



AWARDED APPLICATION PROJECT NARRATIVE

Forge International School

EXECUTIVE SUMMARY

Over nine years, the Sage International School (SIS) Board of Directors has overseen the successful growth of Sage International School in Boise (SAGE) into a high-performing 1,000-student K-12 International Baccalaureate (IB) World School. The SIS Board has grown SAGE into one of only three public schools in the world to offer the full K-12 IB curriculum. Given this record of success, the Idaho Public Charter School Commission (PCSC) authorized the SIS Board to open a second school, Forge International School (FORGE) in September of 2019. FORGE will offer SIS's successful, globally-unique K-12 IB school model and is governed by the SIS Board. FORGE completed its initial Enrollment Lottery in February 2019 and filled 275 K-5 seats, a 23% increase over FORGE's initial 223-student target. Over 6 years, FORGE will grow to serve 650+ K-12 students. With FORGE, our team will bring SIS's successful IB education model to a rural, ethnically diverse (high Hispanic in Caldwell), and socio-economically diverse student population. FORGE's attendance zone reaches into 7 different school districts, bringing school choice to multiple rural communities where educational choices are limited or non-existent. The SIS Board specifically designed FORGE to fully embrace SIS's 'IB for ALL' vision by removing enrollment barriers often associated with charter schools: FORGE will provide home-to-school bussing and a FRL nutrition (hot lunch) program; FORGE will offer K-12 Spanish foreign language instruction and is hiring bilingual (English/Spanish) educators when possible; and FORGE is designed to serve a high FRL and ELL student population. Through FORGE, in partnership with the PCSC, the SIS Board looks forward to providing a global, world-class, yet very 'Idaho', educational experience for FORGE students and families.

A. Grant Project Goals that Support the Planning and Implement of Forge International Key

Grant Project Goals for FORGE include but are not limited to: Goal 1 Bringing SIS's globally unique and proven K-12 IB Curriculum Program to multiple rural communities in Idaho where little or no school choice exists. Goal 2 Establishing a 1:1 Technology model to create 24/7 access to the classroom/learning environment for students, educators and parents and to facilitate real-time tracking and use of student assessment/growth data to drive instruction. Goal 3 Exceeding the FRL demographics of the school district (Middleton District) where FORGE is located. Goal 4 Placing IB Career Program (CP) seniors in workplace internships in partnership with Idaho's Career Technical Education (CTE) Program; FORGE IB CP graduates will have the opportunity to complete the CTE Workplace Readiness Exam and earn the CTE Individualized Occupational Training Certificate in addition to their Idaho Diploma and IB CP Certificate. Goal 5 Removing enrollment barriers often associated with charter schools by offering home-to-school bussing (Transportation Plan) and a FRL Federal Nutrition Program (Nutrition Plan). Goal 6 Achieving academic results (assessment and growth metrics) that exceed state and district results. Goal 7 Designing FORGE's Staffing and Curriculum Plans to deliver FORGE's IB Education Program and to meet the needs of FORGE's target demographic (Low-Income and Minority (Hispanic)). As detailed in this Narrative, the Budget Summary and Narrative, and uploaded documents, CSP funding is needed to support these important project goals.

B. Educational Philosophy, Instructional Practices, and Curriculum Overview: FORGE's educational philosophy, instructional practices and curriculum are founded in the global IB Educational Model and FORGE's student-free 'Professional Development Fridays' structure. **Professional Development Fridays:** As discussed in detail in Section G, FORGE students attend

school Monday-Thursday; FORGE Leaders and Educators spend each Friday focused on professional development, collaboration and analyzing student data to drive instruction. Providing educators one full day each week to grow professionally is a cornerstone of FORGE's philosophy and culture. **IB Education Model:** The IB Organization (in Geneva) has developed the IB Educational Model over the past 40+ years. There are over 7,000 IB World Schools in 150 countries around the world implementing the IB Education Model. The IB Education Model combines: (1) IB's rigorous academic/assessment program (curriculum) with (2) Developing engaged, inquiring, lifelong learners through the IB Learner Profile (10 Attributes of an IB Learner). **Educational Philosophy:** FORGE's Mission is: "*to engage students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.*" FORGE's mission very closely aligns with the mission of the IB Organization: "IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB works with schools, governments and international organizations to *develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners.*" FORGE, along with SAGE and the 7,000 IB World Schools around the globe, uses the 10 attributes of an IB student the 'IB Learner Profile' as "a set of ideals that inspires, motivates and focuses the work of schools and teachers, uniting them in a common purpose." The 10 attributes of an IB Learner are: **Inquirers** IB learners develop their natural curiosity, acquiring the skills necessary to conduct inquiry and research and to show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. **Knowledgeable** IB

learners explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. **Thinkers** IB learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. **Communicators** IB learners express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. **Principled** IB learners act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. **Open-minded** IB Learners understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. **Caring** IB learners show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. **Risk-takers** IB learners approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. **Balanced** IB learners understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. **Reflective** IB learners give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. Through these 10 attributes and IB's rigorous, global curriculum, FORGE will achieve its philosophical mission of fostering engaged, knowledgeable lifelong learners. FORGE will utilize the IB Learner Profile to

