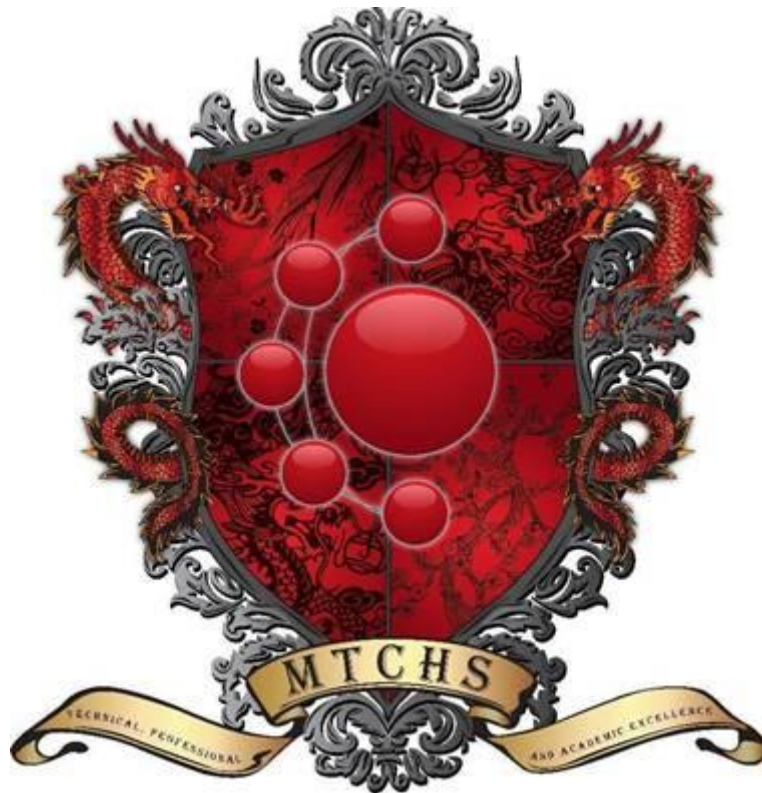


Meridian Technical Charter High School

Charter School Programs Expansion Grant -
Subgrant Application

Part II: Narrative

2026-2027



Empowering Futures, Igniting Excellence

Executive Summary

Founded in 1999 by the West Ada School District (WASD), Meridian Technical Charter High School (MTCHS) has become a premier high school in Idaho, and the only high school in Idaho that offers a technical focus in all classes. It is consistently in the top 5 ratings for Idaho high schools in multiple measures including ISAT, SAT and college and career placement. With test scores well above state and district averages, and a sustained long history of students waiting for enrollment as referenced in Section E, MTCHS is exceptionally positioned to expand its footprint in the Treasure Valley. MTCHS currently serves approximately 200 students and has maintained an average waiting list of more than 45 incoming freshmen annually for over 20 years. Expansion will increase enrollment capacity to 358 students over the next 6-8 years and ultimately to 400 students, allowing the school to meet demonstrated student demand while expanding access to students throughout the Treasure Valley. We are seeking funding through the Idaho CSP Expansion Grant to facilitate this growth. Grant funding will support strategic staffing, recruitment and outreach efforts, expansion planning, workforce-based learning opportunities, and program enhancements necessary to successfully increase enrollment while maintaining MTCHS's high academic and technical outcomes. We offer students rigorous academics, industry certifications, and required internships supported by access to industry leaders. Students engage in technical training starting day one of their freshmen year. Throughout their four-year experience they obtain over 1,000 hours of technical training in IT, computer science, mechatronics, cybersecurity, networking or media design. Their internship is 280 hours working with a business using the skills they have obtained. With this training, they earn

multiple industry certifications and college credits to set them up for future success.

MTCHS has hired Clearwater Financial to collect data from the community, current school stakeholders, and industry to comprehensively define the expansion plan. This project will enable MTCHS to serve more Treasure Valley students and increase the number of graduates entering high-demand fields such as cybersecurity, software development, networking, media design, and advanced technology occupations identified by local employers. Expansion will also allow MTCHS to intentionally broaden access to students who have historically been underrepresented in technical education pathways, including female students, economically disadvantaged students, English learners, and students with disabilities. Through targeted recruitment and outreach efforts, MTCHS seeks to maintain a student population reflective of the communities it serves while increasing participation in high-demand STEM and technology fields. Our project goals align directly with our approved charter, mission, vision, and the explicit demands from our industry partners.

Our school is financially sound with less than 5% of our budget going towards facility costs. We have been very conservative in budgeting to allow a robust fund balance that we can use to partially pay for a facility to house more students. We follow WASD financial policies to ensure our funds are used for the intended purposes and keep our finances transparent with the district and public.

