine Arts (Art & Music History, Art & Music Appreciation, Studio Art, Music Theory)									Physical Education, Fine Arts, or Other Electives			
PHYSICAL EDUCATION	Physical Education												

^a Newer schools may choose to offer composition instead of formal logic
^{a*} Recommended course of study

Updated 3-22

Part 2C: Teaching and Learning

The foundation of INCA is a high-quality liberal arts and science curriculum that has been proven nationally and is regularly updated on a triennial cycle in response to feedback from teachers, student outcomes, and advice from professors in their respective disciplines. The curriculum is designed to meet the needs of all learners and will be accompanied by a full range of academic services. These services will be provided through a Response to Intervention (RTI)/Multi-Tiered System of Supports (MTSS) framework built around core instruction (tier one), including targeted interventions (tier two), and intensive support (tier three) to effectively serve all students. The RTI/MTSS framework at INCA will be data-driven and informed by the Measure of Academic Progress (MAP), conducted three times per year. Additional information about our data-driven approach to academic support is available in Part 2D on page 12.

Literacy

The elementary literacy curriculum, *Literacy Essentials*, focuses on mastery of phonics through a process whereby students learn to write and spell while developing an understanding of English language rules. During the earliest years of instruction, students learn 72 phonograms and memorize the rules associated with their use. This process then flows into the development of reading fluency and comprehension as they progress through the grades. One of the strengths of *Literacy Essentials* is that it contains all the components of a reading intervention program, and these are deployed within the general education classroom for the benefit of all students. Moreover, *Literacy Essentials* utilizes Orton-Gillingham methodology, which includes a multi-sensory approach to phonics instruction. Orton-Gillingham methods were originally designed to serve students with dyslexia, but our experience shows that all students benefit from seeing, hearing, speaking, and writing as they learn to read.

Although every student will receive support through the robust scaffolding built into *Literacy Essentials*, INCA will hire a literacy specialist in year one to build and operate an elementary reading intervention program. Each elementary classroom will have the assistance of a literacy aide to provide targeted interventions under the supervision of the literacy specialist and classroom teacher. The purpose of this program is to ensure that every student receives the support necessary to progress toward language mastery.

Numeracy

Singapore Math Dimensions is a conceptual approach to teaching mathematics that includes a three-part cycle where students begin with concrete concepts, move on to pictorial representations, and then work through abstract problems only once they have developed the requisite knowledge for success. This cycle is embedded within each grade-level and across the curriculum as new concepts are introduced. There is a strong emphasis on use of manipulatives and hands-on learning in mathematics, especially in the earliest years where students focus on developing keen number sense (including an emphasis on number bonding, place values, and fractions). Later, students utilize pictorial strategies such as bar modelling to solve complicated problems visually. These strategies help students develop a deep, conceptual understanding of mathematics before they encounter challenging abstract concepts in algebra, geometry, and calculus. The heavy emphasis on concrete and pictorial approaches in Singapore Math reflects what a math intervention might look like in other school contexts. Additionally, grades 2-6 will share a common math period so that students can be taught in inter-grade and cross-grade ability-level groups as necessary. This means that all students will receive additional support or accelerate their learning as appropriate within and across school years.

Special Education

We recognize that some students will require intensive support beyond targeted academic interventions. To address those needs, INCA will operate a comprehensive special education department including a coordinator/director, teachers, paraprofessionals, and other contracted service providers based on student need. INCA will hire a special education coordinator who will begin working three months before the school officially opens (and after the enrollment lottery) to ensure that appropriate systems are in place and fully prepared to meet the individual needs of students with disabilities when they arrive on the first day of school.

Part 2D: Student Achievement Standards

To achieve our student achievement goals, academic progress will need to be monitored with regularity. This is a necessary component of an RTI/MTSS model because teachers and school leaders cannot engage in data-driven decision-making without current and reliable data to reflect on. INCA will utilize a tripartite data collection system including curriculum-based measures (CBMs), NWEA Measures of Academic Progress (MAP), and the Idaho Standards Achievement Test (ISAT).

CBMs occur regularly within the *Singapore Math Dimensions* and *Literacy Essentials* programs and provide teachers with frequent updates regarding student progress that they can use to tailor instruction to meet the needs of individual students between benchmarks. This constitutes an essential form of progress monitoring which all INCA elementary teachers will utilize to inform their instructional choices. This will occur individually throughout the year.

