



**Elevate Academy Twin Falls
Alternative Charter School
Serving 6th-12th grade students
Opening August 2026
Twin Falls, Idaho**

School Administrator

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Executive Summary

Elevate Academy Twin Falls is a Career Technical Education (CTE) school of choice for students in 6th through 12th grade that are considered at-risk (see at-risk qualifiers on page 3 below) under the state of Idaho's At-Risk qualifiers, founded by veteran educators Monica White and Matt Strong. Elevate Academy Twin Falls has an approach to education that meets the short-term needs of its target population, while providing students an educational opportunity that will meet their emotional and academic needs through a comprehensive approach to educating the whole child.

The population of the greater Twin Falls area has increased nearly 5.7% in the last five years according to the United States Census Bureau, increasing from 90,049 in April of 2020 to 95,156 as of July of 2023. Of the 95,000 people in the community, over 11% of those are living in poverty and don't have the means to afford to pay for their child's college after high school. As the Magic Valley continues to grow with companies building businesses in the area such as Clif Bar and Chobani, so does the need for skilled workers to support the rapid growth of the area. Careers in construction, manufacturing, mechanics, hospitality, medical support, and many other pathways are in high demand as Twin Falls expands.

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

Part II:

A. Grant Project Goals EATF Mission: Elevate Academy Twin Falls, referred to as EATF in this narrative, is a secondary charter school committed to serving at-risk students. Through purposeful instruction, students take responsibility for leading their own lives and studying a career track that may include vocational and college paths or a combination thereof. By owning their educational pathway, students will become contributing members of their community and local economy upon graduation. One of the key differences between Elevate and other schools is that the trades teachers are the stars of the show. Our core teachers work to support what the students are learning in the trades back in their own classrooms so that real life applications are always taking place.

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

Grant Project Goal #1: Create 488 new seats for 6-12 grade students in the Twin Falls area that qualify as at-risk. At full capacity in August of 2028, Elevate Academy will have the capacity to serve 488 at-risk students. These students will have access to eight different Career and Technical Education programs connected to community partners and employment opportunities and each graduate of Elevate Academy will have industry certifications in two different CTE pathways.

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

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

Grant Project Goal #4: 100% of High School students at Elevate Academy will complete industry recognized certifications in at least one of eight CTE programs prior to graduation, 75% of high school students will complete recognized certifications in two CTE programs prior to graduating. Elevate Academy requires all graduates to be "Next Step Ready" prior to graduating. Part of being "Next Step Ready" means having a certification in a skilled trade area that will create the opportunity for immediately beginning a career or continuing in post-secondary education.

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

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

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

For students who are emancipated or an unaccompanied youth, the intake meeting is still conducted like normal, then communication is made with the current school district/admin/counselors the student is at to gather data.

B. Educational Philosophy, Instructional Practices, and Curriculum - Sections 1, 2, and 3
Elevate Academy Inc. Network of schools has identified six core values that drive all the decision making, data collection and operational decisions for EATF. They include:

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

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

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

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

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

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

EATF is founded on the belief that students from all backgrounds deserve the opportunity to engage in an educational program that is meaningful to them and provides a direction and sense of purpose for their future.

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

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

Knowing there is a deficit of skilled workers in Twin Falls County, the high costs to society of school dropouts, and the need for hope in the lives of students who are not finding success in school, EATF believes there are ways to help students see their value and to become lifelong learners. We know how to provide these young people with the opportunity to train academically and technically and to help them develop the skills and dispositions necessary to become contributing members of their communities. For too many, second chances are hard to come by and if you make mistakes as a young person getting back on track is overwhelming. EATF believes that past circumstances and mistakes should not narrow the opportunity of youth to engage in a meaningful education once they make the conscious decision to Elevate.