MTCHS possesses the governance and leadership capacity necessary to successfully implement this expansion. The seven-member Board of Directors includes representatives from the technology industry, WASD, parent leadership, and founding school stakeholders, providing expertise in education, workforce development, finance,

and governance. Board members participate in ongoing training through the Idaho School Boards Association and provide regular oversight through strategic planning, policy review, and leadership evaluation. Operationally, MTCHS is led by an experienced administrative team that includes a Charter Administrator with 25 years of educational leadership experience and a Career Technical Education Coordinator with more than 15 years of experience. Together with school counselors, internship staff, and teacher leaders, this team provides the leadership, industry connections, and operational expertise necessary to support sustainable growth while maintaining the high academic and technical outcomes for which MTCHS is known. Our school board is highly trained in both the education and technology field. It includes seven members that represent several IT companies, the WASD, a parent and a founding board member that has been with us since the school started. They are trained with the ISBA, subscribe to updates from the Idaho School Boards Association and conduct the Charter Administrator evaluation. Through this proposal for the Idaho Charter Schools Program Grant 2026, MTCHS is positioned to scale its impact, expand access, and deepen outcomes for Idaho students, particularly those from underserved backgrounds, while preparing the next generation of IT professionals. The school's robust governance, leadership, instructional model, financial stability, and labor-market alignment ensure that grant funds will be managed responsibly and purposefully, yielding measurable student and community impact. Success will be measured through enrollment growth, expanded access for underserved populations, continued academic performance above state averages, increased attainment of industry certifications and dual-credit coursework, and continued internship completion for all graduates.

Section A: Grant Project Goals

Goal 1: MTCHS will significantly increase its student enrollment from the current 200 students (grades 9-12) to a target of 358 students through a three-phase growth plan over the next 6-8 years.

The ultimate goal is to reach 400 students within the next ten years. Key to this expansion is leveraging grant dollars for robust community engagement and outreach, which includes personnel and advertising activities. Through the grant, we will hire a community engagement and outreach employee that will specifically do the recruiting and outreach that we are not currently able to do. This targeted outreach will allow MTCHS to successfully reach additional underserved student populations, while also facilitating essential meetings with community and industry partners. This strategy ensures we build stronger educational pipelines, meet local workforce needs, and fully utilize the new, larger facility that will be added by 2030. This new building will be sized to effectively double our current capacity, significantly enhancing our programs and allowing for greater on-site participation from industry and postsecondary partners.

Goal 2: 100% of all graduates successfully complete over 1,000 hours of technical training that includes a 280 hour industry internship in their chosen focus area that is relevant to current industry practices. This includes creating new pathways for students that struggle in our traditional areas by 2030.

This goal maintains the exceptional student outcomes and robust industry pipelines established over the last 25 years, particularly during the upcoming expansion. To make this goal achievable, we will immediately utilize grant funding to hire and develop new and existing staff, ensuring instructors receive targeted professional development to

gain necessary technical expertise and deliver the most current, applicable skills to all students. To support the increased needs of the planned expansion, grant funding will be utilized to hire a Work-Based Learning Teacher with technical expertise. This new staff member will be tasked with developing and implementing a school-based enterprise and a student-involved innovation center in close partnership with industry. These integrated resources will provide students with critical pre-internship practice, specialized remote mentorship space (particularly for computer science), and essential customer service experience, thereby ensuring high-quality preparation and placement consistency. This initiative will strengthen students' customer service, communication, and technical skills while providing additional opportunities for individualized support and applied learning experiences that benefit all students. Additionally providing more certification and apprenticeship opportunities. We will continue to evaluate our internship placement areas yearly for the quality of placement and needs of the industry.

Goal 3: 100% of all graduates will earn at least three industry certifications, and six college credits prior to graduation by the 2027 graduating class.

To make this goal achievable during our planned expansion, we will utilize grant funds to hire additional faculty members who will teach and refine new, diversified technical focus areas. Additionally, we will use professional development funds from this grant to develop core teachers to offer more college credits. This strategy is relevant because broadening student choice allows them to select technical focus areas, classes and certifications that align closely with their aptitudes and interests, typically resulting in better performance and higher pass rates. Developing a school-based enterprise and innovation center will provide essential applied practice and instructor support, ensuring

strong certification exam pass rates and graduates with certifications highly relevant to current community industry needs. Dual credit opportunities are provided for students starting in grade 10 providing varied opportunities to earn 6 credits. For students whose goal is an associate degree, we help them with a plan and necessary summer classes. These Idaho supported Advanced Opportunities are a focus and evaluated yearly.

Goal 4: Students in each grade will exceed the state averages in math and English by at least 5% by the 2027 – 28 school year.

