

**ALTURAS
PREPARATORY
ACADEMY**

Grades 6-12

**2300 E. 17th Street
Idaho Falls, ID 83404**

EXECUTIVE SUMMARY

Alturas Preparatory Academy will build upon the success of Alturas International Academy (K-8) by expanding the only International Baccalaureate (IB) program in eastern Idaho into grades 9-12. Under the same executive director and governing board, Alturas Prep will operate as a separate LEA and will partner with AIA. Current 5th-8th grade students will transfer to Alturas Prep in 2021 to make up grades 6-9, with 25 additional seats available for 10th grade and grade level expansion for the next two years. This will meet the increasing demand for an Alturas education by allowing for expansion at AIA (K-5) and expanding growth in grades 6-12 at Alturas Prep.

The Alturas model is an innovative change for education. Students are taught in small group instruction at instructional levels with high levels of collaboration using analytical and critical thinking skills. Instruction is delivered in caring and academically challenging multi-age classrooms utilizing the Idaho Core Standards and structured within the IB framework. This unique model benefits all students regardless of intellectual ability, socioeconomic status, or ethnic background. Spanish language is taught by bilingual educators as a required element of the curriculum. Transportation will be provided, and Alturas Prep will have a free-and-reduced nutrition program.

The Middle Years Program at Alturas is fully authorized as an IB World School. We will begin the candidacy process for the IB Diploma and Career Programs in the fall of 2021. Alturas Prep will support, educate, and inspire every student to think collaboratively and value learning, to be lifelong learners and critical thinkers, and to make a genuine difference in their local and global community in an ever-changing world.

A. Grant Project Goals

Goal 1: Alturas Preparatory Academy (APA or Alturas Prep) students will attain a balanced, rigorous International Baccalaureate (IB) education preparing them to meet and exceed state academic standards. The IB program, a rigorous, high-quality education, promotes cross-disciplinary learning and high-order thinking skills that will be measured by a variety of assessments. On the NWEA Map Growth Assessments, at least 60% of students in each grade tested will meet or exceed their RIT growth goal. At least 50% of students will perform proficient or advanced on the ISAT, and the majority of students will achieve a Student Growth Percentile of 50 or above on the Star Test for reading and math.

Goal 2: All high school students will participate in either advanced opportunities for college credit through the Diploma Program (DP) or in an internship or apprenticeship through the Career Program (CP). IB gives students the opportunity to direct their own educational journey through the DP and CP programs, which are recognized by colleges and universities worldwide. Particularly, the DP is respected as an academically challenging program whose graduates are rewarded with college credit and recognized for their excellent academic preparation. The CP prepares students for higher education, an apprenticeship, or a position in a designated field of interest. Additional skills and attributes they will develop through these programs include: critical thinking; creativity; collaboration; communication; information, media, and technology literacy; self-discipline; flexibility; and leadership.

Goal 3: Students will experience a safe, inclusive, and collaborative learning environment. A key component of our culture is the knowledge that all students can

learn and achieve. Teachers will build on students' strengths, increase students' confidence as lifelong learners, promote strong student-teacher relationships, create strength in diversity, and encourage a sense of belonging. Alturas Prep will provide a safe, supportive, and welcoming school for all students and has designed its program to develop intellectual, personal, emotional, and social skills. Success will be measured by regular administrative classroom observation, teacher's reflections and self-evaluations, and through student and parent surveys.

Goal 4: Students will develop a mindset for civic engagement through regular participation in community and service opportunities.

Community projects are an important part of developing and strengthening many skills integral to the mission of APA. Each student will participate in and report on an in-depth community project requiring student collaboration, service-learning, and positive community contributions. Additional service-learning experiences will allow students to make connections between academic learning and the world in which they live.

Goal 5: Student demographics will reflect community demographics in all subgroups within 5% (Hispanic, English Language Learner, special needs, economically disadvantaged). We know that academic and personal learning flourishes with diversity. At our school *all* students will be well-supported to think critically and collaboratively, to value learning, to respect diverse cultures, to be confident in their ability to learn, and to recognize their common humanity and shared stewardship of the planet to the very best of their abilities. To achieve a diverse school community, we will have an aggressive marketing plan and offer home-to-school bussing and a federal nutrition program.

