

Executive Summary

Summary: Pathways In Education (PIE)-West Ada is opening a new charter school in the West Ada School District in August of 2024. PIE-West Ada will provide a high school education program to at-risk students through a blended learning model, which leads to students' attainment of a high school diploma and acceptance to college and/or career pathways.

Pathways in Education has proven success in Idaho with a separate charter in Nampa. The PIE-Nampa school opened in 2017 and has been at full capacity since the fall of 2018.

The Pathways In Education learning model is unique in that it offers students a flexible schedule where they attend the physical campus for a minimum of two days a week for two-hour sessions. During these sessions, they have one-on-one time with teachers, and can receive postsecondary counseling, special education and/or EL services, or attend a traditional-style class. When students are not physically at the campus, they complete independent work using a combination of traditional textbooks, workbooks, and an online learning platform.

PIE-West Ada's learning program is personalized for each student. Using student success plans, individualized instruction, small group instruction, guided learning, targeted intervention, postsecondary counseling, parent involvement, and extended and flexible learning time, the needs of every student can be met to help them succeed. Doing this for all students requires a reimagining of the high school experience for some students.

Mission Statement: Pathways In Education schools are exemplary models of a successful blended learning program. Our staff empowers, inspires, and connects with our students to help them achieve their goals, positively change their lives, and make their dreams a reality. Our schools are supportive environments where all stakeholders are successful.

Part II:

A: Grant Project Goals

Pathways in Education's Mission: Pathways In Education (PIE) Schools are exemplary models of a successful blended learning program. Our staff empowers, inspires, and connects with our students to help them achieve their goals, positively change their lives, and make their dreams a reality. Our schools are supportive environments where all stakeholders are successful.

Pathways in Education's Vision: Pathways In Education is the best non-traditional public school, empowering under-served students by unlocking their passions and dreams and moving them daily toward graduation and creating lifelong learners.

Grant Project Goal # 1: Create 300 new seats for at-risk students in grades 9-12 in Meridian, ID. Meridian is the fourth fastest growing city in the nation, with a population increase of 25% since the last census. This increase has impacted the West Ada School District. Meridian's five comprehensive high schools are close to or at capacity and all four alternative education academies have waitlists. Pathways in Education will provide a much needed additional alternative to help underserved students in the district. We plan to serve severely credit deficient students, chronically absent students, and students who have previously dropped. We expect our demographics to align with that of West Ada alternative academies.

Grant Project Goal # 2: PIE West Ada will offer an independent study program where 100% of students will have an individualized learning plan(ILP) geared towards graduation. PIE West Ada will ensure that 100% of seniors will create a post secondary plan that will lead to employment, post-secondary education, or military service. These plans will outline the student's academic and personal goals, the steps needed to achieve them, and any necessary accommodations needed to help them succeed. The plan will be personalized to address each

student's unique learning needs and challenges, while providing flexibility which will allow students to choose the modality of learning that works best for them: paper curriculum, online platform, and/or small group classes. These plans will include opportunities for each student to engage in advanced opportunities including dual enrollment classes and concurrent college classes on campus by partnering with local colleges and leading small cohorts through college courses. All ILPs will also outline a path for students to graduate within the graduation cohorts of 4 years, 5 years, or 6 years depending on credit deficiency. All graduates are tracked for two years by the Post Secondary School Counselor in order to continue support beyond graduation and to measure alumni progress.

Grant Project Goal # 3: PIE West Ada will provide targeted support to 100% of their students to ensure that every student is making significant academic growth. PIE West Ada will measure student academic skill levels three times a year using the evidence based Star Renaissance comprehensive reading and math assessment. The data collected during these testing sessions will be used to determine evidence-based academic interventions for each student in math and reading such as My Math Path, Achieve 3000, or other intervention courses, thus allowing PIE to personalize instruction to address gaps in learning. PIE's unique educational style and setting allows for teacher to student ratios of approximately 1 teacher to 5 students during scheduled appointments. This ratio allows teachers to meet with each student, one on one, every appointment to ensure that students are receiving the targeted assistance and academic interventions they need to be successful in the program.

B. Educational Philosophy, Instructional Practices, and Curriculum

The curriculum and instructional tools and methods used by Pathways in Education schools reflect the educational philosophy and mission to provide a personalized and equitable learning

experience for at-risk students. Pathways in Education focuses on serving students who are in danger of dropping out of school or who need to be re-engaged. These students are often facing unique challenges that require alternative methods to help them become successful students. The PIE-West Ada curriculum model and program design provides the structure through which staff can work with students on an individual basis and offer the support each student needs to be successful.