This goal sustains the school's foundational commitment to helping students be ready for college and career. Every summer, the core curriculum will be evaluated in relation to current testing scores of students to find areas that need adjusted based on outcomes. This is an area of continued focus and refinement since the inception of the school to ensure students score well on these exams. We will use grant dollars to pay teachers to work in the summer to adjust curriculum with standards, as well as align them to technical standards. We will evaluate ISAT, SAT and industry certifications each year to ensure we are above state averages in each area.

Goal 5: MTCHS will maintain student demographics within five percentage points of WASD while increasing female enrollment from 18% to 30% by 2030.

The Community Engagement and Outreach Coordinator will refine and expand our recruitment strategy to target more and varied students. This would include working with WASD and middle schools to keep current on their programs and connect with students while researching and developing new outreach activities to expand our reach.

Section B: Educational Philosophy, Instructional Practices and Curriculum

MTCHS was established in 1999 by the WASD to provide students with an alternative educational choice. This allows us to negotiate the metrics on our performance certificate to align with the mission and vision of our school. MTCHS's mission is: *"The Meridian Technical Charter High School, Inc. implements the innovations of today and tomorrow to provide a progressive educational experience for every student."* The vision emphasizes *"Technical, Professional, and Academic Excellence,"* supported by key tenets including:

- Lifelong learning: Encouraging self-motivated, self-directed learners who actively create their future opportunities.
- Integration: Academic rigor and technical skills are complementary and essential for readiness.
- Purposeful application: Instruction is grounded in real-world relevance, workplace readiness, and community engagement.
- Professionalism: Emphasizing core character traits and building professional behaviors (communication, teamwork, customer-service) into the environment.

The MTCHS instructional model combines contextual learning, experiential learning, mastery-based progression, and personalized support within a career-technical framework. Students learn through authentic application of academic concepts, receive frequent feedback, demonstrate mastery of standards, and engage in increasingly complex technical experiences that culminate in industry certifications and internships. This philosophy undergirds all instructional and curricular design. Unlike many traditional schools, we focus on technological and workplace skills, with academic courses supporting those goals. Due to the flexibility offered to us as a charter school,

we structure our schedule to allow students to spend more time in technical classes while practicing both academic and technical skills in all classes. This flexibility and mastery based learning allows students to pass standards at their pace in core classes demonstrated by work from multiple classes. Students are trained to use technology tools effectively at a workplace level, from productivity suites (Office, Google, AI tools) to career-specific technology. This is both hardware and software, with students being issued a business grade laptop and labs supplied with industry level technology. This same technology is utilized for standardized and industry tests. English classes teach state standards by incorporating school-to-work principles and activities relevant to students. In freshman Earth Science, technology tools like Microsoft Office and Google Suite are taught with application to science, increasing engagement and deeper learning. Students also use a best-practice of self-assessment and goal setting. They assess what academic and professional skills they need to improve, set goals and follow up to check progress. Teachers routinely provide feedback on the students' goals and progress. This is based on the concept of feedback-based learning that focuses on providing information to students to help them understand their performance. These structures have contributed to consistently strong academic and technical outcomes across multiple measures for over 25 years.

The curriculum for core and technical classes is based on Idaho State and industry standards. Core teachers spend time every summer developing a curriculum that looks at test data then infuses technical skills into lessons while meeting Idaho State requirements. This is based on the concept of contextual learning that focuses on situating learners in meaningful learning contexts. An example includes students writing

a process paper in English explaining a task in their technical focus area, which they then use to build a presentation to teach peers. The technical curriculum is built using state and national career technical education standards combined with annual input from industry advisory groups to ensure resources are current and students are career and college ready. The result of this applied work demonstrated by our ISAT scores compared to the state: MTCHS students were 83.3% proficient in ELA compared to the state average of 53.2%, and 76.2% proficient in Math compared to the state's 42.3%. Additionally, 100% of our graduates leave with industry certifications, providing opportunities for immediate employment or part-time work while attending college.

Instructional Practices

Instruction is characterized by:

- Technical and academic integration: Students begin with general technology training (9th grade) before selecting a focus area (computer, electronics, media, networking, software, web technologies). These technical skills are infused and applied within rigorous academic coursework. This contextual learning links technical skills with academic thinking and professional behaviors. Contextual learning and experiential learning.
- Workplace / real-world learning: Instruction includes professional-skills training and culminates in a required 280-hour senior internship with local businesses and industry mentors. Contextual learning and experiential learning.
- Small scale, personalized environment: Grade-level cohorts are capped at approximately 70 students, and a low student-teacher ratio (~14-15:1) allows instructors to act as coaches, provide timely feedback, and adjust instruction to

meet individual needs. This also allows us to modify learning goals to each individual student based on their needs. Personalized support and mastery-based progression.

