

## **Executive Summary**

Pinecrest Academy of Lewiston (PAL) founding board is committed to fulfilling its *mission* to provide a challenging learning environment for our students in STEAM, which maximizes individual potential and ensures they are well equipped to meet the challenges in the world around them and its *vision* to prepare our students through exposure to a rigorous curriculum, to be productive and successful citizens by developing a strong work ethic and critical thinking skills needed to solve problems in the real world. Pinecrest schools are in high demand, as thousands of students are on waitlists in Nevada and Florida where scholars perform at the highest level on all academic measures and the board expects to see similar demand in Idaho. PAL will utilize ongoing assessments, engaging activities, and regular parent involvement to achieve student success. In this manner, PAL is purposefully focused on the outcomes that all students become equally successful as lifelong learners and responsible citizens. PAL's educational model will ensure that achievement gaps are closed and that every student progresses using research-based strategies and curriculum that have proven effective for students at all levels, but especially for at-risk students, Economically Disadvantaged, English Learner, and Students with Disabilities. The Pinecrest model emphasizes rigorous, engaging, and standard-based STEAM-Blending Learning. If selected, PAL is determined to use CSP grant funding to: increase student achievement; prepare students to be ready for success in the 21<sup>st</sup> century; and ensure high academic outcomes for all students. Grant funding will support students to perform at the highest level on all academic measures by incorporating strong technology use through a blended learning approach, providing all students with STEAM-infused curriculum, implementing differentiated instructional strategies to provide students with instruction commensurate to his/her ability levels in both reading and math, and providing a strong instructional focus to teach a rigorous curriculum.

#### **A. Grant Project Goals**

**Grant Project Goal 1: Academic Achievement and Growth:** In alignment to PAL's *mission* and *vision*, PAL will provide a safe, nurturing, and rigorous educational environment through its STEM-Blended Learning Education Model that maximizes student achievement, particularly for the most vulnerable student populations including Economically Disadvantaged, English Learner, and Students with Disabilities, and fosters respect for all. PAL will provide on-site professional development to instructional staff to support a rigorous and operationally sound school, and to support STEM instruction. Additionally, members of the governing board, teachers, and administration will benefit from Pinecrest affiliate travel to ensure quality replication of the Pinecrest educational model and best practices. As a result, at least 60% of students in grades 4-8 will meet high standards in ELA, Mathematics and Science, as evidenced by scoring proficient or higher on the ISAT within the first year of operation. In years 2 through 3, the cohort will grow 5% annually. Additionally, students in grades 4-8 will meet or exceed the state's growth average in ELA and Mathematics. **Baseline:** Based on 2021 ISAT results of schools within a 5-mile radius of PAL, only 52.9% of the students in the target community are proficient in ELA, while only 45.7% are proficient in mathematics. **Grant Project Goal 2: Student Population Reflective of the Community** PAL will utilize outreach strategies and targeted, grassroots marketing campaign together with its Boys and Girls Club co-facility partners to reach the widest possible audience in the rural city of Lewiston in an effort to enroll a student population that is within 5% of the local population: 83% White, 10.6% Hispanic/Latino, 2% Asian, 2% Black, 2% Pacific Islander, 5% Multi-Racial, 15.3% FRL, 2% ELL, and 9.5% SWD. **Grant Project Goal 3: Operational Excellence** PAL will provide a professional and efficient learning environment. Clean and modern furniture, classroom specific supplies, and professional work areas and equipment that will promote serious attention to learning. PAL will

purchase items to increase the safety and security of the school including items such as two-way radios and security cameras as well as a Student Information System. As a result, 90% of PAL students, parents, and staff will strongly agree that PAL has provided students with a high quality and professional learning environment as indicated on an annual end-of-year survey.

#### **B. Educational Philosophy, Instructional Practices, and Curriculum**

PAL is a replication of the highly successful Pinecrest Academy charter school network.

Multiple Pinecrest campuses have been recognized by U.S. News as a top 100 school in Florida<sup>1</sup>.

In 2019<sup>2</sup> and 2021<sup>3</sup> the U.S. Department of Education recognized Pinecrest for its successful creation of positive, student-centered school cultures that value equity, collaboration, and personalized learning and were designated as Blue Ribbon Schools of Excellence Awards among many awards and distinctions.<sup>4</sup> Additionally, every Pinecrest campus in Nevada has received a 5-star rating (the highest) on the state's school performance framework.<sup>5</sup>

**Key Design Elements:** The Pinecrest model utilizes a STEAM educational program providing a holistic education that engages both sides of the brain, develops students' functional literacy across the curriculum, and promotes constructivism.<sup>6</sup> Pinecrest schools meet high standards of student achievement through the delivery of a rigorous STEAM-Blended Learning advanced curriculum, with an emphasis on mastery of the content of core academic areas (language arts, math, science, engineering, history, and the arts) within a framework of communication (reading, writing, speaking, and analyzing) and cross-curricular alignment to Idaho Content Standards that meets the needs of all students, particularly Economically Disadvantaged, English Learner, and Students with Disabilities. STEAM places an emphasis on process, making connections to the

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<sup>1</sup> <https://www.usnews.com/education/best-high-schools/florida/districts/miami-dade-county-public-schools/pinecrest-preparatory-academy-charter-high-school-4933>

<sup>2</sup> [https://www.pinecrestacademyschools.org/apps/news/show\\_news.jsp?REC\\_ID=590848&id=0](https://www.pinecrestacademyschools.org/apps/news/show_news.jsp?REC_ID=590848&id=0)

<sup>3</sup> [https://doe.nv.gov/News\\_Media/Press\\_Releases/2021/Nevada\\_Department\\_of\\_Education\\_Nominates\\_Three\\_Blue\\_Ribbon\\_Schools\\_for\\_National\\_Recognition/](https://doe.nv.gov/News_Media/Press_Releases/2021/Nevada_Department_of_Education_Nominates_Three_Blue_Ribbon_Schools_for_National_Recognition/)

<sup>4</sup> [https://www.pinecrestacademyschools.org/apps/news/show\\_news.jsp?REC\\_ID=696164&id=0](https://www.pinecrestacademyschools.org/apps/news/show_news.jsp?REC_ID=696164&id=0)

<sup>5</sup> <http://nevadareportcard.nv.gov/di/>

<sup>6</sup> Glass, D., Meyer, A., & Rose, D. (2013). *Universal Design for Learning and the Arts*. Harvard Education Review, 13(1), 107.