The NWEA MAP is scheduled three times per year, in the fall, winter, and spring. This provides periodic benchmark data regarding student achievement in relation to national norms, using the Rasch Unit Scale, or RIT score. While MAP provides data regarding individual remediation needs, one of its most underutilized features is the ability to track the growth of a

cohort over time. In that manner, MAP provides essential data to classroom teachers, but also to the process improvement team at the school where system-wide decisions can be made in response to multi-year trends. MAP data will be analyzed during grade-band meetings and by the school leadership team to inform academic support decisions and priorities for professional development. Parents will also be provided with MAP reports to ensure that they have the necessary information to be equal stakeholders in their child's academic progress.

The ISAT will be conducted during the required window each year and will be viewed as the summative assessment of academic progress at INCA. While CBMs and MAP provide us with data to monitor progress and benchmark (respectively), the ISAT is an accountability tool that provides the entire INCA community with an understanding of student, and consequently school, performance. That is why our academic goals are linked directly to the ISAT. Results from the ISAT will be discussed internally and shared publicly to maintain a focus on our school goals.

In the future, INCA will also adopt the Classical Learning Test (CLT). The CLT is a college entrance exam (comparable to the ACT or SAT) that is specifically aligned with the objectives of classical schools. However, since INCA is initially opening as a K-6 school, it will be several years until the CLT is implemented.

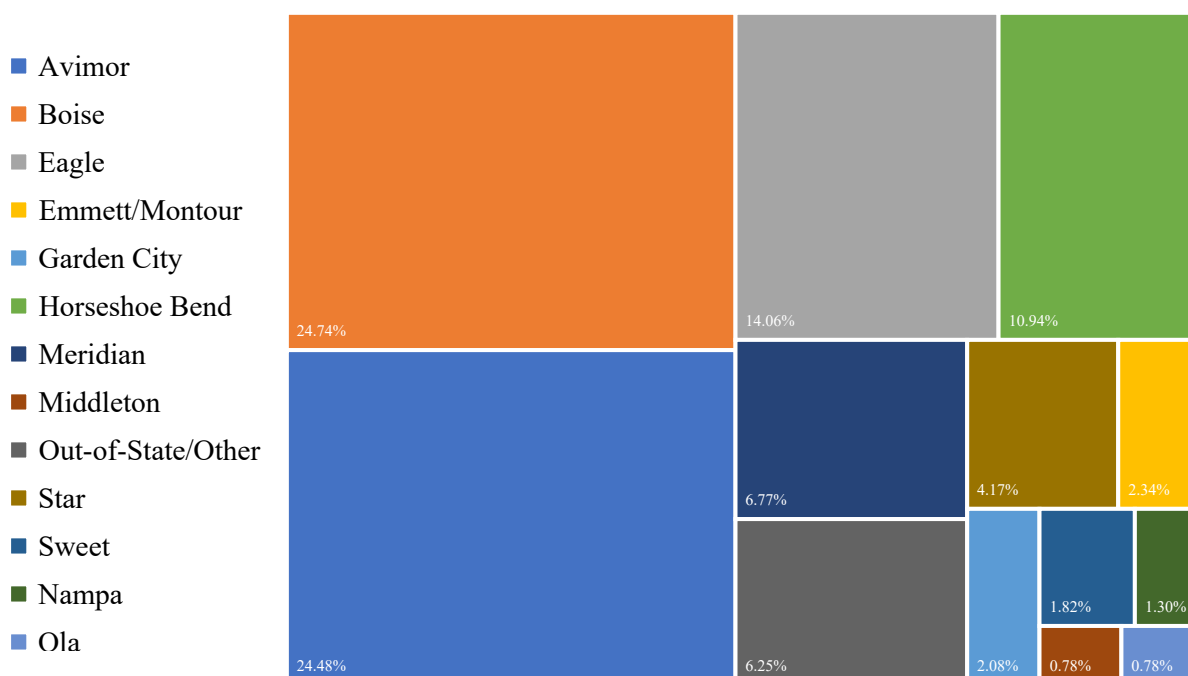
Part 2E: Student Demand and Community/Local Support

INCA is scheduled to open in 2024 and serve a primary attendance zone including one dense suburban community and several rural communities spread over a large geographic expanse of high desert in the foothills. While our school will bring together diverse communities, it is in a rural area and is considered a rural school. INCA will open with 54 students per grade (K-6) in its first year of operation and add a new kindergarten cohort of 54

each year until a maximum student population of 702 (K-12) is achieved in year seven.

