

Brabeion Academy



CSP Project Narrative

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Executive Summary

Brabeion Academy is poised to launch as Idaho's first public school of sport, a model built on three pillars: Ethical Foundations, Critical Reasoning, and Physical Development & Athletics.

Where many charter applicants project demand and assemble leadership during the planning year, Brabeion enters Year 1 with both already in place. All 700 authorized seats are filled, with 219 students on an active waitlist, and our enrolled population reflects the diversity of the Treasure Valley community we serve.

Our hybrid instructional model combines knowledge-rich curriculum with structural innovations like the Reinforcement Days Model, ensuring daily differentiation and targeted intervention for every student, particularly our FRL, ELL, and SWD populations. Physical development is not an add-on to this model; it is cocurricular to it, integrated through daily Agoge training and sport-specific instruction delivered by credentialed sport directors.

The Academy is led by an executive team with deep, demonstrated capability: CEO Dr. Greg Wiles and CIAO Tony Nelson together bring more than 60 years of Idaho education leadership, including multiple building openings, to the execution of this model. Financial and facility milestones that are typically aspirational in a CSP application are, for Brabeion, complete. The Academy closed on a 110,000 square foot facility on May 28, 2026, financed through a \$22 million bond, and has secured the largest charter school sponsorship in Idaho history from adidas America.

The CSP grant is critical to translating this foundation into measurable student outcomes. Every requested dollar is mapped to one of four SMART goals: governance capacity, physical

development outcomes, staff professional development, and academic achievement and demographic representation, ensuring strategic, accountable use of grant funds from day one.

Part II, A. SMART Grant Project Goals

1) Goal Set Quality and Minimum Content Requirements

Goal 1: Planning and Governance Capacity

- **SMART Goal:** By December 31, 2026 the Board of Directors will complete a minimum of 15 hours of specialized governance training. These will be tracked in a formal report by the Board Clerk at the next regular meeting following each training. At least 8 hours of training will be completed before the first day of school (August 24).
- **Justification & Alignment:** A well-trained governing board is among the strongest predictors of charter school sustainability and academic performance. This goal aligns directly with the school's vision to establish a high-performing institution by ensuring the Board possesses the governance skills necessary to provide rigorous oversight, sound financial stewardship, and strategic leadership from day one. Grant funds (\$6,500) support the required Board professional development.

Goal 2: Physical Development and Student Well-Being

- **SMART Goal:** By May 30, 2027, 80% of enrolled students will demonstrate measurable improvement between their fall and spring baseline fitness assessments, as measured by a standardized fitness assessment protocol and tracked by the Academy's athletic department data system.
- **Justification & Alignment:** Physical development is not extracurricular at Brabeion Academy — it is central to our mission. The Physical Development and Athletics Pillar is the defining feature of Idaho's first public school of sport, and this goal ensures that pillar produces measurable student outcomes. Research consistently demonstrates that physical fitness correlates directly with academic achievement, attendance, and student well-being. Grant funds (over \$500,000) support the athletic equipment, facilities, and infrastructure necessary to deliver daily Agoge training and sport-specific instruction to all 700 enrolled students, making this goal achievable from day one of operation.

Goal 3: Staff Professional Development

- **SMART Goal:** By May 30, 2027, 100% of Grade Level Teachers will have completed a minimum of 20 hours of professional development focused on data-driven instruction and assessment best practices, and 100% of Teacher-in-Training staff will have completed a minimum of 10 hours. All PD hours will be logged in the Student Information System by the CIAO following each session.
- **Justification & Alignment:** The effectiveness of Brabeion Academy's hybrid instructional model depends entirely on the ability of classroom staff to collect, interpret, and act on student data in real time. This goal ensures that every GLT and TNT enters the classroom equipped to execute the data-driven MTSS that is central to our academic program. By investing in staff capacity, this goal directly supports achievement gap closure for our FRL, ELL, and SWD populations and drives progress toward the academic performance outcomes in Goal 4. Grant funds support the PD programming, CIAO training time, and assessment platform licensing that make this goal possible.

Goal 4: Academic Performance and Achievement Gap Closure

- **SMART Goal:** At the conclusion of the 2026-2027 school year, Grade 4 and Grade 8 students will demonstrate ISAT proficiency in both ELA and mathematics at a rate at least 10 percentage points higher than the Nampa School District average, the achievement gap between SWD and non-SWD students will be at least 5 percentage points narrower than the Nampa School District average, and Brabeion Academy's enrolled student population will remain within 5 percentage points of Nampa School District demographics across all major subgroups. Results will be tracked through annual ISAT and IRI scores and Idaho SDE enrollment reports.
- **Justification & Alignment:** This goal ensures compliance with federal minimum content requirements for ELA and math achievement in Grades 4 and 8 and for demographic representation. Our enrolled population already reflects the Treasure Valley community, with 27.3% Hispanic/Latino, 30.4% FRL-eligible, and 14.6% IEP/504 students. Grant funds support the Pear Assessment biweekly formative assessment licenses that drive the data cycle underlying this goal.

