

Executive Summary

Idaho Arts Charter School (IACS) was envisioned by a committed group of founding parents in 2003 because of a need for high quality college preparatory offerings with a focus on the arts. The vision of the IACS founders was to create a school that was highly engaging for students, using the arts as the conduit for that engagement. At the time many schools were cutting arts programs and the founders were among a group of concerned parents. They wanted to design a school where the arts would be in the forefront, giving students a space to create and explore their personal talents.

IACS opened in 2005, serving 450 students across grades K-10. Every year since IACS has maintained a robust waitlist. Families in the Nampa community and surrounding area want an alternative to traditional public school. In order to meet the need, IACS has expanded several times and currently serves 1,240 students across grades K-12 on two campuses.

We are so thrilled to be expanding again, this time adding an additional 60 students per grades 9-12, reaching a total population of 1,565. The IACS mission includes a focus on innovation, arts integration, college and career readiness, and self-empowerment. Our vision is to continue providing these tenets to all students who pass through our doors. This grant will allow IACS to remain academically competitive by demonstrating proficiency on statewide assessments, increasing student access to advanced opportunities, increasing accessibility of the IACS program to all families in the Nampa community, and building capacity in our existing arts programs. IACS strives to cultivate skills needed for students to succeed in academic and professional careers and to nurture in them a love and skill for the arts.

A. Grant Project Goals

Goal 1: 60% of IACS 4th and 8th graders will be proficient in math and 70% of 4th & 8th graders will be proficient in ELA as measured by the Idaho Standardized Achievement Test (ISAT). IACS will maintain its competitive edge above the state average in proficiency in order to be the preferred option in the community for school choice. The IACS mission for college and career readiness is that students gain skills from a rigorous academic program focused around a diverse arts integrated curriculum and cutting-edge technology to lead productive lives.

Goal 2: In order to fulfill the college readiness mission, 75% of IACS students in grades 7-12 will participate in advanced opportunities. Advanced opportunities are one part of that preparation. Those opportunities consist of concurrent credits, overload classes, certification opportunities, and early graduation opportunities. Increased course offerings and technology will be needed to make this goal accessible for the majority of IACS students.

Goal 3: The demographics of IACS will reflect (within 5%) those of the Nampa School District. The demographics of IACS are not fully representative of the Nampa community. Although the demographics come closer to reflecting the community as each year passes, IACS continually strives to mirror the Nampa community. IACS will close the gap through targeted marketing and making the application process more accessible to all families.

Goal 4: In order to build capacity in its arts programs and make the IACS's arts integrated model attractive to current and future students, 90% of students will feel satisfied with their arts' focus programs as measured by a school administered survey. IACS will increase course offerings and add additional arts specialists to accommodate the number of students who will be taking courses at the high school level. Current programs that support the IACS mission

will be impacted by the increase in students and will require adaptations and supplementation in the form of curriculum, equipment, instruments, and other items to best meet the needs of the students.

B. Educational Philosophy, Instructional Practices, and Curriculum

Section 1: The IACS educational model, grounded in the Idaho Core Standards, is based on four tenets: a culture of innovation, the integration of arts into core content, college and career preparation, and self-empowerment through self-expression. Students find their individual talents, explore new fields, and deeply connect with content. IACS believes the integrated arts model is particularly important to those from low-income populations that would otherwise lack access to such a wide array of the arts. According to Eric Jensen, researcher and author of *Teaching with Poverty in Mind*¹, “The most significant learning occurs when emotions are integrated with instruction because all body systems are united. The arts are strongly linked to emotions, enhancing the likelihood that students will remember something.” Some of the other instructional methodologies used at IACS include Scottish Storyline, Project Based Learning, Inquiry Based Learning, National History Day, and Socratic Seminar.

The IACS culture focuses on building strong relationships. Regarding behavioral expectations, IACS provides a community which emphasizes positive personal habits and attitudes including a healthy lifestyle, integrity, empathy and courtesy for others, respect for differences among people and cultures and academic honesty. Students benefit from a supportive, positive learning environment. IACS utilizes Restorative Practices and Positive Behavioral Intervention Strategies as behavioral models to guide day to day interactions. “Case studies and evaluations conducted in schools worldwide indicate that restorative practices

¹ Jensen, E. (2010). *Teaching with poverty in mind: what being poor does to kids' brains and what schools can do about it*. Alexandria, VA: ASCD.

improve relationships among students and teachers, reduce disciplinary problems and build community. The most significant qualitative finding to date, said Dr. Paul McCold, researcher and founding faculty member of the International Institute for Restorative Practices graduate school, is that restorative practices transform schools' academic and social culture."² Student centered culture is also maintained through the use of a middle school "house" system and middle and high school advisory programs. IACS students participate in student-led conferences, resulting in students taking increased ownership in their own education.