B. Educational Philosophy, Instructional Practices, and Curriculum

Section 1: Alturas Prep’s educational philosophy, instructional practices, and curriculum are supported by both the International Baccalaureate World Organization and the Charlotte Danielson Framework which supports best practices in teaching. The mission and vision of our education model is instructional level teaching in small groups, which incorporates differentiated instruction at high levels. Key components include project-based learning with an emphasis on community awareness, content mastery, and character development. In conjunction with our 4-day instructional week, Alturas Prep allows for high levels of professional development and collaboration on Fridays. This model, which is highly successful at Alturas International Academy, an IB World School, has proven to lead to significant successes academically, personally, and socially.¹ The adopted curriculum is cross-disciplinary, learner-centered and facilitates the inquiry cycle that frames teaching and learning.

Instructional level teaching in small groups engages students to have critical and analytical discussions, and provides a rigorous, equitable education for all. It empowers every student to learn, develop self-confidence, and have a growth mindset. Interdisciplinary, project-based learning results in engaged students who learn deeply, transfer learning to new situations readily, become self-directed learners, and have improved problem-solving and collaboration skills. Our emphasis on community projects will have the extra benefit of strengthening student awareness of their community and the world. Content mastery is key to student success and our students will progress based upon their individual mastery of content, rather than their grade level. Students

¹International Baccalaureate Organization. “How to Become an IB World School.” Accessed October 2020. <https://www.ibo.org/become-an-ib-school/how-to-become-an-ib-school/>

will develop the mindset that they will work as a community to support each other and become life-long learners. Character is developed through these components of our educational model and the IB Program's Learner Profile that aims to develop individuals who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. As educators emphasize these core values, students will internalize them as characteristics they possess.

Our learning model creates a tangibly inclusive and welcoming community for our students, staff, and faculty. Our high behavior expectations for everyone are rooted in and supported by this school-wide culture where everyone feels included and understands what is expected of them academically and personally.

Sections 2 and 3: We are authorized in the Middle Years Program (MYP), and we will apply for candidacy in the DP and CP programs during our first year. Teachers will not only have access to regular IB-training and professional development, but also a high quality curriculum. An IB education represents a balanced approach, offering students access to a broad range of content that spans academic subjects. As students develop in the MYP, grades 6-10, they engage subject-specific knowledge and skills with increasing sophistication. The MYP is designed for the unique needs of students as they develop exceptional learning habits, self-confidence, and a thorough understanding of their academic subjects. Students follow courses in English, a second language, mathematics, sciences, history, geography, economics, global issues, visual arts, music, drama, technology, and physical education.

The MYP prepares students to transition into the DP or the CP in grades 11-12. Both programs prepare students for success in either college or career. The DP focuses

on rigorous academic study with a broad and balanced curriculum which is recognized by colleges and universities worldwide, often leading to preferential admissions and advanced standing with opportunities to earn college credit based on IB examination.²

The CP addresses the needs of students interested in pursuing career-related education. APA will partner with local colleges, businesses, and governmental agencies to provide internships and apprenticeships.

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.³

School leaders and teachers have researched best programs and based the selection of appropriate curriculum on our educational philosophy, methods, rigor, and alignment with the Idaho Common Core Standards. The curriculum for each content area is well designed for collaboration and small group instruction at instructional levels.

MyPerspectives, the ELA curriculum, is a rigorous program that provides diversification while still challenging advanced learners. It offers relevant, evidence-based, and standards-aligned texts, with flexibility within the program to allow for student choice and student-driven learning.

² Washington International School. "IB Diploma Program." Accessed October 2020. <https://www.wis.edu/academics/upper-school/ibdiploma>

³ International Baccalaureate Organization. "Why IB is different." Accessed October 2020. <https://www.ibo.org/benefits/why-the-ib-is-different/>

For Individuals and Societies, APA has chosen Houghton Mifflin Harcourts (HMH) curriculum. This top-rated curriculum has partnered with HISTORY® to add a more hands-on feel to the curriculum, more depth to topics, and interactive lessons. The included online learning aspects provide excellent technology, content, and instruction to help personalize each student's learning experience. HMH will foster an analytical and deep sense of what it takes to uphold our nation's values as a democracy.