real-world, working collaboratively, leveraging technology and communication. For example, a culminating Project Lead the Way for Introduction to Engineering Design assessment included an in-depth study of Lewiston's Snake River Bridge and students competing to design their own structures that survive a maximum load without collapsing and presenting their design efficiency strategy. In fourth grade, a culminating STEAM challenge for a Wonders unit exploring theme through fables students choose a character in the story as their client, engineer a solution to the animal's dilemma, design inventions to solve character's problem, construct and test the device using Makerspace materials, document their design process, and share their device through writing and oral presentations. The Idaho Content Standards guides the development of PAL's curricular model and ensures the successful courses and strategies used at Pinecrest schools in Florida and Nevada are properly aligned to Idaho Content Standards. PAL will use curriculum that is published nationally, including but not limited to Springboard, McGraw-Hill, and Curriculum Associates. These publishers have written the texts to the Idaho Content Standards and further aligns to the local PAL community afforded by the flexibility granted by ESEA 4310 will occur as described above. The units and lessons of instruction will be aligned prior to delivery of that instruction. Furthermore, the flexibility granted by ESEA 4310 allows PAL to customize the Pinecrest model to individual student and local community needs, providing engaging activities, creating a strong community environment, and regular parent involvement to assist all students to become equally successful as lifelong learners and responsible citizens who are prepared for college and career. Students' exposure to STEAM-Blended Learning positively affects their learning and memory, ability to collaborate, and problem-solving skills by providing deeper engagement in subject matter, promoting better retention of content, and fostering

emotional involvement in the learning process.<sup>7</sup> PAL’s curriculum provides a solid academic foundation for students to succeed at all levels, in particular Economically Disadvantaged, English Learner, and Students with Disabilities. Cognitive science in mathematics and reading underscores the emphasis on meaning and understanding, beginning in the early elementary grades. Thus, much of the curriculum is centered on this approach as well as personalized remediation and extension through Blended Learning that occurs in-person at school but can also be utilized virtually at home. Instruction emphasizes developmental learning while providing strategies (supports and interventions for struggling students and students with special needs, as well as enrichment for advanced learners).

Instructional Strategies & Best Practices	Tier I ESSA Evidence
Thematic approach to integrate core areas of study such as: mathematics, reading, language arts, writing, science, and social studies (Wonders STEAM challenges, Project Lead the Way, TCI, STEMScopes, Service-Learning Projects)	For compendium of research, please visit What Works Clearinghouse, best practices in STEAM and project-based learning that support changes in behavior, especially the development of social, emotional, and behavioral competencies: <a href="https://ies.ed.gov/ncee/edlabs/regions/pacific/askarel/aar20.asp">https://ies.ed.gov/ncee/edlabs/regions/pacific/askarel/aar20.asp</a>
Blended learning for differentiation to enhance student learning and goal tracking (iReady, Wonderworks, ST Math, Ready Math, Project Lead the Way, TCI, STEMScopes, Accelerated Reader, MyON, Reflex Math, student data chats, digital platforms for all curriculum)	The Institute of Education Sciences U.S. Department of Education. Summary of research on online and blended learning programs that offer differentiated learning options. <a href="https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2017228.pdf">https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2017228.pdf</a>  Brown-Lawrence, D. (2004). Differentiated instruction: inclusive strategies for standards-based learning that benefit the whole class. <i>American Secondary Education</i> , 32(2), 34-62
Appropriate assessments to measure learning (screening/diagnostic, progress monitoring), ongoing review of data, and professional development workshops (iReady, Curriculum Based Measures)	What Works Clearinghouse. (2009). Using Student Achievement Data to Support Instructional Decision Making retrieved from: <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/12">https://ies.ed.gov/ncee/wwc/PracticeGuide/12</a>
Data-driven, high-quality differentiated instruction for all students, including targeted interventions for struggling students performing below grade level (iReady, Ready Math, Ready Reading, ST Math, Reflex, Accelerated Reader, MyON, Wonderworks)	What Works Clearinghouse. (2009). Assisting Students Struggling with Mathematics/Reading: Response to Intervention (RTI) for Elementary and Middle Schools. <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a> <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/3">https://ies.ed.gov/ncee/wwc/PracticeGuide/3</a>
Supplemental programming for student advancement and remediation (Project Lead the Way, STEAM Challenges, MyON, Series Reading Accelerated Reader)	Tomlinson, C., Brighton, C., Hertberg, H., Callahan, C., Moon, T., Brimijoin, K., Conover, L., Reynolds, T. (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: a review of literature. <i>Journal for the Education of the Gifted</i> , 27(2-3), 119-145
Professional development and support for teachers with research-based practices, advanced curriculum, and technology integration (1:1 technology, Digital Platforms	Guskey, T. and Suk Yoon, K. (2009). <i>What Works in Professional Development?</i> Retrieved from: <a href="http://www.k12.wa.us/Compensation/pubdocs/Guskey2009whatworks.pdf">http://www.k12.wa.us/Compensation/pubdocs/Guskey2009whatworks.pdf</a>

<sup>7</sup> For STEAM full compendium of research, please visit What Works Clearinghouse REL: <https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/aar86.asp>

for all core subjects, document cameras, projectors, interactive whiteboards, Mentoring with affiliate schools, reflective practice)	
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The educational philosophy at PAL is anchored by the key areas of collaboration, communication, creativity and critical thinking. These four skills have been identified by Partnership for 21st Century Skills as “super skills” necessary to thrive in the future. The educational philosophy is further supported by Dr. Theodore Sizer’s *Coalition of Essential Schools Common Principles*.<sup>8</sup> To create the school culture needed to effectuate the mission and vision, the Common Principles and the 21st Century “super skills” will permeate every aspect of the school. Using a variety of professional resources, faculty will develop lessons to explore character education necessary for developing self-efficacy and global awareness. For example, Middle School students engage in school garden and Leader in Me service-learning projects in collaboration with successful agriculture and organic farmers in the Lewiston community to share nutrition and healthy eating and gardening STEAM lessons to their elementary student counterparts. The school’s culture will further rely on our behavior and discipline policy in which students will be encouraged to celebrate incremental progress and thrive on challenges, seeing failure not as evidence of unintelligence, but as a springboard for learning and achievement. PAL will implement Positive Behavior Interventions and Supports (PBIS) and a Response to Intervention (RTI) model. Schools using PBIS show decreased discipline issues and the practice is strongly correlated with increased academic achievement, in particular students who are Economically Disadvantaged, English Learner, and Students with Disabilities as students are staying in the classroom and not removed from the learning environment. Our PBIS model will utilize Growth Mindset<sup>9</sup> encouraging students to set goals according to their specific

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<sup>8</sup> Coalition of Essential Schools. *Common Principles*. <http://essentialschools.org/common-principles/>

<sup>9</sup> For a full compendium of research, please visit: <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/math-attitudes-training/handout-mindset-research.pdf>

abilities and needs. All students will be held to one standard, and where present, minority overrepresentation in discipline will be investigated for root causes.