Specific arts classes are focused on deep instruction in a particular area. In addition to general arts classes, some examples of the electives offered are electric orchestra, piano, ceramics, graphic design, stagecraft, filmmaking, creative writing, computer technology, ballet, and painting. Students who explore subject matter through the arts build a deeper understanding of that subject by experiencing the concepts and subjects in a meaningful, tangible, and holistic manner. At IACS, students experience integrated arts through a "Focused Investigation" model. While the topics of the focused investigation and artistic methods may vary, the curriculum is centered around this project-based, core-aligned learning approach.

Sections 2 & 3: IACS has a variety of curricular approaches to support students in achieving proficiency as measured by the ISATs in the 4th and 8th grade in ELA. In order to serve our diverse populations a strong foundation starts at the elementary level using strategic phonics instruction through the research-based Wonders curriculum. English language arts and humanities curricula at IACS are based on the Common Core Standards and brought to life through focused investigations that weave traditional teaching methods with arts integration. For example, a middle and high school focused investigation of Edgar Allen Poe was recently

² Restorative Practices: A Guide for Educators. (n.d.). Retrieved from <http://schottfoundation.org/restorative-practices>

completed. Students researched different aspects of his writing and created a final arts-based project to represent their learning which culminated in a final celebration. Teachers in the middle level use Engage NY curriculum, which provides a thorough, evidence-based approach to literacy instruction across all grades. At the high school, students are challenged with a broader range of literature and work in the higher domains of knowledge including analysis, synthesis and evaluation. The receipt of these funds will allow IACS to purchase more copies of literature and updated anthologies for the high school.

IACS believes students need to “understand the why” not just “the how” in mathematics in order to achieve true proficiency. IACS utilizes the Developing Mathematical Thinking Institute (DMTI) model in all grade levels. DMTI offers a thorough, research-based approach to math education that addresses all foundational aspects of what it means to learn and love mathematics.³ Students use a wide variety of manipulatives, models, and methods of thinking on a daily basis. Teachers receive monthly professional development, coaching from DMTI master teachers, and IACS instructional coaches. Math teachers participate in research-based book studies to ensure schoolwide alignment of the math curriculum and practices. Additional resources are Open Up Resources and the Vision Mathematics Project, both research-based math curricula. One component that would strengthen our math program is a complete high school curriculum that builds on the Mathematical Practice Standards and the DMTI methodology. These funds would allow for the purchase of CPM Integrated math curricula.

Science and social studies curricula provide a challenging mix of exploratory tasks and engaging instruction. Next Generation Science and Social Studies Standards are taught through our focused investigation units at all grade levels. TCI curriculum and Mystery Science

³ Home. (n.d.). Retrieved from <https://www.dmtinstitute.com/>

curriculum supplement these units. This grant will allow our high school curriculum to be updated to better accommodate expansion growth, art integration, and student engagement. Elective classes such as Future Cities, Science Olympiad, forensic science, Microsoft Academy, and botany create additional opportunities for students to deepen scientific knowledge and application. All grades 6-12 students participate in National History Day, a research-based history competition that guides them through a college level research experience. NHD students outperform their non-NHD peers on state standardized tests in multiple subjects, including reading, science and math, as well as social studies.⁴

A culture of innovation also exists at the faculty level. While course progression must align with established prerequisites, the genre of art used to explore each topic is based on the skills and needs of the teachers and students. Teachers are empowered to suggest new courses that align with and go beyond the National Art Standards. Many of the most popular arts electives were developed through teacher suggestions and the feedback of students. This approach pushes teachers to be deliberate in their instruction while training them to adapt to the needs of their classroom population. Teachers' innovations are guided by the mission of the school and occur within the context of best practices and curricular goals. Being able to add additional art courses allows IACS to remain relevant with students thus increasing their satisfaction.

Section 4: In order to continue building capacity in arts' programs, laptop computers, tablets and video production equipment that support art integration will be purchased. At IACS, technology is a common medium in the arts and a platform for students to create digital art, graphic designs, musical compositions, student news broadcast, and films. Not only are students

⁴ NATIONAL HISTORY DAY: (n.d.). Retrieved from <https://www.nhd.org/>

using these tools in their art classes, they are using them to demonstrate their understanding of core content through artistic media. This is the heart of arts integration. The arts allow IACS to meet the needs of our diverse population; a population looking for an alternate way to learn.