establish clear, consistent classroom behavior expectations throughout FORGE's K-12 system; all students, staff and parents will be held to the expectations enumerated in the 10 IB attributes. **Curriculum and Instructional Practices:** **IB Curriculum Overview:** IB's education program offers trans-disciplinary programs of international education designed to foster the development of the whole child. In addition to its academic rigor, the IB Education Program distinguishes itself from other curricula by: (1) teaching students to think independently and critically and to challenge assumptions; (2) incorporating quality practices from research and our global community of schools; (3) teaching students to consider both local and global contexts and to become more culturally aware through learning a foreign language. FORGE will be an 'IB World School' and will seek authorization from the IB Organization to implement all 4 of IB's K-12 Curriculum Programs – Primary Years Program (K-5), Middle Years Program (6-10), Diploma Program (11-12), and Career Program (11-12). Given FORGE is opening as a K-5 school, FORGE will apply for IB World School authorization for IB's PYP (K-5) program in July 2019, before opening. **IB's Curriculum Framework Incorporates State/Federal Standards:** FORGE will establish a K-12 scope and sequence that aligns IB's inquiry-based curriculum with all Idaho Content Standards, including Common Core State Standards (CCSA) for ELA, Math and other content areas. A 2012 (updated in 2015) issue paper by the IB Organization - Connecting IB to the Common Core - discusses how the IB curriculum framework allows for easy integration of common core standards: "The IB welcomes the CCSS as a state- led initiative to enhance student success beyond high school. The IB continues to work with its community of schools to meet the high expectations of the CCSS." Importantly, FORGE students complete the same CCSS-aligned statewide assessments as all Idaho public school students (IRI, ISAT, SAT - and any

other state assessments that may be required in the future). This testing will confirm FORGE's IB programming is well aligned to state and federal standards. The academic results of SAGE students (provided) is clear evidence of this alignment and of the rigors of the IB curriculum FORGE will offer. **The IB World School Authorization and Reauthorization Processes Requires Clear Evidence of a Well-Established Curriculum and Strong Teaching Practices:** As FORGE obtains IB World School authorization for the 4 IB Curriculum Programs, the SIS network, FORGE leadership and the IB Organization will undertake a continuous 3-5 year review/audit cycle: FORGE prepares and submits an IB World School Application; IB conducts an Application/Authorization Review and School Visit (approx 1.5 years); FORGE obtains IB World School Authorization; FORGE prepares and submits a Self-Study after 3 years; IB conducts Self-Study Review and School Visit prior to Reauthorization; FORGE is Reauthorized by IB Organization. During School Visits, the IB Team conducts classroom observations, reviews student assessment/growth data, meets with administration, teachers, students, board members, and parents, and reviews all evidence provided in the Self-Study to confirm FORGE's curriculum and instructional practices meet IB's rigorous standards in at least the following three areas: 1. Philosophy; 2. Organization (2.a Leadership and Structure and 2.b Resources and Support); and 3. Curriculum (3.a Collaborative Planning, 3.b Written Curriculum, 3.c Teaching and Learning, and 3.d Student Assessment). The IB Team will also ensure FORGE educators are participating in ongoing professional development / training as prescribed by IB. **Key Design Elements of the 4 Age-Specific IB Curriculum Programs Offered at FORGE:** The foundation of each IB Education Program includes: (1) Curriculum and criteria-referenced assessments that reflect a rigorous, international standard; (2) Extensive opportunities for professional

development and teacher training; (3) A philosophy of education based on trans-disciplinary learning and higher-order thinking skills, such as critical thinking and problem solving; (4) A worldwide network of educators sharing experiences informed by best practice from around the world; and (5) a Global (online) curricular center. Following is an overview of the 4 IB Curriculum Programs FORGE will offer students: **1. IB Primary Years Program - K-5th Grades (PYP):** IB's PYP curriculum delivers academic curriculum through core classes (Writing/Reading, Math, Science) and through six 'Transdisciplinary Themes' of global significance that provide the framework for student-driven, inquiry-based exploration, study and growth: (1) Who we are (2) Where we are in place and time (3) How we express ourselves (4) How the world works (5) How we organize ourselves (6) Sharing the planet. FORGE students will explore these Themes each year through 'Units of Inquiry'. The PYP framework ensures that the 'Five Essential Elements' are included within each Unit of Inquiry: (1) Students gain knowledge that is relevant and of global significance; (2) Students develop an understanding of concepts, allowing them to make connections throughout their learning; (3) Students acquire trans-disciplinary and disciplinary skills; (4) Students develop attitudes that lead to international-mindedness; and (5) Students take action as a consequence of their learning. FORGE leadership and educators will design FORGE's PYP Framework to incorporate into the core classes and Units of Inquiry both IB's global standards and all applicable state and federal curriculum standards and content. FORGE is carefully selecting K-5 curriculum (Budgeted) to match our IB education model and state standards; the Head of School has already selected Leveled Reading curriculum for reading. **2. IB Middle Years Program for 6th-10th Grades (MYP):** Forge will apply for MYP World School Authorization on or before July of 2020 and will open the FORGE Middle School in