Curriculum: Pinecrest schools meet high standards of student achievement through the delivery of a rigorous and relevant curriculum with emphasis on mastery of benchmarks aligned to the CCSS. The Pinecrest Model has already been adapted to both the Florida and Nevada State Standards frameworks; accordingly, PAL will combine the best practices developed by the Pinecrest network in translating the CCSS standards in those states when making the adjustments necessary to align the Pinecrest Model with the Idaho Content Standards. Units of instruction within and across all grade levels will provide a vertically articulated curriculum framework that scaffolds the skills and knowledge required for success and concomitantly provides teachers with continuous feedback on student progress. Additionally, the faculty develops a scope and sequence or pacing guide for core content, which will serve as the basis for lesson plan development to ensure that all benchmarks are addressed promptly. Below is an explanation of each program along with Tier 1-3 ESSA Evidence:

Content Area	Core Curriculum
Mathematics	<p><b>Everyday Math/Ready Math:</b> (K-5) materials have been accepted as ICS aligned supplements, for a full compendium of efficacy research reports, please visit: <a href="https://everydaymath.uchicago.edu/research/research_and_results/efficacy_research/">https://everydaymath.uchicago.edu/research/research_and_results/efficacy_research/</a> <a href="https://www.curriculumassociates.com/research-and-efficacy">https://www.curriculumassociates.com/research-and-efficacy</a></p> <p><b>SpringBoard:</b> (6-8) based on ICS, for a full compendium of efficacy research reports, please visit: <a href="https://springboard.collegeboard.org/pdf/springboard-research-compendium.pdf">https://springboard.collegeboard.org/pdf/springboard-research-compendium.pdf</a></p>
English Language Arts	<p><b>Wonders Reading Series:</b> (K-5) based on ICS, for a full compendium of efficacy research reports, please visit: <a href="https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/wonders-research-evidence-compendium.pdf">https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/wonders-research-evidence-compendium.pdf</a></p> <p><b>SpringBoard:</b> (6-8) based on ICS a, please see link above for research.</p>
Science  <i>* Integrated with ELA (Reading Wonders STEAM Challenges)</i>	<p><b>Science Fusion/Project Lead the Way:</b> Interactive Science embodies the 21<sup>st</sup> century learner by infusing the core subjects and themes throughout the program; provides continuum of accelerated intervention strategies and Science- rich in STEM connections and aligned with NGSS. PLTW’s interdisciplinary modules lead students to adopt a design-thinking mindset through activities, projects, and problems that scaffold throughout the course. Students engage in hands-on activities using creativity and learning problem solving techniques. For a full compendium of efficacy research reports, please visit: <a href="https://www.pltw.org/about-us/our-impact">https://www.pltw.org/about-us/our-impact</a> <a href="https://www.hmhc.com/programs/sciencefusion#authors">https://www.hmhc.com/programs/sciencefusion#authors</a></p> <p><b>Interactive Science/CPO Science:</b> Comprehensive digital resources, supplemental print materials, and hands-on exploration kits that drive engagement and academic growth <a href="https://www.savvas.com/index.cfm?locator=PS2vOt">https://www.savvas.com/index.cfm?locator=PS2vOt</a></p>
Social Studies	<b>TCI Interactive:</b> Will provide students with an understanding of the democratic principles and ideals upon

* <i>Integrated with ELA</i>	which good citizenship is founded and an understanding of the world beyond their borders. For a full compendium of efficacy and research reports, please visit: <a href="http://www.debbiewagoner.com/uploads/1/2/9/9/12998469/bring_learning_alive.pdf">http://www.debbiewagoner.com/uploads/1/2/9/9/12998469/bring_learning_alive.pdf</a>
Blended Learning & Technology Integration	<p><b>ST Math:</b> Teachers will incorporate these tools into whole and/or small group instruction, whenever possible, to promote the link between blended learning programs, curriculum, and the ICS. Promising ESSA Evidence, please visit: <a href="https://www.evidencefoessa.org/programs/math/st-math-spatial-temporal-math">https://www.evidencefoessa.org/programs/math/st-math-spatial-temporal-math</a></p> <p><b>Accelerated Reader &amp; MyOn Series Reading:</b> Program is successful because it sets up a culture of reading throughout the school. Every staff member takes ownership of one or more series of books, which can range from books based on the same characters, books about the same topics, or books written by the same author. Because staff members share their excitement and enthusiasm for reading, every child is encouraged to engage in extensive reading with a depth and breadth of reading choices. This program develops a love of books through adult mentorship, peer influences, and interest-based CHOICE! Enticing students to spend more minutes reading will create masterful and proficient readers on our campus. Students take part in Battle of the Books and AR celebrations.</p> <p><b>iReady:</b> Grades K-8 will implement the iReady Classroom curriculum based on ICS and use the program consistently and uniformly across the campus. <a href="https://teacher-toolbox.com/toolbox">https://teacher-toolbox.com/toolbox</a></p> <p><b>Reflex:</b> Adaptive and individualized game-based program for mastering basic facts in addition, subtraction, multiplication and division. <a href="https://www.reflexmath.com/research">https://www.reflexmath.com/research</a></p>
Social Emotional Learning/Positive Behavioral Intervention	<p><b>Leader in Me/CHAMPS:</b> Teaches students 21st century leadership and life skills to create a culture of student empowerment based on the idea that every child can be a leader. Covey, Stephen R, et al. <i>The Leader in Me: How Schools and Parents around the World Are Inspiring Greatness, One Child at a Time.</i> Simon &amp; Schuster Paperbacks, 2014. <a href="https://www.safeandcivilschools.com/research/literature_review.php">https://www.safeandcivilschools.com/research/literature_review.php</a></p>

### C. Teaching and Learning

Data Collection: Select universal screeners and standardized assessments will be used to find current levels of performance, monitor academic progress, and trend analysis. Appropriate assessments, instruments, and curriculum will be used to help in the development of daily lessons, weekly units of instruction, and short- and long-range instructional goals. PAL uses multiple measures that are consistent with the instructional program including annual culminating ISAT (Idaho Standards Achievement Test), early literacy screener Idaho Reading Indicator, benchmarking, and progress monitoring Measure of Academic Progress (MAP), diagnostic iReady, ongoing Curriculum-Based Measures (CBM), and English Learner Screener World-Class Instructional Design and Assessment (WIDA) to supply insight into further classroom instruction.