2) Alignment Among Goals, Mission, and School Performance

Each grant project goal aligns directly with the mission and vision for the school. Goal 1 builds governance capacity; Goal 2 operationalizes the Physical Development and Athletics Pillar with measurable outcomes; Goal 3 builds the staff capacity required to execute our data-driven MTSS; and Goal 4 ensures rigorous academic performance and demographic representation consistent with our mission of equitable access. All grant measures and metrics are appropriately rigorous for our targeted student population, including FRL, ELL, and SWD subgroups.

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

1) Explains Key Design Elements for the Educational Model

Our educational model is built upon a cohesive, research-informed structure designed to cultivate high academic achievement and exceptional character. Our philosophy is defined by three core Pillars: Ethical Foundations, Critical Reasoning, and Physical Development & Athletics. This model addresses local achievement gaps by combining rigorous, personalized instruction with structured, consistent academic intervention.

Instructional Practices and Multi-Tiered Support System (MTSS): Instructional efficacy is ensured by a high-frequency MTSS. The school maintains a structured environment where behavioral expectations are explicitly taught and reinforced by a student Code of Ethics. Classroom methods—including Socratic Seminars, document-based questioning, and direct instruction—promote the critical analysis required for high school readiness.

Data-Driven Cycle: Teachers utilize biweekly formative assessments using Pear Assessments, which is funded through this grant, to generate immediate, actionable data. This data drives the MTSS, with the teacher-in-training (TNT) providing essential small-group support and

intervention. This provides the instructional bandwidth to address high-need SWD and achieve achievement gap closure metrics.

Reinforcement Days Model: This unique element uses a cohort model where students alternate daily between direct Tier 1 instruction and Reinforcement Days. On Reinforcement Days, students receive remediation, reteaching, and advanced lessons from their TNT and CIAO.

Integration of Physical Education (PE), Arts, and Music: The Physical Development & Athletic Pillar supports academic success by requiring elementary students to participate in one hour of PE every day and 30 minutes of dedicated Arts and Music instruction daily (K-6), which research supports for improving spatial intelligence and strengthening neural pathways.

However, athletic integration at our school extends well beyond a daily PE period. In the same way an arts or music charter may consider art and music equally important to other academic pursuits, at Brabeion Academy, we consider PE and athletics cocurricular, not extracurricular. Said another way, no athletics and PE, no Brabeion.

To that end, elementary students receive structured PE delivered by highly qualified PE staff, focusing on foundational athletic development – coordination, balance, strength, and movement literacy – that prepares students for sport-specific training in later grades. Secondary students begin each day with 43 minutes of Agoge training – a disciplined program of physical and mental conditioning emphasizing resilience, coachability, and teamwork – followed by a dedicated daily block (87 minutes) of sport-specific or general athletic training directed by

credentialed sport directors. Research consistently demonstrates that student athletes outperform non-athletes in attendance, GPA, and post-secondary attainment.¹

2) Justification of Core Academic Curriculum

We operate hybrid instructional model – not a pure classical program. Rigorous, knowledge-rich curriculum is made accessible to all students through the structural supports embedded in the Reinforcement Days Model, the TNT role, and the MTSS framework described in B1. All of our curricular choices align with Idaho Content Standards.

ELA: The key material is Core Knowledge Language Arts (CKLA), which builds deep background knowledge. It's supplemented by a classics-based reading list and daily Socratic Seminar practice. For students who struggle with CKLA's content-rich read-alouds due to language barriers or knowledge gaps, TNTs provide targeted small-group vocabulary re-teaching and scaffolding during Reinforcement Days, ensuring access without slowing core instruction.

Mathematics: We use the Saxon Math program for all grades. This curriculum is justified by its highly structured, incremental, and cumulative instructional approach which ensures true mastery and high computational fluency. Saxon's incremental structure provides essential consistency for SWDs and ELLs, while a dedicated Math RTI teacher – Title I funded – and Socratic dialogue in mathematics contexts build the conceptual understanding that completes the hybrid approach.

Science: The school employs CKSci (Core Knowledge Science). This program integrates hands-on science and engineering practices with a sequenced, knowledge-building curriculum, ensuring alignment with the Idaho Science Standards.

¹ Lumpkin, A. & Favor, J. (2012). Comparing the academic performance of high school athletes and non-athletes. *Journal of Sport Administration and Supervision*, 4(1), 24-37.

Social Studies: Our program utilizes our proprietary American Experience curriculum featuring Hillsdale's 1776 Curriculum. This is a primary source-intensive, classical curriculum. We are authorized by Hillsdale College to implement the 1776 curriculum, but we are not seeking the designation as a Hillsdale Curriculum School.

Athletics: Data driven training using sophisticated kinesiological approaches is central to our program. Just like in the academic side, regular assessment and progress tracking is conducted to measure student growth.

3) Research Basis and Pedagogical Alignment

Curricular choices are strategically justified by published research and data-based evidence demonstrating effectiveness in similar high-need demographic contexts.