- High standards: All courses require a minimum grade of “C” (70%) for credit. Rigorous expectations include industry certifications, dual-credit college courses, and performance in both technical and academic domains.
- Innovation and adaptability: MTCHS emphasizes "intelligent risk-taking" and evolves instructional practices with technology and industry demands to prepare students for emerging fields.

Curriculum

The curriculum features:

- A required 62-credit graduation plan, starting with foundational courses and technology tools in freshman year and moving to specialization in subsequent years.
- Ninth grade includes core academics (English 1, Math 1/2, Earth Science, Spanish 1), introductory technology (Computing & Internet Core, Technology Tools), and professional skills classes (Citizenship & Professionalism, School to Work, Strategies for Success).
- Sophomore through senior years deepen academic coursework (Math 2-Calculus, English, Speech, Spanish, Biology/Physics, U.S. History, Government, Economics), continue professional skills classes, add foundational business classes while concentrating on the chosen technical focus area (computer, electronics, media, networking, software, web technologies).

- The senior year also includes capstone experiences: Senior Seminar, Senior Internship (280 hours), and Entrepreneurship project.
- Many courses offer dual-credit (college) or industry certification opportunities.
- All curriculum that is developed at the school level is based on Idaho Core standards, Idaho Career and Technical Education standards, national technical certification standards and input from industry partners.

MTCHS utilizes Moodle as its learning management platform which hosts the majority of the teacher developed curriculum. Some other curriculum and software that are used include Derivita for math, dual credit material where applicable, Certiport, Adobe, ITS, BrainBuffet, gMetrix, SolidWorks, Microsoft, Amazon, CompTia, SkillsUSA and others. This curricular architecture ensures students achieve mastery in core academics, specialization in a technical area, and readiness for post-secondary education or immediate technical careers.

Section C: Teaching and Learning

MTCHS uses comprehensive student data to inform decisions.

- Industry Certification Data and CTE Exams: This is our most prominent data source. Teachers analyze results to determine areas of high performance and areas needing improvement. Results consistently show all graduates possess industry identifiable certifications for career and college placement: 100% of students have at least one industry certification, over 95% pass the Idaho Technical Skill exams and 100% pass the Idaho Workplace Readiness Exam.
- Academic Data: We also review ISAT, PSAT, and SAT scores. Our ISAT results compare very favorably with state records, with students outpacing the state in

ELA (83.3% to 53.2% proficient) and Math (76.2% to 42.3% proficient).

Additionally, almost 5% of our senior class are National Merit Scholarship Finalists. These strong academic numbers, coupled with our technology focus, confirm our program's effectiveness. We also use ISAT Interim Assessments to make adjustments during the year when needed. Teachers also utilize formative assessments such as quizzes, skill demonstrations, project checkpoints, certification practice exams, and classroom performance tasks to monitor student progress and make instructional adjustments throughout the school year.

- Data Integration: Data reviews are conducted regularly to identify trends, monitor subgroup performance, adjust curriculum, and determine appropriate interventions for individual students. Teaching and learning are designed to cultivate students who are academically rigorous, technically adept, and professionally prepared, revolving around three pillars:

MTCHS implements instructional and intervention practices that align with the requirements of ESSA and IDEA, ensuring equitable access to rigorous instruction, progress monitoring, and appropriate support for all student groups.

Engagement, Relevance, and Continuous Growth

Engagement: Active, Student-Centered Learning and Simulative-based learning

Teachers use co-operative projects, hands-on labs, real-world problem solving, work-place simulations, and the 280-hour senior internship. Engagement is supported by technology, student choice of technical area (computer, electronics, media, networking, software, and web technologies), and a flexible schedule. Students are

encouraged to take intelligent risks and become self-directed learners which is supported by the student goal setting structure.

Relevance: Real-World Connection, Technical Integration and Experiential Learning

Academic and technical domains are tightly integrated to ensure meaningful learning aligned with college and career readiness. A strong emphasis on professionalism, technical certifications, and internships connects learning to actual industries and community needs. MTCHS collaborates multiple times per year with Treasure Valley industry partners to bring industry experts into the classroom, and keep curriculum current and aligned with the workforce.

Continuous Growth: Assessment, Mastery-Based and Feedback-Based Learning

Clear expectations, such as a minimum "C" grade for credit, are maintained. Teachers monitor progress, provide targeted feedback, and adjust instruction in the small class environment. Learning is viewed as a continual process of reflection, iteration, and skill transfer, embedding the philosophy of “lifelong learning”.