Although INCA will not officially open for another 18 months, there are already 384 students on the intent-to-enroll list to fill a total of 378 open seats. The chart below shows our current intent-to-enroll data organized by community. There is significant demand within the primary attendance zone, but also throughout the region. We anticipate that these numbers will continue to grow as word spreads about INCA.

Distribution of Potential Students by Community



Community Outreach Strategies

The team at INCA has generated interest in American classical education utilizing a predominantly grassroots approach to marketing. We hosted nine public information sessions throughout our primary attendance zone over the past year. These have occurred in accessible locations such as community centers and event halls. To generate attendance at these sessions, we have paid for advertising space on Facebook to inform residents of the date, time, and

location of events in their communities. However, our experience has been that web-based advertising is less effective in rural communities. With the goal of facilitating maximum engagement and reaching all prospective families in our primary attendance zone, we conducted a large-scale mailing campaign in Emmett, Horseshoe Bend, Sweet, and Montour. The initial wave of mailers reached approximately 3,500 households and emphasized five points: (a) our educational model, (b) school location, (c) no cost to attend the school, (d) bus transportation provided, and (e) school lunch program including free or reduced meals for those that qualify. We followed up with an additional mailer to around 1,000 households in Horseshoe Bend, Sweet, and Montour inviting them to attend an information session in their community. These efforts have paid dividends as awareness of our school and educational model have increased significantly throughout the fall of 2022.

Another aspect of our grassroots approach to marketing has been participation in outdoor community festivals. INCA has had booths at three events so far and is working on an application for the Emmett Cherry Festival, which is a four-day extravaganza and the largest community event that occurs in rural Gem County, Idaho. Given the size and duration of that event, we expect to meet dozens of prospective families there.

Moving forward, our approach to marketing will continue to focus on face-to-face efforts that enable us to share information about the school, answer questions, and build relationships with future members of our school community. Currently, we have five information sessions already scheduled across January, February, and March. Our goal is to host two per month until the lottery is drawn. As with our previous events, we will advertise using ad buys on Facebook and direct mail as necessary. Lastly, we are developing a canvassing campaign for densely populated neighborhoods in Eagle and Emmett to implement when summer weather arrives.

Anticipated Student Demographics

The table below displays INCA's anticipated student demographics, based on assumptions outlined in the enrollment demographics worksheet which was provided as an attachment. These figures are a combined weighted average of the enrollment catchment.

Anticipated Student Demographics

White	Nat. Am.	Asian	Black	Hispanic	Nat. Haw./ Pac. Isl.	2 or More Races	Title I	SPED	EL
79.10%	0.53%	2.12%	1.85%	11.64%	0.26%	4.50%	23.02%	11.64%	3.97%

Parent and Student Engagement

INCA was initially conceptualized by a founding group of parents and community members. The seven founders and their families remain actively involved in the development of the school through collaborative work with the principal. Currently, they are working on community outreach efforts to generate support for INCA. Several of them are also involved in the uniform committee, which will determine the inaugural uniform and dress standards for the school. Once INCA officially opens, the founding group will serve as a blueprint for two different parent and community leadership groups, including the Parent Teacher Community Association (PTCA) and the Mission Support Team (MST). The PTCA will assist with events, outreach, fundraising, and other activities that contribute to the success of INCA. The MST will operate as a multi-constituent, inter-disciplinary process improvement team and include parents, teachers, community members, and school leaders as partners in continuous improvement. Through these venues, parents and families will have the option to be active participants and leaders in the school community.

As the school grows over time and upper school grades are added, a student council will be developed. The principal will work directly with this organization and members will advise school leadership on topics of concern and student government goals and priorities. This

opportunity for student leadership is a significant priority that aligns with the school's vision of forming future citizens by providing an early and meaningful opportunity for civic engagement in an institution that significantly impacts their lives.