We have selected Carnegie Learning for our math program. EdReports has awarded near-perfect scores across all categories: Focus and Coherence, Rigor and Mathematical Practices, and Usability. This program builds a strong number sense and leads the students to an understanding of why we do things in math, instead of simply providing an algorithm.

STEMscopes is a comprehensive science curriculum that incorporates Next Generation Science Standards, extensive hands on learning experiences, and interdisciplinary learning. STEMscopes uses a 5E model: Engage, Explore, Explain, Elaborate, and Evaluate. The 5E model offers support to parents who are helping their students at home through parental educational resources. STEMscopes, in combination with the Idaho State Science Standards, provides content with current, relevant, and global awareness in an engaging, hands-on manner.

Healthsmart is a comprehensive health education program that supports and aligns with both the Idaho State Health Standards and the National Health Education Standards. This education program helps students adopt and maintain healthy behaviors while also avoiding or reducing health risks.⁴ Health education goals include:

⁴ HealthSmart. Education that Works. Accessed October 2020. <https://www.etr.org/healthsmart/lessons/high-school/>

teaching functional health information, helping students determine personal values that support healthy behaviors, helping students develop group norms that value a healthy lifestyle, and helping students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors.

Alturas Prep is using the Idaho State Standards and IB program to develop a robust Arts and Humanities curriculum. Students can actively explore the fields of media art, visual art, theatre, dance, music, world languages, and interdisciplinary humanities. Through study, practice, and creative application, students will develop an appreciation for the aesthetic diversity in the world around them, becoming critically informed makers and consumers of artistic culture.⁵ A vibrant study of the Arts and Humanities provides a well-rounded, fulfilling cultural engagement and significant 21st century skills to promote progress in all academic areas of study.⁶

The Physical Education program will involve promoting lifelong physical activity as well as enhancing mental, social, and emotional abilities through cooperative and team building activities. A balanced curriculum will be implemented and supported by the Idaho State Standards that includes physical and health-related knowledge, aesthetic movement, team sports, individual sports, and international sports and activities.

Section 4: Alturas Prep’s instructional model of collaboration, complex problem-solving skills, as well as critical and analytical thinking skills are enhanced through the use of technology.

⁵ International Baccalaureate Organization. “The Arts.” Accessed October 2020. <https://www.ibo.org/programmes/diploma-programme/curriculum/the-arts/>

⁶ Idaho State Department of Education. “Arts and Humanities.” Accessed October 2020 <https://www.sde.idaho.gov/academic/arts-humanities/>

In order to provide an advanced level of technology, using the CSP grant funds, APA will provide 1:1 Chromebooks to students. Chromebooks have a simple platform that allows students to use applications such as the Google Suite, Loom, and MATHia. They also provide access to the internet for enrichment activities and deeper understanding of concepts that are taught in the classroom.

Laptops in the Design class will facilitate students as they create, code, and design real working prototypes. In addition to using the technology as a way to enhance learning, students will utilize the technology to demonstrate their learning through state level testing (ISATs), school level testing (NWEA, STAR) as well as courses for college preparatory entrance exams (SAT, ACT).

During whole group instruction teachers will use the short throw projectors paired with an Apple TV to share their screen or present a lesson. This technology provides excellent visual lessons for students as well as the opportunities to create and share professional presentations. iPads and laptops provide real world and relevant lessons that connect students into their classroom curriculum.

Each classroom will have multiple Smart TVs to allow the teacher to teach in small groups at instructional level and roam the classroom wirelessly while facilitating collaboration through the use of current technology. Each individual group will have the opportunity to use the Smart TVs for their collaboration even as the teacher is engaged in other groups.

Section 5: Alturas Prep will utilize the autonomies awarded through ESEA 4310 to offer the only IB education in southeast Idaho; enjoy budget flexibilities for professional

development, curriculum, and scheduling; and for hiring faculty committed to our educational model.

An IB education will be a valuable asset to Southeast Idaho. With a unique academic rigor and emphasis on students' personal development, we will be able to provide students, including low-income and minority students, with access to research-based best-teaching practices, curriculum, technology, and experiences that will greatly increase their success in college, career, and life. These students will not only graduate with a globally-recognized diploma but they will also be extremely prepared for college and careers with a strong foundation for a successful life.

