



MERIDIAN MEDICAL ARTS CHARTER HIGH SCHOOL

1789 E. Heritage Park Ln
Meridian, ID 83646

**Building on Success – Idaho’s Charter Schools Program
2025 CSP Subgrant Application
Part II: Narrative**

Executive Summary

Meridian Medical Arts Charter High School (MMACHS), Idaho's #1 ranked public charter high school and among the nation's top health-science academies, is seeking funding through the Idaho Charter Schools Program Grant 2025 to expand its proven model of academic excellence and career readiness. Our mission and vision drive all that we do. With the support of this grant, we will increase enrollment, launch a fourth industry certification program (Certified Nursing Assistant), deepen our impactful dual-credit and industry-partner pathways, and expand access for underserved students.

Our educational model integrates high academic expectations with hands-on, industry-aligned career pathways including Pharmacy Technician, Medical Assistant, EMT, and Sports Medicine, with the new CNA program. Students engage in real-world experiences from freshman community service hours to senior clinical placements, supported by instructors with direct healthcare experience and partnerships with local hospitals, clinics, and numerous post-secondary institutions. Regional labor data confirm a significant and growing demand for healthcare professionals in Idaho, making our programs not only academically rigorous but strategically aligned with workforce needs.

MMACHS is financially stable and structured for growth. In partnership with the West Ada School District (WASD) and through a shared-service model with Meridian Technical Charter High School, we employ professional financial staff and follow conservative budgeting practices, multi-year forecasting, and transparent fiscal controls. Facility costs remain below 20% of annual budget, and each dollar aligns with the grant goals and approved expenditures of this proposal.

Our governing board brings deep expertise in medicine, law, education, public service, and strategic governance, four seats filled, one vacancy being posted December 1 for a new member.

Board members train with the Idaho School Boards Association (ISBA), subscribe to updated policy manuals, and conduct annual evaluations of the Executive Director using the ISBA Simbli tool. The Executive Director, with 21 years of administrative leadership experience, leads a strong leadership team including a CTE Administrator, Counselor, and credentialed faculty, ensuring operational excellence, compliance, and student-centered focus.

Through this proposal for the Idaho Charter Schools Program Grant 2025, MMACHS is positioned to scale its impact, expand access, and deepen outcomes for Idaho students, particularly those from underserved backgrounds, while preparing the next generation of healthcare professionals. The school's robust governance, leadership, instructional model, financial stability, and labor-market alignment ensure that grant funds will be managed responsibly and purposefully, yielding measurable student and community impact.

A. Grant Project Goals and Alignment Narrative

Meridian Medical Arts Charter High School (MMACHS), Idaho's #1 ranked public charter high school and the #60 charter high school nationally (Niche Rankings, 2026), authorized by the West Ada School District, seeks to expand access to its nationally recognized health science education model through the Idaho CSP Charter School Program Grant 2025. This initiative will strengthen MMACHS's mission to prepare students for success in postsecondary education and health science professions through rigorous academics, technical skill development, and professional experiences.

The following SMART goals establish a measurable and mission-driven roadmap for growth that will guide all expenditures under this grant. Each goal directly supports Idaho's performance priorities and workforce needs while ensuring equitable access and sustainable implementation.

Goal 1: Increase Student Enrollment to Meet Demand and Expand Access

By fall 2028, MMACHS will ultimately increase enrollment from 199 to 250 students, reducing the applicant-to-seat ratio from 3.5:1 to 2.5:1 through strategic marketing, staffing, facility enhancement, and program development supported by ICSP funding.

Justification:

MMACHS received over three and one half times as many applicants as available seats, demonstrating high demand and unmet need for rigorous, career-aligned education. Increasing enrollment will:

- Expand access to dual-credit coursework and hands-on medical training.
- Prepare more students for direct entry into Idaho’s healthcare workforce or postsecondary study.
- Support Idaho’s workforce development priorities and increase socioeconomic and demographic diversity among MMACHS students.

Goal 2: Launch a Certified Nursing Assistant (CNA) Program as the Fourth Industry Certification Pathway

By fall 2026, MMACHS will launch a state-approved Certified Nursing Assistant (CNA) program enrolling at least 25 students annually, with 90% earning CNA certification before graduation.

Justification:

Idaho faces a severe shortage of healthcare professionals. According to the Idaho Workforce Development Council (2024), Idaho Center for Nursing Workforce Report, and EMSI labor market data:

- Idaho ranks 43rd nationally in RNs per capita (7.8 per 1,000 residents versus 11.7 nationally).
- The state is projected to face a shortage of 1,800 RNs within five years.
- Healthcare support occupations, including CNAs, are expected to grow by 28% by 2030.
- CNA roles remain among Idaho’s top ten most in-demand occupations.

The new CNA pathway will address workforce gaps by providing:

- Clinical training and certification aligned with Idaho Board of Nursing standards.
- Dual-credit partnerships with Idaho State University and other postsecondary institutions.
- Direct career and college readiness in the state's fastest-growing industry sector.

Goal 3: Increase Student Participation in Advanced Opportunities and Industry Certifications

By 2028, 100% of MMACHS seniors will complete at least one advanced opportunity, dual-credit course, certification, or professional apprenticeship, with 90% earning an industry-recognized credential before graduation.