ELA: The choice is supported by research demonstrating that background knowledge is the single greatest predictor of reading comprehension.² Its design and explicit vocabulary are powerful interventions for at-risk students, directly supporting achievement gap closure.

Mathematics: Adoption is based on research into cognitive load theory and long-term memory retrieval, emphasizing distributed practice and procedural fluency.³ The incremental approach and constant review counteract the "forgetting curve," freeing up cognitive capacity for high-level Critical Reasoning. The highly structured nature of Saxon Math provides necessary consistency, acting as an essential instructional support for SWD and ELLs.

Science: Built on the same cognitive science as CKLA. By linking science practices directly to specific, sequenced content domains, the program prevents "hands-on, minds-off" activities.

² Hirsch, E.D. (2016). Why Knowledge Matters.

³ National Mathematics Advisory Panel (2008). Foundations for Success.

CKSci's sequenced, content-rich design is vital for bridging knowledge gaps that might impede high school readiness.⁴

Social Studies: This classical, primary source-intensive approach promotes principled civic analysis and historical understanding. This high-cognitive-load, document-based work is crucial for long-term academic success and the rigorous analytical skills needed for Critical Reasoning.

Clear Alignment Between Curriculum and Pedagogy: The rigorous, knowledge-rich curriculum (the *what*) necessitates active, high-engagement pedagogical methods (the *how*). The curriculum demands methods like daily Socratic Seminars and the document-based questioning approach.

The Reinforcement Days Model ensures mastery of the rigorous curriculum by using biweekly formative assessments to drive immediate, targeted intervention.

High-dosage intervention at Brabeion Academy is structural, not incidental. A dedicated Math RTI teacher funded through Title I, TNT small-group instruction, and daily Reinforcement Days targeting students below 80% mastery collectively constitute a multi-layered intervention system. The athletic pillar reinforces this alignment: the discipline, goal-orientation, and resilience developed through daily athletic training are the same cognitive and behavioral competencies that research identifies as drivers of academic achievement.

Athletics: Research in physical development justify our approach to athletics and physical education. This includes cutting edge research on muscular development and locomotion development. The CSP grant greatly advances this mission by funding critical equipment used daily by all students.

4) Technological Utilization

⁴ Core Knowledge Foundation (2022). CKSci Impact Report.

We deploy a shared-device technology environment at approximately a 3:1 student-to-device ratio, purposefully designed for the Academy's hybrid instructional model in which primary delivery is teacher-led explicit direct instruction rather than independent device-based learning. We limit technology, especially for younger students.

Assessment and Intervention: Technology is intrinsically linked to the core instructional model. We utilize Pear Assessment for biweekly formative assessments. Real-time data efficiently categorize student needs and aid in targeted academic interventions, which is critical for high-frequency progress monitoring necessary for students with individual education plans (IEPs).

The Academy's technology ecosystem consists of Google Classroom (LMS) for curriculum delivery and asynchronous support, Alma for student information management, Engageli for supplemental instruction, and Pear Assessment for formative assessment. This shared-device model ensures equitable access for FRL students while allowing ELL students to utilize integrated translation and audio scaffolds. Collectively, these tools enable the Academy's commitment to a data-driven MTSS without over-reliance on device-based instruction.

5) Utilization of Charter Autonomies

Our program is only possible through three charter autonomies: curriculum choice, staffing flexibility, and instructional time reallocation. Curriculum autonomy enables a knowledge-rich hybrid program unavailable in any Idaho district school. Staffing flexibility enables the TNT model, credentialed sport directors, and a dedicated Title I-funded Math RTI teacher alongside certified classroom teachers. Instructional time reallocation enables the Agoge block, daily sport-specific training, and the Reinforcement Days structure. Each would be impossible within a traditional district framework.

Part II, C. Teaching and Learning

1) Instructional Strategy, Data Use, and Differentiation

Brabeion utilizes a hybrid instructional model combining the classical elements with evidence-based practices to ensure equitable access to the rigorous curriculum for all students.

The instructional approach is built upon two prongs:

- Explicit Direct Instruction (EDI)⁵: Used for all foundational content, skill acquisition, and initial complex text introduction. Teachers implement a daily sequence moving from "I do" (modeling) to "We do" (guided practice) to "You do" (independent application). The critical element is the constant use of Checking for Understanding (CFU).⁶
- Socratic and Rhetorical Pedagogy: After foundational knowledge is mastered via EDI, instruction shifts to higher-order discourse and rigorous argument analysis, primarily using Socratic Seminar and Harkness Discussion techniques in humanities and civics.

Leveraging the Reinforcement Days Model for Differentiation (K-6): The Reinforcement Days Model is fundamental, ensuring differentiation and targeted intervention are built-in daily components, eliminating disruptive student pull-outs for K-6 students. The TNT and CIAO roles are the lynchpin of the MTSS.