Each IACS classroom is equipped with an interactive whiteboard that offers a more engaging and collaborative learning experience. All teachers have access to a class cart of student devices which allows teachers and students to collaborate on assignments and projects using Google's GSuite tools. This same technology is used for school and state assessments which guide us in monitoring our student proficiency in ELA and math.

CSP grant money will be used for purchasing additional interactive whiteboards, document cameras, teacher desktop computers, audio system and classroom chromebooks for the additional high school classrooms and update aging equipment. IACS's technology plan has a three-year timeline to ensure devices used in the classroom are kept in good working order to support art, academic, and assessment needs.

Section 5: Per ESSA 4310, IACS aims at providing arts integration opportunities that are currently not found at surrounding Nampa schools. IACS can utilize the autonomies and flexibilities of the charter model to allow students to engage deeply in the visual and performing arts during the school day, but IACS needs to increase its capacity to provide these opportunities due to lack of resources. Some students can't take advantage of the opportunities we offer because of the cost associated with the specialized equipment or materials. The cost of musical instrumental rental, for example, deters some of our low-income students from participating in our band and orchestra programs. This grant will allow us to provide rentals of instruments, costumes, and materials to students at a deeply discounted rate.

C. Teaching and Learning

Teachers use standards-based instruction and assessment tools to tailor instruction to learning needs. Data such as ISAT, ISAT interim, Measure of Academic Progress (MAP), i-Ready Diagnostics and teacher formative assessments provides teachers with student growth, proficiency levels, and areas of instruction in which students need improvement. Teachers begin planning a unit by identifying the essential content that students need to know. Once the content is identified, it is taught and formative assessments are then used to guide the teachers in creating a series of learning objectives. Differentiation happens in every classroom as we tailor our instruction, not just for grade levels of students, but for each individual learner that walks through our doors.

Responding when students do not learn or understand something is one of our strengths at IACS. Strong intervention programs are set up where teachers identify students that need additional support in specific targeted skills. The teachers then design interventions to be administered by educational assistants on a weekly basis. IACS has a high functioning response to intervention (RTI) team supporting teachers in providing interventions to our students. All teachers implement high quality classroom instruction and provide differentiation in their content areas (Tier 1). If students are not responding to Tier 1 supports, are failing multiple classes at the high school level, or score in the bottom 10% of standardized testing, students are brought to grade level teams to determine different strategies. At this point, they may be referred to the RTI team to review and form an intervention plan (Tier 2). If progress monitoring is failing to show growth, students move to Tier 3 where specialized instruction is provided which may or may not include special education.

One form of specialized instruction (Tier 3) at the middle and high school level is to participate in a math and/or language lab. These labs help students achieve proficiency in the

areas of ELA or math. Students are identified based on previous year's ISAT scores and other formative data. A full-time study hall program in which students can be assigned a period every day to work on homework or to take an online class is available. In addition, every Thursday is "academic advising" in which students receive specific guidance from their advisory teacher during the advisory class period regarding how to improve their academic performance.

D. Student Academic Achievement Standards

Section 1 & 2: Idaho Arts Charter School has comprehensive assessment practices that encompass formative, summative and standardized assessments. Collected student performance information is comprised of the following: MAPs, ISAT interim and summative scores, I-Ready diagnostic scores, and SAT scores. Formative assessments such as I-Ready diagnostics and ISAT interim assessments are used as benchmarks to inform instructional decisions. Teachers also use formative assessments such as exit tickets and informal assessments to guide day to day instruction and tailor learning objectives to student needs. IACS utilizes data to identify not only students in need of intervention but to identify areas of strengths and weaknesses in the overall program. The assessment coordinator works with the leadership team to evaluate the usage of these assessments, and to create school wide performance goals. The instructional coaches then work closely with teachers to ensure that instruction is still being tailored to these goals and reflects the needs of all students based on data. Teacher performance is measured based on student growth and proficiency goals using identified assessment data.

Data analyzation happens in grade level and content level PLCs (Professional Learning Communities) which meet at least twice monthly to look at individual and group progress in each content area. The members of the PLC include classroom teachers, instructional coaches, and administrators. Collaborative work among teachers also involves analyzing trends in data

regarding strengths, discussion, and needs of our overall program. Teachers use Milepost, a customized student learning program, to document and analyze student interventions, academics and behavior patterns. The data analysis process begins with teachers giving a fall benchmark and sorting student data using a data wall. Goals and trends are then analyzed to assure that our instructional model is not lacking for any student group. Teachers will give the same assessment again in the winter and track student growth. The discussion will continue focusing on instruction and on individual students.