An important factor in our success as a charter is our ability to be independent about selecting high-quality curriculum and professional development, as well as hiring teachers who support the mission and vision of our educational model and the IB program. These teachers are willing to be non-traditional and open-minded about small-group instruction with multi-age groups at instructional level. They are eager to be active and engaged with the students all day, teaching with students, not at them. Teachers and students will create a strong mentoring community that supports a culture of learning and growth.

C. Teaching and Learning

The rigorous educational model and IB Program at APA is centered on meeting the needs of individual students and supports the Common Core. The Common Core State Standards represent a shift in teaching from covering a wide breadth of content to a greater focus on students' depth of understanding and interdisciplinary approaches to teaching and learning. This shift aligns with the goals and standards of the IB programs.

To measure student growth and learning, APA will utilize data from a variety of standards-based assessments such as Star, NWEA Map, ISAT, and traditional lesson and unit assessments. Teachers will also evaluate progress towards learning outcomes through observation, essays, interviews, performance tasks, demonstrations, and portfolios. This will provide teachers, administrators, and parents with the ability to target the instructional needs of each individual.

Instructional-level teaching is foundational and allows us to meet every individual at their unique learning level. When students need extra help, appropriate and research-supported tools will be utilized. Students who qualify for special education services and an Individualized Education Plan (IEP) will be challenged at their instructional level in the classroom and receive support from their teacher, paraprofessionals, and classmates. A qualified special education teacher will monitor IEPs and supervise implementation. High-performing students will be challenged as they are taught curriculum above their traditional grade level. This is why a multi-aged classroom, which incorporates many different instructional levels, is crucial in our model and creates a strong community of student-driven learners. All students will be given opportunities for challenge and growth in the specific areas of academics, leadership, creativity, and service. True content mastery for each student and strong community support is the strength of Alturas Prep.

For students not meeting Idaho Core Standards or are not on grade level, Alturas Prep will form a Child Assistance Team (CAT) consisting of teachers, administration, and educational specialists. Alturas Prep will use data to evaluate the effectiveness of alternative strategies and interventions, purchase and modify curriculum using the

Sheltered Instructional Observation Protocol and other English Learner (EL) instructional approaches, and develop Educational Learning Plans (ELP) for EL students. A certified English as a Second Language teacher will oversee ELPs.

D. Student Academic Achievement Standards

Sections 1 and 2: Student progress will be measured, evaluated, and utilized to implement targeted best teaching practices. Each student will participate in all state-mandated testing. Students will take the Star Growth assessments for reading and math every 6 weeks. Teachers will evaluate the data and make necessary adjustments to ensure they are receiving the optimal support and enrichment they need for growth. It is expected students will show growth on Star Assessments as measured by an average of 50 SGP (Student Growth Percentile) or more on the spring assessment. Students will also take the NWEA Map Growth assessment for reading and math three times a year, in the fall, winter, and spring. Teachers will analyze the data from the Map Growth assessments, identify areas where students need additional support, and modify instruction to ensure students will meet or exceed their RIT (Rausch Unit) Growth goal from the fall. Sixty percent of students at Alturas Prep will meet or exceed their RIT Growth Goal from the Fall-Spring NWEA Map Growth Assessment.

In addition to the growth assessments, students will participate in the state proficiency exams (ISATs) in the spring. Fifty percent or more of students will perform proficient or advanced on the ISAT. Teachers and students will set S.M.A.R.T. goals each school year, identify action items they can complete to achieve them, align classroom goals with best practices, and develop attributes to support their

learning. Students will create long-term projects as a summative evaluation of their learning.

Alturas Prep will use the following measures of student progress:

Assessment and Evaluation. Teachers at Alturas Prep will use both standardized and alternative assessments as an evaluation of student learning and a reflection of their teaching to help drive instructional decisions. Teachers and administrators will analyze student data in their Professional Learning Communities (PLCs) and make instructional adjustments to meet each learner's needs.

Standards-Based Grading. A standards-based approach communicates learning outcomes and identifies how to best support each student. Student progress towards proficiency is tracked, encouraging student ownership of learning and allowing for individualized, accurate feedback. Students progress when outcomes are achieved, and every resource is utilized to support students on this path.

Portfolios of Learning. Students will track evidence of their learning and their personal development in a portfolio that identifies their interests, passions, strengths, weaknesses, and best learning strategies. The portfolio reflects the achievement, proficiency, and progress toward learning goals as related to the Idaho Core Standards, the IB learning objectives, and the learning targets for each unit of instruction.