Instructional Environment & Structures

Students progress in grade-level cohorts, choosing a focus area in 10th grade. A professionalism course is required yearly. The senior year capstone includes seminar, internship, advanced coursework, entrepreneurship project and communication/professionalism classes. The framework supports high expectations, academic integrity, and professional and safe learning environments.

Response to Intervention (RTI) – Multi-Tiered Systems of Support (MTSS)

MTCHS utilizes a Multi-Tiered System of Supports (MTSS) framework to identify and respond to students' academic, behavioral, and social-emotional needs. Tier I supports include high-quality classroom instruction, regular progress monitoring, and differentiated learning opportunities. Tier II supports include study labs, targeted interventions, and additional academic assistance. Tier III supports may include individualized intervention plans, 504 accommodations, special education services, and coordinated support with families and outside service providers.

Student progress, grades, and behavior are monitored weekly by the RTI teacher and the RTI team meets weekly. The RTI teacher or other relevant staff will meet with any students needing assistance in Tier II. Study labs are offered and sometimes required during the school day. Students have up to nine hours of weekly lab time for extra help. If students do not respond to interventions, the school meets with parents to determine needed support and assists students in selecting appropriate supports. Intervention plans are reviewed regularly using academic, attendance, behavioral, and formative assessment data to determine effectiveness and make adjustments as needed. If necessary, the school explores 504, IEP or EL supports. We are supported by a full-time special education teacher, a part-time interventionist and WASD with any students that are on an IEP, 504, or EL plan. This structure provides comprehensive support for students requiring additional academic, behavioral, or specialized services.

Section D: Student Academic Achievement Standards

At Meridian Technical Charter High School, our academic achievement standards reflect our commitment to both rigorous academic preparation and career-technical readiness. Aligned with our mission to provide “Technical, Professional, and Academic

Excellence,” we set high expectations for all students and measure success through multiple indicators of achievement and growth. Academic achievement standards are aligned with Idaho Content Standards, graduation requirements, industry certification expectations, and MTCHS performance goals.

- Proficiency in Core Academic Areas: We expect students to attain high proficiency, routinely seeing reading/language arts proficiency rates around 85% and math in the mid-70% range, significantly above state averages. Performance is monitored via state and national assessments (ISAT, PSAT, SAT or equivalent), and the school is ranked among Idaho’s top schools for overall test scores. We use interim ISAT assessments to make sure that we are on track for the end of year ISAT. All students must complete academic courses at or above a “C” (70%) level for credit.
- Graduation and Post-Secondary Readiness: Students are expected to graduate within a four-year cohort(average over 95%), prepared for immediate technical employment or further post-secondary study. Graduates must complete a 280-hour senior internship and engage in dual-credit or certification-bearing courses to leave with advanced standing or credentials. We use several industry practice assessments to gauge where our students are at and what extra help they need. These are done on a monthly basis. Our students are required to take the PSAT during their sophomore year, and the PSAT and SAT their junior year. This allows us to gauge what academic standards we need to work on to help our students prepare for college opportunities.

- **Growth and Technical/Professional Skill Development:** Students are challenged to extend academic skills, adopt professional habits (communication, teamwork), and integrate technical training (device repair, electronics, media arts, networking, software, web technologies). Students routinely score with Career Technical Workplace Readiness Exam pass rates of over 95% and Technical Skill Assessment pass rates of over 90%. We have a curriculum that prepares them for these assessments, as well as the practice tests they take in the interim. These practice tests are done monthly, so our teachers can provide extra help when needed. Our standards require students to meet academic benchmarks and industry-recognized certifications to earn the Career Ready Credential.
- **Equity, Small Class Sizes, and Supportive Environment:** With a student-teacher ratio of approximately 14-15:1 and small grade cohorts (maximum ~70 students), specialized support staff, MTCHS fosters a supportive environment that promotes high achievement for all students.
- **Performance Monitoring and Accountability:** MTCHS operates under a performance framework, reviewed regularly by the school board and the West Ada School Board, to ensure accountability and continuous refinement of the program. These measures are monitored monthly by the school leadership team to identify trends, evaluate progress toward school goals, allocate resources, and implement instructional or programmatic adjustments when necessary. Student performance data is reviewed at multiple levels throughout the year by teachers, counselors and administrative staff. Teachers monitor classroom performance and formative assessment results on an ongoing basis. The RTI/MTSS team

reviews student intervention needs weekly. The leadership team reviews academic, attendance, certification, and subgroup performance data monthly. The Board of Directors reviews school-wide performance indicators and accountability measures on at least a yearly basis to ensure continuous improvement and alignment with school goals.