Curriculum at PIE- West Ada will be based on Idaho Content Standards, and meet all guidelines as indicated in Idaho Administrative Code IDAPA 08.02.03.3 The curriculum focuses on remediation and core knowledge to ensure that students receive a strong foundation in basic skills, helping them reach proficiency in all core content areas. Students will receive ongoing personalized support from highly qualified teachers in all core subjects. PIE will utilize multiple curricular modalities in order to provide credit-bearing courses to fulfill graduation requirements. Graduation requirements will be satisfied using a standards-aligned curriculum that includes independent study Student Activity Workbooks (SAWs), teacher-led Small Group Instruction (SGI) classes, and online curricula such as Achieve 3000, Accelerated Math, and Edmentum. Other Pathways In Education schools have found that students benefit from choosing a combination of these modalities.

Curriculum offerings at PIE- West Ada will include various levels of courses in English, Math, Science, Social Studies, Physical Education, Health, Arts and Humanities, and Electives. In order to match the individual student's level of prior knowledge, these rigorous courses may be scaffolded and presented in a format that is accessible to all learners. Scaffolded courses are designed to provide structured learning for students who may score lower in proficiency levels. In the individualized program model, many high-performing students find they can move at a

quicker pace and engage in dual-credit programs with one of our college/university partners. Students will communicate often with their Independent Study (IS) teacher and Small Group Instruction (SGI) teachers during the week. Students will meet with their teachers and have 1:1 time during their two hour appointments to discuss their progress and any challenges they are facing, or identify any additional support that is needed. Each time they meet, it will be an opportunity for teachers and students to strengthen their relationship and establish trust in each other. Teachers will be trained to communicate in a deliberate and authentic way to demonstrate that they are the student's advocate, in addition to serving as their tutor, teacher, attendance monitor, and school advisor. This kind of individualized, relationship-based instruction is a proven driver for not only student success, but also for the success of the school as a whole. This is evidenced in a 2017 study by The Thomas B. Fordham Institute, which cited a "high risk, low dose" model that lacks sufficient individual tutoring or small-group instruction as one of three key predictors of failing charter schools. This is an area in which Pathways In Education's model truly thrives, in which teachers work in tandem to provide individualized support to students. The Pathways In Education model has helped thousands of students graduate from high school and achieve postsecondary success. Collectively, the mission, vision, and educational model for PIE-West Ada are based on the philosophy and evidence-based practices of closing the achievement and graduation gaps for at-risk students. Other Pathways In Education schools have successfully developed and implemented a wide range of curricula, and have received accreditation by Cognia. Continuous improvements and advancements to course offerings are vital to operations and occur on a regular basis. PIE- West Ada requires students to complete the minimum Idaho state requirement of 46 credits, a senior project, 10 hours of community service, and to pass the civics test.

Flexible scheduling, creative course delivery, use of technology, and experiential opportunities will be instrumental in meeting the diverse learning needs of students. As such, accelerated credit recovery and skills growth will be achieved at PIE- West Ada through a variety of methods and approaches, including:

Focused Learning and Subject Matter Concentration: Students will generally work on fewer than three courses at a time. Concentrating on a few subjects at a time will permit greater depth of learning in each subject area and affords students the ability to concentrate on specific subjects and skills. This focused approach will allow students to master content thoroughly and to achieve rapid progress that helps motivate them to persevere with their studies.

Self-Paced Learning: Students will use a guided, individualized learning format that permits them to tailor their work pace to meet personal needs and goals. Staff members, including Teachers, Tutors, Special Education Teachers, and Post-Secondary Student Services Counselors, will coach students toward attaining their goals.

Mastery: Students will be placed in the core subjects of English/Language Arts and Mathematics based on assessed achievement levels and other pertinent data, including students' transcripts and standardized test results. Advancement and mastery of skills will be determined through a variety of assessment modalities, including teacher observation data, formative assessments, performance based projects, student work samples, and summative tests. Many of these assessments will incorporate composition, multimedia presentations, and artistic expression to meet the needs of individual learning styles. In order to earn course credit, students must demonstrate mastery by achieving a grade of 70% or better. Students who do not meet this requirement must review the curriculum with additional scaffolding, which may include Small Group Instruction (SGI) and/or on-site individualized tutoring.

Small-Group Instruction: PIE- West Ada will place a great focus on providing needed interventions for students who may be struggling. Small Group Instruction (SGI) classrooms will help students develop a much greater understanding of the core curriculum in a classroom setting. Small Group Instructors will be trained in current research-based teaching practices that will help to effectively engage students, many of whom have had negative classroom experiences in the past. SGI classes will host 12-15 students, allowing for an increased amount of differentiation and one-on-one support for struggling students. Efforts will be made to create strong relationships among the students in SGI courses, which will create peer support opportunities. SGI teachers will use Renaissance Star Assessments, transcripts, credit attainment data, and attendance trends to guide their planning of instruction and to prioritize course offerings.