Student-Led and Teacher-Led Conferences. Students and their families will attend biannual conferences to review the student's portfolio of learning with teachers.

Soft-Target Goals and Outcomes. Alturas Prep is dedicated to assessing the personal development of the students and the culture of the school. Educators, mentors, and administrators will closely monitor each student's community and personal projects,

civic engagement, behavior and safety, extracurricular activities, and their social, emotional and physical health. This data will be analyzed by educators and administrators during professional development sessions on Fridays.

E. Student Demand and Community Support

Section 1: There is great demand for an Alturas/IB education within our community.

The AIA wait list has increased yearly, with the most recent 2020-21 school year having 624 students, 100 of these students being 6-8 graders. These wait list numbers, plus a survey of AIA parents reporting that over 94% want their children to continue their education at Alturas Prep, confirm our robust student, family, and community support.

Upon opening for the 2021-2022 school year, the MYP program will transfer from Alturas International Academy to Alturas Prep. Currently enrolled 5th-8th grade students at AIA will be the 6th-9th graders at Alturas Prep, and 25 seats for 10th graders will be available for former AIA students and/or for students in the general community.

Enrollment for the first year will be capped at 313 students. AIA (K-5 starting in the 2021-2022 school year) will now have the space to expand to 96 seats per grade. This expansion will flow into Alturas Prep beginning in 2022-23. Each year, Alturas Prep will continue to expand its enrollment to serve grades 6-12 until enrollment capacity of 96 students per grade has been reached.

In order to provide IB opportunities for all students in the community, Alturas Prep has budgeted \$10,000 to recruit students through various media resources by distributing information about Alturas Prep, including announcements regarding school model, registration, and lottery. Marketing media will include advertising in both English and Spanish (the two predominant languages spoken in our primary

attendance area) to ensure information reaches the broadest and most demographically diverse population possible. In addition, Alturas Prep will work with culturally-based organizations to reach Hispanic families and families living in underserved areas to ensure that they have knowledge of Alturas Prep and have access to clear information on how their child can apply for enrollment.

Based on current enrollment statistics and ongoing outreach efforts, we anticipate that the demographics at Alturas Prep will be within 5% of the community demographic in our attendance area: 76.41% Caucasian, 19.12% Hispanic, 51.06% Title 1, 6.18% English Language Learner (ELL), and 10.70% special education.

Section 2: Members of the school board and leadership team have researched and visited successful schools throughout Idaho and around the country and learned much about design and atmosphere and how they affect the culture of a school. A vision of the physical facility as well as information about the IB program at the high school level has been shared with teachers, parents, and potential students, all of whom are eager to support and expand the Alturas learning model to the high school level.

The Development Committee, which is made up of parents, is helping establish partnerships with city and county leadership, service organizations, the nonprofit sector, businesses, and the corporate community, all of which are essential to helping students foster civic-mindedness and reach their maximum potential. These partnerships will provide opportunities for career exploration and development through speaking opportunities, tours, and hands-on, work-based learning experiences. Teachers will benefit through externships and professional development opportunities.

We have established community partnerships, or initiated contact, with Idaho

National Laboratory (INL), Museum of Idaho, American Red Cross, Eastern Idaho Regional Medical Center, Elevation Labs, College of Eastern Idaho, and Idaho State University. We also have a great resource in our parents and will invite them to share their expertise with students and faculty.

School leaders introduced the Alturas Prep teaching model and philosophy of education to the Rotary Club and will continue to foster a relationship with Rotary and other civic organizations. School leaders also met with members of the city council to seek their input in a location for the school and are developing a relationship with them as well. Alturas Prep will also continue to develop relationships with community aid organizations as they plan and carry out their group and individual service projects. We will also engage with the community at large by providing educational opportunities such as: lectures and workshops, project-based nights, and scholastic competitions.

The involvement of parents and families in their children's education is critical to students' academic success and to the success of the school community. We will engage parents through workshops and meetings on pertinent topics and by regular contact by phone, email, and in person. Families and students are encouraged to tour the school and visit classrooms, and special orientations will be offered to explain the teaching model of Alturas Prep, including the IB program. We will continue to encourage parents to be involved in all classroom instruction, project nights, and activities. We will also offer a parent survey each year to receive their input, opinion, and expertise.

