

Part II Narrative- Executive Summary

Doral Academy of Idaho (DAI) is an arts integration-focused charter school which will serve students in grades K-8. DAI's *mission* is to for students to be college and career ready through challenging academics and creating a meaningful learning environment. DAI's *vision* is to create students who think critically and analytically, are confident decision makers, utilize problem solving skills, work collaboratively, and are imaginative and creative thinkers. Doral's founding board desires to bring this nationally acclaimed, highly successful, and innovative school model that is committed to equipping students with the skills and personal growth necessary to be successful scholars throughout life to a diverse community of learners.

DAI will replicate the arts integration models and best practices established by Florida, Nevada, and in other states. By doing so, DAI offers a rigorous academic experience focusing on in-depth instruction by using arts integration methods and curriculum to enhance subjects such as: Science, Technology, Engineering, and Math. Furthermore, by using Doral's education model, DAI will close the achievement gap for all students as this model has been proven to produce meaningful gains for all subgroups and students who are traditionally at-risk for academic failure.

Through CSP grant funding, DAI will have the opportunity to offer a rigorous education that specifically addresses the unique needs of the community and has a strong reputation in meeting the needs of students from varying geographic areas, backgrounds, and socioeconomic status. The students of DAI will be motivated, excited, and driven as they are offered an arts-integrated education where all students regardless of race or family income, will have the opportunity to attain a high quality education. Grant funding will result in significantly increased student academic outcomes, promote excellence, and create an engaging learning environment for students and staff through the purchase of technology, curriculum, and STEM arts integrated learning environments where students feel safe to take educational risks.

A. Grant Project Goals

Goal #1 Provide Arts-integrated Curriculum and Instruction Doral will purchase high quality curriculum, arts integration materials, and provide all teachers with comprehensive professional development in Doral's whole school arts integration education model. As a result, 100% of students will increase their grade level equivalency (GLE) in ELA and Math by more than 1.2 (1.2= 1 year and 2 months) annually as measured by iReady and curriculum-based assessments. **Baseline:** DAI inaugural Fall 2020 benchmark iReady assessment data indicates that 68% of students are below grade level in ELA and 84% below grade level in math. By its third year of operation, at least 75% of 3rd-8th Grade students will achieve proficient or advanced on the annual ISASP summative assessment for English Language Arts (ELA)/Literacy, Mathematics, and Science. **Goal #2 Doral will increase the number of high-quality K-12 seats and deploy a targeted recruitment marketing to serve a student population within 5% of the target community** The Board has set targets to recruit a student population that is reflective of the surrounding traditional school districts as reported by the Idaho Department of Education and will deploy a grassroots and targeted marketing plan to recruit students who are traditionally most at-risk for academic failure. The surrounding demographics are as follows: 61.35% White, 24.54% Hispanic/Latino, 2.04% Asian, 2.04% Black, 1.02% Pacific Islander, 4.91% Multi-Racial, 37.83% FRL, 11.45% ELL, and 11.66% SWD. **Goal #3 Students attending Doral feel the school culture fosters a safe, inclusive, learning environment** Teachers are more effective and children are more successful when they feel a sense of belonging. Arts integration has a positive impact on the culture of a school; it creates authentic learning experiences for students, sustains positive relationships among teachers, and supports vibrant physical learning spaces. Teachers engaged regularly with arts integration strategies report students pay more attention and communicate with detail. Students then transfer these skills, becoming more explicit in speaking

and writing and contributing more to classroom discussions; thus, a more student-centered educational process changes the eco-system of schools.¹ 100% of teachers and staff will attend professional development activities in arts integration strategies that support Social Emotional Learning and inclusive school environments, in particular to support Doral's most vulnerable disadvantaged and at-risk student groups including students with disabilities, students who are socio-economically disadvantaged, students with gifted or talented needs, students who are homeless, and English learners. 100% of teachers will demonstrate an increase in arts integration knowledge in their understanding of arts integration strategies as measured by an annual pre/post survey and pre/post classroom observations. 90% of respondents will report being satisfied as measured by student, parent, and teacher surveys.