Data-Driven Instruction: All students at PIE- West Ada will be placed at the appropriate curriculum level based on assessed reading levels and remaining graduation requirements. Diagnostic testing measures to determine academic achievement levels in math and reading are implemented with the Star Assessment, which is administered three times a year. In addition, the Achievement Series has been adapted in order to create diagnostic tools to acquire data regarding students who may be at-risk, and to closely monitor student achievement. This data will be used to determine individual student programming. Moreover, several assessment modalities such as benchmark tests, pre/post-tests, and formative assessments will be utilized to indicate student progress within the curriculum.

Flexible Schedules: The flexibility of the design of the PIE-West Ada program and its curriculum will be effective with many students, as students will be provided options not available in a traditional school. The student population will likely include students who must work full-time

and/or are pregnant and/or parenting. PIE-West Ada's flexible model will allow students to do their school work at times that fit their obligations (for example, the minimum on-campus attendance requirement for each student will be for two hours per day, two days per week). This flexibility will encourage students to continue in school with success no matter what life challenges they face. PIE-West Ada anticipates the need to serve students with a variety of performance levels and academic needs.

High Academic Expectations: Teachers will challenge students of all skill levels by providing ample individualized feedback. Students will be required to complete materials that have not yet been mastered, as advancement will be determined on mastery of skills. Learning will be focused on specific skills and tasks to ensure maximum advancement in a minimal timeframe. This focused approach to learning will afford students the ability to devote time to the acquisition of higher-order learning tasks, such as analysis, evaluation, and synthesis.

Small School/Class Sizes: Small school and class size at PIE- West Ada will promote joint accountability among students and staff. Efforts will be made by staff members to personalize education and create an environment where all students will feel valued and empowered to contribute to the school community. Experiential Learning Trips: Experiential learning is an innovative approach to instruction, providing relevant, real-world experience to students through multi-day trips and hands-on activities. It promotes not only social and personal growth, but community involvement, environmentalism, and STEAM learning, and is proven to increase high school graduation rates among attendees. Participants develop life-long skills like teamwork, leadership, and critical thinking as they learn to problem solve with their peers.

Technology: Technology plays a crucial role in education. PIE West Ada will utilize technology to help students learn how to access information, personalize learning, collaborate, communicate,

and organize information, effectively preparing them for success in an increasingly digital world. Technology will also be used to ensure that education is accessible to diverse learners: assistive technology such as screen readers and speech to text can support students with disabilities and English language learners. PIE West Ada will provide chromebooks for each student upon enrollment. Technology will be utilized in all curriculum areas in a variety of ways such as diagnostic testing, online assessments, and interactive lessons with real time feedback.

C: Teaching and Learning

How PIE- West Ada Will Use Data to Help Students Succeed

Formative Assessment: Teachers will have access to formative assessments such as key assignments in a Student Activity Workbook as well as checks for understanding to assess student progress.

Summative Assessment: Information such as unit tests and skills growth indicators (we will use Renaissance Star 360) are used to make more broad decisions about whether a student might need an intervention to address a specific skill deficit.

Renaissance Star 360: Students will be assessed three times each year for academic growth.

Interventions: Tools to address deficits in math skills will include My Math Path, which uses the students' test results to provide activities and remediation at their most recent level to assist them in building skills. Achieve 3000 is also used as an intervention in the same way to address deficits in literacy/ ELA.

Teachers will discuss this plan of academic growth with students via “Achievement Chats,” individual meetings with students and parents to discuss results and plans for improvements if needed.

Curriculum: Some of the indicators that will be used to measure our course effectiveness will include: how long it takes a student to complete a course, assessment data (retakes, % passage), and skills growth as measured by Renaissance Star 360 test scores and End of Course (EOC) data.

Teacher Standards: Pathways In Education has created the High Quality Teaching Initiative (HQTI) rubric, a Danielson-inspired and Idaho State approved framework to provide a common language around teacher proficiency and establish expectations and standards for excellence. Additionally, teachers will be observed by leadership several times a year and will discuss results and goals in pre and post conferences. Leaders will utilize data from these conferences to help set goals for the teachers and school site and to inform their PD plan throughout the year.

Reflection and Adjustment: If it is determined that a course is not providing students with the necessary assignments/activities to meet the learning targets, the curriculum can be adjusted by either adding scaffolding or looking at trends to see where there are roadblocks for learning based on bad test questions or misalignment between learning and assessments.