Data Analysis: The PAL Data Impact Model emphasizes monthly data analysis and school-wide data chats, creating a school-wide culture of using data to drive instructional decisions, data visualization to facilitate understanding data in a visual context, use of data mining and statistics



to drive instructional decisions, student use of data binders, assessment breakdowns and correlations, and analysis of targeted areas for improvement at the teacher and student level, and providing parents with useful information to support their child's academic growth at home.<sup>10</sup>

Instructional Practices and Tools: Administrator and teachers will utilize information gathered from the data analysis to collaboratively develop instructionally focused calendars with timelines for addressing targeted strands as denoted in assessed benchmarks through professional development support from its Nevada sister schools. Teachers will adjust their instruction, use supplemental instructional materials grounded in scientifically based research (iReady, ST Math, Reflex, Ready Math, AR, MyON, Wonderworks), monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction. PAL encourages the use of effective and innovative methods of teaching by incorporating strong technology use through a blended learning approach, providing all students with STEAM infused curriculum, implementing differentiated instructional strategies to provide students with instruction commensurate to his/her ability levels, and providing a strong instructional focus using the Idaho Content Standards to teach rigorous curriculum. These strategies which are aligned to the educational philosophy include but are not limited to: teacher modeling, direct and explicit instruction, scaffolding, group practice, peer teaching, integration and applying skills learned to other core subjects, practice and review, and project-based STEAM learning. Pinecrest schools use Power Hour for ELA and Math in order to effectively implement differentiated instruction and allows teachers to adjust instructional techniques and content to meet the needs of students. Students learn grade-level material during the classroom block, and then are ability grouped during the Power Hour block in order to learn reading and

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<sup>10</sup> Institute of Education Sciences. (2009). Using Student Achievement Data to Support Instructional Decision Making. Retrieved from: [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm\\_pg\\_092909.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf)

math at their readiness level. The Power Hour schedule configuration provides an excellent infrastructure for providing differentiated learning (i.e., interventions for below grade level, supplements-at grade level, and extensions-above grade level) as well as support for Economically Disadvantaged, English Learner, and Students with Disabilities. Students, who have been identified through the RTI/MTSS process as Tier 2, will receive a minimum of 30 minutes of uninterrupted daily immediate intensive intervention in addition to instruction in the Tier 1, core instruction block. Individual intervention beyond the first block and Tier 2 is needed for students which have been identified through the RTI/MTSS process as Tier 3. Students in need of immediate intensive intervention may be scheduled for a minimum of an added 30 minutes daily during the school day or after school.

#### **D. Student Academic Achievement Standards**

PAL teachers will screen students at the beginning of the year to determine current levels of academic performance. At the start of the school year, all students will take the iReady, Accelerated Reader, ST Math, Reflex, and MAP Diagnostic Assessments to determine his/her current academic level in reading and math. Diagnostics identify students' performance in one of three tiers: On-Grade or Above Grade Level; On-Grade Level and One Grade Level Below; and Two or More Grade Levels Below. To ensure that PAL's above identification and intervention methods are working, interim benchmark assessments and state assessment result data will be cross-referenced with iReady, MAP and WIDA data to determine if iReady is a suitable predictor and indicator of student academic success. Additionally, student growth data provided by iReady, MAP, and WIDA will be reviewed each year once students take the end of year iReady diagnostic assessment. iReady provides students with an individualized online instruction at his/her instructional level, ranging from below, on, and above grade level referred to as the "Learning Path." Individual Learning Paths are flexible based on student needs and is monitored

continually with iReady and MAP progress monitoring. Students who are performing below level will receive instruction that helps fill gaps and high performing students will receive instruction that is challenging. This data can be viewed school wide, by grade level, by teacher, and by Power Hour group. Having the ability to view growth data by Power Hour provides administration insight on how the low Power Hour group is performing overall, and more specifically, the RTI students. If students in this group are not making adequate progress, administration will follow up to find adjustments to either the curriculum used during low group Power Hour instruction, the method in which lessons are delivered during this time, or the teacher assigned to instruct this group. Adjustments can be made to the general education grade level lessons or to individual Learning Paths through differentiated instruction or interventions. PAL's Data Impact Model for Continuous School Improvement with data-decision making leadership focuses on increasing access to high quality instruction through data-informed decisions with a focus on lowest-performing students. Data trends will be reported monthly to board in "principal reports" including student achievement, grade level proficiency, content mastery, and student growth percentiles. PLC Data Chats wherein teachers and leaders meet weekly to discuss individual student data focusing on student achievement, content mastery, and student growth percentiles with a focus on low-performing students to adjust individual student learning plans as needed. PAL will disaggregate data from both qualitative and quantitative sources to support the following initiatives: provide tools for collaborative inquiry;<sup>11</sup> data collection tools and analysis in ongoing cycle of improving instruction;<sup>12</sup> identify critical content;<sup>13</sup> and strategic planning with administration and staff.<sup>14</sup>

#### **E. Student Demand and Community/Local Support**

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<sup>11</sup> National Forum on Education Statistics. (2012). Forum Guide to Taking Action with Education Data. (NFES 2013-801). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

<sup>12</sup> Abbott (2008); Brunner et al. (2005); Halverson, Prichett, and Watson (2007); Kerr et al. (2006); Liddle (2000); Mandinach et al. (2005).

<sup>13</sup> Bigger (2006); Cromey and Hanson (2000); Herman and Gribbons (2001); Huffman and Kalnin (2003); Lachat and Smith (2005); Supovitz (2006).