On a Reinforcement Day, the TNT and CIAO execute three critical, data-driven functions:

- Response to Intervention (RTI) and Remediation: Provides the block for Tier 2 and Tier 3 interventions. Placement is determined by the previous day's CFU data and sustained diagnostic data from the MTSS framework.
- Advanced and Group Work: For students who have demonstrated mastery, the TNT facilitates rich, advanced assignments like collaborative projects or independent research.

⁵ Hollingsworth & Ybarra (2017). Explicit Direct Instruction (EDI): The Power of the Well-Crafted, Well-Taught Lesson. Corwin.

⁶ Lemov, D. (2021). Teach Like a Champion 3.0. Jossey-Bass.

- **Specialized Student Support:** Guarantees mandated services for SPED students (IEP goals) and ELL students (language acquisition services) are delivered without removing them from core Direct Instruction time. CSP funds support necessary SPED resources.

Parent Partnership and Home Learning: The Reinforcement Day also incorporates parent partnership. Home learning is an alternative delivery option available to families who choose it, not a supplemental program. Students whose families do not participate in home learning remain at school on Reinforcement Days under TNT supervision, with active support from the full MTSS team. All students, regardless of pathway, are monitored through biweekly formative assessments. If a home learning student's achievement regresses as measured by those assessments, the family will be counseled and the home learning option may be revoked.^{7,8}

Data Collection and Decision-Making: Data use drives the TNT and CIAO's planning and every Reinforcement Day. This is enabled by the CSP allocation for technology and Year 1 licensing, which provides a 3:1 digital learning environment and rapid data collection.

- **Daily Formative Data:** CFU data collected during Direct Instruction is immediately reviewed by the Grade Level Teacher (GLT), TNT and CIAO. This allows remediations group to be easily identified and led by the TNT on the very next Reinforcement Day.
- **Diagnostic Data:** Sustained MTSS tiers (Tier 2 and Tier 3) and long-term differentiated plans are based on biweekly formative assessment conducted using Pear Assessment. This tool, funded by the CSP grant, replicates state mandated testing.

The combination of the research-proven EDI/Socratic methodology with the highly flexible, data-responsive Reinforcement Days Model ensures we can effectively deliver rigorous Classical content while meeting the diverse learning needs of every student.

⁷ Henderson & Mapp (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Southwest Educational Development Laboratory.

⁸ The option to home learn is removed if a parent/student do not comply with rules set forth in the code of ethics.

Part II, D. Student Academic Achievement Standards

1) Performance Management Plan and Oversight

Our Performance Management Plan is a comprehensive, three-tiered data system ensuring rigorous goals, adequate oversight, and continuous accountability for student academic achievement across all subgroups, which is enabled by the capacity-building grant.

- **Tier 1: Daily Diagnostic Monitoring & Intervention**

- **Sound Assessment Practice:** Teachers use CFU techniques daily, logging mastery data in real-time via digital assessment platforms (e.g., Pear Assessment) and the Student Information System (SIS), both funded by the CSP grant.
- **Oversight & Action:** The GLT and TNT monitor data. Any student (in any subgroup) demonstrating less than 80% mastery is evaluated for targeted small-group intervention on the next day's Reinforcement Day, closing academic gaps.

- **Tier 2: Biweekly Accountability & Subgroup Benchmarks**

- **Data Collection & Benchmarks:** Students complete biweekly, standards-aligned interim assessments via the digital assessment platform. The rigorous benchmark requires 80% of all students and every major subgroup (FRL, ELL, SPED) to achieve 75% mastery.
- **Analysis & Utilization:** The Academic Leadership Team (ALT) leads mandatory weekly Data Meetings. The CIAO analyzes instructional fidelity, driving tactical curriculum adjustments. The Chief Education Officer (CEO) analyzes subgroup performance and resource allocation identifying systemic issues.

- **Tier 3: Executive Oversight, Policy, & Accountability**

- **Monitoring & Reporting:** The ALT synthesizes quarterly academic reports against performance contract goals and state metrics (ISAT/IRI) and presents findings to the Board of Directors for oversight.
- **Policy & Management Utilization:**

- **Annual Benchmark Adjustment:** The Board's Student Achievement Committee uses the ALT's annual data report to formally adjust biweekly and quarterly benchmarks to ensure rigor and state standards alignment.
- **Professional Development (PD):** Consistent gaps in teacher effectiveness revealed by student data trigger immediate, targeted PD, supported strategically by the CSP grant's initial teacher training allocation for the CIAO, who serves as the in-house PD trainer.
- **Management Decisions:** Sustained failure to meet subgroup benchmarks triggers a formal intervention process led by the Board, resulting in necessary policy adjustments, budget realignments, and performance target modifications.