B. Educational Philosophy, Instructional Practices, and Curriculum

DAI's program is replicated from the highly successful design of the academic program, curriculum, and instructional practices of Doral Academy of Florida (DAF) and Nevada (DAN). Every Doral school in Florida received a grade of A on Florida's school grading system with a campus average of 52.02% economically disadvantaged students and 94.26% minority students². In Nevada, the Doral elementary schools received 25 out of 25 points in Academic Achievement on the School Rating Report and its middle schools received 22 out of 25. Those schools have a student demographic of 47% minority students and 21.69% that are eligible for FRL³. This replicated program is successful across diverse student populations because it encompasses the components of an effective school system including high-quality teaching, an aligned assessment system, intervention and enrichment programs, and strong partnerships with family and community that meets the needs of diverse student populations. Engaging students in arts

¹ Charland, W. (2011). Art integration as school culture change: A cultural ecosystem approach to faculty development. *International Journal of Education and the Arts*, 12, (8), 1-17.

² <http://www.fldoe.org/accountability/accountability-reporting/school-grades/>

³ <http://nevadareportcard.nv.gov/di/>

integration not only improves overall academic achievement but also can help “level the playing field for youngsters from disadvantaged circumstances.”⁴ In a study of arts integration educational programming in 73 high-poverty, chronically underperforming schools nationwide found in 38 school districts located in diverse urban and rural setting saw an overall 22.55% improvement in math proficiency and 16.62% improvement in reading proficiency.⁵ Similarly, Doral’s whole school arts integration model provides an academically challenging and positive learning environment for all of its students, and fosters an inclusive school culture that allows students to explore their creativity and reach academically rigorous goals that meet or exceed Idaho Content Standards (ICS). Through the arts, students are afforded the opportunity to learn in a way that meets their own unique cultural, intellectual, social, and emotional needs. “Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.”⁶ At DAI, instruction in core subjects is integrated with content and skills from the arts—dance, music, theater, and the visual arts. Students actively participate in their own learning processes by *doing* through the arts. At DAI, arts integration lies at the heart of our “doing.” Importantly, arts integration is not a curriculum, but a creative act by teachers who guide students through aesthetic expressions of understanding in core subjects. In our philosophy, elements and principles of the arts are important; however, the arts do not exist in a vacuum. They provide multiple pathways for students to make sense of their world and gain academic and social emotional skills. Through the arts, diverse learners have access to the curriculum. Students at DAI benefit from a seamless blending of the content and skills of an art form with those of a co-curricular subject. For example, in a fourth grade

⁴Fisk, E., B. (1999). *Champions of Change: The Impact of the Arts on Learning*. Retrieved from <http://artsedge.kennedy-center.org/champions/pdfs/champsreport.pdf>

⁵Stoeling S.R., Silk, Y., Reddy, P., Rahman, N. (2015). *Turnaround Arts: Using the Arts Create Success in Struggling Schools*. Retrieved from <http://turnaroundarts.pcah.gov/>

⁶ Silverstein, Lynne B. & Layne, Sean. “Defining Arts Integration”. (2010). The John F. Kennedy Center for the Performing Arts.

classroom, students demonstrate their understanding of fractions through matching musical notations with equations. In a middle school Social Studies classroom, students use technology to research a historical figure to “become” and give theatrical speeches to persuade the other characters in class to sign the Declaration of Independence using John Adam’s actual speech as a basis for their arguments. To succeed, today’s students need to develop skills such as goal setting, collaboration, flexibility, self-confidence, communication, leadership of others and of self, and creativity. It is the vision of DAI that the students who attend our school will acquire such essential life skills through a strong school culture rooted in the arts and clear behavior expectations. The academic program at DAI is rigorous with clear measures aligned to ICS and has support at all levels to achieve the school's mission, vision, and goals.