Part 2F: Effectively Serving All Students

Our ambition to provide an American classical education to students throughout the northeastern region of the Treasure Valley in Idaho will require extensive resources and planning. Regardless, INCA is committed to providing a full range of services to students and going above and beyond what is required to ensure that student needs are met. The following subsections outline the operation of our special education program, transportation plan, school lunch program, and additional considerations for meeting the needs of all students.

Student Services

In addition to a strong academic program and the previously outlined interventions that will be available to all students, INCA will also operate a special education program aligned with our mission to train the minds and improve the hearts of all students. The design of our special education program will emphasize inclusion in the classroom to the maximal extent possible and will incorporate pullout services only where necessary to meet the unique needs of an individual student. This means that special education teachers and paraprofessionals will be active participants in the classroom and a resource that is available to students not only when they are receiving specific services, but also at the exact moment that they need assistance to understand a concept or develop proficiency with a skill. The individual hired to lead this department will have an extensive background in special education and prior leadership experience. They will be responsible for developing the program and training department members, with support from the principal. This full-service department will grow and expand along with the student population,

as detailed in the operating budget and Part 2J beginning on page 24.

Transportation

The primary attendance area for INCA includes low-income rural communities spread over a large geographic area. Serving those communities was a deliberate choice made by INCA to ensure that American classical education becomes an option for families in areas that currently have no educational choice. This decision will inevitably increase costs, as it necessitates the development of a busing program to serve the entire primary attendance zone. We plan to purchase (as opposed to lease) four full-size buses and establish bus stops at central locations throughout Eagle, Emmett, Horseshoe Bend, Montour, and Sweet prior to year one. Precise bus routes will be developed after the enrollment lottery, with the needs of our student population in mind. We will acquire and operate additional buses as the student population grows, with an anticipated fleet of at least seven buses when we achieve full K-12 enrollment in year seven.

Nutrition

INCA will provide school lunch, including free or reduced meals for those that qualify. This will be accomplished through a partnership with The Healthy Scholars Project (THSP). THSP is an experienced and mission-aligned independent contractor that provides lunches solely to students at TVCA in Fruitland. The owners are restaurateurs who view their work as an integral part of accomplishing the school's mission to train the minds and improve the hearts of students. The meals provided by THSP are unique in that they are almost entirely made from scratch and are a nutritious, delicious, and affordable option for families. THSP strives to provide meals that exceed the quality available in most K-12 schools and INCA is committed to working with them to develop an excellent food service program. Our school lunch program will be financially supported through a combination of federal reimbursements and meal fees.

Additional Considerations

Other American classical schools have had many students arrive the first year behind grade-level in academic subject areas and with a range of behavioral needs. We anticipate the same experience at INCA and have accounted for this in our planning process. During the initial phase of operation, we will build additional academic interventions into the educational program. For example, since most students will not have come out of a school that teaches phonics explicitly, all students will receive supplementary instruction in the 72 phonograms during the first year we are open. We will also offer remedial math courses for those that need them in the first few cohorts entering seventh and eighth grade, with the intention of phasing these out in the future as academic achievement increases. Further, the school administration will work with all K-6 students, every morning during story time, to teach appropriate behavior through a character education program rooted in classical children's literature. These efforts will be scaled up or reduced as needed to meet the needs of the students who arrive at INCA on the first day of school. Stories help to form and stimulate the moral imagination and assist students in learning life lessons and the virtues of good behavior.

Part 2G: Staffing and Professional Development Plan

Prior to the first year of operation, INCA will hire an entire elementary school staff (K-6). These individuals will primarily come from local and regional markets and include a blend of new and experienced educators with K-12 backgrounds and subject area experts from other sectors. It is important to recognize that there is not a large pool of American classical educators to hire from, so each new school that opens must train and develop their own teachers. For that reason, we anticipate recruiting a faculty made up of professionals with a range of backgrounds. The qualifications that will unite them are: (a) subject area expertise, (b) a love of learning, and

(c) a desire to teach and instill virtue in students.