MTSS Framework: Part of the supportive structure at PIE- West Ada will be based on the use of the Multi-Tiered Systems of Support (MTSS) Framework. This method of integrating assessment and intervention works to maximize student success and identify students who are at risk of academic failure. The MTSS Framework uses a continuum of academic and social-emotional interventions with targeted, evidence-based supports designed to meet the needs of all learners. Tiers of the MTSS Framework outline the level and intensity of instructional and social-emotional supports provided to students, as noted below: Tier 1 - Core Universal Instruction: All students receive universal instruction. Core curriculum is emphasized in Tier 1. Providing quality instruction to all students is a constant focus, which also provides a common

ground for all content area teachers and school-based experts, such as Related Service Providers, to work collaboratively to best meet the needs of students. Everyone plays a role in removing barriers to accessing high-quality Tier 1 core instruction.

Tier 2 - Targeted Instructional Interventions (Supplemental): Some students receive additional targeted academic and behavioral support. Instruction and interventions are provided in addition to the core instruction that all students receive in Tier 1. Tier 2 instruction does not substitute for the core program – it supplements the core program (e.g., SGI courses, Workshops, Hybrids).

Tier 2 instruction works to strengthen the academic and/or behavior skills of students which act as barriers to success in Tier 1.

Tier 3 - Intensive Individualized Instructional Interventions: Deep and intense support based on individual or small group needs. Students receiving Tier 3 instruction are met with standards-based programming which addresses identified skill deficits. This instruction, which may differ from Tier 1, is in addition to and aligned with curriculum standards, supplemental academic and behavioral curriculum, instruction, and support. Tier 3 instruction is characterized by increased time and intensity on a narrow program of instruction, intervention, and skill-based focus.

Standardized Test Participation: All students will be expected to participate in all required state exams (SAT and ISAT) along with internal Renaissance Star 360 Reading and Math assessments. As an example of the effectiveness of the Pathways In Education model in encouraging test participation, in the 2023-2024 school year, PIE-Nampa had participation rates between 95-100%. This was accomplished through clear communication (email, calendars, direct teacher-to-student communication, etc.) and the ability to leverage the relationship that staff cultivates with each student and their family.

D: Student Academic Achievement Standards

PIE-West Ada plans to utilize a multi-tiered approach to measuring and monitoring student achievement standards. The monitoring system is specifically designed to assist teachers and instructional leaders to re-engage students who typically come to the Pathways program deficient in both skills and credits. This includes intensive monthly monitoring of student credit attainment, skills growth monitoring three times a year, monitoring of 12th Grade graduation cohort, and assurance that all students who graduate with Pathways have a postsecondary plan. The students who are entering PIE typically enter between 2-3 years behind their peers in reading and math skills. Additionally, most of these same students transfer to the school and are credit deficient to varying degrees. All Pathways In Education schools use a single-year cohort to supplement a 4-year cohort graduation rate, in order to give the teachers and school leaders more immediate feedback on the progress of potential graduates. This rate simply identifies students in the 12th grade at the beginning of the school year and monitors the rate at which the students in this cohort graduate by the end of the school year. This provides a clearer picture of how our credit-deficient students who transfer into the school are progressing towards graduation, as opposed to simply looking at our on-time graduation rate. The aforementioned skills gaps will drive strategic planning at PIE- West Ada. Renaissance Star testing, which is administered in three intervals throughout the year along with student progress measures, will be the leading indicators throughout the year to improve student achievement. Another way that PIE- West Ada will measure student productivity and engagement is to measure the pace at which students are completing credits. These measures will be internally referred to as Credit Attainment and Academic Recovery. Since a large portion of student work will be performed independently, either through guided independent study or online classes, it is vital that staff consistently

monitor student work quality and quantity. As discussed earlier, most students at other Pathways In Education schools come in with both credit and skills deficiencies that put them behind their 4-Year Graduate Cohort peers. By ensuring that student engagement and productivity are monitored from the moment the student is enrolled, students can get back on track quickly. Credit Attainment is a measure of the percentage of students who have completed enough work during the month to be on a 4-year graduation pace (at least 1 credit per month). Academic Recovery identifies students who have fallen far below work expectations for the period. The experience of existing PIE schools has shown that students who are not engaged with their work are in danger of not only falling further behind, but are also at risk for dropping out. Both metrics will be monitored by the Principal and staff on a weekly basis.

E: Student Demand and Community/Local Support

Recognizing the importance of developing collaborative relationships with stakeholders from the West Ada community, PIE- West Ada has been working closely with community and local school leaders to build awareness of the program among students and families. In order to ensure that there is adequate enrollment, PIE- West Ada began student recruitment in Spring 2024. Due to the population increase in the Treasure Valley, West Ada School District is near or at capacity in all the high schools and all their alternative programs have lengthy waiting lists. There is a clear need for more seats and different school models to address the growing at risk population in this community.