Justification:

This goal aligns with Idaho's performance criteria for college- and career-readiness. Through the Idaho CSP Grant, MMACHS will:

- Expand access to dual-credit courses through ISU and CWI.
- Upgrade science labs and simulation equipment.
- Strengthen hospital and health network partnerships to support work-based learning.

These efforts advance Idaho's "Advanced Opportunities" initiative, ensuring students graduate with the skills, credits, and credentials needed for postsecondary success.

Goal 4: Increase Community Awareness and Access through a Comprehensive Marketing and Communications Plan coordinated by a new position; College Career and Recruitment Counselor

By June 2027, MMACHS will implement a Comprehensive Marketing and Communications Plan led by a newly created College, Career, and Recruitment Counselor position. This initiative will result in:

- A 30% increase in qualified applications.
- Enrollment demographics reflecting the West Ada School District within five percentage points.

- Expanded awareness of MMACHS's health science programs across the Treasure Valley.

Justification:

Although MMACHS is Idaho's top-ranked public charter school, public awareness and access remain limited. The new CCR Counselor will strategically expand outreach and strengthen all aspects of student recruitment, retention, and college-career readiness through:

Comprehensive Marketing and Communications Plan Activities:

- Development of a strategic and surgical marketing plan focused on equitable access and long-term sustainability.
- Creation of professional bilingual outreach materials and targeted digital campaigns.
- Enhancement of MMACHS's website and online presence.
- Community presentations and engagement events across West Ada and the Treasure Valley.
- Collaboration with local media and health industry partners to amplify MMACHS's visibility and mission.

Charter College, Career, and Operations Coordinator Responsibilities:

- Coordinate all aspects of student marketing, recruitment, and enrollment management.
- Serve as the liaison between MMACHS, Idaho State University, and community health partners.
- Support coordination of clinical placements, job shadows, and internships in allied health settings.
- Organize college and industry site visits to hospitals, clinics, and partner universities.
- Strengthen alignment between MMACHS's Associate of Science in Health Science program and postsecondary pathways.
- Support all operational elements of SMART goals related to expansion, workforce development, and student opportunities.
- Collaborate with middle schools and community organizations to build a sustainable recruitment pipeline.

This role strategically integrates marketing, communications, and career readiness into one cohesive structure ensuring that MMACHS's growth is both targeted and mission-driven.

Alignment with MMACHS Mission and Idaho Priorities

All four goals align with MMACHS's mission and the Idaho State Department of Education's charter priorities:

- **College and Career Readiness:** Goals 2, 3, and 4 expand postsecondary pathways and industry-aligned credentials.
- **Equity and Access:** Goals 1 and 4 increase enrollment capacity and ensure demographic representation mirrors the local district.
- **Accountability and Performance:** Each goal includes measurable benchmarks for enrollment, certifications, and applications.
- **Workforce Relevance:** Collectively, all goals strengthen Idaho's healthcare talent pipeline through certified, job-ready graduates.

B. Educational Philosophy, Instructional Practices, Curriculum and Design Overview

Meridian Medical Arts Charter High School (MMACHS) was founded on a professional-technical academy model designed to prepare students for high-demand careers in the health and human services fields through an integrated, site-based, and rigorous academic program. Our mission, *To prepare students with the knowledge, skills, and attributes necessary for college or career pathways as future health care professionals within the global community*, guides every instructional and curricular decision. Our vision, *To inspire and prepare the next generation of healthcare professionals*, reflects our ongoing commitment to excellence, innovation, and continuous improvement.

At its core, MMACHS's educational philosophy is grounded in the belief that authentic, applied learning, anchored in the sciences and healthcare, is the most effective way to prepare students for post-secondary success and meaningful careers. The school integrates state academic

standards with professional technical competencies, providing a cohesive and rigorous pathway to both college and career readiness. Students learn in a small, relational environment where collaboration, inquiry, and ethical practice are emphasized daily.

Key Design Elements and Instructional Practices

MMACHS operates as a health science academy that blends rigorous academics with technical skill development, clinical exposure, and professional ethics. The following design elements define our model:

- **Integrated Curriculum and Block Scheduling:** Core academic subjects are taught through interdisciplinary, project-based blocks enabling students to make connections between disciplines and their healthcare applications.
- **Career Pathways and Certification Programs:** Students complete two industry certifications before graduation, choosing among Medical Assistant, Pharmacy Technician, Emergency Medical Technician (EMT), and with the goal to add Certified Nursing Assistant (CNA) programs.
- **Clinical and Experiential Learning:** During their senior year, students spend half of their day in professional settings, clinics, hospitals, and laboratories, engaged in supervised internships and hands-on learning.
- **High Academic Expectations:** Students must achieve a grade of “C” or higher in all courses to earn credit. If proficiency is not met, students continue to work toward mastery, emphasizing learning outcomes over seat time.
- **Positive School Culture and Behavioral Expectations:** Rooted in the MMACHS “Guardian Knight Traits,” our culture emphasizes compassion, integrity, and respect. Students are responsible for their learning and behavior, developing maturity and professionalism aligned with healthcare industry expectations.

Instructional strategies at MMACHS reflect best practices from research on effective STEM and career-technical education (CTE) pedagogy. Teaching methods include collaborative problem-solving, Socratic seminars, inquiry-based science instruction, and the use of simulations to reinforce applied learning. The Danielson Framework for Teaching guides professional growth

and evaluation, ensuring consistent, high-quality instruction focused on student engagement and academic rigor.