2) Data-Driven Instruction and Accountability

We are fundamentally organized around a continuous culture of data-driven instruction (DDI).⁹

- **Comprehensive Assessment Portfolio**
 - **Formative Assessment:** Used daily and biweekly by the GLT and TNT to assess mastery. Data is logged in real-time, forming the basis for the daily data-to-action cycle.
 - **Interim Assessment:** Administered biweekly to quarterly to measure long-term retention and growth toward state standards. Results inform all instructional staff and the ALT to schedule targeted small-group interventions.
 - **Summative Assessment:** Conducted annually (ISAT/IRI) to measure ultimate proficiency and growth against state accountability metrics. Results inform systemic adjustments to the curriculum and PD strategy for the following year.
- **System for Data Analysis and Reflection**
 - **Daily Data-to-Action Cycle (Tier 1 Analysis):** The GLT and TNT perform Tier 1 analysis daily. Identifying students with less than 80% CFU mastery triggers an immediate, targeted intervention during the subsequent Reinforcement Day, closing skill gaps quickly.

⁹ Bambrick-Santoyo, P. (2019). *Driven by Data 2.0*. Jossey-Bass.

- **Weekly Mandatory Data Meetings (Tier 2 Analysis):** Structured to separate tactical and systemic issues. The CIAO leads analysis of instructional fidelity (e.g., Which teaching methods yielded the highest results?). The CEO leads analysis of subgroup performance (FRL, ELL, SPED), identifying systemic issues in curriculum alignment or resource deployment, ensuring equitable utilization of CSP-funded curriculum materials.
- **Data-Informed PD:** Summative and interim data analysis determines the focus, structure, and content of all PD sessions, maximizing the impact of training resources by targeting collective competency gaps and ensuring appropriate coursework.¹⁰

Part II, E. Student Demand and Community/Local Support

1) Community Vitality, Demand, and Enrollment Strategy

As of the date of this submission, all 700 authorized seats are filled across all nine grade levels (K-8), with 219 students on an active waitlist (which grows weekly). Every grade level is at capacity. These are not just enrollments; these are finalized registrations with all state and federal forms completed. Registration demographics include 30.4% FRL-eligible students, 14.6% students with IEPs or 504 plans, and 27.3% Hispanic/Latino students, reflecting the diversity of the Treasure Valley community the Academy serves. Long-term demand is further evidenced by the fact that approximately 40% of registered families report younger siblings who will seek enrollment once eligible. Our enrollment goals are to add a cohort of 40 Kindergarteners each year until we reach our cap of 780 students, which is highly likely to occur.

Current Engagement and Effective Strategies:

Community confidence in Brabeion Academy is demonstrated, not projected. We have been named a joint beneficiary in a multi-million-dollar private estate. adidas America has formalized

¹⁰ TNTP (2018). The Opportunity Myth. Data-informed PD best practice.

the largest sponsorship of any charter school in Idaho history with Brabeion Academy. WaFd Bank and Bennett Investment Group have financed the Academy's facility bond in excess of \$22 million. These are not letters of support. They are financial commitments from sophisticated institutions that have evaluated the Academy's viability and chosen to invest.

Securing Community and Political Support:

Our strategy secured broad interest by simultaneously addressing key community needs and leveraging our athletic focus. By opening in a fast-growing area and immediately providing 700 new charter school seats, we offer a tangible solution to local overcrowding, securing essential political and civic goodwill. We are strongly supported by community leaders including Nampa City Councilmembers Sebastian Griffin, Debbie Skaug and Victor Rodriguez. We are also supported by House Education Chairman Dale Hawkins, State Representatives Steve Tanner (Nampa), House Judiciary & Rules Chairman Bruce Skaug (Nampa) and many others. In addition, our historical analysis suggests that Brabeion Academy will have the largest first-year student body of any brick-and-mortar K-8 charter school in Idaho history.

Parent and community engagement is central to our model. As such, we have developed a myriad of processes to increase parental involvement in decision making. For example, the Board of Directors amended our school's bylaws to create a PTO and to designate its president as an ex officio non-voting member of the Board of Directors. This is a highly unusual step, but it is indicative of our real desire for parent and community input. We also plan to have an annual parent and community survey to solicit feedback to aid us in future decision-making.

Part II, F. Effectively Serving All Students

In this section, we describe our plan to offer a continuum of services for all types of students, including those that are educationally disadvantaged (such as ED, SWD, ELL, homeless, migrant, and other at-risk students) and gifted and talented.

1) Program Justification for ED Students

We are an open-enrollment public school designed for high achievement for all students. Our model enforces high expectations coupled with intensive support to close opportunity gaps. Thirty percent of our registered students are ED and an additional 15% are SWD. This isn't projection, these are actual students whom we will serve.

2) Justification for SPED and ELL Programs

We are committed to providing high-quality programs to all students within the Least Restrictive Environment (LRE) requirements.

- **Understanding Needs & Comprehensive Strategy:** We maintain high expectations for all students. Small class sizes serve as a primary proactive intervention, enabling rapid differentiation and intimate knowledge of each student's needs. SPED services are delivered in the LRE. For ELLs, we prioritized Spanish-speaking staff by offering stipends to minimize language barriers between staff, parents, and students. The potential CSP grant will provide loaner laptops with Wi-Fi Hotspot dongles to allow ED students to participate fully in our program while at home.
- **Appropriately Trained Staff:** All of our SPED staff hold appropriate state certification. Dedicated, ongoing PD will focus on compliant IEP management, effective co-teaching strategies, behavior intervention plan (BIP) implementation, and advanced Universal Design for Learning (UDL) techniques.