E. Student Demand and Community/Local Support

Section 1: IACS is the only K-12 “arts focused/integrated” charter school in Idaho. Since its founding, IACS has been committed to equity and access because of the belief that every child has an artistic voice and deserves the opportunity to find and nurture it. IACS understands as well that every student benefits from a culturally rich and socioeconomically diverse classroom. IACS has consistently served a diverse population of students that increasingly reflects the Nampa community, but there is room for improvement in this area. Currently 32% of IACS’s student population are from diverse backgrounds, 25% is Hispanic/Latino, (in comparison with the state average of 23%) and 45% qualify for free or reduced lunch. IACS’s goal is to increase subgroups to be within 5% of Nampa School District’s population. Increasing our diverse background population to 31%, low-income to 51%, and English Language Learners (ELL) to 6%. IACS’s special education population is within 5% of the district population. IACS will close this demographic gap through stronger marketing, an increased community presence, and making the application and enrollment process accessible to all families in order to give more students access to an arts integrated program in the community.

With our expansion into the high school, the focus is recruiting and retaining students in order to ensure that the high school programs at IACS remain solid. IACS works to build brand recognition and help the community understand the value proposition of charter schools and of IACS in particular. In an effort to reach as many families as possible, marketing strategies will span multiple platforms, including community events and social and traditional media. Currently, IACS uses advertising strategies such as bilingual billboards, flyers, commercials (in television, live theatre, and print), postcards, and open house events. IACS maintains a Facebook page and the school has a strong YouTube presence with videos that showcase student performances. The marketing efforts will be intentional, with a continual goal of matching the Nampa demographics. When asking families on the lottery application how they heard about IACS, “word of mouth” was the highest indicator. We will devote strategies to word of mouth advertising. For example, we will send home five fliers with each student and ask students to give those fliers to five friends and family members.

IACS will continue to emphasize the mission of “Engaged Learning through the Arts” and continue to have unique features such as piano labs, recording studios, and dance studios to attract new families. Children from low-income families are less likely to participate in arts programs than those from affluent families. As budgetary cuts threaten schools, especially those that serve high-need areas, the arts are among the first areas to be eliminated. In addition to marketing, IACS plans on targeting historically underserved populations through an increased presence and exposure in the community. Strategies include attending local community events such as dancing at Nampa’s downtown Trunk or Treat, placing bilingual billboards in strategic locations, sending out our student music groups, such as Electric Rock Orchestra (ELRO), to perform at events, and having students attend community art nights.

The school strives to make the enrollment process accessible and convenient to all populations in order to close our gaps in demographic for all student subgroups. Looking at students from a holistic perspective, IACS has several supports in place to make certain that all populations are embraced. The IACS website is accessible in many languages and the information on the website is comprehensive. The lottery application is an online form, both in English and Spanish, with a short series of questions for parents to answer. Parents who speak Spanish also have access to a staff translator who can answer questions and explain the enrollment process. Upon registration all students receive the option for bussing and access to the free and reduced lunch program.

Section 2: In order to secure the interest and engagement of our community, IACS leans on the arts as a mechanism to reach out to members and showcase our talents. Students regularly perform at local events such as Farmers Market, Downtown Nampa's Trunk or Treat, concerts at the Nampa Civic Center, Idaho State School Boards Annual conference, and Bluum Legislative dinner, to mention a few. To connect with the local community, IACS brings in numerous visiting artists to work with our students and our students participate in workshops with these artists. Many teachers at IACS are involved heavily in the arts community and use their connections often. In addition, IACS students participate in community events such as Science Olympiad, Music Theatre of Idaho, Future Cities, and Mayor's Teen Council. IACS hosts the regional National History Day competition every year on the IACS campus. In the area of service, IACS has two very active student service clubs that complete service projects in the community, Interact (sponsored by Rotary International) and Key Club (sponsored by Kiwanis).

When a family joins IACS, they are immediately woven into IACS culture and community. Typically, a family takes a tour of the school and meets with the administrator to

gain an understanding of the program and expectations. An assigned student ambassador who is a current student has the new student “shadow” them for the day to ensure that the new student feels comfortable with their school day. IACS ambassadors also lead a new student orientation in the summer to build community, answer questions, and review school expectations.

IACS takes pride in a strong parent involvement program, which includes regular, two-way communication involving student academic learning and other school activities. IACS ensures that parents play an integral role in assisting their child’s learning by encouraging parents to be actively involved in their child’s education at school. They are involved in decision making by having opportunities to join committees and the school board, giving input through surveys, and by keeping close relationships with teachers and staff. IACS establishes and maintains these close connections with students and their families through weekly school and class newsletters, an active Facebook and Instagram page, an involved and growing PTO, and numerous parent opportunities. IACS is always looking for creative ways to keep parents involved by hosting parent involvement activities. Some of those events include family movie nights, large school wide events, and parent information nights (such as Love and Logic Parenting Techniques). Parents are also presented numerous classroom volunteer opportunities such as editing student writing during our History Day process and presenting at Career Day. IACS also strives to have 100% participation in student-led conferences and encourages all parents to volunteer for at least ten hours per year.