One of the most valuable components of our partnership with the Hillsdale College Office of K-12 education is that they provide intensive training to the faculty of a new school before it opens (at no cost). The summer before we launch, a team of teacher trainers and professors will come to INCA for two weeks and provide a deep dive for our faculty in all aspects of curriculum and classical pedagogy. This training will be followed up on internally with twice-monthly professional development sessions built into the faculty meeting schedule and classroom observations conducted by the principal. Observations will occur at minimum once every two weeks and include follow-up coaching as needed. Moreover, Hillsdale College hosts a free classical education conference every summer that includes segments on curriculum, instruction, and leadership. This conference is a focused follow-up to the initial training provided to school faculty and sessions are presented by a combination of Hillsdale K-12 staff and teachers employed at American classical schools throughout the country. INCA has budgeted enough money to ensure that every teacher will have the financial means to travel to the conference annually.

Beyond the first year of operation, INCA will begin to build an upper school (7-12). Desired qualifications for teachers in the upper school will be much more specific, with a preference for candidates with graduate level education in a subject area. For example, an ideal U.S. History teacher would be someone with a PhD in history or a closely related field, though someone with a master's degree in that discipline would also be viable. TVCA has been able to accomplish this hiring objective and we are confident in our ability to replicate their success. Efforts to build recruiting relationships with colleges and universities are underway, including Baylor University, George Fox University, St. Johns College, Templeton Honors College, Torrey

Honors College, University of Dallas, and Wyoming Catholic College. We will continue to build these pipelines and establish new ones over the next few years so that when we are ready to begin upper school hiring, necessary recruiting relationships will already be in place.

Part 2H: Financial Management and Monitoring Plan

INCA's 3-year operating budget is included as an attachment. Please note that INCA anticipates approximately \$2.15MM in grant funds from the Albertson Family Foundation to assist with operating costs. These funds are spread out over 5 years (including one pre-operational year) and close budgetary gaps until enrollment increases to the point where grant support is no longer necessary to operate the academic program at full capacity. Additionally, both the founding principal and assistant principal are receiving fellowships through Bluum, which enables them to be in Idaho early to help set up and launch the school.

INCA intends to build a facility in two phases on a 15-acre parcel of land in Avimor that was donated by the McLeod family. The chart below shows what will be included in each phase.

Two-Phase Construction Outline

Phase One		Phase Two	
<u>Classroom Type</u>	<u>Number of Rooms</u>	<u>Classroom Type</u>	<u>Number of Rooms</u>
Kindergarten	3	Ninth Grade	1
First Grade	3	Tenth Grade	3
Second Grade	2	Eleventh Grade	3
Third Grade	2	Twelfth Grade	3
Fourth Grade	2	Student Services	2
Fifth Grade	2	Art Room	1
Sixth Grade	2	Music Room	1
Seventh Grade	2	Science Lab	1
Eighth Grade	2	Gymnasium	1
Ninth Grade	1	Spare Classroom	1
Student Services	2		
Art Room	1		
Music Room	1		
Resource Center	1		
Multi-Purpose Room	1		
Main Office	1		
Kitchen	1		

The first phase, at a cost of approximately \$8.5MM, contains adequate space to serve the needs of all students and will enable the school to grow to K-9 over the first four years before additional classrooms are needed. The debt-service on phase one constitutes 15.82% of our full enrollment operating budget in year one, well under the 20% threshold for sustainability. The second phase will begin during year four and expand INCA to a K-12 facility with a full-size gymnasium. Phase two is anticipated to cost an additional \$6.1MM. INCA has retained Paradigm of Idaho as an owner's representative to manage the construction project and mitigate costs, which they have a track record of accomplishing. Bouma USA provided the initial facility design. This is an excellent partnership because Bouma USA is an award-winning, national charter school construction company with a strong history of successful, on-time projects in Idaho. We expect to break ground on phase one in June of 2023.

Each year, the school leader will prepare a budget inclusive of all costs. The budget will be reviewed by the board and adjusted as necessary prior to final approval. Bluum will provide no-cost business management services to the school during the first few years of operation while internal capacity is developed. Accounting practices will align with state laws and best practices in public accounting. The board will provide ongoing financial oversight as outlined in Part 2I.