The West Ada School District, PIE West Ada's authorizer, and PIE West Ada leaders have been working closely for the previous year.. PIE leaders have toured all the district's alternative schools and met with each of the principals to create partnerships and create clear understanding of opportunities and best options for students in the district. In Addition, PIE leaders also met

with the counseling and admin teams of each comprehensive high school to share information and resources so they also understand the opportunities PIE presents to students in the district. Due to our year 0 efforts of establishing relationships with schools, parents, community agencies, and historical data we project our enrollment to grow to almost capacity by the end of the school year.

Enrollment	Year 1 (2024-25)	Year 2 (2025-26)
End of Year	250	300

PIE West Ada has a strong marketing plan in place for recruitment. West Ada School District shared with PIE West Ada over 1000 names of students who have recently dropped out, are chronically absent, or do not have exit codes. Our team is currently working on sending each of these students information about PIE West Ada. During visits with every high school and academy in the West Ada School District, PIE administrators were met with relief that another option was coming. The visits established relationships with each school so they know how to refer students to PIE and or call for tours or guidance as needed.

Additionally, our marketing team has placed advertisements on many social media sites, created brochures and fliers to be distributed to the West Ada schools and community partners in the area. We plan to partner with other community agencies that serve educationally disadvantaged students and economically disadvantaged students therefore increasing our outreach efforts to these special populations.

Parent Engagement: PIE-West Ada recognizes that parent engagement and involvement is important to the overall success of students. PIE-West Ada will begin hosting open house enrollment events in July or sooner if construction permits. All parents will be required to attend an orientation with their student in order to enroll, this allows time for the parents to learn how

PIE works as well as time to form trusting relationships between the parents and the school staff. PIE- West Ada will form a parent advisory committee (PAC) by the end of year 1 in order to gain parent input and suggestions. In addition to the PAC, PIE will send out parent surveys once a year to request information and suggestions for continuous improvement. PIE will use the school messenger program to send monthly newsletters and progress reports to parent emails provided during orientation. PIE will host required parent teacher conferences at the end of every school year in order to continue to foster the relationship with parents.

F: Effectively Serving All Students

Special Populations (Special Education) PIE- West Ada will provide students full access to a continuum of services and educational opportunities, including those students with special education needs in conformity with their Individualized Education Plan (IEP) and in compliance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.), as well as all applicable state laws, including the adoption of the Idaho Special Education Manual developed by the State Department of Education. The school will ensure that all students are provided with a free, appropriate public education (FAPE), and that all student and parent rights and confidential information are protected.

The special education (SPED) teacher and/or other related service provider will provide instruction and other related services to special education students. The students will receive their Specially Designed Instruction during their allotted appointment times with the SPED teacher. They may also receive these services in a push-in model during their Small Group Instruction classes. The special education teacher and/or other related service provider will also facilitate diagnostic assessment including administration, scoring and interpretation of results. SPED teachers and/or other related service providers will review and revise IEP's as needed; will

support instruction in reading, math, and written language for students; will teach individual and small groups of students; will administer and score academic testing; and will support other academic programs as needed. The student, parent, general education teacher, special education teacher, and/or other related service providers will collaborate to develop and maintain a culture of high expectations for the students to ensure progress is being made towards successful completion of IEP goals, and will determine appropriate levels of direct engagement to progress through the curriculum at an adequate rate to make progress toward a high school diploma. The general education teacher, the special education teacher, and/or other related service providers will communicate on a weekly basis to plan interventions, monitor progress, and discuss achievements.

Limited English Proficiency Pathways In Education serves students who have often struggled academically, and who may face skill gaps due to factors such as limited English proficiency. The PIE educational program and its resources are premised on the immediate identification of, and response to, individual learning needs. PIE- West Ada recognizes that English Learners (ELs) are students with nonEnglish-language backgrounds whose level of oral, reading, and written proficiency in English does not allow them to fully benefit from the curriculum and can create significant difficulty in the regular classroom curriculum without specially-designed modifications. As EL students have not yet met the definition of Fluent English Proficient, PIE- West Ada will work with students on language acquisition so that they can have equal access to all of the PIE programs. As part of the enrollment process, all students/parents will complete the Home Language Survey. An explanation of the purpose and use of the Home Language Survey will be communicated verbally by the Center Coordinator or other staff members in the parents'/guardians' preferred language. Specific needs will be identified by analyzing the

student's English language development test scores, performance on assignments and tests, teacher analysis of work samples, and teacher observations. Services and supports will be provided when the student meets with their general education teacher.

The PIE- West Ada education structure is specifically designed to meet the needs of students enrolled in a blended learning program, which includes instructional strategies supported by ESL teachers, as well as Independent Study teachers, Small Group Instruction teachers, and tutors.