- **Monitoring Performance:** Each week our RTI team meets to look at student data. When we find students that are struggling, we meet with each one to determine how to best support them. We then set a goal to help them progress. Professional development priorities are determined through ongoing analysis of student performance data, allowing staff training to focus on areas where students need additional support and instructional improvement. Every summer, we go through all of our accumulated data from testing, grades, student, teacher and parent feedback. This is then scrubbed to determine what our professional development needs are for the following year. We then reassess during the year to determine if there are other items of need.

Section E: Student Demand and Community Support

Demonstrated Student Demand

MTCHS is responding directly to robust demand for specialized training in a growing region:

- The service area's school-age population (ages 10-19) grew by 29.5% over the past decade, showing increasing enrollment pressure.

- MTCHS fills a niche need by offering specialized programs in computer, electronics, media, networking, software, and web technologies, providing over 1,000 hours of technical training and a 280-hour senior internship.
- The school has had a waiting list consistently. Based on a sustained average waitlist of more than 45 students annually, projected population growth within the service area, and the opportunity to recruit students from neighboring districts, MTCHS anticipates sufficient demand to support phased enrollment growth to 358 students and ultimately 400 students.
- MTCHS will use this grant to do targeted outreach to underserved communities in the valley. This will include direct contact with Title I schools, coordination with the Boys and Girls Club and summer camps to attract more students.
- This grant will also allow us to provide Girls in Tech opportunities to attract more females into STEM related fields. Our goal is to serve 50 middle school aged girls yearly. We are currently under 20% female for our student population, and would like that number to be close to 30%. Having a staff member that facilitates these opportunities and strategically recruits attendees through local organizations that have not been exposed to our school may help more students find the school that is a great fit for them. Success will be measured through participation rates, application rates, and annual increases in female enrollment.

Primary Attendance Area & Capacity Planning

MTCHS is located in Meridian, Idaho, serving the WASD—a region experiencing significant growth and evolving workforce needs. The school has undertaken a Master Facility Plan (MFP), indicating proactive planning for future growth and scalability. This

expansion will not only allow all interested students from the WASD to attend, but also open seats for the bordering Boise and Nampa School Districts to attend. Looking at every sub-group in the WASD, MTCHS is within 2 percentage points in almost every area. We are proud to house 11% of our students that are on an IEP, which is the same as West Ada. The one area that needs to be addressed is our percentage of male to female students. We are currently at 82% male and would like to use this grant to include more female students.

Student Group	Current	Target
Female	18%	30%
Students with Disabilities	11%	Maintain 11–13%
Economically Disadvantaged	18%	Increase to 20%
ELL Students	<1%	Increase to 5%

Community and Industry Support

MTCHS's mission emphasizes working closely with Treasure Valley industry partners to address the talent pipeline in technical-related fields. In 2025-2026, we worked with over 70 partners. These industry partners are asking for more trained workers from MTCHS and give annual feedback on strengths and weaknesses of the program. MTCHS invites broad stakeholder input (families, staff, students, partners) via open houses and surveys, demonstrating active support and collaboration. Parent and community stakeholders provide ongoing input through the PTSO, annual surveys, open houses, advisory committees, and representation on the Board of Directors.

Outreach, Engagement, and Equity

The school is committed to engaging stakeholders in planning, demonstrating an inclusive approach. In addition to mailers and advertising, staff works with all West Ada middle schools to recruit students. Open houses are held multiple times a year and are well-attended. Every fall, the school hosts a Tech-X-perience run by students to build connections with prospective students. The partnership with West Ada allows MTCHS to mail a postcard to every 8th-grade student with information. In surveys, the way most students find us is by driving by the school. With this grant, MTCHS will increase recruiting efforts by installing a messaging board on the main road in front of the school to provide more information as people drive by. Money from the grant will also go towards billboards in the WASD to attract students that may not drive by. We will also do more marketing and recruitment for economically disadvantaged families through Title I programs in the district and targeted social media marketing. By hiring someone with those skills we will be able to be more expansive and intentional about our outreach.

Section F: Effectively Serving All Students

MTCHS is committed to providing equitable access to a rigorous career-technical and academic education for all students, including those with 504 plans, English Learner (EL) status and those who receive special education services (IEP students). We review academic and behavioral data as an RTI team each week, and that data is reviewed with teachers monthly. When we find students struggling we implement our MTSS process.

Support for EL Students

Targeted language support is integrated into the curriculum, including scaffolding, small group instruction, and accommodations. EL students receive individualized

tutoring, access to teachers trained in language acquisition strategies, and support for mastering technical vocabulary. Inclusive classroom strategies, such as hands-on technical experiences and workplace simulations, help develop both language proficiency and professional skills. Progress is regularly monitored through formative assessments and proficiency benchmarks. In the past five years we have dedicated funds to have at least one teacher on staff with an EL endorsement.