Disengaged students show a dislike for school at a young age. They find it boring and not relevant to their needs. They display low achievement, poor grades, and academic failure. Young students experiencing these factors in turn engage in behaviors that increase the likelihood of becoming a drop-out. They face academic suspensions for behavioral problems, chronic absenteeism, and an overall disengagement with school. Follow up on behaviors is a

unique Elevate Academy approach-which is our timeline approach to every students' journey. The way we look at weapons, drugs, etc. are all followed by Elevate Academy Board policies to ensure that all students and staff are in a safe and civil working environment. We also have a full RTI program that has been developed and approved by the State Department of Education to help ensure student success.

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

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

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

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

level is the goal for all students and projects are designed to culminate at the apply level where students can show their learning through an authentic product.

10th - Shop Terms

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


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


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

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

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

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





Elevate Academy-Twin Falls has the advantage of being the fifth Elevate Academy model in the state of Idaho. With similar schools in Caldwell, Nampa, Post Falls and Idaho Falls, Elevate Academy Twin Falls will be able to collaborate and share access to previous projects, learning hooks, and curricular integrations that have had proven success. In May of 2022, Elevate Academy-Caldwell held its first graduation, graduating 79 of 80 seniors for an astounding 98.75% graduation rate. The one student that did not earn a diploma was still celebrated as “Next Step Ready” by obtaining full time employment as a welder for a local metalworking company. All 80 seniors were “Next Step Ready” with either a job secured in a skilled trade area or had acceptance into some sort of postsecondary education program. The state graduation rate has been hovering around 80% since 2019 and the alternative high school graduation rate is even lower. Elevate Academy’s creative integration of core classes with CTE subjects along with an engaging mastery-based learning style is a gamechanger for at-risk students.

Sections 4 and 5

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

progress in an easy to read, visual model. Chromebook devices are also adaptable to various assessment tools such as state assessments and the STAR assessment tool.

In addition to individual student devices, Elevate Academy will integrate technology into the lives of students through various CTE programs. Partnering with local industries aligned to the CTE programs, EATF will ensure that each program is using technology relevant to current industry needs. Administrator Sara Praegitzer has been connecting with industry leaders in construction, agriculture, welding/fabrication, culinary arts, medical arts, and other industries to build supply lists for each CTE program. Partnerships are in the process of being formed and such avenues as the College of Southern Idaho have offered assistance in obtaining supplies and working materials for Elevate Academy's CTE programs.

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

C. Teaching and Learning - Section 1

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

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

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

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

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

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

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

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

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

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

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

When students enter school with a fixed mindset, they are firm in their belief that intelligence is static and that they do not have any control over it. Students believe that people were either born to be smart, or they were born to be dumb. To not appear "stupid" in front of their peers' students will behave in a disengaging manner. It is much easier for students to disrupt class, quit and rush through work than it is to simply ask for help. With the intentional teaching of the concept of cognitive conflict students begin to embrace the struggle of learning. Students are taught how dendrites form, and that the act of learning new material causes your brain to change and adapt. Understanding that this is a difficult process, helps students towards embracing a growth mindset and embracing the struggle that we call cognitive conflict.

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

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

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

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

Literacy: EATF will focus heavily on informational and technical literacy. Students will focus on technical reading and writing as it pertains to the workforce and industry needs. In the article *CTE’S Role in Adolescent Literacy*, Author Alisha Hyslop states “research has shown that one of the best ways to help students gain literacy skills is to motivate them with content related to their interests.” (Hyslop, 2010) As students work through the integrated curricular approach, which is based on industry standards, student work will align with their interests and future goals.

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

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

Mathematics: Career Technical Education (CTE) courses rely heavily on mathematics. EATF's system integrates industry requirements and standards into all their CTE programs. Students will learn mathematics in the CTE labs, as well as in the classroom. Teachers from industry and academics work together to create meaningful learning experiences that directly tie industry needs in mathematics to classroom experiences and lessons. Teachers have access to best practice research for Math and CTE. The Math in the CTE Pedagogic Framework will be a guide to ensuring that students have the scaffolded learning experience that aligns with the Elevate Academy's Learning Hook developed for our at-risk youth. Students will meet the Idaho Content Standards for graduation by completing Algebra 1 and Geometry. Skills learned in Algebra and Geometry are taught in conjunction with CTE programs, and direct application of math skills, when appropriate, in each CTE course.

