



A Public Charter School for the State of Idaho

Opening 2027

Canyon County, ID

Grade 9-12

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2026 CSP Application

Part II- Narrative

Executive Summary

Idaho AgriTech Academy (IAA) believes the future of agriculture depends on graduates who combine technical skills, business acumen, and hands-on experience. Our school aims to prepare students for college, skilled employment, and entrepreneurship in a rapidly evolving agricultural economy.

Mission Statement: Idaho AgriTech Academy equips students with the knowledge, skills, and entrepreneurial mindset to thrive in modern agriculture through hands-on learning, community partnerships, and a rigorous STEM-integrated curriculum.

Vision Statement: Idaho AgriTech Academy empowers the next generation of agricultural innovators to lead sustainable, tech-driven solutions that feed the world and fuel the future. We envision our students as globally minded, locally rooted leaders, closing the generational gap in agriculture through curiosity, innovation, and commitment to sustainability and community.

Instructional Model: The model integrates rigorous, STEM-based academics with career and technical education (CTE) pathways in agriculture and business. By emphasizing agriculture and business education in all grades, students will develop the skills to innovate and lead within Idaho's agricultural economy. In addition, students will have access to dual enrollment and early college opportunities through our partnership with College of Western Idaho (CWI), preparing them for both college and career success.

Count, Grades, and Location: 400 students, 9-12th grade. Located in Canyon County

Organizational Structure: IAA will be a tuition-free public charter school governed by a nonprofit board of directors. The board provides fiduciary oversight and strategic direction to the Executive Director. The Executive Director manages daily operations. Director of CTE and AG will guide program relevance and growth.

Part II A: Grant Project Goals: The following goals will guide implementation of the CSP grant. Grant-funded activities and expenditures, including startup leadership salaries, curriculum, special education curriculum, professional development, instructional technology, furniture and fixtures, classroom supplies, CTE equipment, software, nutrition program startup, student transportation resources, recruitment, and marketing activities, are aligned to and support the achievement of one or more of the goals described below.

Goal 1: Academic Achievement and Growth: By the end of Year 3 of operation, IAA students will meet or exceed Idaho state averages in English Language Arts and Mathematics growth and proficiency as measured by the Idaho Standards Achievement Test (ISAT).

Measures:

- Annual student growth in ELA and mathematics will exceed state averages.
- At least 60% of students will meet or exceed proficiency in ELA by Year 3.
- At least 60% of students will meet or exceed proficiency in mathematics by Year 3.
- Student subgroup performance data will be monitored quarterly.

Idaho AgriTech Academy's STEM-integrated instructional model intentionally combines rigorous academics with career-connected learning experiences. Research demonstrates that students participating in high-quality career technical education, project-based learning, and work-based learning experiences exhibit higher levels of engagement, attendance, graduation rates, and academic achievement than their peers in traditional educational settings (ACTE, 2024; Fordham Institute, 2023; SREB, 2022). Additionally, research on project-based learning indicates that students develop deeper content mastery and stronger critical thinking skills when academic concepts are connected to authentic, real-world applications (Lucas Education Research, 2021).

To achieve rigorous academic growth and proficiency targets, IAA will establish a standards-aligned instructional program supported by evidence-based curriculum, sustained

professional development, instructional technology, student learning resources, and highly qualified leadership. Research from the Learning Policy Institute demonstrates that investments in high-quality curriculum and ongoing professional learning are among the strongest school-level predictors of improved student achievement (Darling-Hammond et al., 2017).

Goal 2: Postsecondary and Workforce Readiness: By the end of Year 2, 100% of graduating students will participate in one or more advanced opportunities, including dual credit, industry-recognized certifications, supervised agricultural experiences (SAEs), internships, apprenticeships, or work-based learning experiences.

Measures:

- 100% of students will complete business and entrepreneurship coursework annually.
- 100% of students will participate in supervised agricultural experiences.
- At least 80% of students will earn dual-credit coursework prior to graduation.
- At least 80% of students will earn one or more industry certifications.

The school's educational model was intentionally designed to address workforce shortages and increase career readiness in Idaho agriculture and related industries. IAA will accomplish this by integrating Career Technical Education (CTE), STEM instruction, business and entrepreneurship coursework, leadership development, dual-credit opportunities, and work-based learning throughout the student experience.