Core Curriculum & ESSA Evidence	
Mathematics Investigations in Number, Data, and Space (K-5) Illustrative Mathematics (6-8) Kathy Richardson’s Developing Number Concepts (K-3) iReady (K-8) Khan Academy Kids (K-8)	Students apply mathematical concepts through arts integration based projects. Each student is expected to complete a minimum of two projects per year. Intervention activities involve breaking down essential math ideas into foundational pieces and offer accessibility to struggling students. To support English Learners, the program offers differentiated strategies such as partner talk, sentence frames to provide vocabulary support, and opportunities for practice. Kathy Richardson DNC and iReady are utilized for Tier II and III intervention and enrichment. Kahn Academy Kids is a free resource that has adaptive learning paths in all subjects. https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/242 https://www.curriculumassociates.com/research-and-efficacy https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_empg_numbers_020714.pdf
ELA & Social Studies Wonders (K-5) Writing Workshop (K-8) Springboard (6-8) iReady (K-8) Wilson Reading Program (K-8) Accelerated Reader (K-8) NewsELA We the People (K-8) Studies Weekly (K-8) Khan Academy Kids (K-8)	Using a range of print and digital media, DAI's reading program, provides the instructional support and materials necessary to teach the rigor, intent, and depth needed to fulfill and extend students' literacy learning. Students take active roles in speaking and writing opportunities. Students receive enrichment by being exposed to high-quality fiction and non-fiction text, and teachers utilize a K-6 intervention component that includes scaffolding and support to accelerate students to grade level standards. For English Learners instruction, students build proficiency in speaking, listening, reading, and writing with scaffold support for all language proficiency levels, which are connected to core content. Social Studies standards are integrated into ELA with We the People, NewsELA, and Studies Weekly supplemental curriculum. https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/essa-evidence-for-wonders.pdf https://springboard.collegeboard.org/pdf/springboard-research-compendium.pdf https://www.curriculumassociates.com/research-and-efficacy https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/14
Science FOSS (K-8) Amplify (K-8)	Full Option Science System contains content in physical, earth, and life science. The curriculum consists of a series of 8 to 9-week modules in K-5, and 9 to 18-week courses in 6-8. Enrichment opportunities through hands-on investigations and engineering design activities. Amplify Science is a highly engaging, phenomena-based program for grades K–8 that integrates the latest practices in science teaching and learning, as well as interactive

	digital tools and hands-on activities, to teach students how to think, read, write, and argue like real scientists and engineers https://api.edreports.org/files/series/publisher-response/FOSS%20Next%20Generation%206-8%20Publisher%20Background.pdf https://amplify.com/research/amplify-science-research/
--	--

The use of technology is an important component at DAI. Students have access to digital tools such as laptops and software programs such as iReady and for all curriculum. This helps teachers differentiate instruction to meet diverse needs and to deploy a robust assessment system and data-based instructional decision making. As students advance through the grades at DAI and master the standards, they are able to communicate effectively, use technology and digital media strategically and capably, build strong content knowledge across a range of disciplines, and be open-minded, yet discerning. Students engage in Internet safety and Digital Citizenship lessons compliant to the Children’s Internet Protection Act (CIPA) and all technology is equipped with monitoring software to block student’s access to obscene or harmful content. Infinite Campus, the School Information System, allows students and families to track their progress and monitor grades in real time. DAI’s educational approach is grounded in the idea that incorporating the Arts throughout the curriculum is a powerful way to increase student engagement and obtain the ambitious academic goals set forth. The flexibility under ESEA 4310 allows DAI to adapt the curriculum to meet the needs of Idaho students and is aligned to ICS providing enrichment opportunities through arts integration. Students are afforded the opportunity to learn in a way that meets their own unique cultural, intellectual, social, and emotional needs and is particularly successful with students with disabilities, students who are socio-economically disadvantaged, students with gifted or talented needs, students who are homeless, and English learners. Learning focuses on creativity, problem-solving, collaboration, perseverance, and the ability to work through the rigorous demands of Idaho Standards. For those that need remediation, there is a range of differentiation and intervention structures through each curriculum program. Further, individualized learning plans are established for each student to ensure academic achievement

for all students. Students who may not get opportunities to experience the arts outside of the school setting have the opportunity to receive this exposure as part of the school's regular academic program. First-generation and low-income students need to be prepared and supported academically, socially, and financially to complete their postsecondary education as evidenced in school-wide arts integration schools that have consistently demonstrated a marked improvement in test scores.⁷ Doral uses high-yield teaching and learning strategies to serve disadvantaged students including but not limited to the following: continuously support student mental health and resiliency, restorative supports and access to trauma-informed instruction, high quality intervention program and services, identify the most vulnerable students to recognize and prioritize their needs, utilize a process to onboard students and establish the classroom environment through emphasizing relationships with students and parents and setting routines and behavior expectations, collaborate on curriculum planning and assessing student academic and social emotional wellbeing, create feedback loops with parents and families about students' academic and SEL health, create and communicate realistic student schedules to increase student engagement and accountability, elective classes such as music and technology, monitor and adjust curriculum tools and materials to support instruction, instruct and maintain good practice in digital citizenship for all students and staff, and prepare students to work in and between different modalities of instruction.