F: Effectively Serving All Students

Section 1: The educational philosophy at Alturas Prep gives every student the ability to be part of critical and analytical collaboration as they work at their instructional level without being inhibited by grade level placements.

Teachers will be trained to establish a community that fosters positive relationships with at-risk students and provide accommodations through peer and teacher support in small group instruction. The key components of this culture will be collaboration and high levels of engagement in learning which provides a structure of clear expectations and consistency in daily routines. Students will make connections with their peers as well as teachers. Making mistakes will be seen as part of the educational process, and they will be turned into learning opportunities. Students will establish essential agreements to support one another's learning with a foundation of kindness and discipline.

It is important to teach at-risk youth that their opinions matter and that their voices are worth hearing. Students will actively help make decisions related to their learning and will understand that their opinions and actions are valuable. They will be involved with their groups in creating solutions to real-world problems.

Teachers will be facilitators and share power with their students to help them learn to manage their own behaviors. Alturas Prep will help at-risk students by connecting families through effective communication and school activities, maximizing use of community resources, organizing crisis assistance and prevention protocols and resources, and strengthening links to external mental health and behavioral services. APA educators will be trained to build up their students' sense of

competence, self-determination, and connections with others and build a community that supports one another. Educationally disadvantaged and at-risk students will feel part of a community that cares deeply about their future.

Section 2: Alturas Prep embraces inclusion and cooperative teaching and will provide special education and related services to eligible students in the Least Restrictive Environment (LRE), educating students with disabilities with their non-disabled peers to the maximum extent appropriate. Special Education Services will be determined according to the guidelines detailed in the Idaho Special Education Manual. Students found to be eligible for special educational services will receive required services in the following manner:

Instruction for students with disabilities and the monitoring of that delivery of instruction will be provided by highly qualified school staff. Instructional services will follow the IEP and will be provided in the least restrictive environment as determined by the student's needs. If necessary, Alturas Prep will contract with a private provider for the provisions of other related services, such as speech and language, occupational, and/or physical therapy as outlined in the IEP.

Alturas Prep will use the federal definition of EL as detailed in Title III and IX of the ESEA. Idaho EL program guidance will be used to support the needs of students who are EL. Students for whom English is a second language will be assessed using the EL placement test. The Idaho English Language Proficiency Assessment will be used to assess English proficiency as the EL student progresses through the school.

Educational Learning Plans (ELPs) will be developed to support EL students. ELPs will be overseen by teachers certified in English as a Second Language

Education. With the IB focus on global education and foreign language and with the use of technology, EL students will be well-supported to access the general curriculum.

Any student attending Alturas Prep is entitled to a Section 504 accommodation plan if they have been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities. This determination is made by a team of knowledgeable individuals, including the student's parents who are familiar with the student and his or her disability. The school counselor will be the coordinator of the 504 process at Alturas Prep.

Section 3: Alturas Prep will hire a food and nutrition specialist to provide lunch in accordance with federal requirements. The Board will approve policies for determining eligibility of students for free and reduced-price meals. The availability of free and reduced lunches will be made known to parents through a variety of notifications. Verification reporting and record-keeping will be filed with the Idaho State Department of Education in accordance with state and federal law.

Section 4: Alturas Prep will offer transportation services for students from the initial opening of the school for students in the primary attendance area. This is to ensure that lack of transportation will not negatively affect students for whom transportation may be a barrier to attendance. These services will be provided by Teton Stage Lines, a local transportation company.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. Transportation for field trips, excursions, and extracurricular activities will also be provided through contracted services.

G. Staffing and Professional Development Plan

Section 1: Our reputation in the community through AIA will continue to attract top instructional talent for Alturas Prep. We will reach out to recent graduates who are just starting their teaching career. Our current teachers, familiar with our model and mission, will be an exceptional resource for referrals just as they have been for AIA. Attendance at teacher job fairs will be a very effective tool as we spotlight our unique, innovative approach to education. We will host an open day at AIA for potential teachers to observe our unique model and approach to education. We will also use social media for advertising and recruitment purposes. The 6th-8th grade teachers transferring from AIA have a solid foundation in the IB Program, our educational model, and the charter's mission. These high-performing teachers will be part of the recruitment process and strong mentors to support new hires. Their testimonies of the strong community that AIA has already established will help potential new hires understand how different our culture is from traditional education.