All students will participate in CTE Agribusiness and Entrepreneurship plus one of three agricultural career pathways: Animal Science, Plant Science and Horticulture, or Agricultural Mechanics and Welding. Each pathway will include hands-on laboratory experiences, industry-relevant projects, Supervised Agricultural Experiences (SAEs), leadership development through FFA, and opportunities to earn industry-recognized credentials.

Through partnership with the College of Western Idaho (CWI), students will have access to dual-credit coursework and technical certificate pathways that accelerate their transition into

postsecondary education and careers. Additionally, industry partnerships will provide opportunities for internships, job shadowing, mentorships, and work-based learning experiences that connect classroom instruction to real-world workforce expectations. As the school is being developed we have received numerous letters of support from agricultural companies that are willing to provide opportunities for our students.

Research supports the effectiveness of career-connected learning models. The Association for Career and Technical Education reports that students who complete CTE pathways graduate at higher rates and are more likely to transition successfully into postsecondary education and employment. These strategies are particularly important within Idaho's agricultural economy, which increasingly requires employees with technical skills in precision agriculture, agricultural business, data analysis, equipment technology, environmental systems, and advanced agricultural sciences. By intentionally aligning academic instruction with workforce needs and postsecondary opportunities, and requiring SAE, internship, or work experience as a graduation requirement, IAA will ensure students graduate with both academic preparation and meaningful workforce experience. Experiential learning hours will be tracked using the AET system which is a personalized online system designed for FFA members to track their hours.

Goal 3: Student Engagement and School Culture: IAA will maintain a student attendance rate of at least 92% and a student retention rate of at least 90% annually.

Measures:

- Student attendance will be monitored monthly.
- Annual student retention rates will exceed 90%.
- Annual student surveys will result in at least 80% of students reporting feeling connected to the school and supported by adults.
- 100% of students will participate in leadership organizations, internships, Supervised Agricultural Experiences (SAEs), FFA, or extracurricular activities

IAA's educational model is intentionally designed to foster strong student engagement, meaningful relationships, and a deep sense of belonging. Research consistently demonstrates

that students are more likely to attend school regularly, remain enrolled, and achieve academically when they experience positive relationships with adults, engage in relevant learning experiences, and feel connected to their school community. Research from the Learning Policy Institute has found that strong student-adult relationships and personalized learning environments contribute to improved attendance, increased student engagement, and higher graduation rates. IAA's small school design and daily advisory period is designed to ensure that every student is known, supported, and connected to a trusted adult advocate. Advisors will meet daily with a small group of students to monitor academic progress, attendance, goal setting, career planning, and social-emotional well-being. With intentional lessons and by creating consistent opportunities for meaningful interaction and mentorship, the advisory program fosters strong student-teacher relationships that increase engagement, belonging, and student success.

Career-connected learning opportunities further support student engagement by helping students understand the relevance of their education. Through internships, work-based learning experiences, Supervised Agricultural Experiences (SAEs), and industry partnerships, and FFA integration, students will regularly apply classroom learning to authentic workforce settings. The Southern Regional Education Board (SREB) reports that students who participate in work-based learning experiences demonstrate higher levels of engagement, stronger attendance patterns, and increased persistence toward graduation.

Goal 4: Diverse Enrollment and Community Access: Idaho AgriTech Academy will enroll a student population reflective of the demographics of the surrounding region, including rural communities, with educationally disadvantaged student populations remaining within five percent of local district averages.

Measures:

- Enrollment demographics will be reviewed annually to ensure educationally disadvantaged student populations remain within five percentage points of local district averages.
- Recruitment efforts will target underserved and historically underrepresented populations.
- Recruitment events will occur in multiple rural communities.
- Marketing materials will be available in accessible formats and multiple languages when appropriate.
- Enrollment, application, lottery, and retention data will be reviewed annually to identify and address barriers to access.

IAA believes all students deserve access to high-quality STEM, Career Technical Education, and college and career readiness opportunities regardless of race, ethnicity, income level, disability status, language background, or geographic location. The school is committed to following the state laws for enrollment and lottery while creating an inclusive educational environment that reflects the diversity of the communities it serves while providing equitable access to rigorous academic and workforce preparation programs.

To achieve this goal, IAA will implement a comprehensive recruitment and outreach strategy that includes community events, partnerships with local organizations, presentations at schools and community centers, informational meetings, social media campaigns, and direct outreach to educationally disadvantaged populations. Recruitment efforts will intentionally include rural communities and families who have historically had limited access to specialized STEM and career-connected learning opportunities. CSP funding will support marketing, recruitment, outreach materials and community activities designed to reduce barriers to enrollment.