F. Effectively Serving All Students

Sections 1 & 2: At IACS, it is a priority and privilege to serve all students. IACS is cognizant of providing families with extra support in individual areas of need. Counselors identify families in need and provide support for uniforms, student fees, offer scholarships for arts programs, provide

instrument rental, and serve them nutritious snacks. Students also receive support from The Mentoring Network, the school's advisory program, and the use of Restorative Practices schoolwide. A culture committee is set up to create purposeful community building lessons, and student ambassadors lead activities to reinforce the culture of kindness and inclusion in the school.

The needs of our educationally disadvantaged students are taken into account in several aspects when looking at our staffing. IACS employs three full time counselors who provide social groups and personal support to all students. The high school counselor teaches a college and career preparatory class for seniors that centers around choosing colleges and majors, completing college applications and the FAFSA, and preparation for life after high school. Schoolwide Title 1 funds support ten full time instructional aides who support students through push in and pull out models throughout the day. Instructional coaches support teachers in applying best practices in serving all student subgroups. Our IACS team is comprised of four full time special education teachers who comply with all state mandates and participate in ongoing professional development through the Nampa School District. Students who need support in addition to our special education services have access to a team of professionals contracted out that include a speech language pathologist, an occupational therapist, and a school psychologist.

Currently IACS is only 42% F/R, but in past years that percentage has been as high as 65%. When looking at economically disadvantaged students, IACS teachers have a keen eye for knowing learners. They receive training on the RTI process from the Special Education teachers and instructional coaches throughout the year. This process begins with students taking diagnostic tests at the beginning of each year and identifying gaps in skills for subgroups and individual students. Once identified, Tier 1 interventions are performed in the classroom.

Examples of these interventions include differentiated instruction, scaffolded learning, using formative assessments to guide instruction, and providing students choice. All groups of students benefit from these interventions. If a student is still needing more support, they are referred to the RTI team. There is a robust RTI that offers strategies and specific Tier 2 and Tier 3 interventions to the teacher to address academic and behavioral concerns. These interventions are then documented through a student instructional platform entitled “Mileposts”. If the interventions are successful, the student continues on his or her learning trajectory. If not, the student is then evaluated for further support or behavior plans are adjusted.

In addition to the RTI process, classroom teachers perform targeted group interventions that are data driven and supported by their work in content level PLC’s. Data is reviewed, instructional groups are made, and interventions are then implemented by either the teacher or an aide. Formative assessments guide teachers’ instruction so that they are closely monitoring the learning of every student, every day. Staff also review best practices at staff meetings, PLC, and through individual coaching. Staff members also attend conferences such as Building Relationships with Difficult Students 101 through BSU and an Observation and Feedback training through Relay Leadership to support students' academics and behavioral needs.

When general education supports are not enough, IACS has appropriately certified personnel who oversee all IEP (Individualized Education Plan) and 504 caseloads. The special education team works closely with general education teachers to support all learners. IACS strongly believes in the inclusion model, where students spend as much time as possible in the general education classroom, receiving the same high-quality education as their peers. They spend time in the least restrictive environment, and have their own IEP to accommodate their needs.

An ELL coordinator oversees the identification and support of English Language Learner students. Families complete a home language survey upon enrollment to a school. If a language other than English is indicated, evidence and data are collected. If it is determined the student meets criteria, a screener is administered to see if they qualify for services. Once students qualify, they receive an appropriately designated amount of either push in or pull out minutes on explicit skills that they are lacking in reading, writing, speaking, and listening.

One recent example of IACS serving all students is our response to the Covid 19 virus. On the Friday prior to our transition to remote learning, we trained all teachers in online platforms for delivering eLearning. Parents were polled to see whether or not their child had a device, internet, and access to food. IACS was able to deploy over 100 devices to families, send out food to our most vulnerable populations, and provide a successful continuation of our curriculum online to all populations within 2 days of school transitioning to a remote learning model.