In addition to certified teachers in the classroom and a dedicated administration, Alturas Prep will have a special education director, two paraprofessionals dedicated to special education, a Title I and ELL Coordinator, an office manager, and two IB coordinators.

Section 2: With our 4-day instructional week, teachers spend Fridays collaborating, learning, and sharing new methods or strategies with one another. Experienced teachers serve as instructional coaches, orienting new teachers to our instructional methods and the specifics of the charter as outlined in our instructional handbook. This professional development will include intensive IB training by the end of the first year.

The IB program is built on the foundation of participatory leadership. Everyone involved in the school - teachers, staff, students, parents, and the board - is a community of learners and leaders that supports everyone's improvement and growth. The Executive Director, Administrator, and IB Coordinators will make up a leadership team that supports the teachers on a daily basis. They will be actively engaged in classrooms supporting small group instruction and teachers' unique concerns. The culture this collaboration creates will encourage teachers to feel confident and to express concerns. The leadership team will support classroom management and academic learning strategies. The entire Alturas Prep community will work as a team to support teachers, students, and administration in a safe environment. Everyone at Alturas Prep will be empowered to share ideas and lead projects because everyone's combined knowledge and ideas makes a better, stronger organization.

H. Financial Management and Monitoring Plan

Section 1: Please see the budget narrative and 3-year operational budget. These documents demonstrate financial viability, sustainability, and autonomy through conservative and sound financial assumptions. We have also included the last three years of Audited Financials, 990s, and Secretary State filings for Alturas International Academy to demonstrate a history of strong financial management and leadership under the same Executive Director and governing board as Alturas Prep.

Section 2: Building Hope has purchased and is financing the former Sears retail store, a 73,000 square foot building located at the Grand Teton Mall in the heart of the greater Idaho Falls area. Building Hope will remodel the facility to our specifications, and we will lease the building from them for five years while we grow our enrollment. At year six, we

will finance and purchase the property from Building Hope. Our facility debt service is projected to be at 19% our first year of operations and will be 14% at year five.

The facility will create an atmosphere that supports a strong collaborative culture. There will be a total of 29 classrooms, each with a garage door, allowing for collaboration between classrooms and across subjects. There are also collaborative spaces throughout the school, including three designated collaborative areas and three commons areas. The facility will also include a music room, two science labs with a shared chem hood, a food prep area, and a gym. This facility supports collaborative and creative leadership where every teacher is involved in helping all students learn and grow on their educational journey.

Section 3: Please see our budget narrative in the appendix.

I. Board Capacity and Governance Structure

Section 1: The Alturas Preparatory Academy Board of Directors is passionate about progressing education in our community. Members of the board have the vision and the diverse experience and skills to effectively govern. The school board already has experience in establishing and governing Alturas International Academy. Board members include an attorney, a former administrative assistant to the CEO of a multibillion-dollar corporation, a financial and real estate professional, educators from the elementary to college level, PhDs., public relations executives, community volunteers, and parents. These members all have previous charter school board experience and oversee financial oversight, strategic planning, academic performance, governance, development, and public relations.

The Board will maintain a balance of skills and vocations. The Recruitment Committee will assess the skills, experience, and expertise of the existing board to identify gaps; evaluate potential future board members against identified needs; extend invitations to potential board members; and establish an orientation program to assist new directors in becoming familiar with Alturas Prep and the responsibilities of board membership. The orientation will include our Governing Board Training Handbook which details information on board structure and responsibilities, an overview of the mission and vision of the school, and additional instruction with regard to best practices.

Section 2: The Board of Directors will serve as the public agents who govern Alturas Prep and will be legally accountable for school operations. The board commits to compliance with all federal and state laws and rules and acknowledges its responsibility for complying with essential laws and regulations. The Board of Directors' responsibilities include, but are not limited to: monitoring and assessing the school's compliance with the provisions of its charter under the Idaho Public Charter School Act, Chapter 52, Title 33, Idaho Code; aiding in the business operations of the school, including the procurement of funding and ensuring operation of the business in accordance with the requirements of the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code; maintaining entity records in accordance with Idaho public record laws; and holding meetings which follow open meetings law.