IAA also recognizes that leadership opportunities within agriculture have not always been equally visible to all student populations. Through mentorship, industry partnerships, FFA leadership development, entrepreneurship education, and work-based learning experiences, students will be exposed to the full spectrum of agricultural careers and leadership opportunities. These experiences will help students see themselves not only as participants in

the industry, but as future leaders, innovators, business owners, and decision-makers who will help shape the future of agriculture in Idaho and beyond.

Part II B. Educational Philosophy, Instructional Practices, and Curriculum

Key Design Elements

Idaho agriculture faces a significant workforce challenge. Industry leaders report that Idaho has only 84 available workers for every 100 open jobs, leaving thousands of positions unfilled across the sector each year. As the state's largest industry and an economic driver valued at more than \$11 billion annually, agriculture increasingly requires a workforce equipped with technical expertise, leadership abilities, problem-solving skills, and business acumen. IAA was established to help meet this need by developing the next generation of agricultural professionals, technicians, entrepreneurs, and innovators. Through the integration of rigorous academics, CTE, STEM instruction, leadership development, dual-credit opportunities, and authentic workforce experiences, IAA prepares students to thrive in modern agriculture.

At the core of the model is STEM-integrated agricultural education. Students engage in project-based and inquiry-based learning experiences that connect science, technology, engineering, mathematics, and business concepts to authentic agricultural challenges. Whether analyzing crop data, designing irrigation systems, developing business plans, studying animal nutrition, or exploring precision agriculture technologies, students regularly apply academic content in meaningful contexts. Research supports project-based learning as an effective strategy for increasing student engagement, content mastery, and academic achievement.

IAA will operate on a four-day instructional week with extended learning blocks that support deeper learning, laboratory experiences, and interdisciplinary instruction. Fridays are dedicated to internships, Supervised Agricultural Experiences (SAEs), field experiences, interventions, college and career readiness activities, workforce exploration, and teacher collaboration.

Students will participate in CTE pathways including Animal Science, Plant Science, Ag Mechanics and Welding, Precision Agriculture, and Agribusiness and Entrepreneurship. These pathways were intentionally selected based on Idaho's agricultural economy, workforce demands, industry partner input, and postsecondary opportunities. As Idaho's largest industry, it faces ongoing workforce shortages across animal agriculture, crop production, agricultural technology, equipment maintenance, and agribusiness management. The selected pathways align with Idaho's key agricultural sectors, while also preparing students for careers requiring technical, leadership, and entrepreneurial skills. Each pathway integrates hands-on learning, dual-credit opportunities, industry-recognized credentials, internships, and work-based learning experiences to ensure students graduate prepared for both high-demand careers and postsecondary success.

A distinguishing feature of the model is the integration of the National FFA Organization's three-circle model of agricultural education, which combines classroom instruction, FFA leadership development, and Supervised Agricultural Experiences. Through leadership conferences, Career Development Events, public speaking opportunities, officer teams, and community service, students develop leadership, communication, and career-readiness skills.

Underlying all aspects of the model is a relationship-centered culture supported through advisory structures, MTSS, mentoring, and individualized student support. Every student will be known, supported, and connected to caring adults who help guide academic, personal, and career success.

Implementation of these key design elements is supported through investments in leadership capacity, professional development, curriculum resources, technology, software systems, classroom furnishings, and industry-aligned CTE equipment.

Curriculum

IAA will implement a rigorous, standards-aligned curriculum designed to prepare students for postsecondary education, careers, and entrepreneurship. Curriculum materials will align with Idaho Core Standards and will be supplemented by industry-aligned agricultural curriculum, CASE curriculum, dual-credit coursework, and industry certification preparation resources.

English Language Arts instruction emphasizes literacy, analytical writing, communication, research, and technical reading skills aligned with both college and workforce expectations.

Mathematics instruction focuses on conceptual understanding, procedural fluency, and applied problem solving through authentic connections to agricultural economics, engineering, business, data analysis, and precision agriculture. Since our students will earn the STEM diploma, they will complete mathematics coursework during all four years of high school.

Science instruction integrates biology, chemistry, environmental science, and agricultural science through inquiry-based and project-based learning experiences. Students will engage in laboratory investigations, scientific analysis, certification preparation, and dual-credit opportunities. STEM diploma students will also complete science coursework throughout all four years of high school.