C. Teaching and Learning

The academic program at DAI includes arts integration instructional strategies and methods that integrate content and skills from the arts - dance, music, theater, and the visual arts - with math, science, literacy, and social studies creating an environment that educates the whole child: mind,

⁷ President's Committee on the Arts and Humanities. (2011). *Reinvesting in Arts Education: Winning America's Future Through Creative Schools*. Retrieved from http://www.pcah.gov/sites/default/files/photos/PCAH_Reinvesting_4web.pdf

body and heart. As part of the DAI academic program, students demonstrate their understanding of content using the arts standards to create, perform, present, and produce their learning, sometimes with digital tools. Students also receive exposure to the arts standards in Theatre, Music, Visual Arts, Dance, and Media Production. Arts Instructional Strategies and Methods are the best practices utilized to teach the curriculum fusing an art form within the learning process. The process of integrating the arts is a multi-tiered process that takes several years. Following the model of Doral Inc., DAI has been using the same process to integrate Arts Instructional Strategies and Methods to teach the ICS aligned curriculum. Affiliate teachers and administrators from Nevada provide ongoing PD and mentoring guidance as DAI implements the Doral educational model through shared planning, curriculum mapping, etc. The arts push us to recognize and consider the multiple, flexible ways in which people learn and interact with the world, they expand our notions of how content can be represented, perceived, and understood, and they also show us that the ways in which we engage, act, express, and interact can be rich, varied, and contextual.⁸ Examples of DAI’s Arts Instructional Strategies and Methods integrated with core curriculum:

Strategy	Description of Arts Integration Strategy & Examples Integrated in DAI Selected Curriculum
<i>Tableau</i> <i>ELA</i> <i>(Wonders)</i>	Students represent people, places and things using their bodies. In Tableau, students work together to create a frozen group “picture” to communicate content in any subject. (Example: Human Slide Show- several tableaus to show a sequence of a story, beginning-middle and end, cause and effect, etc.). Students in small groups read a written text from the Wonders curriculum. The group makes sense of the information and shows their comprehension of the text through making a tableau. Students must justify through a verbal response how they are representing the written text and explain what they understood from the text and the choices they made in creating that frozen picture. If the students are not comprehending the passage they read correctly, the teacher will prompt them to go back to the text and try again. Through this reiteration process the students gain a deeper level thinking process and greater understanding which is aligned to the ELA skills.
<i>On-Off</i> <i>ELA/Social</i> <i>Studies</i> <i>(We the People)</i>	In the drama exercise On-Off, students are given the verbal command to position themselves as “On” or “Off.” OFF: Students stand in NEUTRAL next to their desks or in a circle facing out, hands at sides, faces neutral as if they have been switched OFF. ON: Students are prompted with a vocabulary word or topic from any subject the class is studying. For example, in a We the People lesson, the teacher may say “Regal Leader, ON” or when studying and Illustrative Mathematics lesson, the teacher may prompt

⁸ Glass, D., Meyer, A., & Rose, D. (2013). *Universal Design for Learning and the Arts*. Harvard Education Review, 13(1), 107.