Workforce Readiness: The culture of EATF and the expectations in academic areas and in the classroom, will be aligned to Idaho State Board of Education and Idaho Career & Technical Education Workplace Skills for Career Readiness Standards (2016). Administrator Sara Praegitzer found some resounding themes among Twin Falls employers: many young people don't take initiative to learn, problem solve, or adapt, and many don't have work ethic. Examples shared include not showing up on time to work, lack of teamwork or engagement in quality work, and not being accountable to their employer. It is the goal of EATF to instill in each student the importance of being a good employee and to ensure that all students are competent in employability skills. All students enrolled at Elevate Academy will be expected to maintain behaviors that agree with the workforce readiness skills. Skills that will be emphasized will include, attendance and punctuality, people skills, collaboration, and communication.

EATF will operate on a four day week schedule for all students, with the fifth day designed for students that need to reach their weekly academic goals, receive academic interventions and/or work on interest-based Career Technical projects. EATF will be open with breakfast, lunch and bussing available for students five days a week. The benefits of the four-day schedule with the fifth day being designed for other opportunities, allows time for teachers and students to participate in the following activities on Friday: small group interventions for struggling students or extended Career Technical Education time for students to master their craft. Teachers will have the opportunity to meet as a team for the last 15 minutes of every day to determine which students need to attend on Fridays and what those students will focus on during that time.

Fridays will also be used for the integration of special programs for students through local partnerships. Examples of these opportunities could include driver's training, swimming lessons at community pools, hunter's safety, and CTE site visits. As students move into their junior and senior year of high school, Fridays will also be invaluable for internship and

apprenticeship opportunities. This will allow students to work alongside industry professionals outside of the school.

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

D. Student Academic Achievement Standards - Sections 1 and 2

EATF intends to measure the most important elements of our program with the intent of showing that students, when given the right environment and meaningful instruction, are successful. Academically, EATF believes that students must be assessed on a regular basis, however the assessments must be quick and used to inform their day-to-day instruction. EATF will utilize Renaissance Learning, Star Math and Reading assessments as a benchmark measure for all students. Students will meet and exceed typical growth goals for at-risk youth. Data from STAR and ISAT testing will be reviewed regularly by administrators and teachers both within the school and within the network of schools. EATF will analyze benchmark assessments everyday in regards to their journey-we are a responsive system that makes adjustments and it is part of our end of day collaboration. Upon opening EATF there will be 8 years of network data available to administrators and teachers which will allow us to set goals more quickly, and to have a larger pool of at-risk data. Due to the at-risk specific nature of this research, using STAR data is in the best interest of alternative school students to have measures to compare themselves with on a national level. In the first year of operation Elevate Academy in Caldwell outpaced at-risk schools' growth data when compared to national growth averages. Additionally, EATF will measure teacher and student satisfaction, graduation rates and certification passage rates, credit completion, and moving students to being on track to graduate.

EATF will have the advantage of having access to a combined 9 years of data from 3 different campuses built on the same beliefs and foundation. Administration will design teacher trainings and set learning goals based on data accumulated by other campuses. Formative, interim, and summative assessment data will be available to be accessed and analyzed by staff at EATF along with projects and assessments used by core and CTE teachers conveniently archived in the LiFT LMS. After students graduate from EATF, our Career Placement Coordinator will be in charge of monitoring our Alumni to track their success and endeavors for data analysis in the future.