As an experienced board, the role of governance is well understood and established. The Board of Directors will hire and evaluate the Executive Director for Alturas Prep. The Executive Director is responsible for both the implementation of the mission and vision of the school and the day-to-day management of operations. The

Board will perform an annual leadership evaluation, a review of all academic achievement goals, and an annual review of school policies and conflicts of interest.

Section 3: Board members have participated in leadership training through the Idaho School Boards Association and through Board on Track. Training includes school finance, ethics, school governance, academic excellence, and strategic planning. Each meeting of the Board of Directors includes flexible options for board training. Such training may include in-meeting instruction or pre-assigned webinars, both of which will provide opportunities for discussion and self-reflection. More detailed and in-depth training will also be given at the annual Board of Directors' Leadership Retreat.

J. School Leadership and Management

Section 1: Executive Director, Michelle Ball, is the school leader at Alturas Prep. During her 37 years as a teacher in the public schools, Michelle researched and developed the teaching methods and philosophy that became the model for education at AIA. She is a published author of two series of educational books: *Wake Up Brain* and *Brown Bag Science* and was awarded a Fulbright Scholarship in 2005 to the Czech Republic. Michelle received her administrative credential from the state of Idaho in 2019.

Brian Bingham, AIA's principal since 2017, will transfer as the principal to Alturas Prep. Brian has embraced our unique teaching model and the IB program. He is a strong leader, adept at building relationships with people and mentoring adults. He is dedicated to the students and possesses the strong qualities of being fair and consistent, organized and prepared. He is the forward-thinking and goal-oriented leader that Alturas Prep needs for students to develop 21st century skills.

Michelle and Brian have a strong collaborative relationship. They build upon each other's strengths to make decisions together as they manage all academic and operational functions of the school. Each possesses a unique skill set that contributes to building a strong academic program, creates a school culture where students and teachers feel valued, and establishes a framework for success. The principal is responsible for state and federal reporting compliance and teacher certification. The executive director identifies curriculum and best teaching practices. They provide consistent mentoring and feedback in the classroom, focus on fidelity to the charter, and implement the vision and mission of the school.

The board's academic excellence committee oversees and evaluates academic indicators each month, including enrollment, academic growth and achievement, teacher turnover, attendance, and student diversity. The finance committee reviews budgetary operations and financial stability, and the governance committee ensures that the school is compliant with school policies, state regulations, and all other legal matters. The board determines what improvements need to be made and, with the executive director, develops an action plan to resolve any concerns. As necessary, the board can make recommendations or send an issue to a committee for further review. The executive director is evaluated annually by the board using the Interstate School Leaders Licensure Consortium (ISLLC) standards and the Charlotte Danielson Framework for Teaching as recommended by the State of Idaho. The executive director similarly evaluates the principal using the Idaho Standards for Effective Principals.

Section 2: Alturas Prep will build upon the success of AIA. Middle school students (grades 6-8) will be transferred from AIA to Alturas Prep as an established, authorized

MYP program within the IB Organization. One of the first operational challenges at Alturas Prep will be to secure accreditation as a high school and IB authorization in the Diploma Program (DP) and Career Program (CP). Alturas Prep will seek accreditation through Cognia (previously known as Advanc-ED) during their first school year and will begin the candidacy phase for IB authorization at the high school level. The experience and past success of our leadership team in establishing an accredited, academically rigorous, and fully-authorized IB program will help to ensure that we meet or exceed all state requirements to become a fully-accredited and IB-authorized high school.

New teachers will be recruited with a clear understanding of the rigorous and unique teaching model at Alturas Prep. They will be trained by a leadership team consisting of the executive director, principal, and both MYP and DP/CP IB coordinators who are well-established in the academic and student culture that defines Alturas.

Under-enrollment is always a risk with a new school. However, Alturas Prep is building upon the success of AIA which has an established reputation in the community. With AIA enrollment demand twice that of capacity, overcrowding in local high schools, a strong marketing campaign, and survey results with overwhelming parental intent to enroll, we feel confident that under-enrollment will not be an issue for Alturas Prep.

A strategic planning team of board members, administrators, and teachers will be formed to give input and make decisions regarding the physical and cultural development of the school. They will research and make decisions regarding classroom culture and design, collaborative learning spaces, labs, technology, and curriculum that support a rigorous academic program to meet the needs of all students.