September 2021 (Year 2). Per the IB Organization: “The MYP provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.” The MYP consists of 8 subject groups (mother tongue/English, a second language, humanities, sciences, mathematics, arts, physical education and technology) and provides an integrated framework for learning within and across the 8 subjects. In the final year of MYP (10th grade), students engage in a year-long Personal Project to demonstrate the knowledge and skills they develop throughout the MYP. The MYP framework provides flexibility to allow each school to include other subjects and academic standards required by state or national standards. **3. IB Career-Related Program for 11th-12th Grades (CP).** FORGE will apply for CP authorization in Year 3. The CP is a framework of international education that incorporates the values of the IB into a program for students engaged in career-related education. The CP prepares students for higher education, an internship or apprenticeship, or a position in a designated field of interest. The CP curriculum includes three central elements: **(1) CP students complete a minimum of two IB Diploma Program (DP) courses** in order to bring to the CP the theoretical underpinnings and academic rigor of IB’s long-standing college preparation curriculum (the DP); **(2) CP students complete four core CP curriculum components (classes)** (1) *Personal and Professional Skills* is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations (interviewing, resumes, cover-letters, job skills, budgeting, taxes, etc.). (2) *Service learning* requires students to undertake service initiatives related to topics studied previously in their academic disciplines in order to meet a community need. (3) *The Reflective Project* is an in-depth body of work wherein students identify, analyze, critically evaluate an

ethical issue arising from their career-related studies. Students utilize high-level research, writing and extended communication skills, with a culminating oral, visual and written presentation. (4) Foreign Language Development (studying a second language) is essential to IB's concept of an international education. **(3) Senior Year Workplace Internship - Partnership with Idaho Division of Career & Technical Education (CTE):** Each CP student completes a workplace internship (minimum 240 hours) in their field of interest during their senior year. Like SAGE, FORGE will conduct the IB CP program in partnership with Idaho CTE program; Idaho CTE is responsible for the secondary, postsecondary, and adult career and technical programs delivered throughout Idaho's public school system. Students graduating from FORGE's CP program will complete the CTE Workplace Readiness Exam and will pursue their 'Individualized Occupational Training Certificate' from Idaho CTE by: (1) Passing FORGE's 11th and 12th grade IB Personal and Professional Skills class; (2) Completing a 280 hour workplace internship (40 additional hours); and (3) passing the CTE Workplace Readiness exam with a minimum mark of 75. In 2018, 100% of SAGE CP seniors passed the Workplace Readiness Exam with an average passing score over 90% (see academic data). **4. IB Diploma Program (DP) Curriculum for 11th-12th Grades.** FORGE will apply for DP authorization in Year 3. The DP is an academically challenging program that prepares students for college success. The DP requires students to study at least two languages, which leads to effective participation in today's increasingly global society. In addition to DP subject-area coursework (Math, Science, Government, English, 2nd Language) the DP Program Core includes: (1) The Extended Essay where students demonstrate independent research skills by conducting an in-depth study of a question relating to one of their DP subjects. (2) A Theory of Knowledge Course (TOK) on critical thinking. Students inquire

into the philosophy of knowing and deepen their understanding of knowledge as a human construction. (3) A Creativity, Action, Service (CAS) Requirement where students get involved in their communities. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service in the community offers new experiences and hands-on learning with academic value. **College Recognition of IB Curriculum:** A key FORGE performance objective is preparing students for college success. The rigor of the DP curriculum, and newer CP curriculum, is recognized by colleges and universities worldwide (there are over 3,000 IB high schools globally). Nearly every college and university in the U.S. (and globally) provides preferential admission to IB DP graduates. For example: **University of Utah:** “Completion of the IB Diploma awards 30 semester hours of credit and waives all of the Intellectual Exploration of the General Education requirements.” **College of Idaho:** “The College of Idaho appreciates the rigor and integrity of the IB curriculum. Therefore, students who have completed the IB Diploma with a minimum score of 28, will receive the following: 1. Sophomore standing (30 units of credit toward graduation upon enrollment). 2. Preferred status for admission. 3. Enhanced opportunity for merit scholarships.”