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

The arrival of EATF is something the community of Twin Falls is very excited about. Along with local political support from the city offices, Elevate Twin Falls has the support of local

representatives across the board, many of whom have visited other Elevate campuses and meet regularly with administrator Sara Praegitzer to provide feedback and support as this project moves forward. One unique area of support that EATF has in comparison to most new charter schools is the support of a local school district. EATF is authorized by Twin Falls School District #411 (TFSD411). Upon hearing about the arrival of Elevate Academy in Twin Falls, TFSD411 sent multiple teams of administrators from middle and high school levels to visit the campus of Elevate Academy Caldwell. The teams of administrators believed Elevate was an excellent model, especially at the middle school level and gave a positive recommendation to the TFSD411 board of directors for authorization. TFSD411 leadership believes that based on the at-risk populations at each of their three middle schools, all the seats available at EATF grades 6-8 will be filled soon after the enrollment window opens. Administrators at the three TFSD411 middle schools estimate between the schools they will refer up to 90 students per grade level. In addition, TFSD411 liked the idea of offering CTE programs to at-risk students, something they are unable to do through their current alternative high school. TFSD411 currently has more than 9,000 students. EATF will be built near one of the current middle schools in the district, located south of town.

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

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

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

Currently, Elevate Academy-Caldwell, Nampa, Idaho Falls and Post Falls are at 100% enrollment and have maintained waiting lists with up to 50 students per grade depending on the location. It is reasonable to assume EATF will be able to operate at 100% enrollment and have similar waiting lists based on comparisons to the populations of Nampa and Caldwell to Twin Falls.

After breaking ground, Elevate Twin Falls administrator Sara Praegitzer plans to hire an assistant administrator and office manager to start the process of recruiting students into the school. Recruiting will involve partnering with TFSD411 leadership to identify students and families that would benefit from a transfer into Elevate Academy, along with walking through

local neighborhoods knocking on doors and sharing the message of Elevate Academy with local families, and holding various community nights to educate, inform, and recruit students. In addition to assistance from TFSD411 and an aggressive 'foot' campaign, Elevate Twin Falls will use social media, radio, billboard, and television advertisements as budget allows. Already, EATF has created a substantial interest through multiple local news agencies reporting on the school's arrival. Administrator Sara Praegitzer has also created a partnership with CSI and the administrators who run the CTE programs at the College of Southern Idaho.

Parent Involvement is also a key factor in the success of Elevate Academy. They are contacted by the Homeroom teacher often about their students' journey and progress to involve them as much as possible. Parents who are currently in CTE trades for their career are invited to come in and assist on projects or present information to help students understand how important each of the trades are in our community. Other events we involve parents with include CTE nights, 80 for 80 signings for our seniors, and end of block presentations.

F. Effectively Serving All Students - Section 1 and 2

Elevate Academy Twin Falls recognizes the individual learning quest of each student and supports the rights of each student in his or her journey. Elevate Academy Twin Falls will serve all students with different cognitive abilities. This will include: English Language Learners (ELL), students with intellectual and physical disabilities, and Gifted and Talented Learners that meet the at-risk criteria as set forth by IDAPA code. Each student will receive equal access to educational opportunities; no student shall be excluded from Elevate Academy Twin Falls or referred to surrounding schools due to unique needs. Elevate Academy Twin Falls intends to hire a special education teacher dedicated to special education needs in its first year and will work with our Special Education Director to always stay in compliance. Elevate Academy Twin Falls will implement best practice, research-based special education curriculum, and instructional materials specific to each student's needs.

Elevate Academy's Board of Directors will adopt the 2016 Idaho Special Education Manual with all subsequent revisions. Special Education policies and procedures will be developed and implemented in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA), other federal laws, and Idaho state laws. The Idaho Special Education manual will also be used for identifying, evaluating, programming, developing Individual Education Plans (IEP), planning services, discipline, budgeting, and providing transportation for special needs students, as necessary.

On average, 20-25% of students at Elevate Academy are on an IEP. There is a plan and budget to hire or contract with a highly qualified special education teacher who meets Idaho state requirements. This teacher will team with general education teachers during the 15 minute teaming time at the end of every day and general education teachers are expected to attend IEP meetings. Elevate Academy Twin Falls will build physical facilities that are truly accessible to permit access to students with disabilities. All special education personnel will be selected, hired, trained, and in the classroom by the first day of the school year.