	“Equilateral triangle ON.” Students FREEZE in the shape of the desired vocabulary work or topic until prompted to return to OFF. Students are asked to explain their “on” positioning, and deconstruct why they chose to represent their vocabulary word or topic in the manner they did accessing high level thinking skills.
<i>ABA Form and Movement ELA (Springboard)</i>	The difference between movement and dance is similar to the difference between an essay and poem - the difference between the literal and the figurative. Dance in the classroom is a useful tool for students to express their complex ideas or feelings. (Example: Each student creates a movement of their vocabulary word or character from a Springboard lesson). Students can create dances with a beginning, middle, and end by using the simple ABA form (also used in Music): Beginning: Section A – Tableau; Middle: Section B – Movement; End: Section A - Ends with return to the same Tableau. Planning, enacting and reflecting upon Tableau work, in addition to an engaging drama activity addresses many reading comprehension skills.
<i>Right Brain Observational Tool (RBOT) Science (FOSS)</i>	Students practice the skills of careful observation and detailed description. RBOT can be adapted for use with visual content (photographs, charts, illustrations, artworks) as well as with performing arts (audio and video). In a FOSS science lesson, step 1: Share the image or sample, asking students to observe in silence for one minute (or the length of the sample). Step 2: Students describe what they see or notice in the image or sample, using the sentence stem “my eyes see...”, “my ears hear...” Step 3: Students wonder about multiple meanings, possible inferences or content.
<i>Responding to Sound ELA (Writing Workshop)</i>	This strategy incorporates Writing Workshop, music and visual arts wherein students listen to a selected music piece and use analytical thinking skills to identify colors they see in response to the sounds they are hearing. So something like green with envy, blue with sadness. Why do we connect those kinds of things? That is a literacy concept that many students struggle with because it is a little bit more abstract. And so tying into music and being able to listen to something. How does that make you feel? What colors would you see? Students create a picture using colors while listening to the musical piece and then would design a story around what they are hearing based on the music itself including the instruments used, the timbre, and the tone color.

All teachers receive professional development on these strategies and implement these strategies and methods throughout their core curriculum. Only two methods are focused on at a time so that they can be taught with validity, and so that students can learn to produce the outcomes of the methods comprehensively. *Data Driven Instruction* Assessing DAI’s educational effectiveness utilizing best practices⁹ is essential to ongoing growth in excellence for individual students as well as developing our school-wide model to truly be responsive to our students’ needs. DAI’s educational model seeks high levels of academic performance and growth through a robust system of internal assessments, ongoing monitoring, constant communication with parents and families, and support services for all students, including, but not limited to: students with disabilities, students who are socio-economically disadvantaged, students with gifted or talented needs, students who are homeless, and English learners. In order to have a holistic approach to

⁹ What Works Clearinghouse. (2009). Using Student Achievement Data to Support Instructional Decision Making. Retrieved from: <https://ies.ed.gov/ncee/wwc/PracticeGuide/12>

assessment, the school uses iReady, curriculum-based measures, and commercially available assessments that best fit the needs of our students, as well as the ISATs. DAI's highly involved system of data assessment, monitoring, and Response to Intervention (RtI) model ensures that at-risk students are identified and supported to ensure that all students have the opportunity to be academically successful. DAI recognizes that children have various emotional, cognitive and social needs, and personal goals as they mature. At risk student groups are significantly in jeopardy of facing challenges and obstacles, in particular students with disabilities, students who are socio-economically disadvantaged, students with gifted or talented needs, students who are homeless, and English learners. For example, teachers deploy the iReady assessment and grade level universal screeners, such as CORE Phonics Assessment, and then plan targeted interventions and supports based on the individual needs of students. Teachers use feedback loops with families to communicate student progress towards goals. We provide a multi-tiered system of support with a strong Tier 1 foundation through an arts integration framework, regardless of strengths and struggles. All students are given a universal progress monitoring assessment monthly using iReady and curriculum based measures. Each quarter the school meets as a team during "Data Day" which allows the school to discuss and analyze test scores. DAI contracts with Jessica Barr from Data Ready to provide ongoing data chat and PLCs with teachers to use multiple data points to monitor student learning and make changes to instruction as necessary. During bi-weekly data chats and PLCs, staff brainstorm different interventions/enhancements that may help each student reach success academically or behaviorally. In general education, intervention/enrichment periods are scheduled daily to provide instructional level academics to all students. In addition, after school tutoring clubs and blended online learning programs provide instructional level interventions. A growing body of

evidence points to the social and emotional benefits of art education, including development of imagination, risk-taking, motivation, belonging, engagement, self-confidence, self-expression, and empathy¹⁰. Furthermore, increased motivation, confidence, and effort inherent in arts integrated curriculum may provide powerful entry points to academic learning, especially with students who may not be academically inclined.¹¹ Through analysis of longitudinal data, research suggest students with low social economic status demonstrate stronger pro-social behaviors when provided an arts-rich education.¹² Although studies such as these often demonstrate correlation rather than causality, similar research supports the hypothesis that students with arts-rich backgrounds have significantly more success in both academic and civic behaviors than their counterparts.