Section 3: Since its inception, IACS has followed the National School Lunch Program (NSLP) guidelines, which establishes appropriate calories for each grade group. IACS is in compliance with all regulations requirements and all students have access to highly nutritious foods. Free and reduced lunch applications are provided to offer assistance to families that meet the federal guidelines. The school participates in a program which provides government entitlement funds to assist in purchasing commodity foods. Our nutrition program is completely funded by students paying for lunches and the state reimbursement. Our nutrition program has always run in the black and operates very efficiently. Students have the option of receiving breakfast and/or lunch, and there is always a cold lunch option for students who do not have funds to purchase a hot lunch.

Section 4: All IACS students within the Nampa School District boundaries have access to busing services through our contracted provider Brown Bus Company. The school provides transportation for as many students as possible. Currently, IACS runs 6 busses on two different schedules. As the school expands, IACS and Brown Bus will meet to determine the transportation needs of the student population. IACS accommodates the transportation services of students with disabilities and works with the Nampa School District McKinney Vento liaison to ensure that students who are homeless or in foster care have access to transportation support. Nearly all extracurricular activities that are off campus include busing for students.

G. Staffing and Professional Development Plan

Section 1: IACS requires a diverse staff to support an arts integration teaching model and K-12 population. As IACS expands its student population, positions are added to meet the growth at each grade level as well as within the arts. Staff recruiting starts early in the year for any vacant or new positions. Idaho Arts advertises locally and nationally to attract a wide array of applicants. Many educators are drawn to the arts teaching model and seek the school out when considering moving to Idaho. The administrative team attends local job fairs and recruiting events. Interviews are held in person, over the phone, or via video conferencing.

IACS wants to attract and retain a talented group of educators who believe in academic excellence through the arts. The retention rate over the past three years is 83%, which is above the state average and significantly above other charter schools' retention rates in Idaho. IACS' salary schedule is higher than the state guidelines to attract new teachers and retain current staff. Last year three Idaho Arts teachers received the Master Teacher Portfolio Premium award. Two of those teachers are "arts" teachers and one is a math teacher. This state award required putting in over 50 hours of work. Our teachers are dedicated to their craft.

Section 2: Teachers strive to be distinguished in their field and are constantly seeking ways to improve their practice. From the moment a teacher is hired, whether they are a first-year teacher or a distinguished teacher leader, all teachers are supported at IACS. Teachers are expected to adhere to a growth mindset and be continually learning and growing as a teacher. New teachers are mentored closely by our instructional coaches to ensure quality delivery of instruction and teacher satisfaction/retention. A three-tiered coaching program exists and is rooted in the practices of Elena Aguilar,⁵ master coach who specializes in school transformation to ensure that our arts integrated model is implemented with fidelity. In the first tier, all staff members participate in ongoing professional development sessions designed by our instructional coaches in addition to the arts integration and other relevant professional development provided by experts in the field. This professional development is designed using several data pieces, including anecdotal, student feedback, teacher feedback, observations, and academic testing. The data pieces are then analyzed and school goals are created. In order to reach our school goals, professional development this year has focused on arts integration and working with some of our most vulnerable populations (students with behavioral or academic challenges). IACS staff are currently immersed in the book, “Kids These Days,”⁶ by Jody Carrington, which focuses on supporting educators as they work with all groups of students. At the second tier, content and grade level teams are supported with PLCs. The work done here focuses on student learning and well being. Teachers are also supported individually as needed or desired through one on one coaching in our third tier. The coaches work in tandem with administration to identify teachers needing additional support. Teachers self identify and chose to work with a coach in specific

⁵ Aguilar, E. (2013). *The art of coaching: effective strategies for school transformation*. San Francisco, CA: Wiley

⁶ Carrington, J. (2019). *Kids these days: a game plan for (re)connecting with those we teach, lead, & love*. FriesenPress.

areas to better their practice.

For teacher performance, IACS uses the Frontline professional development (Charlotte Danielson model) platform to continually assess teacher performance through both formal and walkthrough observations by administrators. Data taken is not only used to help individual teachers with their own professional growth but is also utilized to make school wide decisions regarding professional development activities. For example, last year, after analyzing schoolwide data taken from specific domain scores, the administrative team concluded that the Danielson domains of student engagement and formative assessment practices were the two areas of focus for professional development needs. With these two needs in mind, our professional development is currently centered around teachers assessing their own engagement and formative assessment practices, modeling best practices in these areas, and using those practices consistently in the classroom.

Individual teacher performance information that is collected consists of collective walkthrough and formal observation data on each Danielson domain. This data is shared with teachers individually to assess their personal performance and to set individual goals with their Individualized Professional Learning Plan (IPLP). This is used by the teacher and instructional coaches to set goals in the IPLP. In addition, teachers can access outside professional development opportunities in order to further their IPLP goals.