Social Studies instruction extends beyond traditional content to include economics, government, agricultural policy, leadership, entrepreneurship, and global systems. Students will develop civic literacy, critical thinking, and an understanding of the relationship between agriculture, policy, and society.

Arts and elective offerings support creativity, communication, innovation, leadership, and digital design. Spanish will be a required elective due to its importance within Idaho's agricultural workforce, helping students develop bilingual communication skills that enhance career readiness and leadership opportunities.

Idaho AgriTech Academy will implement a positive, relationship-centered behavioral framework emphasizing responsibility, professionalism, leadership, and respect. Students will participate in enrichment opportunities including FFA activities, leadership conferences, community service projects, internships, workforce exploration, and Supervised Agricultural Experiences.

Technology integration is embedded throughout the instructional program through one-to-one student devices, industry-specific software, digital portfolios, assessment systems, collaboration tools, and personalized learning resources. These tools support academic achievement, workforce readiness, progress monitoring, intervention planning, AI and digital citizenship, and strong communication.

CSP investments in curriculum, special education resources, technology, professional development, software systems, and classroom equipment will support successful implementation of the school's educational model.

IAA leverages the flexibility afforded to public charter schools to implement a four-day schedule, integrate STEM and agricultural education across disciplines, require participation in Supervised Agricultural Experiences, embed FFA leadership development into the instructional program, and create workforce-aligned pathways tailored to Idaho's agricultural economy. These flexibilities allow the school to respond directly to community and workforce needs while maintaining high academic expectations.

Part II C: Teaching and Learning

IAA's instructional model is built upon the belief that all students can achieve at high levels when provided with rigorous instruction, timely support, meaningful relationships, and opportunities to apply their learning in authentic contexts. Teachers will utilize data-driven instructional practices,

differentiated instruction, and evidence-based intervention strategies to ensure every student receives the support necessary to achieve academic success.

Instruction will be informed by multiple measures of student performance. Teachers will regularly utilize formative assessments, benchmark assessments, performance-based assessments, project-based learning rubrics, state assessments, and student portfolios to monitor progress toward academic standards and learning goals. These multiple measures provide a comprehensive picture of student growth while allowing teachers to identify strengths, address learning gaps, and adjust instruction to meet individual student needs.

Student performance data will be reviewed regularly through collaborative Professional Learning Communities (PLCs), where teachers analyze student outcomes, identify trends, share instructional strategies, and develop intervention plans. Research from DuFour and Eaker has shown that effective Professional Learning Communities contribute to improved instructional practices, stronger collaboration, and increased student achievement through a culture of continuous improvement and shared accountability. The school schedule is designed with time built in on Fridays to accomplish this PLC time for teachers in addition to scheduled PD days.

Because students arrive with diverse learning needs, IAA will implement a comprehensive Multi-Tiered System of Supports (MTSS) framework designed to provide academic, behavioral, and social-emotional support at increasing levels of intensity. At Tier I, all students will receive high-quality, standards-aligned instruction delivered through engaging, research-based teaching practices. Tier II interventions will provide targeted support for students requiring additional assistance through intervention periods, small-group instruction, tutoring, mentoring, and progress monitoring. Tier III interventions will offer individualized support that may include specialized instruction, intensive intervention plans, counseling services, behavioral supports, and special education services as appropriate.

The implementation of MTSS reflects a growing body of research demonstrating that early identification and intervention significantly improve student outcomes. According to the National Center on Intensive Intervention and the Center on Multi-Tiered System of Supports, schools that implement MTSS with fidelity are better able to identify learning challenges early, provide timely interventions, and improve achievement outcomes for all student groups.

Another distinguishing feature of Idaho AgriTech Academy's instructional model is its relationship-centered approach to student support. Through advisory structures that are built into the schedule, small school enrollment, and intentional relationship building, every student will be connected to caring adults who monitor academic progress, attendance, engagement, and overall well-being. Research from the Search Institute's Developmental Relationships Framework and the Learning Policy Institute demonstrates that strong student-adult relationships are among the most powerful predictors of student engagement, attendance, persistence, and academic success. These relationships create a foundation for trust, accountability, and early intervention when students experience academic or personal challenges.

Technology will further strengthen the school's ability to personalize instruction and monitor student progress. Through one-to-one student devices, assessment platforms, intervention tracking software, digital portfolios, and student information systems, and programs such as powerschool, schoology, ICEV Curriculum for CTE, AET data base, teachers will have access to real-time data that supports instructional decision-making and targeted interventions.