The Sheltered Instruction Observation Protocol (SIOP) model is one that facilitates content comprehensibility for our EL population, and is conducive to the application of research findings that both facilitate ELs' deep content learning and prepare them for the demands of mainstream classrooms. All staff will participate in SIOP training.

Transportation and Food Service Plans PIE- West Ada acknowledges that transportation can be key for some student's success. For our PIE-Nampa school transportation is not provided and there have not been any issues with students enrolling and attending. PIE- West Ada will explore a partnership with the West Ada School District (using the WATS system) to ensure that students who may need transportation have access and provide any student city bus passes upon request. Due to the attendance structure of PIE- West Ada, we do not participate in a traditional school lunch program. Pathways In Education schools provide students with healthy snack options. Students will have access to snack options such as but not limited to: granola bars, pretzels, popcorn, trail mix, fruit, crackers and other items. All snack options will be kept in a pantry easily accessible to any student. No snack option will need to be refrigerated. Due to its flexible model, PIE- West Ada will not have designated meal hour(s), since most students attend the campus outside of conventional school hours (our minimum attendance requirement is two days a week, two hours per day). Students will have the liberty to access healthy snacks and water at

any time of the day. The school also stocks a food pantry with non-perishable food items that are available to all students and families in need at any time.

G. Staffing and Professional Development

PIE-West Ada will be opening with one principal, six teachers, a special education teacher, a post secondary counselor, a center coordinator, and a compliance coordinator. Five of the founding members will be seasoned staff transferring from PIE Nampa. All staff have been hired. As PIE-West Ada grows three additional teachers will be added to run the small group instruction classrooms. At max capacity PIE West Ada will employ 16 staff members.

PIE- West Ada's vision is to create an environment of growth and high expectations through relevant professional development that results in a measurable increase in student achievement, teacher performance, and leadership capabilities. In order for professional development to be successful and have the desired impact, a comprehensive plan has been created. PIE- West Ada will utilize specialized training and development to ensure that all stakeholders are successful. A wide spectrum of comprehensive professional development will be provided to give staff a full understanding of the school culture, as well as their instructional roles in this unique and dynamic program. PIE- West Ada's professional development topics will include (but will not be limited to): culture, curriculum, college and career readiness, instructional strategies, SIOP, using technology, equity, trauma informed practices, academic recovery, feedback, restorative practices, MTSS.

Onboarding New Teachers In addition to the professional development provided to teachers who are new to the PIE program, targeted learning is given to teachers who are also new to the profession. This targeted learning begins by looking at teacher support as a continuum, starting with personal and emotional support, expanding to include specific task or problem-related

support, and then expanding further to help the teacher develop a capacity for critical self-reflection on teaching practice. Support is provided through assigned mentors who have dedicated time to work with the new teacher. Mentors are carefully selected and provided with training. Additionally, a series of training Modules has been developed by the PIE Instructional Coaches and PD team. All teachers are trained on the High-Quality Teaching Initiative (HQTI) rubric to learn the essential characteristics, mindsets, and skills identified to become a proficient teacher.

Ongoing Professional Development: PIE- West Ada realizes that professional development needs to occur on a regular basis to have an impact. Throughout the school year, professional development days will be scheduled for at least one full day a month. These sessions will be aligned to the school's mission and vision, as well as to areas of focus. These areas are based on teacher/staff input, student achievement data, and education research regarding best practices. The Principal and other staff provide job-embedded professional development and utilize professional learning communities (PLCs) for ongoing support.

Job-Embedded Professional Development/Instructional Coaching One of the most-effective forms of learning for teachers occurs while they are teaching. This is accomplished through instructional coaching. PIE- West Ada will utilize the High-Quality Teaching Initiative (HQTI) framework that is used in all Pathways In Education schools. Through HQTI, teachers are observed, coached and analyzed for opportunities to grow. The HQTI rubric is Danielson-aligned. While the indicators and elements are not a 1:1 match, the Danielson indicators were tailored to align with an independent study model. The essential characteristics were identified and practices that could help all staff, whether new to Pathways In Education or a veteran teacher, improve their practice. Indicators are aligned to the mission and vision of the

PIE program and are shaped based on observation, 34 performance indicators, gaps in practice, and practices of successful practitioners. The tool was created to help leaders and teachers by providing a common language through which all staff could communicate and share an understanding of best practices. Instructional leaders in the schools utilize HQT as a tool for teachers to not only self-reflect, but also provide areas to focus coaching support.