Curriculum Justification and Core Content Alignment

The MMACHS curriculum is aligned with Idaho Core Standards and the Next Generation Science Standards (NGSS), exceeding state and federal requirements for college and career readiness.

- **English Language Arts (ELA):** Courses emphasize evidence-based writing, technical communication, and literacy in the sciences. Students engage with professional texts, case studies, and patient narratives, integrating language arts with health science contexts. In 2025, our school was recognized for achieving 100% proficiency or advanced in ELA on the state ISAT tests.
- **Mathematics:** The curriculum follows the Idaho Core Math Standards, with applications in dosage calculation, biostatistics, and problem-based learning that simulate healthcare scenarios.
- **Science:** Science instruction, aligned with NGSS, emphasizes human biology, anatomy and physiology, chemistry, and biomedical ethics, preparing students for college-level lab work and certification exams.
- **Social Studies:** Students study history, government, and economics through the lens of public health, ethics, and healthcare policy, fostering civic understanding and empathy for diverse populations.

Each curriculum area is continually reviewed through our Cognia-accredited School Improvement Process, ensuring that instruction remains rigorous, standards-aligned, and responsive to emerging healthcare trends.

Research and Evidence-Based Justification

MMACHS's instructional model is supported by extensive educational research linking career and technical education (CTE) with improved student engagement, academic performance, and postsecondary success. Studies by the Association for Career and Technical

Education (ACTE) and Advance CTE confirm that CTE programs integrating core academics and hands-on learning produce higher graduation and college matriculation rates, especially among students pursuing STEM and health careers.

Internal data at MMACHS reinforce these findings: the school maintains near-100% graduation rates year in and year out, over 90% dual-credit participation, and industry certification pass rates above 95%. The integration of health science coursework with core subjects creates a relevant, high-interest environment where students thrive academically and personally.

Technology Integration

Technology is fully embedded in instruction and assessment at MMACHS. Each student uses a school-issued device to access digital learning platforms, health simulations, and online research databases. Technology supports both formative and summative assessment through digital portfolios, data-driven learning management systems (LMS), and the administration of state and national assessments. The integration of these tools mirrors real-world healthcare environments, preparing students for success in both clinical and academic settings.

Use of Charter Autonomies to Meet Community Needs

As an Idaho public charter school, MMACHS leverages its statutory autonomies to tailor instruction and scheduling to the unique needs of its student body. These flexibilities allow the school to:

- Offer extended block scheduling for in-depth labs and integrated coursework.
- Implement performance-based grading that values mastery over seat time.
- Partner with local hospitals, clinics, and universities for on-site learning experiences and dual-credit opportunities.
- Adapt quickly to emerging workforce needs, such as launching the CNA certification program to ensure relevance and alignment with Idaho's healthcare economy.

This adaptive and responsive model ensures that MMACHS remains at the forefront of health science education, providing rigorous academics, industry relevance, and equitable access to all students.

The educational philosophy and design of MMACHS have been intentionally crafted to meet the evolving academic and workforce needs of Idaho's students and healthcare community. Through a combination of integrated curriculum, research-based instruction, strong partnerships, and robust use of technology, MMACHS prepares every graduate to excel in college, career, and life.

Teaching and Learning: Instructional Strategy and Core Design

At Meridian Medical Arts Charter High School (MMACHS), instruction is hands-on, experiential, and career-anchored. From freshman year through graduation, students learn in and beyond the classroom through authentic experiences that connect directly to Idaho's growing healthcare industry. This begins with 20 hours of community service in a healthcare setting during the 9th-grade year, continues with a job shadow experience in 11th grade, and culminates with two required clinical placements in 12th grade tied to industry certifications.

Rather than relying on "sit-and-get" instructional models, teachers design inquiry-based lessons that require students to analyze, synthesize, and apply knowledge to real-world healthcare scenarios. Classrooms function as professional learning environments, with students working collaboratively to solve problems, simulate patient interactions, and develop communication, empathy, and teamwork, skills essential to both higher education and clinical success.

Data-Informed Instruction and Assessment Systems

MMACHS teachers use a wide range of classroom-based and standardized assessments to monitor learning, inform instruction, and provide targeted interventions. These include:

- State and National Assessments: Idaho Standards Achievement Tests (ISAT), PSAT, SAT, and Advanced Opportunities college placement exams.
- CTE and Industry-Based Assessments: Technical Skills Assessments (TSA) and national certification exams such as NHA (National Healthcareer Association) and NREMT (National Registry of Emergency Medical Technicians).
- Course-Level Assessments: Common summative assessments, clinical performance evaluations, and skill-based rubrics aligned to industry standards.

Assessment data are systematically reviewed during Professional Learning Community (PLC) meetings, where staff analyze trends, identify learning gaps, and collaboratively plan Tier 2 and Tier 3 interventions.

Multi-Tiered System of Supports (MTSS)

In 2025, MMACHS launched a comprehensive Multi-Tiered System of Supports (MTSS) framework, led by a designated staff member responsible for overseeing implementation and progress monitoring. The MTSS model integrates academic, behavioral, and social-emotional supports into a cohesive system that ensures equitable access to learning for all students.