<sup>14</sup> *ibid*

PAL's target community includes the rural city of Lewiston and surrounding areas in a 20-mile radius of the school. This area was chosen because of the need for a high-quality school choice options and limited charter school options for the local rural community with its facility located at the Boys & Girls Club of the Lewis Clark Valley located in the historic Normal Hill neighborhood. Based on the average 2021 ISAT results of these schools, only 54.4% of the students are proficient in ELA, while only 44.4% are proficient in mathematics and 50.1%. Moreover, these proficiency results are even poorer when examining specific student subgroups. Because of data privacy laws, the Idaho Department of Education was not able to provide data for all subgroups for most of the schools used in the analysis. These student proficiency results demonstrate a need for families and students of the community to attend a quality school with a rigorous and unique approach. Locating the facility in a Boys and Girls Club will also afford families added options who are already receiving community services and support. Digital and social media marketing/advertising will be used in order to reach out to a broad audience through ads which direct parents to click on the school's website, which will be built with language translation options. A banner will also be posted on site with relevant information, including the school's website information, grade levels to be served, and phone number. PAL's strategy for marketing and community outreach involves a multifaceted marketing campaign of in-person "boots on the ground" efforts, collaborating with the Boys and Girls Club staff and families, virtual events, digital marketing strategies, and print advertising in order to reach all families who may be interested in enrolling at our school. A few of the digital efforts include targeted social media designed to reach new families, Google response display ads, OTT/targeted streaming TV marketing, digital bulletin boards in various locations, and Google AdWords. These campaign elements are targeted by individual's household income and/or lower income

zip codes and we focus to increase FRL and ELL students. PAL's digital footprint will improve our overall search engine optimization by increasing backlinks, supported networks, and driving more organic traffic to the school website. Other marketing campaign elements will include targeted email marketing, text message marketing, local radio/podcast marketing, local billboard presence, and various print promotional flyers, brochures, and mailers targeted to lower income areas where families may not have access to the social media or digital marketing. PAL will distribute press releases and public service announcements to promote the open enrollment period, open houses, and other essential details about the school and its programs. PAL will host several virtual and in-person open houses and will continue to host these informational meetings to give parents a chance to meet the principal and ask questions about PAL's unique educational program. The enrollment team that supports enrollment and communication to families is also bilingual. PAL plans to use CSP start-up funds for advertising/ marketing to ensure removing barriers for families of Economically Disadvantaged, English Learner, and Students with Disabilities to attend high-quality charter schools available to them. The total school capacity is expected to be 450 at full build out. PAL is committed to using CSP grant funding to open high-quality rural charter school seats to Economically Disadvantaged, English Learner, and Students with Disabilities and recognizes these demographic projections show a population with a variety of backgrounds and needs that is within 5% of the local surrounding area.

Community Engagement: Parental and community involvement is a fundamental and expected part of the philosophy and operation of the school. Community partnerships will be extremely important as they help broaden the students' opportunity to be exposed to the quality curriculum and educational experiences during the school day and outside the school day. Early

relationships have been cultivated that will help amplify our students’ educational experiences including the Boys & Girls Club, Pinecrest, Inc., and AdvancED.

Family Engagement: PAL seeks to encourage parents to be active participants in their child’s education, give the community ownership of a high-quality educational program, and teach children to be civic-minded and socially responsible. Parents and community members will have representation in the decision-making processes of PAL through the parent/teacher group, School Advisory Council (SAC), and other such committees. Similarly, PAL upholds a strong belief in the inclusion of parents in the educational process through open lines of communication. Parents will be encouraged to be involved through the following activities:

<b>Community &amp; Family Involvement<sup>15</sup></b>	
School Advisory Council	Consists of school personnel, parents, students, local business, and community members.
Quarterly Parent/Teacher Conferences	Hosted in the evenings at the school where parents can discuss topics that affect their children’s educational progress.
Open houses, Career Fairs, Family Day	Events held to recruit new students, maintain communication and involvement between the school and the surrounding community.
Parent Teacher Organization	Coordinates events involving the community.
Parent Club	Dedicated to working in partnership with the families, faculty, and community to provide resources for the school through fundraising and volunteering.
Parent satisfaction survey	Administered at least once a year. The board will determine how to address categories averaging less than 70% satisfaction, with the goal of achieving at least 85% satisfaction on average across the survey.

**F. Effectively Serving All Students**

Supports all students: PAL’s educational philosophy is grounded in the expectation of increasing learning opportunities and raising the academic achievement of all of its students through high expectations and character development, in particular those that are Economically Disadvantaged, English Learner, at-risk of academic failure, and students with special education needs. Emphasis will be placed on low-performing students, beginning with identification of those not making adequate progress and/or not demonstrating mastery of the Idaho Content

<sup>15</sup>For a full compendium of research for high yield strategies in family and community engagement, please visit <https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/blog11-leveraging-rural-context-to-build-family-engagement.asp>

Standards, in accordance with Idaho Administrative Code definition of “at-risk.” PAL’s extraordinarily successful Data Impact Model of data assessment, monitoring, RTI, and Power Hour will ensure that all at-risk students are identified and supported to ensure that all students have the opportunity to be academically successful. Students who are identified as academically “at risk” via the universal screening process, and who are not already identified with an IEP, will be referred to the Student Academic Behavioral Intervention Team (SABIT). The SABIT team will complement Pinecrest’s Data Impact Model and be comprised of general education teachers, contracted services partner Special Education LLC, Jessica Barr of Raising the Bar consultation services, mentor affiliate Pinecrest members, and the special education teacher or designee selected by the teacher. Ongoing Nevada Pinecrest affiliate professional development in RTI and SABIT procedures and the various interventions will be provided to members of the SABIT team and instructional staff. Once the student is identified, the SABIT team writes goals for the student in the area of deficiency, provides intensive interventions using ESSA-evidenced based curriculum (iReady, Wonderworks, Ready Toolbox, ST Math, Reflex, MyON, Accelerated Reader, Explicit Phonics, Power Hour “double dose,” behavior contracts, CHAMPS) that will help the student progress academically and/or behaviorally, and monitors weekly progress. The interventions and progress-monitoring tools provided would be interventions and tools that have been validated through research and determined effective by the SABIT team. The SABIT team reviews the student’s progress through PAL’s Data Impact Model every four weeks and adjusts instruction when a student is not showing progress through trend analysis through blended learning programs such as iReady and ST Math, Power Hour “Double Dose,” or adopted curriculum’s differentiated instruction tools such as Ready Toolbox or Wonderworks. If the student is not showing progress, the teacher attempts a variety of intensive interventions and