Part 2I: Board Capacity and Governance Structure

INCA will be governed by the board of American Classical Schools of Idaho (ACSI). While INCA is a Hillsdale K-12 school, Hillsdale College has absolutely no role in its operation or governance. ACSI is a new, non-profit charter support organization launched in Idaho to assist and govern American classical schools as interested families begin school development projects throughout the state. ACSI will focus on the development of economies of scale in areas such as food service, transportation, and business management to create pipelines that will

enable consistent and reliable implementation of services in new schools within the network. The ACSI board is the governing authority for INCA, which includes but is not limited to responsibility for financial oversight as well as supervision and evaluation of the principal to ensure high quality implementation of the educational model.

The governing board of ACSI currently includes five talented directors with strong backgrounds in charter school governance and American classical education. Two board advisors have also been retained to provide professional advice to the ACSI board in their areas of specialization. This is an important practice, because board advisors serve as non-voting members who provide a valuable layer of support to the board as they consider different options or work through challenges. ACSI's CEO, an employee of the board, has extensive military leadership experience and is a nationally recognized leader in American classical education. Resumes and biographies for the board members, board advisors, and CEO of ACSI are provided as an attachment.

The initial board was developed to include a combination of representatives from each of the schools that ACSI currently governs (TVCA and INCA) and individuals with previous experience in board governance or related expertise. It is important to note that the board is designed so that the current slate of directors will select additional members, with a minimum membership of three and a maximum of 11. Since ACSI is actively working to support founding groups that want to bring an American classical education to their communities, it is conceivable that several additional schools will open over the next five years. The intent of the board is that additional directors will be added as new school development projects come online, so that all schools have local representation on the ACSI board.

Board policies and procedures are fully compliant with the law and include the requisite

open meetings and open records requirements. There are also clear directives that ensure directors will avoid conflicts of interest. These were developed in conjunction with the board's legal counsel, Chris Yorgason, who is one of the most well-known and respected practitioners of charter school law in Idaho.

Oversight of INCA's finances is a chief responsibility of the board. Directors will receive regular reports pertaining to the status of the budget. Part of the oversight process involves monitoring implementation of spending procedures, including an internal control policy to ensure that no one has unlimited access to school funds. Additionally, the board will select an independent auditor each year to review and publicly report on INCA's financial status and compliance with law and internal policy.

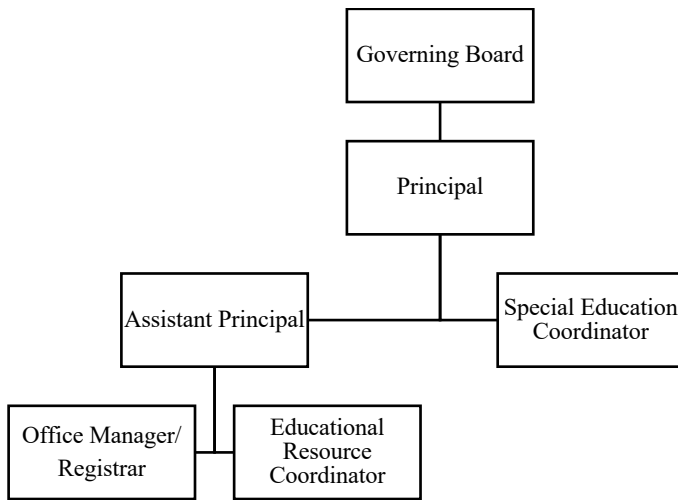
The board will conduct a self-evaluation and arrange targeted ongoing training annually. Some training, especially related to policies and procedures, will be conducted internally. However, the Hillsdale College Office of K-12 education offers in-depth training on effective governance and oversight twice a year at no cost and the ACSI board will participate to help facilitate continuous improvement. This training includes information on the responsibilities of a governing board and the distinction between governance and management activities.

Part 2J: School Leadership and Management

The initial leadership model that INCA has selected will enable a successful launch in year one. We have also developed a target leadership model to effectively support students, faculty, and staff as the school continues to grow. These models are outlined in the subsections that follow. Please note that INCA has already retained a principal and assistant principal who are on the ground in Idaho supporting school founding efforts. Their resumes and biographies are included as an attachment.