D. Student Academic Achievement Standards

Student outcomes and progress of CSP grant goals will be measured through formative assessments, measuring the specific ICS, skills, and effectiveness of DAI's whole school arts integration educational model. Teachers intensify learning through arts integrated instruction, as evidenced by multiple data points, and students will accomplish higher levels of competencies in ELA and Mathematics as a result of their arts integrated instruction. DAI uses iReady Diagnostic screening to establish baseline data at the beginning of the school year in ELA and Mathematics, which help to determine students' strengths and weaknesses on ICS. DAI will utilize the following benchmark assessments three times per year: NWEA Math Growth, NWEA Reading Growth, NWEA Language Use Growth, and iReady. Through the leveraging Professional Learning Communities (PLC), to be held bi-weekly and robust use of data to inform instruction plans, teachers

¹⁰ Caldwell, B., Vaughan, T. (2012). *Transforming Education through the Arts*. New York, NY: Routledge.

¹¹ Hetland, L. Winner, E. (2004). *Cognitive Transfer from Arts Education to Non-Arts Outcomes: Research and Policy Implications*. Retrieved from https://www.ewa.org/sites/main/files/file-attachments/cognitive_transfer

¹² Catterall, J.S., Dumais, S.A., Hampden-Thompson, G. (2012). *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*. National Endowment for the Arts. Retrieved from <https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf>

further their practice in arts integration strategies that support diverse learners. Formative assessments provide a reliable and continuous measurement of student performance allowing teachers to make instructional decisions and adjustments and personalize student learning through intervention programs such as iReady blended learning, Wonderworks, Kathy Richardson's *Developing Number Concepts*, and small group differentiated instruction. Teachers are provided ongoing PD support in best practices in "Data Chats" led by affiliate schools in Nevada and Florida as well as contracted services with Data Ready consultants wherein teachers meet to discuss individual student data focusing on student achievement, content mastery, and student growth percentiles with a focus on low-performing students to adjust individual student learning plans as needed. DAI's principal has extensive experience in Doral's robust system of using data to make instructional decisions as evidenced through the Doral Cactus, located in Nevada's, 5-star designation as well as both the elementary and middle campuses being in the top 10 performing schools in the state.¹³ When students struggle, they receive the tiered supports they need to be successful. Teachers meet bi-weekly, with guidance and support from affiliate schools and Data Ready consultant services to evaluate data and correlate to instructional decision, review progress-monitoring data at grade level and classroom level to identify students and their academic levels; identify professional development to enhance students' achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, and practice new programs and skills; and facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.¹⁴ All available data such as coursework, report card grades, Standardized assessments results (iReady, ISAT, etc.), student portfolios, and interim assessments are utilized to monitor student progress throughout the school

¹³ Data obtained from Nevada Report Card: <http://nevadareportcard.nv.gov/di/>

¹⁴ Retrieved from: http://www.gram.edu/sacs/qep/chapter%206/6_21ZechContentbased.pdf

year. Continuous monitoring and evaluation are used to modify strategies and initiatives. Annually, end-of-year assessments, the ISAT, iReady, and NWEA are reviewed by DAI's leadership team to disaggregating data to support the following research-based initiatives in the cycle of continuous school improvement: analysis using data in cycle of improving instruction;¹⁵ identify critical content;¹⁶ coordinate strategic planning with leadership to make instructional changes and monitor for continuous improvement pursuant to Idaho Department of Educations' Data Driven Decision Making guidance.¹⁷ The principal reports data trends monthly to the board in "principal reports" including student achievement grade level proficiency and content mastery and student growth percentiles and will annually develop quantifiable strategies to implement the following year to fine-tune and adjust DAI's program of instruction or revise school policies.