EATF will establish and put forth an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability and who may need special education, regardless of the severity of the disability. The Child Find system will similarly serve to increase public awareness of special education programs and to advise the public of the rights of

students. This will be done through newsletters and emails sent home, available information on the school's website, registration materials, and throughout social media.

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

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

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

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

As part of the restorative programming, Elevate Academy Twin Falls intends to partner with a third-party counseling service for mental wellness. All students including students with disabilities will have access to a full-time counselor for all student's mental health needs. Traditionally, a school counselor must focus on scheduling, testing, and college/career counseling. Rarely do they have the opportunity to focus on mental wellness. When working with an at-risk population, it is important to have support in place that can work proactively to help a student be successful in the school setting when mental wellness is a barrier for that student.

Even with all of the resources and the use of restorative practices there are times when Elevate is not a fit for a student and or the student continually makes choices to not comply with the expectation of Elevate. If this occurs, Elevate Academy Twin Falls will communicate with the receiving school in the district within 3 days of the student leaving the school. If a student has committed violations that should result in an expulsion from school and the parents choose to withdraw the student, Elevate Academy Twin Falls will immediately contact the Twin Falls School district liaison and provide all information upon a student's enrollment back into the district to ensure the safety of all students.

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

Elevate Academy Twin Falls will apply the federal definition of English Language Learner (ELLs) as defined by Title III and IX of the ESEA. The school will use a home-language survey upon student's enrollment. The eligibility criteria will be used for a Home Language Survey in order to identify the primary home language other than English. Students for whom English is a second language will be assessed using the ELL placement test.

It is Elevate Academy's goal to help students reach English proficiency in reading, writing, speaking, and listening. To accomplish this, English Language Learner students will take the ELL placement test upon registering, and parents will need to choose whether their child will participate in services. If the child enters the ELL program, an Educational Learning Plan (ELP) including curriculum, teaching strategies, academic goals, and assessment accommodations will be developed. ELP will be overseen by teachers certified in bilingual education. Due to the personalized nature of Elevate Academy's academic programming, students will be supported across the curriculum. Elevate Academy's ELL students will use curriculum such as the Sheltered Instructional Observation Protocol and other ELL instructional approaches. Additional ELL services may be provided on site or contracted out, depending on need.

Relevant Curriculum Based Measures (CBM) and the Idaho English Language Proficiency Assessment will be used to monitor student growth. Students who meet state recommended levels of proficiency on the Idaho English Language Proficiency Assessment or other assessments will be exited from the ELL program. Additionally, the program will be evaluated based on collected data and trends. It will be revised as necessary. Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, and

comparison with peers for student improvement; availability of resources; staff training; and viable sources of assistance.

Any student attending Elevate Academy Twin Falls is entitled to a Section 504 Accommodation Plan if he or she has been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities. This determination is made by a team of knowledgeable individuals, including the student's parents who are familiar with the student and his or her disability. Section 504 processes are not Special Education. The school counselor will be the coordinator of the 504 processes at Elevate Academy.

Section 3

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

Section 4

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

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

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

Elevate Academy provides buses for all students and for field trips/internships-including foster and homeless students. The Elevate Academy Inc. Board of Directors may approve additional transportation services, under its discretion, if fiscally viable under the school budget. Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services, and financing.

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

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

G. Staffing and Professional Development Plan- Sections 1 and 2

EATF's success depends on a highly trained staff that has expertise in several areas beyond their traditional classroom/subject area training. Each teacher will receive professional development in: competency-based education, deep learning pedagogy, Career Technical Education, Workforce Readiness Standards, development of integrated curriculum with Career Technical Education, SOLO Taxonomy for at risk student's framework, Power 100 curriculum and best practices as outlined by John Hattie. Since its inception Elevate Academy Network of schools has worked to codify its academic and culture model. Elevate Network has hired a Chief Academic Officer and has two lead trainers. One trainer is focused on the academic model, the other trainer is focused on the Next Step Ready curriculum implementation. In addition to network level trainers, each building in its staffing model, is equipped with lead teachers and as staffing allows an instructional coach to follow through on all of the Elevate core model professional development.