C. Teaching and Learning Forge International School will implement a 1:1 Technology Plan to enhance collaborative learning within the classroom, assessment data acquisition and analysis, and home to school access outside of traditional learning hours. **Collaborative Learning within the Classroom:** FORGE’s IB Education Model promotes project-based, collaborative group learning and a 21st century, global approach; technology is critical to this education model. FORGE’s Technology Plan includes outfitting 14 K-5 classrooms with ‘Collaborative Learning Stations’ with an ‘Instructor Station’ per classroom that includes a large screen TV on a mobile

cart with wireless capacity to share the teachers screen. This allows for flexible use within the classroom and allows the teacher to move throughout the classroom during instruction. These stations also designed for 32 mobile student stations (moved throughout K-5) which include smaller TV screens on carts with wiring that allow students to plug-in their 1:1 devices to discuss their learning with their peers, guests, and the teacher. Students will use Google software, along with other creative solutions, to work real-time with classmates on projects in a blended model of face-to-face and digital collaboration, enable students to share their learning with their groups and to work collectively on creating content to show mastery of content and standards. **Assessment Data Acquisition and Analysis:** A 1:1 technology environment allows for simultaneous/in-class/continuous assessment of all students. As FORGE will be conducting IRI, ISAT, and MAP assessments, a prolonged assessment schedule would negatively impact student learning and decrease critical instruction time. Additionally, having 1:1 devices allows for the immediate collection of formative data points and use of Digital Portfolios and Intervention Programs for each student. **Access to Classroom / Learning From Home:** Each FORGE student will have a Digital Portfolio to gather and virtually share learning, growth, and personal reflection over time (photos, written, video and audio). Through the 1:1 Plan and Digital Portfolios, students, parents and teachers can simultaneously access student work, assignments, lesson plans and assessment results. Through the Portfolios, teachers will provide real-time feedback to students and parents, improving classroom communication and assessment reporting beyond a static gradebook model. Through, Forge's approach to teaching and learning, student's classrooms are always 'open'.

D. Student Academic Achievement Standards FORGE's ultimate goal is for students to exit our K-12 IB educational program prepared for college, career and life success. FORGE students will graduate with their Idaho Diploma and will also pursue either (1) their IB Diploma (DP) or (2) their IB Career Certificate (CP) and Idaho CTE Certificate. As noted above, FORGE's 1:1 Technology Plan creates a 24/7 classroom and allows FORGE leadership and teachers to gather extensive, real-time assessment data to monitor student achievement and to drive instruction, which is critical to FORGE's academic success. In addition to the IB Organization's oversight of FORGE as detailed in Section B, FORGE will operate pursuant to the following oversight and rigorous academic performance measures: **Public Charter School Commission (PCSC) Oversight and Standards:** On an annual basis, FORGE's authorizer, the PCSC, will review FORGE's academic performance to confirm compliance with the following measures in FORGE's PCSC-issued Performance Certificate. (1) **State Proficiency Comparison:** Do FORGE proficiency rates in ISAT Math and ELA meet or exceed State rates: Exceeds Standard: FORGE ISAT MATH / ELA Proficiency 16 or more points higher than State. Meets Standard: FORGE ISAT MATH / ELA Proficiency 1-15 points higher than State. (2) **District (Middleton) Proficiency Comparison:** Do FORGE's proficiency rates in ISAT Math and ELA meet or exceed District rates. Exceeds Standard: ISAT MATH/ELA Proficiency 16 or more points higher than District. Meets Standard: ISAT MATH/ELA Proficiency 1-15 points higher than District. (3) **Criterion-Referenced Growth Math and ELA:** Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of FORGE students are making adequate academic growth in Math/ELA. Meets Standard: Between 70% and 84% of FORGE students are making adequate academic growth in Math/ELA. (4) **Norm-Referenced Growth**

Math and ELA: Are FORGE students making expected academic growth in math compared to their academic peers? Exceeds Standard: FORGE’s median student growth percentile in Math/ELA falls between the 66th and 99th percentile. Meets Standard: FORGE’s median student growth percentile in Math/ELA falls between the 43rd and 65th percentile. **(5)**

Four-Year Adjusted Cohort Graduation Rate: Are FORGE students graduating from high school on time? Exceeds Standard: FORGE’s four-year ACGR is at least 90%. Meets Standard: FORGE either: a) had a four-year ACGR of 80% - 89% OR b) had a four-year ACGR of at least 66% AND met its progress goal. SIS Board Oversight and Standards - Idaho Reading Indicator (IRI)

Grades K -3rd: On an annual basis, the SIS Board will submit to the Idaho Board of Education a Continuous Improvement Plan (CIP) for FORGE. The FORGE CIP will contain specific academic data and targets, including IRI targets. The SIS board has established CIP IRI targets for SAGE and will incorporate CIP targets in the FORGE CIP, as follows: For Kindergarten, the percentage of FORGE students meeting or exceeding the grade level standard (scoring a ‘3’ on the IRI) will exceed Idaho results by at least 5%. For each grade in 1st - 3rd, the percentage of FORGE students meeting or exceeding grade level standards (scoring a ‘3’ on the IRI) will exceed Idaho results by at least 10%. SIS Board Oversight and Standards: ISAT by Grade-band: While the

PCSC requires FORGE to meet or exceed the ‘all-students’ ISAT proficiency and growth standards listed above, the SIS Board will include a FORGE CIP target of having FORGE students in each grade-band (3rd-8th and 10th) exceed the State and District ISAT grade-band proficiency and growth standards. SIS Board Oversight and Standards: ISAT and IRI Sub-Groups