Key elements include:

- Tier 1: Universal supports and differentiates instruction within the general classroom setting. Teachers use flexible grouping, formative feedback, and scaffolded assignments to meet diverse needs.
- Tier 2: Targeted interventions for students demonstrating skill gaps or performance concerns. Students earning below a “C” in any course are automatically scheduled for an additional 30 minutes of Tier 2 intervention with their teacher, emphasizing reteaching, practice, and mastery.

- Tier 3: Intensive, individualized interventions developed in collaboration with our counselor, MTSS coordinator, and support staff for students with persistent academic or behavioral challenges.

Mentorship and Relational Learning Structures

Recognizing that relationships are foundational to learning, MMACHS has built two structured mentorship systems:

1. Peer Mentor Program: Upperclassmen are paired with incoming freshmen to provide social, academic, and emotional support during the transition into MMACHS's rigorous environment. This program strengthens belonging, leadership, and community.
2. Faculty Mentor Program: Each 9th-grade student is paired with a teacher mentor who monitors their academic progress, provides early interventions, and helps build self-advocacy skills. Mentors meet regularly with students to set goals, review data, and celebrate achievements, fostering accountability and connection.

These mentor programs align directly with our MTSS framework, creating a network of adults and peers who know each student well and work collaboratively to ensure success.

Grading and Mastery-Based Learning

MMACHS employs a standards-based grading system that reinforces the belief that all students can achieve mastery with appropriate support and time. Credit is only awarded for grades of A, B, or C. Any grade below a "C" automatically triggers Tier 2 intervention, ensuring no student progresses without demonstrating proficiency.

This grading policy emphasizes mastery over seat time, encouraging students to persist in learning until they demonstrate competency. It also provides transparency for parents, students, and staff about performance expectations and reinforces a growth mindset across the school community.

Support for Diverse Learners

MMACHS provides comprehensive support for all learners, including those with 504 Plans, Individualized Education Programs (IEPs), and Multilingual Learner (MLL) needs. The school's MTSS framework coordinates closely with these systems to ensure alignment of accommodations, instructional strategies, and progress monitoring.

Alignment to State and Federal Standards and Workforce Needs

All instructional practices and assessments are aligned with Idaho Core Standards, CTE Program Standards, and are provided to parents through a comprehensive and transparent system, 'Common Curriculum'. The MMACHS model directly addresses workforce priorities identified by the Idaho Department of Labor and EMSI data, which project that healthcare support and practitioner occupations will grow over 16% statewide by 2030, with particularly high demand for medical assistants, EMTs, and certified nursing assistants.

By aligning curriculum and certifications to these workforce projections, MMACHS ensures that students graduate with credentials and experience that meet both state academic benchmarks and regional labor market demands, contributing to Idaho's healthcare workforce pipeline.

The MMACHS teaching and learning model is intentional, integrated, and evidence-based. It combines data-driven instruction, mastery learning, robust tiered supports, and experiential education to ensure that every student graduates prepared for postsecondary success and meaningful participation in Idaho's health and human services industries. Through strong mentorship, a responsive MTSS framework, and hands-on clinical engagement, MMACHS provides a rigorous yet compassionate environment where each learner is known, supported, and empowered to excel.

D. Student Academic Achievement Standards

Meridian Medical Arts Charter High School (MMACHS) maintains an unwavering commitment to academic excellence, accountability, and continuous improvement. As an independently governed public charter school, MMACHS employs a comprehensive Performance Management Plan that systematically monitors, evaluates, and reports progress toward measurable performance goals. This plan ensures that the school not only meets but consistently exceeds Idaho's accountability standards and the expectations outlined in the Idaho Charter School Program (ICSP) grant.

Performance Management and Oversight Systems

MMACHS's Performance Management Plan is anchored in data-informed decision-making, consistent with Idaho's Accountability Framework. The Executive Director, instructional leadership team, and CTC administrator collectively oversee implementation and reporting, ensuring that all schoolwide outcomes remain aligned with state and federal accountability requirements.

Key elements of this system include:

- **Data Collection and Analysis:** Academic data (including ISAT, PSAT, SAT, CTE Technical Skills Assessments, and industry certification results) are collected, disaggregated, and analyzed quarterly by staff teams.
- **Oversight and Reporting:** The Executive Director submits an annual performance report to the school's local LEA, detailing student achievement trends, growth metrics, and programmatic impact. Results are reviewed by the school's governing board, which uses these data to guide strategic and fiscal decisions.
- **Benchmarking and Goal Adjustment:** Interim benchmarks are established at the beginning of each academic year through individual professional learning plans and adjusted annually based on trend data and subgroup performance. These benchmarks serve as progress indicators for each core content area, Math, Science, and English

Language Arts (ELA) and are integrated into both teacher evaluations and school improvement planning.

The performance management system is transparent, cyclical, and responsive, ensuring that academic achievement, college and career readiness, and credential attainment are continuously improving and aligned with MMACHS’s mission.

Academic Performance and Comparative Data

MMACHS’s performance far exceeds both state averages and the performance of comparable institutions across Idaho. According to the 2024–2025 Idaho Report Card, MMACHS achieved the following proficiency rates:

Content	MMACHS Proficiency Rate	Comparison Group Proficiency Rate
Math	75.8%	44.4%
Science	84.8%	52.8%
ELA	100%	73.4%

These results place MMACHS more than one standard deviation above the mean of the comparison group and position the school within the 90th percentile of all Idaho schools in each tested subject.