Implementation of this instructional framework is supported through strategic investments in startup leadership, professional development, curriculum, special education curriculum, technology devices, instructional software, classroom resources, and student support systems. Professional development will equip teachers with the skills necessary to implement MTSS,

project-based learning, differentiated instruction, data analysis, STEM integration, and instructional technology with fidelity. These investments ensure that IAA has the systems, resources, and staff capacity necessary to support every learner and achieve strong academic outcomes.

Through a combination of rigorous instruction, data-driven decision making, comprehensive interventions, and strong student relationships, IAA will create a learning environment where all students are empowered to succeed academically, develop leadership skills, and prepare for future success in college, careers, and community life.

D. Student Academic Achievement Standards

IAA is committed to maintaining a comprehensive performance management system that promotes accountability, continuous improvement, and strong student outcomes. The school believes that meaningful improvement occurs when decisions are informed by multiple sources of data and when educators engage in ongoing cycles of analysis, reflection, and action. As a result, the school will establish a culture of data-driven decision making in which student performance information is routinely used to guide instruction, allocate resources, evaluate programs, and support continuous organizational improvement.

To monitor progress toward academic achievement goals, IAA will utilize a balanced assessment system that includes formative assessments, interim assessments, project-based performance assessments, Idaho Standards Achievement Test (ISAT) data, attendance data, graduation tracking, college and career readiness indicators, industry certification attainment, dual-credit participation, and student engagement surveys. This comprehensive approach recognizes that student success extends beyond a single assessment and requires multiple measures to evaluate academic growth, engagement, and readiness for postsecondary opportunities.

Research from the Institute of Education Sciences and the Data Quality Campaign has found that schools that effectively collect, analyze, and act upon student performance data are better positioned to improve academic outcomes and address achievement gaps among student groups. By utilizing multiple sources of evidence, we will ensure that instructional decisions are responsive to student needs and aligned with school performance goals.

Leadership teams, instructional staff, and professional learning communities will regularly review student performance data to identify learning gaps, monitor subgroup performance, evaluate instructional effectiveness, and determine the impact of interventions. Teachers will use assessment results during PLC time to adjust instruction, differentiate learning experiences, provide targeted supports, and monitor student growth over time. School leaders will utilize data trends weekly to guide professional development priorities, allocate resources, evaluate program effectiveness, and support continuous improvement efforts.

Particular attention will be given to monitoring the performance of student subgroups, including students with disabilities, English learners, economically disadvantaged students, and other historically underserved populations. This ongoing review process will help ensure equitable access to academic success and allow the school to identify and address achievement gaps before they become barriers to student success. Research from the Learning Policy Institute indicates that schools that regularly monitor subgroup performance and implement targeted interventions are more successful in improving outcomes for diverse student populations.

The school's Multi-Tiered System of Supports (MTSS) framework will play a critical role in translating performance data into action. Assessment results, attendance patterns, behavior indicators, and engagement measures will be used to identify students requiring additional support and to determine the effectiveness of intervention strategies. Early identification and timely intervention are essential components of preventing academic failure and increasing

graduation rates. Time will be allotted on Fridays and during the advisory period to address intervention needs.

Overall student performance data will be reviewed quarterly against interim benchmarks for academic growth, proficiency, attendance, engagement, graduation progress, and subgroup performance. Interim targets will be adjusted annually based on school performance trends and charter accountability goals.

Technology systems and instructional software funded through the grant will support the implementation of this performance management framework. Student information systems, assessment platforms, intervention tracking tools, and data reporting systems will provide educators with timely access to actionable information. These tools will support progress monitoring, intervention planning, communication with families, and ongoing evaluation of student outcomes.

IAA will establish annual performance benchmarks aligned to state accountability measures, school-specific goals, and the expectations outlined in its charter performance framework. Progress toward these benchmarks will be reviewed regularly by school leadership and the governing board to ensure accountability and transparency. The school will conduct annual continuous improvement reviews to evaluate performance, identify areas for growth, and refine strategies to better serve students. Teacher performance will be monitored through classroom observations, instructional coaching cycles, student growth data, professional goal attainment, and participation in professional learning communities.

Implementation of this performance management system is supported through CSP investments in leadership capacity, professional development, instructional technology, software systems, curriculum, and student support services. These investments ensure that staff have the tools, training, and resources necessary to effectively collect, analyze, and utilize data to

improve student outcomes. Through a commitment to continuous improvement and evidence-based decision making, IAA will create a culture of accountability that supports high levels of achievement for all students.