E. Student Demand and Community/Local Support

As a public charter school, DAI is open to all residents in the state. To determine the likely demand for high quality education options, the school's governing board examined student academic achievement data from all Kindergarten-8th Grade public schools within a 5-mile radius of DAI's facility site.¹⁸ These findings as well as the enrollment data for the 2021-22 school year show an anticipated student population encompassing a variety of ethnicities as well as special needs. The current level of academic achievement from these surrounding schools is comparable to the rest of the country when examining high-stakes testing for similar grade levels with room for growth and improvement¹⁹. DAI is a timely response to a continuously growing region with inadequate capacity in neighborhood public schools.²⁰ DAI expects to serve classrooms that are diverse, filled with students who have unique linguistic and cultural

¹⁵ Abbott (2008); Brunner et al. (2005); Halverson, Prichett, and Watson (2007); Kerr et al. (2006); Liddle (2000); Mandinach et al. (2005).

¹⁶ Bigger (2006); Cromeey and Hanson (2000); Herman and Gribbons (2001); Huffman and Kalnin (2003); Lachat and Smith (2005); Supovitz (2006).

¹⁷ *ibid*

¹⁸ Data was obtained through the Idaho State Department of Education, compiled, and then averaged to produce the findings shown above.

¹⁹ Idaho State Department of Education. *Departments. Assessment and Accountability. Accountability*: <http://www.sde.idaho.gov/assessment/accountability/index.html>

²⁰ Talerico, Kate. "Experts thought Meridian would have 150,000 people by 2040. They don't think that now." *Idaho Statesman*, April 25, 2019: <https://www.idahostatesman.com/news/local/community/west-ada/article229557244.html>

backgrounds, varied skill sets, a range of socio-economic backgrounds, and individual interests. This includes students with exceptionalities, those who struggle with traditional approaches to teaching and learning, and those who may be traditionally educationally disadvantaged. DAI is projecting the following demographics that will mirror the surrounding population: 37.83% FRL, 11.66% IEP, and 11.45% EL. DAI's plan for student recruitment who represent racial diversity and a range of age levels involves a wide array of media and materials to promote the school to ensure that the school reaches the widest possible audience. Please see Enrollment Task Template for full enrollment projections that highlights Doral's slow-growth model for a total enrollment of 348 students in grades K-8. DAI affirmatively works to dispel common myths about students with special needs not being able to attend charter schools by expressly indicating these students are encouraged to apply for enrollment. Targeted mailers are distributed via direct mail as well as to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. Digital and social media marketing and advertising is used in order to reach out to a broad audience through ads, such as: Ads on Facebook, Targeted Google Response Display Adds, and Sponsored ads on Instagram. Google actively re-targets parents that are actively searching for schools in the target area. Targeted email and social media and Google Adword campaigns accounts to promote the school and inform the community of the school and current happenings to reach families and bring organic traffic to the school's website. Doral advertised with bill boards and developed partnerships with local churches and housing developments to promote the school. Virtual and in-person Open Houses and tours were conducted as well as parent information sessions to answer questions as well as hosted school fairs for the community. Additionally, the school DAI's has been building relationships with community groups and organizations such as local

grocery stores, community centers, and local business and extracurricular centers. As a result of the marketing efforts, Doral has seen an increase of 42% of enrollment as compared to last year and has a communications and marketing plan in place for the 2021 spring and summer, with goals to fulfill enrollment gaps and cushion wait lists. *Parent Engagement.* As stated in the Bylaws, there is a parent representative on the DAI's governing board. DAI' families are invited to join teachers to review student academic progress to review school data, ensure academic expectations and goals are being met, and provide insight to instructional activities that meet specific needs of the students. The public, specifically parents, are notified of Board meetings and may be active participants at DAI Board meetings by providing public comment and bringing relevant matters to the Board's attention. Parents are encouraged to come to the principal of DAI to discuss any concerns, and the school encourages parent involvement in all parts of their children's education. Other family engagement events sponsored by the Parent Teacher Organization, Coffee with the Principal, and family nights are regularly scheduled throughout the school year.