(Low Income, Minority, SpEd, ELL): Forge leadership and the SIS Board will also track ISAT and IRI data broken out by sub-group (ELL, Race, At-Risk, Low Income) and will establish a CIP target

of having each student subgroup at FORGE meet or exceed statewide subgroup proficiency levels. **SIS Board Oversight of College and Career Readiness:** SAGE's 2018-19 CIP identifies the following College Readiness standards: (1) College Readiness: 56% of SAGE students will meet the SAT's college ready benchmark - 26% higher than Idaho's 30% score. (2) Career Readiness: 100% of SAGE CP / CTE track HS students will pass the CTE Workplace Readiness Exam - significantly above statewide pass rate. The SIS Board will establish and track comparable standards in FORGE'S CIP. **FORGE Will Track Progress Toward Performance Standards:** Forge's 1:1 Technology Plan allows school leaders and teachers to track student progress in real time using multiple tools including: MAP Testing, iStation (Idaho's IRI Assessment software platform), and MobyMax. FORGE will use this progress data to drive instruction and to modify practices and procedures moving forward.

E. Student Demand and Community/Local Support Due to the strength of student demand and local support for FORGE, leading up to FORGE's initial Enrollment Lottery (completed in February 2019) the SIS Board increased FORGE's Year 1 enrollment target by 23% - from 223 K-5 students to 275 K-5 students. Five months prior to FORGE's opening, FORGE is at capacity with 275 enrolled students and a growing waitlists. The marketing and enrollment strategy that led to this success included specific efforts to attract a diverse population, including typically underserved students: (1) Bilingual (Spanish/English) marketing materials, social media postings, website, enrollment forms; (2) Marketing/Promoting FORGE's 'IB for ALL' vision and specific efforts to remove enrollment barriers via multiple bus routes and a federal hot lunch program; and (3) Providing highly discounted full-day kindergarten tuition for low income families - low income families pay as little as \$26/month, discounted from \$260/month. The

provided Budgets assume 35-40% of students will receive discounted full-day kindergarten tuition. Looking to future student demand, available data indicates there are 20,000+ school-age children in FORGE's primary attendance area, meaning FORGE will compete for only 3% of students as it grows to 653 students over six years. Also note that the projected enrollment demographics uploaded by FORGE as part of this CSP application evidence that FORGE meets/exceeds the educationally disadvantaged student demographic targets identified in the CSP rubric (no less than 5% below percentages of the schools within FORGE's enrollment area). FORGE is located in the Middleton School District; while FORGE's attendance boundary extends into 7 districts, comparing FORGE demographics to Middleton is the most accurate measure. Additional evidence of long term demand and support for FORGE includes: (1) **SAGE Demand:** In a much more saturated charter school market, SAGE (27 miles from FORGE) grew to 1,000 students over eight years while maintaining a 500+ student waitlist. The SIS school model FORGE offers is in high demand. (2) **Projected Population Growth in Middleton District:** Over the past four years, the Middleton School District's student population has grown from 3,600 to 4,000 - or by 11%. The Middleton District projects a student population of 5,000 by 2022-23 - an additional 1,000 students and 25% growth. This growth alone greatly exceeds the number of students FORGE will serve. (3) **Serving Rural Districts with No School Choice:** FORGE's primary attendance area reaches into multiple rural districts and communities where little to no school choice exists. **Meaningful Engagement - Community Involvement:** Utilizing a grant award from the Albertson Foundation, the SIS Board was able to employ Mr. Doramus (bio provided) as FORGE Head of School a full 14 months prior to FORGE's scheduled opening. Mr. Doramus has been building community relationships and partnerships in each community

FORGE will serve, including but not limited to: attending the Indian Creek Festival (Caldwell), Harvest Festival (Emmett), ICSN Charter day. Forming an active parent support group that now heads the FORGE PTO (carpooling, playground, volunteers); developing strong presence on social media (Facebook, Twitter, Instagram) to share information, philosophy, and engage parents in discussion; joining community organizations including the Idaho Hispanic Chamber of Commerce and the Caldwell, Gem County and Middleton Chambers. Mr. Doramus live streamed FORGE's Info Night on Facebook (over 1000 views since event). Mr. Doramus hosted a Post lottery Information and Enrollment Celebration (attended by over 200 people).

F. Effectively Serving All Students FORGE's staffing, nutrition, and transportation plans (and Budget) evidence that FORGE is prepared to serve our anticipated student population. **FORGE's Staffing Plan Meets Needs of ELL, Economically Disadvantaged, and At-Risk Students:** The Year 1 Staffing Plan (and budget, with CSP funds) supports: (1) a full time ELL instructor; (2) a full time counselor; (3) a full time Nurse; (3) a GenEd paraprofessional; (4) a Nutrition Program Manager, (5) a Spanish Language instructor; and (6) a staffing goal of employing bilingual educators. **FORGE is Designed to Meet the Needs of Students with Disabilities:** In addition to the positions noted above, FORGE's Budget supports: (1) a full time SpEd educator; (2) access to the SIS Network's SpEd Director (Central Office Support budget expense line); and (3) a full time SpEd paraprofessional. **FORGE's Nutrition Plan Meets the Needs of All Students:** FORGE's Nutrition Plan (and budget) support providing a federally compliant breakfast/lunch program with free and reduced meals for qualifying students. Per construction plans, FORGE's facility will be equipped with a federally-compliant kitchen. FORGE's Year 1 Budget supports contracting with a School Nutrition Program expert (CSP funds). **FORGE's Transportation Plan Meets the**