E. Student Demand and Community Support

Community demand for IAA continues to grow as families, educators, agricultural industry leaders, workforce partners, postsecondary institutions, and community stakeholders seek educational opportunities that connect rigorous academics with real-world career preparation.. Idaho AgriTech Academy's educational model was intentionally designed to respond to this demand while preparing students for success in Idaho's evolving agricultural economy.

As of May 2026, we have 148 families on our interested list and 386 followers across our social media platforms. The school will continue conducting outreach through community events, agricultural industry events, informational meetings, family surveys, social media campaigns, and partnerships with local organizations. IAA views family engagement as a critical component of both recruitment and long-term student success. Our enrollment plan in year one is: 9th grade- 100 students, 10th grade-100 students, 11th grade- 100 students. We plan to add 100 12th grade students in year 2 and will be at full capacity. These projections are supported by population growth in the area with many high schools in the area at capacity and local FFA chapters report more than 1500 active student members within IAA's attendance boundary demonstrating a strong interest in agricultural education.

IAA is currently forming Technical Advisory Boards in which industry and post secondary partners will serve to advise the school on current industry needs. In addition IAA will form parent advisory groups to provide ongoing feedback processes that inform school improvement efforts.

Canyon County is experiencing rapid population growth, resulting in many local schools reaching or exceeding capacity. The continued growth of the region will drive the need for additional high-quality educational seats. According to the National Center for Education Statistics (NCES), Idaho is projected to have the strongest enrollment growth of any state through 2031. Five districts in Canyon County—Nampa, Kuna, Vallivue, Caldwell, and Wilder—represent some of the fastest-growing areas within the broader Treasure Valley. Based on 2024 American Community Survey (ACS) population estimates, Ada County has grown by 8% and Canyon County by 15% since 2020 (U.S. Census Bureau, Population Division, March 2025).

The school is committed to recruiting and retaining a student population representative of the surrounding region including rural communities. Outreach efforts will intentionally include educationally disadvantaged and historically underserved populations through targeted communication, community partnerships, multilingual materials when appropriate, and accessible enrollment processes. CSP funding will support these efforts through investments in marketing, recruitment, outreach materials, enrollment systems, and community engagement activities.

F. Effectively Serving All Students

IAA is committed to ensuring all students have equitable access to high-quality educational opportunities and the support necessary for success. Students with disabilities will be served in compliance with IDEA through individualized education programs, inclusive instructional practices, ADA-compliant facilities, and appropriately certified staff. The school will employ appropriately certified special education personnel and contract for related services as needed, including speech-language therapy, occupational therapy, psychological services, and other supports identified through the IEP process. CSP funding will support specialized curriculum,

instructional resources, technology, and professional development to strengthen services for students with disabilities.

Based on demographic data from Canyon County and surrounding districts, Idaho AgriTech Academy anticipates serving economically disadvantaged students, rural students, English learners, students experiencing housing instability, foster youth, and students requiring additional academic support. The school's MTSS framework and advisory model were intentionally designed to provide early identification and intervention for students facing academic, behavioral, attendance, or social-emotional barriers. Regardless of background or circumstance, all students will be expected to participate in rigorous academic coursework, STEM-integrated instruction, leadership development, work-based learning experiences, and college and career readiness activities.

Educationally disadvantaged students will benefit from intervention support, mentoring, counseling, differentiated instruction, family outreach, and a Multi-Tiered System of Supports (MTSS). Research shows that early intervention and personalized support systems improve academic outcomes and student engagement. English Learners will receive language supports, accessible communication, differentiated instruction, and family engagement services designed to support both language development and academic achievement.

Students experiencing homelessness, foster care placement, migratory circumstances, and other educational disruptions will receive individualized support through MTSS, counseling, family outreach, transportation assistance when feasible, and coordination with community agencies. Gifted and talented students will be supported through advanced coursework, dual-credit opportunities, leadership experiences, independent projects, internships, and accelerated learning pathways.

IAA plans to utilize contracted transportation services and strategically located bus stops to increase access across Canyon County. Transportation planning will prioritize access for economically disadvantaged students, students experiencing homelessness, foster youth, students with disabilities, and students residing in rural communities. The school will also utilize a passenger van to support participation in internships, field experiences, FFA events, leadership activities, and other extracurricular opportunities.