In addition to academic content proficiency, MMACHS demonstrates exceptional outcomes in college and career readiness, with results that affirm both the rigor of instruction and the alignment of the curriculum to Idaho’s workforce needs:

Indicator	MMACHS	Comparison Group
Graduation Rate (2024)	100%	89.0%
College and Career Readiness	100%	89.3%

Indicator	MMACHS	Comparison Group
EMT Technical Skills Assessment (TSA) Pass Rate	94%	—
Medical Assistant TSA Pass Rate	97%	—
Pharmacy Technician TSA Pass Rate	100%	—
Job Shadow Completion (Juniors)	100%	—
Clinical Completion (Seniors)	100%	—
College or Business Experience Participation	100%	—

These outcomes confirm that MMACHS not only exceeds Idaho’s academic proficiency standards but also effectively prepares students for the workforce and higher education demonstrating full alignment with Idaho’s CTE accountability goals and ESSA performance expectations.

Culture of Data-Driven Instruction

MMACHS fosters a deeply embedded culture of data-driven instruction. Teachers utilize a comprehensive portfolio of formative, interim, and summative assessments to guide and differentiate instruction at every level. Assessment data inform both individual student supports and broader instructional practices, ensuring continuous alignment between curriculum, teaching, and outcomes.

Key Components of the Data Culture:

- **Formative Assessments:** Daily checks for understanding, performance-based tasks, and exit tickets guide immediate instructional adjustments.
- **Interim Assessments:** Common course assessments and CTE skill evaluations identify trends across classes and grade levels.

- **Summative Assessments:** Standardized exams such as ISAT, PSAT, SAT, and TSA provide cumulative data on mastery and readiness.

Each week, teacher PLC teams engage in Data Reflection Meetings, reviewing subgroup performance (including IEP, 504, and MLL students) and identifying both gaps and exemplars. Findings are documented in an electronic data tracking system accessible to all staff and reviewed by administration to ensure accountability and coherence in instructional improvement. This system is not merely compliance-based; it is formative and iterative, empowering teachers to make informed decisions that directly impact student learning and accelerate growth.

Use of Data to Drive Policy and Practice

The MMACHS administration uses collected data to inform both policy development and strategic planning. Examples include:

- Adjusting course offerings or certification pathways based on CTE TSA performance and Idaho labor market data.
- Aligning professional development priorities with student achievement trends (e.g., data literacy, formative assessment design).
- Reviewing MTSS intervention effectiveness through student progress data to refine Tier 2 and Tier 3 supports.
- Evaluating curricular resources annually to ensure vertical and horizontal alignment with Idaho Core Standards and CTE competencies.

This rigorous data loop ensures that school-level decisions ranging from staffing and budget allocations to instructional priorities are evidence-based and aligned with MMACHS's overarching mission: preparing students for academic excellence, professional certification, and civic leadership.

Continuous Accountability and Improvement

Accountability is an integral part of the MMACHS culture. The Executive Director provides quarterly data updates to the governing board and publishes an Annual School Performance Report summarizing progress toward academic, financial, and operational goals. This document is reviewed publicly and submitted to the local LEA.

The governing board uses the report to evaluate school performance, assess alignment to the charter mission, and make data-driven decisions regarding resource allocation, staffing, and programming. In this way, MMACHS ensures continuous transparency, oversight, and adherence to the high standards expected of Idaho's top-performing public charter schools.

MMACHS's performance management and accountability systems are robust, transparent, and effective. Through consistent use of high-quality assessments, intentional data analysis, and targeted instructional improvement, MMACHS ensures that all students regardless of background achieve at high levels. The results speak for themselves: proficiency rates in the top decile of the state, a 100% graduation rate, and unmatched career readiness outcomes. These achievements affirm that MMACHS not only upholds the highest standards of academic excellence but also serves as a model for data-driven, student-centered education across Idaho.

E. Student Demand and Community/Local Support

Meridian Medical Arts Charter High School (MMACHS) continues to demonstrate strong student demand and sustained community support for its specialized health sciences model. Our mission; to prepare students for success in medical, health, and STEM-related careers, aligns directly with Idaho's workforce needs and regional employment trends.

Demonstrated Community Need and Demand

According to 2025 EMSI data, Idaho projects a 17% increase in healthcare-related occupations over the next decade, nearly double the state's overall job growth rate. Critical roles

such as registered nurses, medical assistants, and laboratory technicians are among the top five in-demand professions statewide, reflecting both regional and national healthcare shortages. This data underscores the relevance of MMACHS’s focus on preparing students for pathways in medicine, nursing, and allied health.

Current enrollment trends mirror this workforce demand. With the lottery open for less than two weeks, MMACHS has already received 255 applications for 75 available seats, nearly 3.5 applicants per seat. In the first 24 hours alone, the school received 83 applications, surpassing total seat capacity. This year marks the highest applicant pool in school history, exceeding last years high water mark. The attached chart illustrates the sustained upward trajectory of interest in MMACHS.