Support for IEP and Special Education Students

MTCHS develops Individualized Education Programs (IEPs) that are fully aligned with each student's academic, technical, and career goals, outlining measurable goals and modifications. We are a full inclusion school and most of the support happens in the classroom. Specialized support includes in-class accommodations (extended time, modified assignments) and small group instruction or co-teaching. Collaboration between special education and technical instructors ensures meaningful participation in technical pathways. The school employs a full-time certified special education teacher and a full-time aide, who are trained to identify and address learning struggles. Progress monitoring and data-driven interventions ensure students achieve competencies and are prepared for post-secondary success.

The Response to Intervention (RTI) team meets weekly to look at grades and behavior concerns for all students. There are plans made to address those concerns. The staff meets each week to discuss those plans, and bring other concerns to the RTI team. During these meetings we follow our MTSS process, and successes are shared so teachers can help each other work with individual students.

Integration into the Technical and Professional Pathways

EL, 504 and IEP students are fully included in all technical pathways in a full inclusion model. Internship opportunities and career-preparedness activities are adapted as needed to ensure full participation and achievement of pathway and certification requirements based on IDEA and ADA compliance. Teachers receive professional development on differentiated instruction and inclusive practices. The school tracks the performance of ELL and IEP students separately to identify gaps and implement targeted interventions. MTCHS's small cohorts and personalized learning philosophy ensure individualized guidance for all students.

Nutritional and Transportation Plan

MTCHS contracts with the WASD to provide both food and transportation services for students, contracts which have been in place for over 20 years. Students are served hot lunch next door at our sister school and then brought back to our building. We participate in the National School Lunch Program.

Students are able to catch a bus near their home and be transported to and from school. This takes away any barriers to attendance for West Ada district students. Our service contract, which includes these services with the district, is included with the other uploaded documents.

Section G: Staffing and Professional Development Plan

Staffing

MTCHS considers staff a critical element for student success, demonstrated by low staff turnover. The school has worked with its Technical Advisory Committees to identify professionals capable of working in the school environment. This proactive hiring strategy will allow MTCHS to build program capacity and maintain low

student-to-teacher ratios as enrollment increases. MTCHS contracts with West Ada for human resource support, including job postings and hiring practices. We prioritize hiring staff who are student-focused and often seek candidates with industry backgrounds due to the integrated curriculum. Since many technical instructors come directly from industry, MTCHS operates a robust mentoring program. This includes weekly meetings with new teachers to set goals and provide necessary support. Staff retention is high due to a supportive culture, professional freedom, autonomy for creativity, and practical benefits like robust professional development, necessary resources, and respect for work-life balance.

Staff Development

MTCHS utilizes a multi-faceted professional development approach:

- Staff may attend approved state, regional, or national conferences relevant to their needs.
- They participate in district-wide in-service professional development linked directly to school goals.
- Each staff member receives a \$480 annual stipend for professional development.
- Additional funds are allotted to cover continuing education credits, prioritizing those that offer enhanced opportunities for students.
- MTCHS works with teachers to help them complete additional teaching endorsements, industry certifications, and training.
- The Danielson Framework is used for yearly evaluations to set and measure goals. The evaluations are all done by the Charter Administrator with over 20 years of administrative experience.

- Weekly walk-through observations with feedback ensure goals are met and changes are made when needed.
- All staff are required to review student achievement results (academic, workplace, and technical), internship feedback, and technical advisory input to set goals for the next year.

Section H: Financial Management and Monitoring Plan

Financial Plan

MTCHS has operated successfully since 1999 using conservative budgeting practices. We follow all WASD budgeting and purchasing guidelines and employ a part-time controller from West Ada to ensure sound practices. MTCHS is currently seeking funding from additional sources to fund the new facility through a capital campaign.

The school has had a waiting list consistently for the past 20 years that only includes students from the WASD. This sustained demand, combined with the opportunity to recruit students from neighboring districts, provides a strong foundation for phased enrollment growth. This increased enrollment will allow us to add more staff members to the building to keep our student-to-teacher ratio low. Working with Clearwater Financial, we have developed a financial plan to show at which student level increases we will be able to hire new staff members to keep that ratio low.

Facilities Plan

MTCHS currently operates via a lease agreement with the WASD at 3800 N Locust Grove Rd, Meridian, ID. The district supports the school's expansion, as supported by Dr. Derek Bub in the previously uploaded letter of support, on currently

unused property at this location. The WASD has committed to allow us to expand our current building to the south by adding 15,000 square feet of a technology center for this expansion. We are in the process of working with an architect and general contractor to develop a final vision with approximate costs to the building. The facility will almost double the usable space with a single story technology and community center. The space will also include a space large enough for our student body to meet for assemblies and lunch activities. We will also remodel our current building to handle all of the core classes. MTCHS will develop a capital campaign to raise money and in-kind donations for this addition. This hub may also include flexible learning spaces, a school-based enterprise, and areas for business partnerships and community events. Moving technical training to a new building will free up space in the current building for core academic classes. Less than 5% of the overall school budget is allocated to facilities. To mitigate enrollment risk, a phased plan for staged continual growth has been developed, adding approximately 40 students per phase to eventually have a student body of 400 students.