Administrators and teachers receive training on the core tenets of the model, the philosophy of the school, and the culture that is necessary to work with disenfranchised youth that will help them own their academic journey and move from victims of their circumstance to owning their own path.

All professional development at Elevate Academy is designed to develop and staff personally, professionally, and have fun while learning to work as a team to improve our collective efficacy. Professional development is largely wrapped around culture, LiFT and the mastery learning process, CTE programs, creating co-curricula projects, Next Step Ready curriculum, and special populations. All of these areas have been codified and is the expectation at EATF.

All professional development will be designed to meet the needs of staff and students. The professional development model designed for Elevate Academy Twin Falls will be a collaborative effort with students and teachers. Deep Learning Pedagogy will be taught by our teachers in tandem with defining the culture of our building and our expectations for students. Deep Learning Pedagogy includes collaboration, critical thinking & problem solving, community, creativity, citizenship and communication. Staff will be trained on integrating deep learning competencies in lessons and everyday classroom interactions. Staff will also be trained on assessing through rubrics and measuring a student's level of performance in four of the deep learning competencies. Collaboration, critical thinking, creativity and communication skills will all be assessed as part of a student's senior exit presentation.

Career Technical Educators will be an integral part of the professional development plan for Elevate Academy. As we implement our integrated approach to learning with the foundation being the technical subjects we will build professional learning community's that center around industry experts. CTE teachers coming to Elevate Academy Twin Falls from industry may not always be traditionally trained. Elevate network staff is prepared to implement training and coaching in pedagogy and best practices as it relates to classroom management, formative assessment and effective efficient planning to maximize student's potential. On a reciprocal note, traditionally trained teachers need additional training in the needs of industry and the

application of content to industry standards. This work will be an ongoing process at Elevate Academy Twin Falls to ensure we maintain a culture of collective efficacy and high expectations that emphasize all staff working together for the betterment of all students. CTE teachers will also participate in training offered by the state, and work with the technical advisory committee to ensure they are remaining current on industry practices.

SOLO Taxonomy embedded in the Learning Hook will be the visible learning framework for classroom pedagogy. Teachers will be trained on developing scaffolded success criteria that students can follow to track their personal educational journey. This work will be instrumental in the success of competency-based education. It will also be instrumental in setting the levels of proficiency that will be measured for students to earn academic credits.

Visible learning and the research of John Hattie will be the driving force for the remainder of our professional development. The goal of Elevate Academy Twin Falls is for students to take ownership of their educational journey. John Hattie outlines best practices for staff and students so that student's will take control of their education. Throughout this charter many of our systems are designed around that thinking. John Hattie's work will be implemented when teachers are ready to engage in advanced teaching practices that yield the highest success for student achievement. Before the opening of Elevate Academy, teachers will become experts in feedback looping, teacher communication and the importance of teacher credibility. All three of these items have a very strong correlation with student success in the classroom and they will be the focus for training in the first year of operations along with the previously mentioned training.

To ensure that EATF is ready for full academic operation upon opening in August of 2026, most teachers will be hired early and receive training on the mission, vision and academic components of the program. Lead teachers at each grade level will be responsible, with help from the administration, to train teachers and continue the development of curriculum throughout the school year. Sara Praegitzer is currently making trips to each of the other Academies with potential staff members to show them the culture and environment to see if they would be a good fit.