**The 2026-2027 Goal of 228 was based on an annual estimate of 5% incremental and sustainable growth based on enhanced marketing efforts including video, social media, and in-person marketing in all WASD middle school buildings. The 2026-2027 Actual of 255 applicants remain incomplete as there are 9 days remaining in the lottery window at the time of this grant submission.*

The school employs a comprehensive marketing and outreach strategy emphasizing equitable access. Targeted efforts include partnerships with local middle schools, direct outreach to underrepresented communities, and translation of recruitment materials to support English Language Learners. The budget allocates dedicated funds for marketing, recruitment, and community engagement to ensure educationally disadvantaged, low-income, and Special Education students are informed of the opportunity.

Community and Family Engagement

MMACHS maintains strong partnerships with local healthcare providers, colleges, and community organizations, including ICOM, St. Luke's, St. Alphonsus, NNU, BSU, ISU, CofI and the College of Western Idaho. These relationships provide dual credit options, internships, and mentorship programs that deepen community ties. Parents actively participate in the school through the MMACHS Parent Organization and serve on advisory and planning committees, influencing decision-making and school culture.

Community feedback and parent engagement continue to drive program improvements, ensuring MMACHS remains responsive to local needs while maintaining its role as Idaho's #1-ranked public charter high school and a leading model for college and career readiness in health sciences education.

F. Effectively Serving All Students

Meridian Medical Arts Charter High School (MMACHS) is deeply committed to serving all students equitably and effectively, ensuring every learner, regardless of background or need, has access to high-quality instruction, comprehensive support systems, and meaningful pathways to success. The school operates with an open, non-selective enrollment process and provides a

continuum of services through collaborative partnerships, robust intervention frameworks, and staff training aligned with federal and state guidance.

Supporting Educationally Disadvantaged Students

MMACHS recognizes that educationally disadvantaged students, including those who are economically disadvantaged, English Language Learners (ELL/MLL), homeless, migrant, or otherwise at-risk, require targeted supports to reach their fullest potential. Our Multi-Tiered System of Supports (MTSS) provides a comprehensive academic and behavioral intervention framework that identifies students in need of additional assistance early and provides a continuum of tiered supports.

This system includes universal screening, progress monitoring, and data-driven intervention planning. Interventions are developed collaboratively by classroom teachers, counselors, and the administrative team to ensure individualized, responsive support. The student-to-student and teacher-to-student mentor programs further strengthen this framework, fostering positive relationships, accountability, and peer support for struggling students.

High expectations are consistent across all demographic and academic groups, reflected in MMACHS's no "D" grading policy, which ensures mastery-level learning as the standard. This structure reinforces the belief that every student is capable of high achievement with the appropriate supports.

The school's counselor and Executive Director attend and lead all 504 meetings, ensuring seamless communication between families, staff, and service providers. To maintain compliance and quality of service delivery, MMACHS contracts with the West Ada School District (WASD) for all special services, including Section 504, IEP, and MLL supports. This partnership ensures

that students receive accommodation and modifications from qualified professionals and that the school's staff are trained and supported in implementing these services effectively.

Ongoing professional development remains central to our equity and inclusion work. Each year, MMACHS provides targeted training on differentiated instruction, trauma-informed practices, and inclusive teaching strategies. For example, when the school enrolled a deaf student last year, professional development focused on strategies for supporting communication access, ensuring that the student was fully included in all academic and social aspects of school life.

Supporting Students with Disabilities

MMACHS ensures that all students with disabilities receive a high-quality education in the least restrictive environment. Through our partnership with WASD's Special Education Department, the school provides all necessary specialized services, including speech therapy, occupational therapy, counseling, and adaptive technology support. The Executive Director and counselor collaborate directly with WASD case managers to align individualized education programs (IEPs) with student needs and state standards.

MMACHS teachers maintain high expectations for all students with disabilities, integrating accommodations and modifications into classroom instruction and assessment. Staff receive annual training on IEP implementation, progress monitoring, and data collection. The school's MTSS framework further supports early identification of learning and behavioral challenges, ensuring interventions begin well before formal evaluations are necessary.

Meeting Nutritional Needs

MMACHS is committed to ensuring that no student experiences barriers to academic success due to food insecurity. The school contracts with the West Ada School District Child Nutrition Department to provide free and reduced-price meal programs for all eligible students. Through

this partnership, MMACHS complies fully with state and federal nutrition guidelines and reporting requirements.

Meals provided through this program meet the nutritional standards established by the USDA and are available to all qualifying students without stigma. The partnership with WASD ensures financial sustainability through established funding streams and administrative support.

Meeting Transportation Needs

Recognizing that transportation access is a critical equity issue, MMACHS partners with the West Ada Transportation System (WATS) to ensure that all students, regardless of home location, disability, or financial status, have reliable transportation to and from school. This system allows students across the district to attend MMACHS without transportation serving as a barrier to enrollment or participation.

Additionally, MMACHS's academic schedule intentionally releases students at 2:10 p.m. to support their participation in extracurricular activities, athletics, and clubs at their home high schools. This unique schedule reflects the school's holistic approach to education, emphasizing both academic and personal development.