Leadership Team Structure Through Year Three

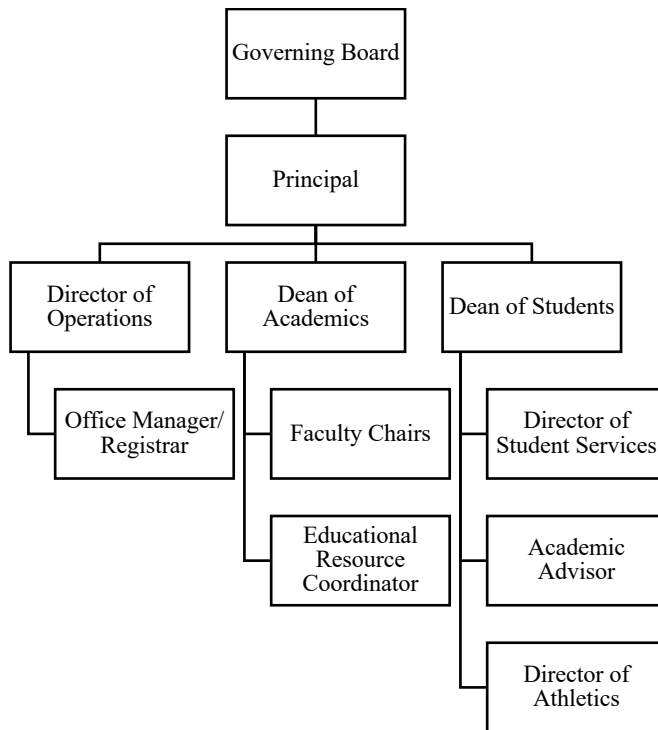
Initial Leadership Model



- The school will be led by a principal under the authority of a governing board
- The principal will serve as the chief academic officer of the school and supervise an assistant principal, special education coordinator, all faculty, and academic support staff
- The assistant principal is the head of operations and will supervise all ancillary staff, including office staff, maintenance, and food service contractors
- The special education coordinator will develop and implement the special education program and supervise all paraprofessionals
- The office manager/registrar is responsible for managing workflow in the office and all processes that intersect with the student information system (PowerSchool)
- The educational resource coordinator is responsible for supply chains and distribution activities for curriculum, instructional materials, classroom supplies, and equipment to reduce the burden on teachers for clerical work related to the academic program

Leadership Team Structure in Year Four and Beyond

Target Leadership Model



- In year four, the assistant principal position will transition and expand to be replaced with a director of operations, dean of academics, and a dean of students
- The director of operations will be responsible for management of all ancillary services and programs and supervision of related staff
- The dean of academics will provide additional support for the expanding academic program and manage faculty chairs
- The dean of students will be responsible for oversight of all student support processes, to including RTI/MTSS, special education, behavioral support, and supervision of related staff
- The special education coordinator will transform into a director of student services position, which manages the special education department and RTI/MTSS process, and is responsible for the supervision and evaluation of related faculty and staff
- Faculty chairs will be identified to create additional opportunities for teacher leadership
- An academic advisor will be added to facilitate student post-secondary transition planning

- A director of athletics will be identified to provide support for extra-curricular programs

Supervision and Evaluation of the Principal

The principal of INCA will provide a report to the board each month including information related to the financial, operational, and academic health of the school. The board will utilize this information, community survey data, and the principal's self-evaluation to evaluate the principal each year. If there are concerns related to the principal's performance, these will be discussed with the principal prior to the evaluation to prompt growth. The table below provides a sample of the principal evaluation questions. There are 19 questions in total.

Sample of Principal Evaluation Questions

Number	Question
1	Over the past year, did the school accomplish its mission?
2	Did the school leader provide adequate training of and direction to the faculty?
3	Have the students made substantial academic progress over the past year?
4	Did the school leader visibly act as a leader in promoting the school's virtues?
5	Did the school leader effectively communicate with parents over the past year?
6	What is the attrition rate of students? If rather high, why?
7	What is the attrition rate of faculty? If higher than expected, why?

Classical Innovations in Leadership

Another important element of the leadership structure at INCA is that all administrators will teach one or more courses after the first year of operation. This is a central aspect of American classical education, where leaders are expected to be teachers first. This enables administrators to incorporate first-hand experience into educational policy decisions and fosters reciprocal empathy between school leadership and teachers. Combining leadership and teaching positions also distributes administrative labor costs across a wider range of individuals and creates the necessary fiscal conditions to support our target leadership model.