Needs of All Students: FORGE’s budget includes funding support for 3 bus routes in Year 1, increasing to 6 bus routes by Year 4, providing capacity to bus approximately 65% of FORGE students each year. The bus routes will reach into all communities served by FORGE. FORGE’s PTO is currently organizing carpool groups to meet additional student transportation needs. **SIS**

Network Experience Serving All Students: The SIS Network has operated SAGE for nine years. SAGE currently serves a 34% FRL population, a 7% SpEd population, a 22% minority population, and SAGE offers 7 daily bus routes. The FORGE Head of School was a lead administrator at SAGE for 3 years, gaining valuable experience. FORGE’s budget provides funding, to access SIS Network experts for needed guidance during Years 1, 2 and 3 - See ‘Central Office Support’ expense item in FORGE 3-Year Budget. See Grant Narrative Section G for PD Plan details.

G. Staffing and Professional Development Plan FORGE’s Staffing Plan, supported by the provided Budgets and discussed in Section F, is designed to serve our targeted communities, students and families and to deliver our IB Education Model. The Budget Summary outlines where FORGE will employ additional staff beyond provided state/federal funding and seeks CSP grant support to fund key positions. **FORGE is Actively Recruiting/Hiring Exceptional Staff:** Year 1 positions with FORGE are posted on SchoolSpring (Idaho’s statewide education job posting site), the FORGE website, and FORGE social media. FORGE has received 40+ teacher applications for the 9 remaining teaching positions. As of April 10th, a significant number of staff positions are already filled with exceptional staff: (1) Head of School - Mr. Doramus is an experienced educator, including 3 years experience as SAGE’s lead administrator and spending the current year preparing for his role as FORGE Head of School; (2) Three experienced SAGE educators are transferring to FORGE. These IB-trained educators have been with SAGE for

several years and are known by the SIS Network to be exceptional educators. (3) It is early in the school educator hiring season and FORGE has already filled the SpEd instructor position and 7 of 16 classroom teacher positions. **FORGE's Ability to Attract, Recruit, Develop and Retain Top Talent:** Exceptional educators, who are lifelong learners and value collaboration and growth, are attracted to FORGE's IB Education Model and 'PD Fridays' structure; this has been our SAGE experience. The FORGE model is globally unique, values educators as professionals (see PD Plan in G), and provides a dynamic, inquiry-based curriculum. The FORGE's pay scale is competitive with the districts in FORGE's attendance boundary, helping with retention.

Professional Development (PD) Plan: FORGE educators will grow and learn throughout their careers through a robust PD Plan that, based on the SIS Network's 9 years experience offering comparable PD programs at SAGE, is well supported by FORGE's budget. The PD Plan includes:

Professional Development Fridays (no additional cost): FORGE students attend school Monday-Thursday while FORGE leadership and teaching faculty are contracted to work Fridays in a Professional Learning Community model, using Fridays to collaborate on teaching and learning strategies, to grow professionally through school-directed professional development, to review student assessment data, and to conduct research aimed at achieving student growth. The PD Fridays framework allows for the recruitment, retention, and growth of master educators, focused on student achievement and success.

IB Organization Training: IB requires all educators to complete IB-specific staff training related to delivering the IB Education Model with fidelity. As part of the Authorization, Self-Study and Reauthorization process, the IB Organization will ensure all FORGE teachers have received all required IB trainings and/or certifications. These trainings are offered by the IB Organization at conferences throughout the

U.S. and online. **Ongoing Training - Head of School, IB Coordinators, Mentor Program:** In addition to formal IB training, FORGE staff will receive ongoing PD from leadership (Head of School, IB Coordinators, SIS Network Experts) related to the immediate needs of each individual staff member. FORGE will institute a Teacher Mentor Program modeled on the SAGE Mentor Program; experienced, master educators mentor new/less experienced educators and receive a Leadership Stipend (\$8,000 annual cost for 8 mentors - budgeted). The informal trainings and Mentoring Program will emphasize inquiry based teaching and learning, assessment for learning, classroom management, unit planning and development, and curriculum mapping between CCSS and IB frameworks. **Professional Development Passport Program (cost of texts):** FORGE educators will pursue 'Passport' completion (see table below) within their first two years, aligned with the SIS Network's Pillars of Professional Development. Forge estimates 15 hours of study to complete each PD pillar. Educators will complete these studies on PD Fridays, through school-led workshops, through book studies, and via external conferences.