Many of our teachers perform in the community and contribute to national productions. With 68% of all teachers having a master's degree, our teachers are committed to excellence. Teachers participate in several leadership initiatives and in ongoing professional development opportunities that contribute to engaging students through the arts.

H. Financial Management and Monitoring Plan

Section 1: IACS administration and budget manager work together to plan an overall budget. Staying within the budget year in and year out is a strength of IACS. Budgets are created using historical data, state and federal guidelines, and project goals. Careful attention is also given to meeting the requirements of the property bonds. These requirements monitor general fund balances, cash on hand, and debt service coverage ratios. Each year IACS has its bonds reviewed and has consistently scored a BBB- with Standards and Poor. This is a quality rating for a charter school. These ratings look at test scores, student, staff and administration retention, waitlists, financial management and cash on hand. IACS is required to have 90 days cash on hand. We currently have 165 day cash on hand.

Annual audits are performed by an independent auditor. The audit report is approved by the board and submitted to the Idaho State Department of Education. An annual IFARMS report is submitted to the State Department of Education following the audit. Quarterly financial reports are sent to the trustee of the property bonds, as requested.

Section 2: The Executive Director and School Board have been working together for several years on facilities and IACS now has two campuses one mile apart. When the second campus was built in 2016 it left the main campus with several empty rooms which provide open space for our expansion. In 2021, the next step is to build an additional wing at the Primary campus to house the 5th grade currently located at the main campus. This will free up four additional rooms, allowing the middle school to move into those rooms and the high school to expand to the middle school rooms. The new addition at the Primary campus will also have an additional special education room and large assembly room area. Costs to build the additional wing are estimated at \$1.5 million and between the school's savings and a local bank, the school will be easily able to cover the payments through the growth and additional number of students. In

addition, our facility costs are 12% of the school's annual budget.

Section 3: As noted in Sections 1 and 2 above, IACS is already designed to deliver our arts integrated model and to meet the needs of all students. The provided budget narrative evidences our ability to provide these services while still holding strong financially. Our entire Title 1 and Title 2 budget is dedicated to working with disadvantaged and at-risk students. The budget narrative also details our abilities to continue serving our already diverse and growing population.

I. Board Capacity and Governance Structure

Section 1: The Idaho Arts Charter school board has seven members. Our current board consists of a financial manager, former teacher and property manager, software specialist and technical writer, general contractor, and retail managers. Two of our board members are former military veterans. All of the board members are parents of students at Idaho Arts Charter School. Some of the board members are founders of the school, whereas other members are newer to the school. Board members are a combination of recruitment based on specific skills and candidates with an interest in serving Idaho Arts Charter School. Several board members have participated in the arts through performance and musical theatre. In April at the annual board meeting, board elections are conducted. When board members are recruited, they have to submit a resume which includes experiences that may benefit the school. Recruitment strategies include building deep relationships with parents and then using those parents to form new connections, and using our community strategies listed in Section E-2 to continue to form relationships with potential members.

Section 2: School policies clearly outline the role and responsibilities of the school board. The school board adheres to open meeting and open records law. The president and secretary are

responsible for making sure the board is in compliance. The board adopts policies, disperses and accounts for funds, organizes the annual financial audit, makes bylaws for the board consistent with the State of Idaho rules, calls special meetings or elections, employ attorneys when deemed in the best interest of the school or for the purpose of defending the school in a pending suit, employs necessary labor in order for the school to function properly, sets the school calendar and schedule in conformity to the State of Idaho rules, ensures a comprehensive educational program, ensures that students are provided with curriculum and materials, and protects the morals and health of the students. The board remains at the governance level and becomes involved in management issues only when policy dictates board involvement or a member of the public brings a matter to the board for their consideration. At that time, the board as a whole makes a determination if the matter falls within their purview or is referred back to the appropriate administrator. The board also has a conflict of interest policy through which they comply.

The board reviews standardized testing scores several times per year and works with the executive director to look at implications. Monthly financial information is presented to the board at each meeting. In addition, the accounting firm which conducts the annual audit presents their findings to the board each year. The executive director and each administrator present monthly to the board regarding school operations. Policies are reviewed monthly at board meetings.

Section 3: Board members understand their roles and responsibilities by continued training and participation in legislative issues. All board members have participated and will continue to participate in training twice a year with the Idaho School Board certified trainers. The board accesses the funding that is set aside specifically for board training and board policies by the

state legislature and State Department of Education. This funding cannot be used for anything except board training. The secretary of the board recently attended training presented by the Idaho Attorney General specifically regarding open meetings and open records law. In addition, self-evaluations are conducted periodically to ensure group cohesiveness. The board works well together and has mutual respect for one another.