strategies (iReady, Ready Toolbox, Wonderworks, ST Math) designed to facilitate the child's learning within that classroom. Interventions may be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work. Students with special education needs will be included in the school's regular education and extracurricular environment to the extent that such participation is consistent with each special education student's individualized education program (IEP). In all cases, the school will conduct special education as it is outlined for each individual special education student in his/her IEP. PAL will convene IEP review meetings in order to review and revise IEPs as appropriate. The school always will attempt to place the special education student to the maximum extent appropriate in a learning environment with both his/her disabled and non-disabled peers, in accordance with the student's IEP. If the student shows no academic growth, the student would be recommended to attend a Tier III small or individual instructional group to provide the necessary more intensive interventions as needed. In the regular education classroom, using peer assisted learning and Blended Learning programs (ST Math, iReady, digital platforms for all curriculum) can help the student remain with typical peers and receive intensive instructional level instruction. Depending on the nature of and severity of the disability, other placement models outside of the approach discussed above may be determined to be more appropriate to the needs of the student. As an LEA, PAL could explore contracting for bringing in other resources to meet the student's needs in a manner consistent with Idaho Department of Education. PAL's administration will recruit highly qualified special education teachers through multiple means such as contracting with Special Education LLC, university teacher recruitment fairs, or contracted services to name a few. All related service personnel including speech and language therapists and school



psychologists will be certified in the State of Idaho or will have applied for a license before they are hired. PD will be offered to classroom teachers in the areas of intensive interventions and research-validated methods addressing the unique needs of students with disabilities as detailed in PAL's Great Teaching and Leading plan in Section G below. Additionally, the SPED teachers, facilitators, and related service personnel will provide instructional information to teachers on how to modify the curriculum and address the unique needs of any students with disabilities.

Nutritional needs of students: PAL projects that approximately 15.3% of the student population will be eligible for free and reduced-priced lunch. Standard kitchen equipment is factored into the amount of the expected building space and may include up to an oven, warming cabinet, double door refrigerator, and single door freezer. These items are included in the schools anticipated FFE lease. Added start-up expenses may include food thermometers, a prep table, oven mitts, individual use gloves, and other kitchen supplies and/or will be supplied through the existing Boys & Girls Club facility. Administrative costs are minimal and may include a date-stamp, envelopes, and mailing stamps. The school is looking into several options on how best implement the National School Lunch Program, including talking with Tobe Finch at Happy Day Catering on all options. First, we will look to contract with a Vendor/School District to prepare specified meals under the NSLP. The school will also contact local restaurants, such as Tobe Finch at Happy Day Catering, to see if they would be interested in serving the school. If neither of these are possible, the school will evaluate the best way to implement it internally through partnerships with the Boys & Girls Club. The goal will be to provide meals at or below the cost of the federal reimbursement rate that follow the requirements of Idaho Child Nutrition Program.<sup>16</sup> The school will administer the application process for all free and reduced-price

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<sup>16</sup> See <http://www.sde.idaho.gov/cnp/>.

meals and will submit claims for reimbursement to the state. The budget assumes that meals will be paid for by students not eligible for these programs. The amount of \$1,000 per year of state funding has been budgeted in Year 1-3 for any potential overages or one-time costs associated with supplying food services. The operating costs associated with this expense are based on experience with similarly sized schools in other markets and initial consultations with food service providers in the Lewiston area.

Transportation: to meet the specific needs of educationally-disadvantaged students, PAL will provide transportation to and from school and will contract out the services. The budget has been based on rates given by Brown Bus Company (BBC), which supplies school bus transportation to various Idaho schools. The budget reflects the transportation allowance of 60% of the projected transportation expenses. The transportation expenses are assumed at \$325 per route per day, for 180 school days using one route for the first two years of operation, increasing to two routes in the third year of operation. The PAL governing board will obtain appropriate bids for a bus transportation provider in compliance with Idaho Code and will provide target communities with options such as bus passes and ride sharing or carpooling parent group apps to eliminate barriers to attending the school and encourage families of Economically Disadvantaged, English Learner, and Students with Disabilities to apply and attend PAL's high quality charter school options available to them. PAL will accommodate transportation needs for field trips/extracurricular activities by contracting with the same company or by other viable means such as supplying bus passes and carpooling.

#### **G. Staffing and Professional Development Plan**

All school personnel will report to the principal. PAL will follow Idaho's class size ratio goals and has planned for teaching staff accordingly. The table below shows the proposed staffing of the school during the first five school years.

<b>TEACHING STAFF</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>	<b>27-28</b>
Classroom Teachers	9	11	13	15	16
SPED Teachers	1	1.5	1.5	2	2
STEAM Specialist	0	0	1	1	1
Principal	1	1	1	1	1

Recruiting and Hiring: The PAL governing board is currently seeking a building administrator.

In searching for a leader, the board is seeking out a person that strongly believes in the school’s mission and vision, will promote a collaborative leadership style that fosters shared leadership to capitalize on the expertise of individual leaders and build capacity in teacher leaders, has strong instructional leadership experience to facilitate the continuous improvement of instruction, evaluation, data-based decision making, serving diverse student populations, and the recruiting and hiring of teachers and staff. PAL will deploy a rigorous hiring plan that has proven successful across 200 educational institutions in 10 states with both rural and urban settings to recruit and hire highly effective staff through recruitment fairs, targeted marketing for STEAM instructional staff, creating a relationship with local teacher programs, Boys & Girls Club, Idaho Hispanic Chamber of Commerce, affiliate schools, and through national postings. Candidates will be screened for alignment to PAL’s mission, vision, and pedagogical beliefs, and those that have beliefs that closely align to STEAM and Blended Learning and have the necessary pedagogical skill set will be offered employment.

Great Teaching & Leading Program is aligned to PALs mission to unite the community and prepare students for college and career. To that end, PAL’s PD plan is to identify, train, and sustain a system of exemplary teachers, teacher leaders and mentors that embody Pinecrest’s mission through a culture of continuous self-reflection, and professional improvement replicating Pinecrest’s well-established and successful PD model.<sup>17</sup> PAL seeks CSP grant funding to train, assist, support and elevate teachers in order to create the best teaching and learning environment

<sup>17</sup> [https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/GTFL/FY16/Pinecrest\\_120\\_Day\\_.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/GTFL/FY16/Pinecrest_120_Day_.pdf)

possible to support our goal of 90% teacher retention, and increased student achievement. This will be done by creating sustainable systems for teacher preparation and leadership and Idaho Standards alignment beyond the life of the grant. Teacher attrition is at an all-time high nationally, “nearly 50% of new teachers leave the profession within their first five years.”<sup>18</sup> Many new teachers cite feelings of isolation and lack of support as critical determinants in their decision to leave. Teaching is one of the few professions where a new graduate is expected to perform as a seasoned professional. Education to date, rarely provides such experiences. The educational tradition of sink or swim is no longer a viable option for the profession. Pinecrest proposes the following comprehensive preparation and leadership initiatives that benefit all stakeholders and create an abundance of academic growth.