The school also recognizes that student wellness and access are critical to success. IAA plans to participate in federal and state nutrition programs to provide nutritious student meals. CSP funding will support student support systems, nutrition startup costs, transportation resources, professional development, and instructional programs that ensure all students have the opportunity to succeed in college, career, and leadership pathways.

G. Staffing and Professional Development Plan

Idaho AgriTech Academy's staffing model is intentionally designed to support rigorous academics, meaningful student relationships, and authentic career-connected learning experiences. The school will recruit educators who demonstrate strong instructional expertise, embrace innovation and hands-on learning, value relationship-centered practices, and, when appropriate, bring industry experience that strengthen career technical education pathways.

Recognizing that teacher effectiveness is one of the most significant factors influencing student achievement, IAA is committed to ongoing professional learning and continuous improvement. Research from the Learning Policy Institute has found that sustained, job-embedded professional development improves instructional quality and student outcomes. Professional development priorities will include STEM integration, project-based learning, agricultural education, MTSS implementation, instructional technology, data analysis, and classroom

management. Professional development will be designed by the leadership team in addition to purchasing outside resources.

CSP funding will support the startup leadership positions of the Executive Director and the CTE and AG Programs Director, professional development, instructional coaching, curriculum implementation, and instructional technology training. Teachers will participate in collaborative planning, professional learning communities, coaching cycles, and ongoing reflection processes designed to ensure consistent implementation of the school's educational model and continuous improvement in student outcomes. All certificated staff will be evaluated annually following the Danielson Framework as required by Idaho

H. Financial Management and Monitoring Plan

Idaho AgriTech Academy is committed to maintaining sound financial management practices that support long-term sustainability, responsible stewardship of public funds, and successful implementation of the school's educational model. The school's three-year financial projections are based on conservative enrollment assumptions, phased growth, strategic staffing models, and scalable operational planning designed to support responsible expansion while maintaining financial stability. The accompanying budget demonstrates positive cash flow, sustainable staffing ratios, and prudent fiscal management throughout the startup and implementation period.

Implementation of the CSP grant will be overseen by the Executive Director in partnership with the Board of Directors, including the Board Treasurer, who possesses extensive expertise in public school finance and charter school financial management. Financial services and reporting will be supported by experienced charter school finance professionals. School leadership will monitor implementation timelines, procurement activities, staffing, enrollment growth, and

budget expenditures to ensure grant activities are completed on schedule and in compliance with all federal, state, and grant requirements.

In addition to CSP funding, IAA has benefited from support through the Bluum New School Fellowship and continues to pursue additional startup, philanthropic, and facility development opportunities to strengthen long-term sustainability and reduce implementation risk.

The school's facility strategy emphasizes fiscal responsibility while ensuring access to an educational environment capable of supporting the school's STEM-integrated agricultural model. Idaho AgriTech Academy is actively pursuing facility options that include temporary modular facilities and long-term permanent site development opportunities. Current planning efforts include discussions with the College of Western Idaho regarding a potential site that could support both temporary operations and future permanent development. This phased approach allows the school to align facility investments with enrollment growth while minimizing financial risk. All facility options under consideration will be ADA compliant and designed to support students with disabilities through accessible classrooms, restrooms, instructional spaces, and student support areas. The school intends to maintain facility costs below 20 percent of annual operating expenditures whenever feasible in order to preserve resources for instructional programming and student services.

Financial oversight will include monthly financial reporting, regular board review, annual independent audits, internal controls, and ongoing monitoring of budget-to-actual expenditures. Academic, operational, enrollment, and financial performance data will be reviewed weekly by school leadership and the governing board to support informed decision-making, resource allocation, strategic planning, and continuous improvement.

The school's budget includes significant investments in services and resources designed to support educationally disadvantaged and at-risk students. Planned expenditures include special

education curriculum, instructional technology, student support systems, intervention resources, transportation solutions, nutrition program startup costs, professional development, and software systems that support personalized learning and progress monitoring. These investments are intended to remove barriers to learning while accelerating academic achievement and increasing student engagement.

To mitigate enrollment and financial risk, Idaho AgriTech Academy has adopted conservative enrollment projections, phased staffing plans, scalable operational expenditures, and ongoing recruitment efforts that can be adjusted based on actual enrollment trends. This approach ensures the school can maintain financial stability while continuing to provide high-quality educational opportunities for all students.