Policies and procedures are adopted from sample policies written by the Idaho School Board Association. Policies and procedures are presented to the board, discussed by the board members and school administration and voted on. Policies are posted on the school website for public examination.

J. School Leadership and Management

Section 1: Idaho Arts Charter School has a robust team of veteran leaders. The team is headed by Ms. Jackie Collins, Executive Director, who has been with the school for all 15 years. The executive director oversees the school budget, all hiring (including contracts), insurance, personal/sick leave, benefits, marketing and development, building maintenance, fundraising and large grants, professional development training and elevated discipline/suspensions. In addition, she is the district and state department liaison and oversees the school's Title 1 program. Under the direction of the board of directors, Jackie evaluates the performance of the school principals, counselors, nurse, instructional coaches, and office managers. All finances are funneled through the executive director as well as employee human resources. All employees report to the executive director but through the appropriate chain of command.

Each campus is then run by a single principal. Marie McGrath is the principal of the secondary campus and is also an IACS founder. Kendal Fleshman, is the principal of the primary campus. They oversee academic programs, major discipline, the supervision and

evaluation of all staff, SPED and 504 cases, substitute coordination, the master aide schedule, standardized testing, retention, monthly newsletters, school events, the reporting of maintenance issues, and data meetings. Other leadership positions at IACS include three full time counselors, two full time instructional coaches, a full-time technology coach, a full-time nurse, and several teacher leaders. The teacher leadership positions include the overseeing of attendance, department heads, math coaching, senior projects and volunteer coordinator, and club advisors. The roles and responsibilities of the leadership team are outlined below.

<u>Idaho Arts Leadership Roles</u>				
Executive Director	Secondary Principal	Primary Principal	Assistant Primary Principal (Add Fall 2020)	Assistant Secondary Principal (Add Fall 2021)
<ul style="list-style-type: none"> -School budget -Reports to board -Hiring/benefits -Marketing -Maintenance -Fundraising -Purchases -District and State Department liaison -Title 1 oversight 	<ul style="list-style-type: none"> -Secondary programs -Supervision and evaluation of secondary staff -Special Education oversight -Major discipline -Accreditation 	<ul style="list-style-type: none"> -Primary programs -Curriculum -Major discipline -Supervision and evaluation of assigned staff -Special Education oversight 	<ul style="list-style-type: none"> -Assist with primary programs -Minor discipline or assist with major discipline -Assist with special education and 504 meetings -Assist with teacher evaluations 	<ul style="list-style-type: none"> -Assist with secondary programs -Minor discipline or assist with major discipline -Assist with special education and 504 meetings -Assist with teacher evaluations
Technology and Assessment Coordinator	Counselors	Instructional Coaches	Nurse	
<ul style="list-style-type: none"> -Technology integration -Data Analysis -Technology & Systems 	<ul style="list-style-type: none"> -College and career counseling -Counseling -Assist with 	<ul style="list-style-type: none"> -Instructional coach -Staff PD and trainings -PLC 	<ul style="list-style-type: none"> -Medical 504 case manager -Morning secondary campus and 	

Maintenance -Assessment management	discipline -Student schedules -504 manager		afternoon primary campus -Manage daily student medical needs	
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The executive director is evaluated once a year by the Board of Directors. The evaluation looks at the strengths and weaknesses of the executive director’s job performance. Student growth as well as staff and teacher surveys are used to review the executive director’s performance for the year. Evaluation for the administration includes two observations throughout the year using the Charlotte Danielson Framework to identify three areas: school climate, collaborative leadership, and instructional leadership. Counselors, instructional coaches and classified staff are evaluated once a year as well by the executive director. If any concerns are present during the evaluation process, the evaluator works with the employee to identify and address the areas of concern and develop a plan of action. The board of directors monitors the evaluation process to ensure compliance with policy and state requirements.

Section 2: IACS began with a modest 450 students and 25 staff members and by 2025, IACS is projected to have 1564 students enrolled and around 130 staff members. There are no operational challenges and the school is very aware of any risk factors that could occur with the continued growth. One identified key risk factor is maintaining our student-centered culture. When we added 360 students into a population of 720 in the year 2016, it was an overwhelming process. Integrating new students into the rigor and customs of the school was a learning curve for both students and staff. Now the growth is more gradual, adding only 60 new students per year. One strategy in place to mitigate this risk factor is our culture committee which is a combination of staff and students. IACS also has student ambassadors in place who welcome and

assimilate students into the school culture. With 15 years of experience expanding and adding additional leadership, IACS is well prepared for the growth as shown through the chart. IACS looks forward to expanding and being able to bring an engaged arts education to our community.