<b>Initiative</b>	<b>Professional Development Description</b>
<b>New Administrator &amp; Teacher Induction</b>	PAL’s induction program will assist new teachers and administrators in becoming familiar with the different programs, curriculum and school initiatives to set them up for success for the school year, PAL teachers will be assigned a mentor from Nevada and Florida to provide ongoing and sustained support with Pinecrest’s instructional model through in-person travel, school visits, virtual sessions, and Remote Live Instruction conferencing technology. PAL will provide opportunities for new teachers to attend training before the school year begins in the summer of each year to support them right from the start of their experience and will be sustained and ongoing through travel and online support.
<b>Administrator &amp; Teacher Mentorship</b>	Pinecrest will train teacher leaders and administrators on effective leadership/mentoring/coaching strategies, critical conversations, identifying problems of practice, goal-setting and best practices to increase retention, preparation and improve instructional practices and student achievement. Support teams and mentoring are essential components of Pinecrest’s PD plan. Idaho continues to face an unprecedented teacher shortage. As the state and school systems work to create initiatives that draw teachers to Idaho, schools are left with the residual complications of building the skills of new teachers, while striving to retain their effective educators. Both new and veteran teachers are in desperate need of guidance and support from one another. <sup>19</sup>
<b>Teacher Leadership</b>	Affiliate teacher leaders will serve as models for reflective practice and mentor new PAL teachers to the program to grow, recognize, and retain a base of exemplary and reflective teachers and multiply the number of teacher leaders with strong classroom instruction/results. The priority is to provide quality trainings and cross-campus supports with affiliates for our teacher leaders, to create a sustainable and rewarding system of professional growth and leadership in an effort to retain highly effective teachers through meaningful professional development, networking opportunities, and professional growth.
<b>Professional Learning Community (PLC)</b>	The collaborative and supporting Pinecrest atmosphere is essential to the educational model to allow for common planning and teaching teams, both within grade levels and subject areas. Through PD activities, teachers will have opportunities to reflect on practice, discuss research and cases of learning, and examine student work. Such a culture makes it safe for teachers to share universal goals, confront what is and isn’t working, and transform their own thinking and practice. Professional development will include: Pinecrest Academy Instructional Model, Data Analysis, Vertical Alignment (by subject and grade level), Horizontal Alignment (by grade level), SABIT, Special Education, and Building Emotional Intelligence.

<sup>18</sup> National Commission on Teaching and America’s Future. Retrieved from <https://www.nctaf.org/nctafWhoWillTeach.pdf>

<sup>19</sup> Holloway, John. (2001). *The Benefits of Mentoring*. Retrieved from: <http://www.ascd.org/publications/educational-leadership/may01/vol58/num08/The-Benefits-of-Mentoring.aspx>

#### **H. Financial Management and Monitoring Plan**

Operational and Financial Capability: Please see the attached 3-year Operating Budget, which includes donations for the Pinecrest affiliation fee and services by Academica. These are not charged in full until the school is on its feet and financially sound enough to begin making payments. Academica provides new start-up schools with seed-funding to aid schools with opening in the first years of the school that is a donation and not required to pay back. Also see the Budget Narrative for the implementation plan that includes key personnel and target dates for completion of activities and purchasing.

Facilities Plan: PAL is currently planning on opening its first year in the Boys & Girls Club. It is important to note that PAL's enrollment plans assume a slow growth model starting with a maximum of 300 students and expanding by a grade per year to a total of 450 students in grades K-8. As such, the budget represents purchasing all items for the full enrollment of the school that must be completed by September 30, 2023. PAL remains in discussions with the Boys & Girls Clubs of the Lewis Clark Valley related to the Clubs' recent purchase of five buildings, including Booth Hall found in Lewiston's historic Normal Hill neighborhood. This proposed location includes about 12 classrooms, administration offices, cafeteria area, full size gym, commercial kitchen, outdoor play area, and large parking area. All classrooms and school spaces are allocated and ADA compliant for Special Education and other special student populations. Our preliminary exploration indicates that rent costs will fall within the projected cost per square foot that we used to generate our budget assumptions for the facilities lease line item, which is approximately 10-12% of the annual budget. Added facility costs, such as repairs, maintenance and utilities, still have total facility costs around 15-17% of the annual budget.

Sufficient Resources: PAL has budgeted for low student enrollment in the case of enrollment under the amount projected to mitigate risk for under enrollment.

**I. Board Capacity and Governance**

Board Composition and Selection: The board strives to maintain a governing board that has the breadth of knowledge and experience to effectively support and direct the operation of the school, as well as is representative of the school community. The bylaws outline that the board shall seek to have the following minimum board competencies: at least two parents of enrolled students; an active or retired licensed educator; an individual with expertise in the areas of accounting and/or finance; and an individual with expertise in the areas of law and/or human resources. PAL’s governing board consists of a diverse group of people that has the experience, expertise, and skills necessary to successfully oversee the school:

Board Member	Areas of Expertise
Anna Wilson	Virtual Math teacher for Kenai Classical in Soldotna, Alaska and Edmentum teaching for EdOptions Academy, which services students grades 6-12 and has been a teacher since 2006.
Royal Toy	Currently serving as Director of Pathways for Accelerated Certification and Endorsement (PACE) programs focused on the development of access to teacher development programs, Masters in Special Education and GATE.
Paul Merrill	Attorney specializing in dispute resolution, trial experience, estate planning, real estate, probate/trusts, conservatorships, family law.
State Representative Mike Kingsley	Entrepreneurship and business, Program Director Lewiston radio station, currently serves in District 6, House Seat B, and will be the new Legislator in District 7, House Seat A.
Nate Hercula	Pastor of Family Ministries at CrossPoint Alliance Church in Lewiston Idaho, degree in Pastoral Leadership, experience in youth development programs and community outreach

When a vacancy exists, the board will evaluate skillsets that are needed, will create a description of the board position, will advertise it to the school community, and will conduct interviews of applicants prior to filling the vacancy. The board will seek a board member with financial expertise.