3) Food Service and Nutritional Plan

We address nutritional needs, particularly for ED and other at-risk students, through a compliant and sustainable food service program.

- **Meal Provision:** The school is contracting with the Nampa School District through a Vended Meal Agreement for year 1. After year 1 we hope to be able to provide the service in-house. We currently in the design stage to get this ready for the following school year. Our Phase 1-3 applications have been approved and we are planning to submit Phase 4 imminently. The SDE indicates we are on target for approval prior to the start of school.
- **Funding & Compliance:** The school food service plan is financially sound. Primary revenue is federal reimbursement funds from the USDA through NSLP, supplemented by applicable state child nutrition funds and local revenue.

4) Transportation Plan

We have two strategies for transportation services.

- **General Service:** In year 1 we will partner with a transportation service provider to provide comprehensive pupil transportation. We have received proposals from Durham and Brown Bus company and our board will select a provider on July 22, 2026. Year 2 and forward we may continue this model or may provide the service internally.
- **Disadvantaged Students (Compliance):** We have signed a lease with Brown Bus on a 72-passenger bus to ensure we can provide transportation for our SWD and any homeless students we might have enrolled.
- **Athletic Activities:** A fleet of shuttle vehicles (that don't require a CDL to drive) will be used to aid in transportation for students to and from athletic activities.

5) Gifted and Talented

Parents regularly ask us, “do you have a gifted and talented program?” Our response: our entire program is gifted and talented. For example, we have combination classes (1/2, 3/4, 5/6) where more advanced students are placed so as to allow them to take on more advanced work more quickly. In addition, our Reinforcement Days ensure that advanced students can continue to work

on meaningful content that challenges them. For secondary students, we have accelerated programs and classes to ensure that students are constantly being pushed.

Part II, G. Staffing and Professional Development Plan

1) Staffing Approach

Our staffing model has attracted top level talent at a rate unapparelled by any other first year (or existing charter school) in Idaho history.

Staffing Structure and Instructional Ratios. Our structure focuses on achieving low student-to-adult ratios essential for Socratic dialogue and deep intellectual inquiry.

- **Elementary (K-6):** Uses a collaborative model. Each grade level has one GLT supported by two dedicated TNTs. This ensures an average student-to-adult ratio of 20:1 per grade level, tightening to a maximum of 15:1 for core academic instruction.
- **Secondary School (7-12):** Maintains small class sizes averaging approximately **25:1**.
- **TNT Position:** The TNT is a crucial instructional position and a vital pipeline for future certified educators. TNTs receive higher compensation than paraprofessionals in surrounding districts and serve in a more advanced role.

Recruitment, Selection, and Compensation. Our recruitment was a success by any measure.

We have successfully recruited and signed all certified teachers for the 2026-27 school year. In elementary, 8 out of 11 of our GLTs hold an advanced professional endorsement and two more hold a professional endorsement. In secondary, all of our certified teachers either have a master's degree in their content area (or higher) and/or have an advanced professional endorsement. We compensate our staff using a combination of base salaries, stipends and performance pay. All but two TNTs have been hired, including several with prior classroom teaching experience or homeschooling experience with our curriculum.

2) Staff Development, Evaluation, and Retention

Our comprehensive plan ensures high-fidelity model implementation, continuous staff development through coaching, and long-term retention.

A. Development for Model Fidelity (Sufficient Support)

- **Structured Alignment:** Vertical and horizontal PD sessions are mandated to ensure content consistency and academic rigor.
- **TNT Program:** The dedicated TNT pathway provides intensive, mentored experience, creating a reliable pipeline of educators already versed in our model.
- **Oversight:** Ongoing professional development is driven by the CIAO.

B. Coaching and Evaluation

- **Weekly Protected Coaching:** Every instructional staff member receives 60 minutes of protected, weekly time for instructional coaching and collaborative planning.
- **High-Leverage Feedback:** Frequent, short observations deliver specific, data-driven feedback focused on one or two high-impact pedagogical levers (e.g., Socratic technique).
- **Performance Cycle:** Annual evaluations are driven by the Charlotte Danielson framework and are directly tied to our pay-for-performance model and formative data.

C. Innovation and Continuous Improvement

- **Autonomy and Stipends:** The pay-for-performance model encourages autonomy and innovation. Stipends are also provided for highly desirable specialties (e.g. math and reading) as well as Spanish speakers.
- **Action Research:** Staff are supported in leading action research projects to refine and improve our model, especially for our exclusive American Experience curriculum.

D. Retention

Retention strategies include competitive compensation with pay-for-performance incentives, flexible work hours, cultivating clear internal leadership pipelines (from TNT to Department Head), and maintaining an intellectually vibrant and professionally fulfilling culture.