G. Staffing and Professional Development Plan

MMACHS employs a strategic and purposeful staffing model designed to deliver its rigorous, healthcare-focused educational program with fidelity. The school prioritizes the recruitment of educators who possess both strong instructional backgrounds and direct experience in medical or health-related fields. This ensures that students receive authentic, industry-relevant learning experiences within each of our Career Technical Education (CTE) pathways, including Pharmacy Technician, Emergency Medical Technician (EMT), Medical Assisting, and Sports Medicine, with Certified Nursing Assistant (CNA) courses being added in

the near future. The school's CTE administrator brings extensive healthcare service experience, which enhances program oversight and curriculum alignment with industry standards. Staffing ratios are intentionally maintained at small levels to promote individualized instruction, mentorship, and relationship-centered learning, core tenets of the MMACHS model. Recruitment focuses on attracting top instructional talent by leveraging community partnerships, healthcare networks, and professional education associations to identify mission-aligned educators committed to preparing the next generation of medical professionals.

Professional development at MMACHS is dynamic, data-driven, and continuous. Instructional support and professional learning initiatives are informed by data from the state-provided 2gnoMe evaluation platform, which aligns teacher growth goals with observed instructional practices. A four-person Leadership Team, composed of the school counselor, English teacher, and two CTE instructors, collaboratively designs and implements professional learning activities based on staff feedback, student outcomes, and administrative observations. This team-driven model ensures that professional development is targeted, relevant, and responsive to current instructional needs. Coaching, peer observation, and feedback cycles are embedded throughout the year to promote reflective practice and continuous improvement.

Furthermore, each staff member is strongly encouraged to participate in external professional development opportunities, including state and national CTE conferences, industry certification workshops, and specialized medical training sessions. These experiences enhance instructional expertise, ensure alignment with current healthcare practices, and reinforce the school's commitment to innovation and lifelong learning. Through these comprehensive internal and external professional learning systems, MMACHS fosters a culture of continuous improvement that directly supports exceptional student outcomes.

H. Financial Management and Monitoring Plan

Meridian Medical Arts Charter High School (MMACHS), in partnership with the West Ada School District (WASD), has developed an intentional and transparent financial management structure to ensure long-term stability, compliance, and accountability. As an independently governed charter school, MMACHS maintains fiscal autonomy while leveraging district expertise for oversight and alignment with all state, federal, and local financial requirements. The school also collaborates with Meridian Technical Charter High School (MTCHS) in employing two experienced financial technicians, one housed on the MMACHS campus, who supports administration on day-to-day financial operations including purchasing, payroll, and grant compliance. This shared-services model enhances efficiency, reduces administrative overhead, and ensures that every financial decision supports the school's mission and expansion goals.

Operational and Financial Capability

MMACHS has developed a three-year operating budget that demonstrates financial viability, sustainability, and alignment with the proposed grant activities. The plan is based on conservative, data-driven financial assumptions and is reviewed annually by both the Executive Director and the school's Board of Directors.

Key features of MMACHS's financial management approach include:

- Conservative revenue and expense projections based on historical enrollment and verified state funding formulas.
- Positive cash flow maintained each fiscal year, with reserves allocated for contingencies.
- Budget alignment with the CSP project goals, including expenditures for instructional programming, facilities expansion, and CNA certification program development.
- Quarterly financial reporting and reconciliation to ensure compliance and transparency with both WASD and state auditing procedures.

- Pursuit of supplemental funding sources, including competitive state and federal grants, to diversify revenue streams and sustain long-term growth.

Facilities Planning and Financial Feasibility

The facilities plan for MMACHS expansion reflects a careful balance between growth and fiscal responsibility. The school operates in a leased facility located within the WASD district, providing accessibility to its target student population and proximity to healthcare partners.

Planned expansion efforts focus on reorganizing existing space to accommodate the Certified Nursing Assistant (CNA) program and projected enrollment growth.

Key highlights of the facilities plan:

- Phased implementation timeline for expansion, aligned with grant disbursement schedules and budget milestones.
- All facilities fully ADA-compliant and equipped to meet the needs of students with disabilities.
- Facility-related costs maintained below 20% of the school's annual budget, ensuring the majority of funds support instruction and student services.
- Close coordination with WASD for project management, permitting, and compliance during remodeling and construction activities.

Serving Educationally Disadvantaged and At-Risk Students

MMACHS's financial strategy prioritizes equitable access and academic support for educationally disadvantaged, at-risk, and special populations. The school allocates targeted resources within the budget to sustain interventions and student support systems aligned with its Multi-Tiered System of Supports (MTSS) framework.

Budget investments include:

- Dedicated funding for MTSS interventions and Tier II support programs.
- Professional development for staff to support English Learners, students with disabilities, and economically disadvantaged students.

- Contracted services through WASD for 504, IEP, and MLL supports to ensure compliance and specialized assistance.
- Technology access and instructional materials for students requiring additional academic resources.
- Contingency plans to address fluctuations in enrollment or state funding, ensuring uninterrupted services and staffing.

I. Board Capacity and Governance Structure

Meridian Medical Arts Charter High School (MMACHS) is fortunate to have a dedicated and experienced Board of Directors that provides strategic leadership, oversight, and long-term vision to ensure the continued success of the school. The MMACHS Board has intentionally developed a governance structure that emphasizes professional expertise, transparency, and adherence to best practices in board development and charter school leadership.

Composition and Selection Process

The MMACHS Board of Directors is composed of five members, each selected through an open and transparent process that ensures a balanced range of expertise in areas critical to the school's mission. The composition of the board intentionally reflects the medical and educational focus of MMACHS and provides a robust foundation for governance.