EATF will align with the Danielson Framework, and the work of John Hattie to develop a teacher evaluation tool that is focused on the growth and development of staff. The goal of this is to ensure that learning is visible and the student is taking ownership of their learning. Teachers are activators and students are learners. Our evaluation tool will reflect our mission to ensure that students are taking an active role in owning their educational journey. The tool will be based on research that is in this charter petition and best practices for at-risk youth. Particularly important to the success of Elevate Academy, professional development will focus on culture and curriculum. The four-day traditional week with the fifth day being modified will allow staff ample time to ensure that the integrated curriculum design is meeting the mission and goals of the students. Teachers will also utilize the fifth day to analyze student data which affords them time to adjust instruction efficiently and effectively when students are not meeting targets. Additionally, teachers will use this time to enhance the curricular platform to ensure its fidelity to the integration of the state standards, Workforce Readiness Standards, and the Deep Learning Competencies. Teachers will also utilize their learning time on the fifth day to ensure that the curriculum is aligned with Visible Learning best practices. Administration will ensure that a minimum of one Friday per month will be dedicated to professional development. This

professional development will occur in small groups to ensure that ample teachers are working with students.

H. Financial Management and Monitoring Plan- Section 1

Please see our three-year operating budget and narratives that demonstrate long-term fiscal stability, viability, and autonomy. Current ordering for the school is completed by the CGO, approved by the CFO, and paid for by accounts payable.

Section 2

EATF has purchased property on South Harrison Street, directly across from a current middle school in the Twin Falls School District. Although there have been some implications arise about concerns of being across the street from one of the schools, we have worked closely with the school district to ensure that enrollment will not be an issue. EATF's building will be designed almost entirely identical to the previously built schools in Idaho. Following a similar layout and design saves a significant amount of time and money. Slight modifications will be made to the CTE Shop building including larger exterior doors, and a redesigned classroom layout on the west side of the building to accommodate several different CTE programs unique to Twin Falls.

The address of EATF is located south of town where many housing developments are beginning, covering about 10 acres. The location is also within walking distance of several neighborhoods. The property is currently farm ground and already has water and sewer ready to go. When complete, EATF will not only have a beautiful new campus, but also roughly 1.5 acres of green space, as well as a few extra acres to either develop into other identifying needs for EATF, or sell to help with the financial aspect of the building. EATF also has multiple industry partners interested in stepping up to help with equipment donations and financial assistance.

In addition to the state per pupil allocation and grants, Elevate Academy Twin Falls will rely upon the efforts of the Board of Directors and the Administrators, to develop regular fundraising efforts to generate supplemental capital and supplies. Currently Elevate Academy Twin Falls is part of a network with strong industry leaders in the Magic Valley. These partners will assist in the start-up equipment and supplies for Career Technical Programs at Elevate Academy. Elevate Academy Twin Falls is committed to operating a sustainable program based on per pupil funding that does not need to rely on outside donations to operate a fiscally responsible program after the initial capital outlay. Fundraising efforts will focus primarily on grant writing and partnerships that provide additional opportunities for students.

Section 3 - See budget narrative.

I. Board Capacity and Governance Structure - Section 1 and 2

The appointed Elevate Academy Inc. Board of Directors will be legally accountable for the operation of EAEI. The school is committed to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them.

The diverse skill sets that are represented on the Elevate Academy Inc. board are powerful in ensuring diverse views, and an understanding of the populations and industries that Elevate Academy Network schools represent. Elevate Academy Twin Falls will have technical advisory committees for each CTE industry offered. As part of the transition plan, members of

the technical advisory committees will be encouraged to become successors of the original board members. This pipeline will be crucial to ensure continued representation from industry. Additionally, through community involvement activities, a list of community members have shown interest in becoming part of the Elevate Academy Inc. Board of Directors is continually being updated.

Elevate Academy Twin Falls LLC. will be a legally and operationally independent entity established by the Elevate Academy Inc. non-profit corporation's Board of Directors. The Board of Directors will be legally accountable for the operation of the school under the Idaho Nonprofit Corporation Act. Elevate Academy Twin Falls commits to compliance with all federal and state laws and rules and acknowledges the responsibility for identifying essential laws and regulations and complying with them. EATF will comply with Idaho's Open Meeting and Public Record laws. EATF has an academic and financial dashboard for the board so that they can receive real time data at any point through the year.