Part II, H. Financial Management and Monitoring Plan

1) Financial Management and Monitoring Plan

We are fully committed to fiscal compliance, strategic resource allocation, and long-term financial viability and autonomy. Our financial management plan ensures stable, positive cash flow and effective stewardship of public funds. The budget provided in this grant is our 3-year proposed budget, which will be voted on by our board at our June 22 budget hearing.

- **Financial Oversight and Management Capability:** The Board of Directors and its Finance Committee, led by Treasurer Tom Moore (MBA in Accounting), hold ultimate oversight and meet monthly to review financials and monitor budget variance. For day-to-day operations, we have partnered with Red Apple Finance, a specialized charter school financial services provider, ensuring compliant and strategic business services without initial CFO overhead. We have partnered with Quest CPAs for our annual audit.
- **3-Year Operating Budget Narrative and Financial Assumptions:** Our three-year budget is built on actual expenses and not just projections. It also reflects our bond covenants which require us to maintain cash reserves of approximately \$500,000.
- **CSP Grant Alignment, Implementation, and Additional Funding:** CSP grant expenditures align directly with strategic needs, particularly for front-loaded costs like athletic expenses, curriculum, and technology. The Head of School and Sport (HoSS), working with Red Apple Finance, is responsible for execution and tracking. Key target dates are July 15, 2026 (curriculum) and August 15, 2026 (technology). We have received a lucrative financial sponsorship from adidas America and are one of two named beneficiaries in a large private trust.

2) Executed Facilities Plan

On May 28, 2026 we took ownership of a 110,000 square foot facility located on 12 acres. The building is under final stages of construction for remodeling to ensure full compliance with ADA and other laws and regulations. The purchase was made possible through a \$22M conduit issuers bond by IHFA at a very low 5.95% interest rate funded by WaFd and Bennett Investments.

3) Sufficient Resources for ED and At-Risk Students

The budget demonstrates sufficient, dedicated financial resources to accelerate learning for ED and other at-risk students through the MTSS and adaptive software.

- **Risk Mitigation Plan:** The financial plan is structured with safeguards:
- **Financial Reserves:** In addition to a 3% contingency, we also have at least \$500,000 reserve fund as required by our bond covenants.
- **Phased Staffing:** Staffing expenses are protected through a phased hiring plan, gating the hiring of non-essential teachers as reserves increase.
- **Grant Supplementation:** Categorical funds (e.g., Title I, IDEA) are used strictly to supplement core services, which are secured by the general fund, maintaining service levels even if grant funding fluctuates

Part II, I. Board Capacity and Governance Structure

1) Justification of Governing Board Composition and Selection Process

Our Board of Directors consists of five highly qualified individuals whose collective expertise covers all critical governance areas required for strong institutional oversight: finance, real estate, athletics, architectural design, safety, local government and curriculum design.

Key Board Member Expertise:

- **Miguel DeLuna (President):** Expertise in school safety and crisis management.
- **Tom Moore (Vice Chair/Treasurer):** Expertise in real estate development, finance, and accounting, overseeing fiscal health and facilities.
- **Randy Haverfield (Director):** Expertise in architecture, athletics and local government.
- **Christopher Milliner (Director):** Expertise in athletics and entrepreneurship.
- **Laura Warden (Secretary):** Expertise in curriculum design and personalized learning, ensuring innovative, student-centered programs.

Selection Process and Mitigation of Skill Gaps The current board used a skills gaps analysis to ensure comprehensive coverage. Two primary skill gaps were identified for targeted action:

1. **Fundraising:** A recruitment priority is set to fill a member position with this expertise within 12 months to secure additional giving.
2. **General Legal and HR:** All members will undergo mandatory professional training in employment law and contract review prior to Year 1 opening, with targeted recruitment for an HR/Legal specialist beginning in Year 2.

2) Board Policies and Oversight Procedures

The Board operates under comprehensive Board Operating Policies and Bylaws that formally delineate the separation of governance from management and define member roles. The Board focuses exclusively on fiduciary duty, strategic planning, and performance oversight.

Key responsibilities include: Hiring and Evaluating the HoSS, Strategic Planning, Financial Stewardship, and Compliance. All board policies series required by law have been adopted.

Governance vs. Management: The Board maintains a strict policy barrier: the Board will not interfere with internal operation, staffing, or daily curriculum implementation (governance). The HoSS is empowered to manage operations and implement the curriculum (management).

Compliance and Legal Support: The Board is legally obligated to ensure compliance with Idaho's Open Meetings Law and Open Records Law. Compliance is supported by expert legal counsel, Chris Yorgason, Attorney at Law.

Monitoring of Performance and Compliance: Procedures ensure ongoing accountability across all domains:

- **Academic performance** is monitored monthly with presentations by the ALT
- **Financial accountability** is ensured quarterly (Budget-to-Actual) and annually (Audit).
- **Operational stability** is tracked quarterly with presentation by the HoSS.
- **Legal and HR compliance** is monitored annually via a comprehensive checklist and the Annual Policy Review.

All Board members must sign the conflict-of-interest policy annually.