SIS Pillars of Professional Development	
Pillar One: Teaching and Learning	Anchor Text: <i>Teach Like a Champion</i>
Pillar Two: Assessment	Anchor Text: <i>Classroom Assessment for Learning</i>
Pillar Three: Social Emotional Development	Anchor Text: <i>Teaching with Love and Logic</i>
Pillar Four: Current Education Trends	Anchor Text: <i>Mindset *</i>

*subject to change depending upon leadership decisions

Additional FORGE Pillar of Professional Development**	
Pillar Five: Family and Community Engagement	Anchor Text: <i>A Framework for Understanding Poverty</i>

**specific to FORGE there is an additional, site specific pillar.

SIS PD 'Inquiry Cycle' Framework (no additional cost): SIS Network schools utilize 'PD Inquiry Cycles' (Friday mornings) as a central PD tool. Each Inquiry Cycle encompasses roughly one

third of the school year and culminates in an 'Inquiry Showcase': (1) Week 1 - Educators develop Inquiry Cycle study topics (administration approves topics); (2) Week 1 - Educators then join a Team once study topics are set; (3) Week 1 - The Inquiry Teams identify the Charlotte Danielson domain and components that relate to their study topic. (4) Weeks 2-9 - Teams research their selected topic together, collaborate, and identify key findings; (5) Week 10 - Teams presents their findings to all teachers and leadership through an 'Inquiry Showcase'. In many instances, SIS Network educators earn in-service continuing education credit for completing an Inquiry Cycle. Inquiry Showcase presentations are added to the SIS's PD Library for ongoing use.

H. Financial Management and Monitoring Plan Operational and Financial Capability: The SIS Board, SIS Executive Director, SIS Business Manager and FORGE Head of School have extensive experience overseeing the finances and operations of a new, growing, and maturing charter school, having grown SAGE into a 1,000-student K-12 IB World School, including implementing the successful financing, purchase, and remodel of SAGE's \$12,300,000 east Boise campus in 2015. (See Biographies). SIS's Executive Director, an attorney with a Bachelor's Degree in Economics, has been with the SIS Network since SAGE opened in 2010 (Board Member, Development Director, Executive Director). SIS's Business Manager has also been with SAGE since 2010 gaining expertise in charter school financing and state reporting. The FORGE Budget includes adequate funding - Central Office Support line item - to secure access to these SIS Network experts. FORGE's Head of School has 10+ years of administrative experience, including 3 years experience as lead administrator at SAGE. Exemplifying the SIS Network's financial diligence, the SIS Board has a standing 'Budget Review' agenda item for monthly Board

Meetings. Each month, the Board Treasurer (CPA) provides, and the Board reviews, detailed financial reports. Further, FORGE’s Budget supports employing an outside auditing firm to conduct an annual audit. FORGE’s 3-Year Operating Budget was developed by this expert team and follows best practices learned from 10 years experience at SAGE, including meeting the Financial Performance Measures in FORGE’s PCSC-Issued Performance Certificate. **Viable, Well-Conceived Facilities Plan:** FORGE is located at 208 S Hartley Lane, Middleton, Idaho 83644. Building Hope, an Albertson Foundation supported Nonprofit, owns and is construction the FORGE facility with a scheduled August 1, 2019 completion date; FORGE will occupy the facility as a tenant pursuant to the the terms in the provided, fully executed, Lease Agreement. The provided 3-Year Budget Projections are based on known rates in the Lease Agreement and conservative assumptions regarding other facility-related expenses (utilities, building/grounds maintenance). The following table evidences the viability of FORGE’s Facilities Plan:

Year	Facilities SF	# Students	SF Per Student	Annual Facilities Costs (Lease + Utilities + Grounds/Building Maint)	Facility Costs as % of Total Revenues
1	40,000	275	145	\$417,897	13%
2	40,000	444	91	\$605,197	16%
3	40,000	504	80	\$614,179	15%

FORGE Budgets Provide Sufficient Resources to Carry Out Strategies/Programs for

Underserved and At-Risk Populations: As noted in Sections G and H above, FORGE is specifically designed to deliver our IB Education Model and to meet the needs of all students - the provided Budget information evidences FORGE’s ability, with the requested CSP support, to provide needed services while maintaining strong finances. FORGE can support its IB educators,

a SpEd educator and paraprofessional, a 1:1 Technology Plan, Foreign Language instruction, a robust PD Plan, an ELL Instructor, a Counselor, a Nurse, a Nutrition Program, and Home-to-School Bussing. The Budget materials show FORGE can provide these resources to support underserved students will also achieving key financial metrics including 'cash on hand' Performance Measure in FORGE's Performance Certificate .