The Board of Directors serve as the public agents who govern Elevate Academy. There will be no less than 5 and no more than 9 members on the Board of Directors. The board of directors will remain the same as the organizing group. Annual selection of board members of the Board of Directors will be held according to the Bylaws of Elevate Academy.

EATF is under the direction of Elevate Academy Inc. Board of Directors which has the ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, he or she will first attempt to resolve the issue with the principal. If the issue cannot be resolved with the school leader, the parent or employee will attempt a resolution by bringing it to the Chief Operations Officer and or the CEO before the Elevate Academy Inc. Board of Directors. Additionally, the Board of directors is responsible for:

- Policy development and review
- Educational goals, short-term and long term
- Financial well-being of the school
- Long term operational oversight (not day to day)
- Legal affairs of Elevate Academy
- Adopting, advocating for and overseeing a responsive school budget that meets the school goals and needs of all students
- Conducting an annual self-evaluation of its own leadership, governance, and teamwork
- Communicating and interpreting the school's mission and vision as well as other matters to stakeholders and the general public
- Evaluation of CEO

Elevate Academy Inc. Board of Directors is currently an ISBA member and adheres to ethical standards.

Section 3

Elevate Academy Inc. board members were recruited in the best interest of the students and local community. Each member is serving, or has served, to educate at-risk youth in Idaho. Each member has served or is serving on previous boards in the Canyon County area to foster the growth of at-risk students. The board has also secured industry leaders to ensure success with our Professional Technical programs. The diverse skill sets that are represented on the Elevate Academy Inc. board are powerful in ensuring diverse views, and an understanding of the populations and industries that Elevate Academy Inc. represents. EATF will have technical

advisory committees for each CTE industry offered. As part of the transition plan, members of the technical advisory committees will be encouraged to become successors of the original board members. This pipeline will be crucial to ensure continued representation from industry. Additionally, through community involvement activities, a list of community members that have expressed interest in becoming part of the Elevate Academy Inc. Board of Directors is continually being developed.

Securing adequate and appropriate board leadership and training available through the Idaho School Boards Association or its equivalent including but not limited to training on school finance, ethics, school governance and strategic planning.

Monica White is in charge of board trainings and is traditionally contracted out through Dr. Heather Williams. Examples of training for the Board of Directors include but are not limited to the following topics to ensure the success of Elevate Academy.

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

J. School Leadership and Management - Sections 1 and 2

The Lead School Administrator will report directly to the CGO, CEO and CFO of Elevate. The Lead School Administrator will be responsible for day to day operations of the school and all reporting to the state department of Education and the Board of Directors. The Lead School Administrator will be responsible for human resources, school finances, special education, legal and ethical compliance, testing and professional development. The Lead School Administrator is also responsible for working with the Vice Principal to establish duties that may include: supervision of certified and non-certified staff, food service, grounds and maintenance, Career Technical Education, curriculum development and any other areas of day to day operations. In its initial year of operations EATF will contract with the Idaho Charter School Network for back office support. It is the goal of EATF to work towards operating fully in-house by the second year of operations.

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

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

Sara Praegitzer will be the Lead Administrator for EATF. Sara has worked in the Twin Falls School District for the last 17 years as a teacher, Instructional Coach, Vice Principal, and most recently as the Principal of South Hills Middle School for the last 3 years. In working with secondary students and mainly at schools that have more at-risk students, Sara is aware of the needs for students in order to be successful. Not only will Sara work hard to ensure that

curriculum and trades are being taught to the students, but she will also maintain a positive relationship with the TFSD who has authorized EATF. Students will be transferring back and forth between the Academy and the School District and it will be extremely important for communication, trust and transparency to be maintained.

Sara is currently in the process of making sure high-quality staff will be hired when the need comes over the next year. It's vital that the staff are able to work with at-risk students, can have collective efficacy, and also know how to uphold high expectations within the EATF climate and culture.