Section I: Board Capacity and Governance Structure

The Board of Directors is responsible for strategic planning, policy oversight, financial stewardship, charter accountability, superintendent/administrator evaluation, and long-term organizational sustainability. The MTCHS Board of Directors primary responsibility is to ensure continuity and oversight, with members elected by current directors. When there is an opening, the board members nominate potential members to the board chair that then vets the candidate based on current needs. The board regularly reviews its membership composition to identify skill gaps and proactively

recruit individuals with expertise in education, finance, technology, workforce development, and governance. The board periodically evaluates its effectiveness, governance practices, training needs, and alignment with organizational goals as part of its continuous improvement process.

The Board is composed of not fewer than five (5) and not more than nine (9) members. Positions reflect key MTCHS stakeholders: parents, industry representatives, public school district representatives, and general community members. When a new board member is voted onto the board, the chairman trains them on the board's role in governance of the school, and the administration is the management side of the school. They are also asked to sign and adhere to a conflict of interest form. Each board member serves a two year term and then has to be voted back in as a board member. Throughout the expansion process, the Board of Directors will provide oversight of facility planning, financial sustainability, enrollment growth, and implementation of grant-funded activities.

As a school district-sponsored charter school, MTCHS must answer to the West Ada Board of Trustees (elected officials) as our authorizer. MTCHS contracts with West Ada for support in areas lacking expertise, including legal, finance, real estate, policies, and human resources. When specialized expertise is needed, MTCHS utilizes district resources and subject-matter experts to support informed decision-making. Monthly meetings are scheduled between West Ada and MTCHS administration. MTCHS follows all state and federal laws, and West Ada district policies, making changes only where necessary for the unique nature of the school. Policies are posted on the website and are being updated to Simbli software to match the West Ada district. The Charter

Administrator presents policies for review monthly based on new legislation or suggested changes. Board meetings follow all open meeting laws and rules, are adjusted based on new laws, and adhere to Robert's Rules of Order.

Board training is reviewed annually and aligned to governance responsibilities, legislative updates, financial oversight, charter accountability, and identified board development needs. Board representatives attend the yearly Idaho School Boards Association Conference, the Day on the Hill, and periodically bring in trainers for recent legislation. We set aside money from the general budget to send board members to this training. The board has also partnered with the Idaho School Boards Association to identify where there are gaps in learning, and develop training to help them become better at what they do, including having Misty Swanson, ISBA Executive Director, come to board meetings to train the members.

Section J: School Leadership and Management

MTCHS employs a Charter Administrator and a Career Technical Administrator & Coordinator (CTAC) to manage administrative functions. The Charter Administrator and CTAC serve as the primary school leaders, supported by instructional, counseling, special education, and student support staff who oversee key operational and student service functions.

- Charter Administrator: Leads the academic direction, including evaluations, goals, professional development, curriculum, and student/family relations.
Manages the day-to-day workings of the building.
- CTAC: Oversees all budgets, information technology, data, technical programs, communication with the district, building partnerships, and industry relations.

The day -to-day operations of the school run through these two administrators. As an adjustment, we will bring on a part-time technology coordinator and dean of students for the 2006-27 school year. This will allow better management at the school level as we continue this expansion. A counselor and special education teacher provide specialized expertise and leadership in student services, academic planning, and support programs. These members together encompass the school leadership team that will work together through the growth process.

The Board uses an evaluation tool to gauge progress, and the leadership team presents findings bi-annually. They evaluate based on shared goals that are set based on staff, student and parent feedback, as well as goals related to the mission of the school. The current leadership team has over 50 years of experience working in schools. The leadership team has successfully operated the school for more than 25 years while consistently meeting charter performance benchmarks, providing the experience and institutional knowledge necessary to manage enrollment growth and facility expansion. MTCHS partners with the WASD for areas of need and follows their practices. This is very important in financial expertise that is not housed at the school level. We use accountants and controllers through the WASD to mitigate financial risks.

Expansion will be supported through the addition of dedicated marketing and recruitment expertise, allowing MTCHS to strengthen outreach efforts and increase awareness among prospective students and families. This marketing position will allow us to further reach out to partner organizations to find students we are missing. They will spend time with middle school students, PTSOs, Boys and Girls Club, the Chamber of Commerce and any other organization that may be interested.