H. Financial Management and Monitoring Plan

PIE- West Ada' financial records will be maintained by PMG, in compliance with not-for-profit, Generally Accepted Accounting Principles (GAAP) and all applicable state and federal laws. Financial information will be maintained using Workday as the financial reporting system. This includes Accounts Payable, Accounts Receivable, Cash Management, Budgeting, Financial Reporting, and Payroll processing. PIE- West Ada will have an autonomous Board of Directors dedicated to the successful operation of the school. The Board of Directors will be composed of individuals with personal and professional expertise that directly benefit the school. PIE- West Ada's Board of Directors and Pathways Management Group (PMG) will collaborate to develop and monitor the budget, meeting on a regular basis to identify the needs of the school and to prioritize each need. This collaboration will ensure that the budget is regularly reviewed and adjusted to reflect the actual and projected financial condition of the school. The financial position of the school will be regularly reported to the Board of Directors, including monthly financial reports on revenue, expenses, cash assets, and liability. A formal budget will be presented to the board for approval annually, which will include year-to-date income statements and balance sheets (with year-to-date actuals compared to the original budget). PIE- West Ada will maintain appropriate governance, managerial procedures, and financial controls. The documented controls for the school will include processes for budget development, procurement,

physical controls and asset protection, day-to-day accounting operations (including proper segregation of duties), payroll, and preparation of financial statements in accordance with GAAP, as well as other internal financial controls and processes that may be identified by the school’s Board of Directors. Accounting personnel will follow PMG’s and the school’s policies and procedures. Compliance with these procedures is a part of the annual review process for all personnel. Checks & Balances for PMG/School/Board PIE- West Ada’ staff will be provided with training, expertise, legal counsel and support to ensure that state reporting requirements are met and open meeting laws are followed. Most of the data that will be sent to the Idaho SDE will be completed at the school level. For those reports compiled by PMG, the Principal of PIE- West Ada will provide final approval prior to submission.

PIE West Ada has entered into a lease agreement for the property located at 6074 N. Discovery, Boise Idaho. The build out on the space is minimal and will be completed in phases to accommodate the student start date of August 5, 2024. Furniture and technology are ready to be ordered, the building will be fully functional and equipped for the August start date.

	Rent	Total Revenue	Percentage
Year 1 (2024-25)	\$199,082.00	\$1,656,320.39	12.02%
Year 2 (2025-26)	\$205,054.46	\$2,540,957.84	8.07%
Year 3 (2026-27)	\$211,236.48	\$2,686,366.06	7.86%

I. Board Capacity and Governance Structure

The PIE-West Ada Board of Directors is composed of members from the Treasure Valley. The founding members have successfully served on another PIE school board in Idaho and fully understands the Pathways In Education model.

Governance Structure The Board of Directors will be composed of four-five voting members who shall manage all business affairs of PIE- West Ada. The West Ada School District has appointed one board member to the PIE-West Ada board. The Board is responsible for all school policy decisions, including: ensuring its academic program is implemented effectively and results in quality student achievement; adopting appropriate school policies; reviewing the school's financials; hiring Principal; approving staffing recommendations; monitoring organizational program performance; and ensuring other policy considerations are implemented as needed, or as mandated by state or federal law. Ultimately, the governing body is responsible for overseeing the academic program's effectiveness, the school's fiscal performance, and ensuring that the school is performing its mission faithfully. Expectations and goals for the governing body of PIE- West Ada are set forth in the bylaws. PIE- West Ada commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

Powers and Duties of the Board of Directors The Board is responsible for reviewing financial management, student discipline (expulsions), organizational programming performance, and other areas as needed or as mandated by Idaho or federal law. In addition, the Board will be responsible for overseeing the academic program effectiveness, fiscal performance, and ensuring that the school is performing its mission faithfully. Expectations and goals for the Board of PIE- West Ada are set forth in the bylaws. Some of the powers given to the Board of Directors pursuant to its bylaws include, but are not limited to, the following: Select and remove all officers, agents, and employees of the Corporation ("Pathways in Education – West Ada, Inc."); Approve indemnification of directors, officers, and agents; Change the Principal; Adopt, make, and use a corporate seal and later the form of the seal; Borrow money and incur indebtedness on

behalf of PIE- West Ada, and cause to be executed and delivered for PIE- West Ada' purposes; and Delegate the management of the activities of PIE- West Ada as is in the best interest of PIE- West Ada.

The Board of Directors will set overall policy for, and make final decisions on, the operations of PIE- West Ada. The Board will oversee, direct, and hold accountable the Corporation Officers of PIE- West Ada. The Corporation Officers are not Board Members of PIE- West Ada.

Ethical Standards The Code of Ethics will serve as a code of conduct for PIE- West Ada Board Members. It will promote values such as: selflessness, integrity, objectivity, accountability, honesty, and leadership. The Board of Directors will use the Code of Ethics as a guideline for making ethical choices and ensure accountability for those choices. During orientation, the Board of Directors will be given a presentation on the Code of Ethics and will address any questions or concerns. By acknowledging and signing the Code of Ethics, the Board of Directors will express their commitment to ethical behavior. Additionally, all Board of Directors will be expected to sign a Conflict of Interest form.