3) Board PD and Self-Evaluation

The Board prioritizes continuous improvement and dedicates budget resources for PD. Training includes foundational governance with David Brinkman (already engaged) and mandatory legal education from Chris Yorgason.

The Board conducts an annual self-evaluation to assess its performance. The results of this detailed assessment are used to identify specific weaknesses, which then directly inform and shape the content and focus of the following year's PD curriculum, ensuring continuous improvement.

Part II, J. School Leadership and Management Structure

Our leadership structure is built upon a high-capacity, specialized ALT that works in tandem with key operational directors and Red Apple Finance for business services. This model ensures core

functions—academic strategy, instructional implementation, and fiscal compliance—are managed by leaders with proven domain expertise.

1) Organizational and Management Plan

The leadership and administrative roles are well-defined to ensure clear accountability and specialized operational efficiency. The structure flows hierarchically from our Board of Directors down to the HoSS, who serves as the charter administrator.

Key Leaders: The ALT focuses on the educational mission and academic performance.

- **HoSS – Branden Durst, MPA, EdS.:** The Board's employee, holding ultimate responsibility for overall success, compliance, managing the ALT, and executive supervision of the athletic programs. Long-time education policy expert and architect of Idaho's Advanced Opportunities program.
- **CEO – Dr. Greg Wiles, EdD:** Manages academic strategy, curriculum development, and professional learning. Member of ALT. Thirty-year education professional, most recently 13 years as the superintendent at Nampa Christian Schools and current Executive Director of the Idaho Middle Level Association.
- **CIAO – Mr. Tony Nelson, MEd:** Focuses on program implementation, teacher coaching, and comprehensive assessment systems. Member of ALT. Three decades of education experience including opening multiple buildings as an administrator in the West Ada SD.
- **SPED Director – Mr. John Borunda, MEd:** Focuses on SPED department compliance and program. More than a decade of SPED experience including leading the SPED program at the Caldwell SD alternative school.

Expertise for Charter School Management and Finance: The team is designed to ensure sufficient expertise for charter school-specific compliance, operations, finance, and legal matters.

- **Financial Management (Red Apple Finance):** Financial functions are managed by a contract with Red Apple Finance, a dedicated firm with decades of experience in charter

school financial compliance, providing expertise in funding streams, budget management, payroll, and audit preparation.

- **Compliance and Operations:** The HoSS maintains ultimate responsibility for charter contract adherence, facility oversight, and general non-instructional logistics, working closely with Red Apple Finance to meet financial reporting deadlines.

Board Protocol for Evaluating School Leadership and Contractor Performance: The Governing Board employs a comprehensive, annual process to hold both its in-house leader and its external finance contractor accountable.

- **HoSS Performance Evaluation:** The Board sets measurable annual goals focusing on academic targets (driven by ALT data), financial oversight, and operational compliance. Evaluation utilizes external data and a standardized rubric approved by the full Board.
- **Protocol for Addressing Concerns:** Underperformance results in a written Performance Improvement Plan (PIP) with clear, time-bound targets. Failure to meet the PIP's metrics will result in formal disciplinary action, up to termination.
- **Red Apple Finance Performance Evaluation:** The Board reviews performance annually against defined Service Level Agreements (SLAs), focusing on the timeliness and accuracy of reports, successful filings, and effective budget monitoring.
- **Protocol for Addressing Concerns:** Failure to meet SLAs triggers a formal warning and a 60-day remediation period. Persistent failure will trigger the contract's termination clause, leading to a search for a replacement provider.

2) Leadership Capability and Risk Mitigation Strategy

The leadership and governance structure is designed for specialized management, ensuring the capability to implement and sustain the school's mission.

Leadership Capability and Operational Soundness: The leadership demonstrates sound and strategic operational capacity. The structure ensures sufficient capability through the Governing

Board's oversight, the specialized ALT guaranteeing instructional integrity, and outsourcing critical fiscal compliance to Red Apple Finance. Operations are comprehensible, as all strategic decisions are data-driven, and the school publishes its Annual Operating Plan, Board minutes, and budget reports publicly to ensure all stakeholders understand the strategic direction.

Proactive Mitigation of Key Risks and Challenges: The leadership team has identified primary risks and developed sound, practical mitigation strategies.

1. Financial and Enrollment Viability:

- *Risk:* Enrollment volatility or loss of compliance-based funding.
- *Mitigation:* Red Apple Finance provides conservative cash flow modeling. The HoSS is responsible for early-stage fundraising to establish a necessary capital reserve fund, minimizing dependence on first-year state funding alone.

2. Academic Fidelity and Staffing Quality:

- *Risk:* Mission drift or inability to recruit staff proficient in classical pedagogy.
- *Mitigation:* The CEO controls curriculum, while the CIAO provides in-house PD. Competitive compensation and clear professional pathways ensure retention.

3. Facility and Compliance Challenges:

- *Risk:* Facility delays or failure to meet complex Special Education (SPED) regulatory requirements.
- *Mitigation:* Working with Roundtable and our Facilities Committee Chair (Tom Moore) to ensure strict adherence to project schedules and requirements.