- **Board Composition:**
 - One seat dedicated to maintaining a strong partnership with the Idaho College of Osteopathic Medicine (ICOM) to ensure alignment between secondary and post-secondary health science education.
 - One seat reserved for a licensed or retired healthcare professional, offering clinical and industry insight into the evolving needs of Idaho's health sector.
 - Three seats open to individuals with expertise in education, law, public service, or management, ensuring comprehensive oversight capacity.
 - Current board members include a retired nurse, a retired attorney, a public government employee, and employees affiliated with ICOM, providing over 35 years of combined governance and leadership experience.

The Board currently has one open position, which will be formally declared vacant this month. The position will be posted on December 1, and applicants will be reviewed through a structured selection process emphasizing diversity of thought, professional experience, and commitment to the MMACHS mission.

One of the current board members also serves as a trainer for the Idaho School Boards Association (ISBA), frequently providing professional development to other charter and district boards across the state. This level of expertise ensures MMACHS maintains high standards in governance practices and board training.

Policies, Procedures, and Governance Practices

The MMACHS Board has established a comprehensive set of policies and procedures to guide its oversight of the school. To maintain consistency and compliance, the Board subscribes to the Idaho School Boards Association Charter Board Policy Manual and Policy Update Service. This ensures all policies reflect current state law, best practices, and charter governance standards.

Key areas of governance include:

- **Compliance:** Ensuring full compliance with the Open Meetings Law and Public Records Law, providing transparency and accountability in all board actions.
- **Governance vs. Management:** The Board consistently operates at the governance level rather than the management level. The Executive Director oversees daily operations and management of school staff, while the Board focuses on strategic oversight, financial stewardship, and mission fulfillment. The Executive Director meets monthly with the Board Chair outside of regular meetings to provide updates and maintain alignment without crossing into operational management.
- **Monitoring and Evaluation:** The Board maintains a structured process to monitor academic, financial, and operational performance. This includes:
 - Annual review of the school's policies and charter commitments.

- Monthly evaluation of financial and academic reports to ensure continued compliance with state and federal requirements.
- Monthly review of key performance indicators aligned with the school’s strategic goals as found in the Executive Director monthly report.

Board Development and Professional Growth

The MMACHS Board recognizes that ongoing professional development is vital to maintaining a strong and effective governance team. The Board has made a clear and measurable investment in board training, self-assessment, and leadership growth.

Key elements of the Board’s development plan include:

- ISBA Training and Certification: MMACHS maintains an active relationship with the Idaho School Boards Association, scheduling annual and topic-specific training. The Board is currently coordinating a Roles and Responsibilities Workshop and an Open Meeting Law refresher for all members following the appointment of a new Director.
- Budgeted Professional Development: Annual board training is included in the school’s operating budget, underscoring MMACHS’s commitment to continuous improvement.
- External Learning Opportunities: Each board member is strongly encouraged to participate in external professional development opportunities such as ISBA conferences, state charter symposiums, and governance webinars.
- Succession and Transition Planning: The Board maintains a clear process for onboarding new members, ensuring continuity of leadership and institutional knowledge.

J. School Leadership and Management

Meridian Medical Arts Charter High School (MMACHS) has developed a strong and clearly defined leadership structure that ensures effective school management, compliance, and long-term sustainability. The school’s leadership team brings extensive administrative and instructional expertise, aligning daily operations with the mission of preparing students for success in health science and post-secondary education.

Leadership Structure and Roles

The leadership and administrative roles at MMACHS are well-defined and structured to comprehensively cover the diverse responsibilities required of a public charter school. In the past 12 months, job descriptions for all employees, including the Executive Director, CTE Administrator, Counselor, Teachers, and Support Staff, have been reviewed and rewritten to ensure alignment with current state requirements, industry standards, and the strategic goals of the school.

Organizational Structure Highlights:

- **Executive Director:** Oversees academic performance, strategic planning, finance, operations, and compliance.
- **CTE Administrator:** Manages the school's career and technical education programs, ensuring alignment with Idaho's Workforce Development goals.
- **Counselor:** Leads academic advising, college and career readiness, and student support services.
- **Faculty and Support Staff:** Deliver rigorous instruction and maintain a culture of excellence and care.

The Board of Directors annually evaluates the Executive Director using the Idaho School Boards Association (ISBA) evaluation tool through Simbli, ensuring accountability, transparency, and continued professional growth. Any performance concerns are addressed through a structured improvement protocol and collaborative goal-setting process.

The leadership team collectively manages the school's compliance, operations, finance, and legal obligations with precision and integrity. The Executive Director, who brings 21 years of administrative leadership experience as a Superintendent or Principal, provides experience, stability, while empowering staff to lead within their respective areas of expertise.

Leadership Capacity and Sustainability

MMACHS demonstrates strong leadership and governance capability to sustain its high-quality academic model and any future expansion efforts. The Board and leadership team work

collaboratively to identify and respond to operational challenges through ongoing analysis and strategic planning.

Key strategies for sustainability include:

- **Annual Risk Review:** The MMACHS Board and West Ada School District (WASD) annually review key risk factors, including enrollment trends, staffing, and financial stability.
- **Strategic Planning:** The leadership team integrates data-driven decision-making into budgeting, staffing, and program development.
- **Crisis and Continuity Planning:** Administrative staff are cross-trained to ensure uninterrupted operations during leadership transitions or unexpected events.

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