Board Oversight Responsibilities Pursuant to Idaho Code Section 33-5206(10)(d), PIE- West Ada will retain responsibility for academic, fiscal, and organizational operations of PIE- West Ada, as well as any other items listed in 33-5206 (10)(d), and will not relinquish this responsibility to any other entity. The Board of Directors provides oversight and through their regular Board meetings, review of budgetary, operational items, and legal matters.

All Board members will complete initial orientation on governance training, which includes the following topics: a) Conflicts of Interest b) Models of Governance and Leadership c) Charter School Law in Idaho d) Ethics e) Financial Responsibility f) Overview of School Philosophy,

Structure and Management g) Idaho Open Meetings Laws h) Idaho Public Records Laws i) Idaho-specific education laws, rules, and regulations.

The school leader of PIE- West Ada will report to the local Board of Directors. The Principal will be the primary liaison between PMG and the PIE- West Ada Board of Directors. He/she will provide regular updates to the Board at each of the meetings on school progress, achievements, and any issues that may arise. Through analysis of school achievement data, review of financial reports, and staff evaluations, the Principal in combination with PMG will decide on program changes and staffing. He/she will work closely with PMG's school implementation team to accomplish all school start-up priorities, and to develop the staff at PIE- West Ada.

Board Training and Evaluation All Board members will complete a series of governance trainings, which includes the following topics: Conflicts of Interest, Models of Governance and Leadership, Charter School Law in Idaho, Ethics, Financial Responsibility, Overview of School Philosophy, Structure, and Management, Idaho Open Meetings Laws, Idaho Public Records Laws, Idaho-specific education laws, rules, and regulations.

In an effort to provide all Board members adequate and up-to-date policies and procedures, the Yorgason Law Offices, based out of Boise, Idaho, will conduct training on an as-needed basis. The Board will meet annually to evaluate and review school operations.

Board Meetings, Open Meeting Law and Public Records Law PIE- West Ada Board of Directors' meetings will occur no less than four times a year. Meeting minutes will be maintained with respect to all Board meetings and maintained in the books and records of the organization. The Board of Directors shall be open to the public in order to permit the Board to meet and hear any concerns. For all such public meetings, the Board will ensure that the location,

dates, and times are publicized with sufficient advance notice to students, faculty, volunteers, and other members of the school and public.

J. School Leadership and Management

PIE- West Ada will have a single administrator, Principal, who will report to the Board of Directors. All school employees will report to and be evaluated by the Principal. The Principal will make day-to-day operational decisions. The organization chart included below outlines the structure of PIE- West Ada. The Principal for PIE- West Ada will report to and be evaluated by the Board of Directors following the Idaho Principal Evaluation Framework.

The Principal is the instructional leader and an integral part of the structure of the school. The Principal will serve as the chief administrator in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member. The Principal will be selected and evaluated based on the criteria set forth in the Idaho Standards for Effective Principals. The PIE- West Ada Principal will be critical to the success of the school.

The Principal will be an active and proactive instructional leader who is a role model for all stakeholders. The leadership qualities expected of the Principal of PIE- West Ada are based on research that ties principal quality to student outcomes. Below is a chart showing a more detailed list of the expectations for the school leader, both in capacity as an instructional leader and a school manager:

<p>Instructional Leader</p> <ul style="list-style-type: none">● Understands effective teaching and learning● Shapes a vision of academic success for all students based on high standards● Analyzes data to improve achievement● Provides professional learning and	<p>Effective Manager</p> <ul style="list-style-type: none">● Hiring high quality staff members● Manage school budget● Report to board on data, school events and personnel● Manage day-to-day operations, ensuring a safe
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development, and understands Professional Learning Communities <ul style="list-style-type: none"> • Skilled at providing feedback and evaluations to support growth • Builds school climate and culture that supports equity, diversity, safety, and a cooperative spirit • Cultivates leadership in others so that teachers and other adults assume their parts in realizing the school vision 	environment <ul style="list-style-type: none"> • Knowledge of Federal and State education law, IDEA, Section 504 and FERPA compliance • Manage people, data and processes to foster school improvement
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Leslie Lehnertz has been hired as the principal for PIE West Ada. She has six years of experience with Pathways in Education, the last three years as the principal at PIE Nampa. Her expertise will be invaluable to the success of PIE West Ada.

Pathways Management group works directly with the principal to provide: Facilities Management, Educational Program and Curriculum, Student Achievement Reporting, Personnel and Training, Management of the Charter, Human Resources, Accounting Services, Arrange Annual Audits, Arrange IT Services, Insurances.