I. Board Capacity and Governance Structure The SIS Board is FORGE's charter holder and governs FORGE International pursuant to SIS's existing Articles of Incorporation, Bylaws, and Board Policies. SIS's Executive Director reports directly to the Board and implements the Board's budget and operational and academic directives for both FORGE and SAGE; the Board governs SAGE and FORGE as distinct LEAs with separate, independent budgets and staff, as required by the PCSC. FORGE's Head of School reports to the SIS Executive Director and has building/campus-level responsibility at FORGE. The vast experience and expertise of SIS Board is summarized throughout this Narrative and in the provided Board Biographies. **Board Composition and Selection Process:** Per the provided SIS Network Bylaws, the SIS Board is comprised of five (5) to nine (9) volunteer members serving three (3) year terms. Current board members votes to elect new board members. In turn, Board members are voted to one (1) year officer positions on the board. SIS's Board Chair, Vice Chair and Executive Director work to ensure key skill sets are represented by SIS Board members: legal, financial, business, communication and education. The SIS Board Chair and the Executive Director track the terms of each board member and begin working to recruit replacement and/or additions several months prior to a member's term ending. The recruitment process includes discussing potential candidates at monthly board meetings and reaching out prospective board members. If a

prospective member expresses interest, they are invited to attend SIS Board meetings, review the SAGE/FORGE Charters and Budgets, tour SAGE and FORGE with the Executive Director and Head of School, and to meet with individual board members. The 2 most recent additions to the SIS Board were added with a FORGE focus: (1) Ms. Watkins has experience bringing IB into a rural Oregon school district; and (2) Mr. Youde served as a Deputy Superintendent in a low income, high minority district (St. Louis). Over the past 10 years, SIS has consistently maintained a full board with the requisite experience to successfully govern SAGE, and now FORGE. Clear Policies and Procedures Guide Board Oversight of FORGE: The SIS Board will govern FORGE pursuant to SIS's Articles of Incorporation, By-Laws and well-established SIS Board Policies that have been in place for 9+ years. SIS Board policies are modeled on the Idaho School Board Association's (ISBA) Model Charter School Board Policies and SIS continually updates Board Policy based on quarterly updates from ISBA. SAGE is, and FORGE will be, an ISBA member (budget supports membership). Existing SIS Board Policies clearly outline the Board's governance and budgeting duties, as do the SIS ByLaws. The SIS Board has 10+ years of governance experience, including having transitioned from a founding board to a governing board with SAGE. The SIS Board's well-established procedures include the following: 7-10 days prior to monthly Board Meetings, the Board Chair meets with the Executive Director, SAGE school leaders, FORGE's Head of School, and the Board Clerk to discuss current issues, share topics the Board would like administration to report on, and to formulate the Board meeting agenda. As a matter of practice, the SIS Network's attorney attends all FORGE/SAGE Board Meetings to ensure compliance with open meeting laws and to provide other compliance advice (FORGE budget supports attorney attendance). As individuals join the board, they sign a

Board Commitment Form, which includes acknowledging the obligation to avoid any/all conflicts of interest. **Investment in Board Abilities and Ongoing Professional Development:**

Both the FORGE and SAGE budgets provide funding to adequately support ongoing Board training (\$4,000 annually each). SIS Board members attend the annual 3-day ISBA conference each year and attend trainings/conferences offered through Idaho Charter School Network. SIS Board member regularly attend the National Charter School Conference. In preparation for opening FORGE, the SIS Board Vice-Chair participated in a 2-day visit to a K-12 IB charter school network in Dallas, Uplift Schools - many Uplift schools serve an 80%+ FRL and minority population. The SIS Board also contracts to have ISBA provide direct training to the SIS Board at monthly Board meetings; this year, ISBA is providing 3 hours of Board training on: Open Meeting Law; Effective Board Meetings; and Educational Goals and Student achievement. Annually, the Board prepares a Continuous Improvement Plan and a 5-Year Strategic Plan for all schools under its governance. The Board utilizes preparation of these key planning documents as an opportunity for self-evaluation and to identify any needed changes to procedures and practices and/or needed areas for Board professional development.

J. School Leadership and Management FORGE's Well-Defined Leadership/Management

Structure: FORGE has an established leadership structure modeled on SAGE. FORGE's Head of School, per established Job Description, has direct responsibility for FORGE's academic, operational and budget performance, under the guidance and direction of the SIS Executive Director. In turn, the Executive Director and FORGE Head of School report on FORGE's performance to the SIS Board. Job Descriptions clearly defining roles and responsibilities are in place for all FORGE leadership positions. **FORGE Leadership Evaluation Process:** On an annual

basis, FORGE's Head of School will complete a formal performance evaluation of FORGE educators (certificated staff) using the comprehensive, well-established Charlotte Danielson Evaluation Framework; SAGE uses this evaluation framework. Through this process, FORGE educators are observed and evaluated in 4 key domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Annually, the SIS Executive Director evaluates the FORGE Head of School's performance using the Charlotte Danielson Evaluation Framework for Administrators. SIS's Executive Director and FORGE's Head of School have a scheduled weekly meeting to discuss all aspects of FORGE. The SIS Board evaluates the Executive Director's performance each year. **FORGE Leadership Team Expertise:** The FORGE leadership team includes FORGE's Head of School, FORGE's IB Coordinator, and the SIS Network's Central Office experts (SIS Executive Director, SIS Business Manager, the SIS SpEd Director, SIS Registrar, SIS IT Director). As discussed in this Narrative, and as evidences in the provided Biographies, this experienced team is well prepared to oversee all aspects of FORGE. The FORGE Budget also supports access to legal counsel, and a financial auditing firm. The FORGE team is well-prepared to successfully launch, grow and sustain FORGE.