I. Board Capacity and Governance Structure

Idaho AgriTech Academy's governing board brings together extensive expertise in education, finance, agricultural education, workforce development, higher education, nonprofit governance, construction, and community engagement. Board members currently or formerly have served in the following positions: Executive Director of the Idaho Charter School Association, founding principal of high-performing Idaho charter schools, CEO of a commercial construction and real estate company, high school postsecondary counselor, Director of Charter Impact overseeing charter school finance services, Chief Financial Officer for Idaho's largest school district, Executive Director of Idaho FFA, Director of Student Internship Placement for Idaho FFA, Agriculture teachers, Dean of Agricultural Studies at the College of Western Idaho, and owners/operators of dairy and beef ranching operations. This diverse professional experience provides the knowledge, connections, and perspective necessary to effectively oversee the school's academic, financial, operational, facility, and strategic priorities. While the board possesses substantial expertise, we will continue to evaluate board composition annually and

recruit additional expertise in areas such as legal services and other specialized fields as needed.

The board's collective expertise is uniquely aligned with Idaho AgriTech Academy's mission. Members bring firsthand knowledge of charter school governance and operations, public school finance, workforce development, agricultural education, postsecondary partnerships, facility development, and Idaho's agricultural industry. This breadth of experience strengthens the board's ability to provide effective oversight and support the successful implementation of the school's innovative educational model.

The board is committed to maintaining high standards of governance through ongoing professional development, Open Meetings Law compliance, Public Records requirements, conflict-of-interest policies, ethical decision-making, strategic oversight, policy development, and accountability systems. The board is responsible for governance, strategic planning, policy development, financial oversight, and accountability, while day-to-day school operations are delegated to the Executive Director. Clear role definitions help ensure the board remains focused on governance rather than management. Research from the National Association of Charter School Authorizers (NACSA) indicates that strong governance and active board oversight are essential components of successful and sustainable charter schools.

Board members have participated in annual training and self-assessment processes to strengthen governance practices and ensure continuous improvement. In addition to CSP grant funds, state funds are available and planned for board development, governance training, legal compliance training, and participation in charter school conferences and professional learning opportunities. Board members will complete annual conflict-of-interest disclosures and follow established procedures for identifying and addressing potential conflicts. Through regular review of academic, financial, operational, and strategic performance data, the board monitors

progress toward school goals, supports organizational sustainability, and ensures accountability to students, families, community partners, and taxpayers.

J. School Leadership and Management

IAA's leadership structure is intentionally designed to support effective implementation, operational excellence, and sustainable growth. The Executive Director and leadership team bring extensive experience in charter school leadership, alternative education, workforce development, school operations, instructional leadership, and Career Technical Education programming. This experience provides the foundation necessary to successfully launch and operate a high-quality public charter school focused on college, career, and workforce readiness.

The Executive Director will oversee all school operations, compliance, finance, staffing, enrollment, strategic planning, staff evaluations and board relations. The CTE and Agriculture Director will oversee pathway implementation, industry partnerships, FFA programming, work-based learning, and CTE compliance. Financial services will be provided through experienced charter school finance professionals, and legal counsel will support governance, compliance, contracts, and policy development. The Executive Director brings more than two decades of educational leadership experience, including charter school leadership, alternative education administration, school startup planning, and multi-state school operations oversight. The CTE and Agriculture Director brings extensive experience in agricultural education, FFA leadership, workforce partnerships, and Career Technical Education program implementation.

The Board of Directors will conduct an annual evaluation of the Executive Director based on academic performance, financial sustainability, operational effectiveness, enrollment goals, strategic plan implementation, and organizational leadership. Performance concerns will be

addressed through documented improvement plans, coaching, goal setting, and ongoing board oversight.

The leadership team recognizes that startup schools face unique challenges, including facility development, enrollment growth, staffing, and operational scaling. To address these risks, IAA has implemented proactive strategies including phased growth, strategic partnerships, conservative budgeting, modular facility planning, strong community engagement, and workforce-aligned programming. These approaches are designed to support responsible expansion while maintaining program quality and financial sustainability.

Research from the National Charter School Resource Center indicates that strong leadership, strategic planning, and effective risk management are among the most important factors contributing to successful charter school implementation and long-term sustainability. CSP funding will support startup leadership capacity, planning activities, professional development, community engagement, and operational systems necessary to ensure a successful school launch.

Idaho AgriTech Academy's leadership team is committed to building a high-quality public charter school that prepares students with the academic knowledge, technical skills, leadership abilities, and workforce experiences needed to lead the future of agriculture in Idaho.