Policies and Procedures: The governing board will be the ultimate policy-making body with the responsibility of operation and oversight of the school including academic direction, curriculum, and budgetary functions. The policies, procedures, powers, and duties, by which the board will operate are detailed in the attached bylaws, but briefly include: ratify the school’s mission and vision statements, and any modification thereof; establish and approve all major educational and operational policies; develop and approve an annual budget and financial plan; approve any

management, operational, and service contracts; exercise continual oversight of the charter school's operations; select an independent accountant to perform an annual audit, and review and approve the audit report; and hire and supervise an administrator who the board trusts to oversee the day-to-day operations of the charter school to ensure the board remains at the governance level of leadership. Additionally, Board members will: understand the approved curriculum and agree with the educational philosophy, discipline policy, and administrative structure of the school; attend PTO meetings or events to show support and encouragement for the school; attend a yearly board retreat where the goals of the board are defined and a board self-evaluation will be conducted to critique the performance of the board during the past year; participate in professional development trainings; know and abide by the Idaho Open Meetings Law for open meetings, and understand the Open Records law. At the conclusion of the first year, and annually thereafter, the board will participate in a board retreat. The retreat will be a time to analyze ISAT scores and other assessment data from the prior year; complete a board self-evaluation; develop/modify a strategic plan; sign an annual conflict of interest form; and set measurable performance goals for the principal based upon his/her last year's performance review, student achievement and growth, school system health, and leadership. The self-evaluation will use a tool to rate the board's performance on factors including: a solid board foundation, board operations, relationship with principal, budget/finance, and student achievement.

Professional Development: Current board members will attend the Charter Start! Workshop conducted by the Idaho Department of Education's Office of School Choice. The two-day workshop will cover topics on ethical and effective board governance, the charter petition process, charter school financing, accountability, and other topics relevant to starting a governing a new charter school. Prior to August 2023, the board will participate in additional training that

covers open meetings law, public records request, governing board roles and ethics, financial oversight, school leader evaluation, and academic achievement data analysis. PAL has requested funding for board members to attend the National Charter School Conference as well as scheduled additional professional development for the members of the board to support strong operations. Based on the self-evaluation, authorizer feedback, and stakeholder input, the board will develop a training schedule for the upcoming year.

#### **J. School Leadership and Management**

Principal: The board is currently seeking a qualified Principal candidate who is responsible for all aspects of day-to-day administration of the school and ensures that daily operations, resources, policies, and procedures are being implemented in accordance with the school's mission. The principal makes all school-based decisions, establishes and implements procedures for curriculum and instruction, classroom management, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities, and internal financial controls. Along with the hiring all teachers, the principal will hire an administrative team to help support them in these responsibilities, including an Office Manager/Registrar, a Receptionist/Health Office Assistant, a School Staff Assistant, and a Literacy Instructional Paraprofessional. Additionally, Pinecrest affiliate schools in Nevada and Florida will provide intensive mentoring and support to the principal and the administrative team in all areas of school operations. The Principal reports to the board on the school's operations and finances monthly and is expected to communicate with the board as often as needed to ensure the school's operational needs are met. At the outset of a school year, the Board establishes goals with the Principal and will evaluate progress towards those goals twice annually. Additionally, the governing board will annually evaluate the



Principal in compliance with *Idaho Standards for Effective Principals*, which includes the following indicators:

Domain	Idaho Standards for Effective Principals
School Climate	<ul style="list-style-type: none"> <li>Promote success for all students by sustaining a positive school culture and instructional program that is conducive to student learning and continued professional development.</li> </ul>
Collaborative Leadership	<ul style="list-style-type: none"> <li>Foster a collaborative leadership structure by seeking input from stakeholders and establish high standards for professional, legal, ethical, and fiscal accountability.</li> <li>Performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.</li> </ul>
Instructional Leadership	<ul style="list-style-type: none"> <li>Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing school improvement plans.</li> <li>Assess teacher performance using the Danielson Framework for Teaching which includes timely feedback and criteria for continuous quality improvement of professional skills</li> </ul>

Management Provider: PAL contracts with Academica as its Educational Service Provider (ESP). All Pinecrest Academy schools in Nevada and Florida contract with Academica as their ESP so it was a natural collaboration for PAL to begin this partnership. Academica’s services are designed to ensure sound business operations are in place to allow the Principal and Governing Board to focus on educating students and the day-to-day school operations. The services include, but are not limited to: assisting the Board in creating budgets and financial forecasts and maintaining the financial books; assisting the Board in preparing applications for grant funds; monitoring and assuring compliance with all state reports; assisting the Board in locating and securing a school facility; assisting with systems development; at the Board’s direction, preparing agendas and posting notices of all board meetings; providing human resources-related services such as dispute resolution and contract preparation and review and; and assisting the Board in renewing the School’s charter. The Governing Board and Principal will have an opportunity to provide feedback to Academica through a Service Evaluation and the Board retains the ability to exit contracted services with Academica if the Board so deems necessary. The Service Evaluation includes a rubric for each department/service within the Academica organization.

Challenges: The governing board recognizes that integrity and honesty are imperative in the

operation of the school. Developing the trust of parents and families, could present a challenge that PAL will address by holding in-person and virtual open houses as well as meeting with Facebook Live events at various times during the day and evening to meet the needs of families. As a public school, PAL has developed procedures that provide several layers of checks and balances and internal controls to mitigate risks and to ensure proper oversight of taxpayer funds. The bylaws govern the governing board and include all rules, regulations, and ethics to which the board is expected to abide. In addition, the Conflict-of-Interest Policy defines conflicts, interested persons, procedures for determining if a conflict exists, as well as how to manage potential and real conflicts of interest. PAL has adopted finance policies and procedures that address budgeting, processing and monitoring revenue and expenses, cash flow management, and procurement procedures that the Board members, Principal, and Office Manager will have been trained on. Ongoing COVID 19 supply chain challenges may also affect the ability to purchase certain CSP funding items such as technology and curriculum materials. To mitigate possible supply chain issues, PAL will collaborate with Academica and its procurement department to obtain items as quickly as possible within the grant period of performance. Facility challenges may occur with the opening of a new building through the Boys & Girls Club partnership. Shared spaces can be a challenge to teachers and the Boys & Girls Club staff. Academica supported schools have successfully opened and maintained strong relationships with Boys & Girls Clubs partnerships and the board will consult with successful school leaders and Boys & Girls Club Executive Director Jon Evans to glean operational and co-shared space mitigation strategies. For example, the Mater Academy of Northern Nevada school has been operating successfully for the past 6 years in a similar shared space as PAL is currently seeking to locate.