F. Effectively Serving All Students

DAI believes each of our students is born with great abilities, and we use the arts to release those talents. Every student has the potential to achieve academic success and become a valuable contributor to the community. DAI is committed to serving all students, especially for certain sub-groups in which there are achievement gaps in surrounding schools, who are at greatest risk of not meeting academic content standards and have historically underachieved including students with disabilities, students who are socio-economically disadvantaged, students who are homeless, and English learners. One of the three mission-specific academic goals that DAI submitted in its charter application is to reduce the achievement gaps in targeted at-risk student subgroups. At risk student groups are significantly in jeopardy of facing challenges and

obstacles. A wealth of efficacy research and studies have overwhelmingly shown that arts-based education offers a way to rectify disadvantages demonstrated in the achievement gap.²¹ DAI will meet the diverse needs of all students by providing curriculum, daily schedule, instructional needs strategies, and resources differentiated for all students. Additional studies have also found arts integration provides particular benefits for students with disabilities, students who are socio-economically disadvantaged, students with gifted or talented needs, students who are homeless, and English learners, and students who struggle with traditional classrooms.²² For students with IEPs, services are provided in settings as required by students' IEPs. Related services (e.g. speech and language therapist, occupational therapists, etc.) are provided according to students' IEPs. Accommodations for English Language Learners (ELL) and other special population students (at-risk, intellectually gifted, 504, etc.) are provided in an inclusion setting by the general education teacher with support from the Special Education teachers. Many schools that adopt a whole-school approach to arts integration report powerful and positive effects in academic, behavioral, and social emotional learning growth.²³ Researchers found that in addition to increasing student achievement on statewide assessments, implementing this arts integration model positively correlated with a 77% decline in discipline referrals, and overall positive change in school climate based on teacher, staff, student, and parent perception.²⁴ DAI's general program of instruction for students of special populations is responsive to the required sequence of courses and related curricular activities provided for all students. Instructional methods utilize validated research-based methods, instructional techniques, and curriculum including differentiated instruction and explicit intensive validated instruction (see intensiveintervention.org). Teachers

²¹For a compendium of research, please visit: https://www.aep-arts.org/wp-content/uploads/Arts-Integration-Frameworks-Research-Practice_A-Literature-Review.pdf; <https://www.americansforthearts.org/sites/default/files/COMPENDIUM.pdf>

²² Ingram, Debra; Riedel, Eric. Arts for Academic Achievement. *What Does Arts Integration Do for Students?* Center for Applied Research and Educational Improvement, College of Education and Human Development, University of Minnesota (2003).

²³ For a full compendium of research, please visit: <https://www.artsedsearch.org/browse-research/>

²⁴ Snyder, L., P. Klos and L. Grey-Hawkins. (2014). Transforming Teaching Through Arts Integration. *Journal for Learning through the Arts*, 10(1).

keep data portfolios of student assessment results and progress in their classrooms to provide additional data of student progress for state-wide and school based monitoring. Analysis of regular progress monitoring assessments ensures that no student is overlooked and identified with ample time for remediation. Teachers differentiate instruction and intervention programs have been developed for these students to ensure appropriate remediation. Students identified at risk have an intervention plan created by their teacher. This plan will follow Response to intervention (RtI), which has become a national best practice to improve pupil achievement and close achievement gaps of all groups of students. DAI benchmark iReady assessment data indicates that 68% of students are below grade level in ELA grades K-5 and 84% below grade level in math indicating a large number of students are part of a support group that receives targeted intervention. Students in the support tier are closely monitored for academic and behavioral concerns by the collaborative team's data monitoring. If students in this tier are considered to be further at-risk, they are recommended to the Student Study Team for additional methods of delivery in order to improve academic aptitude. Tier three are students who need intensive one on one support and are part of DAI's guided group. Here, students receive direct support from para-professionals and content remediation specialists on core academic areas. As mentioned before, special education students are encouraged to enroll in the same manner as non-special education students are recruited. Once enrolled, students with special education needs are included in the school's regular education and extracurricular environment to the extent that such participation is consistent with each special education student's individualized education program (IEP). In all cases, the school will conduct education as it is outlined for each individual special education student in his/her IEP, and will convene IEP review meetings in order to review and revise IEPs as appropriate. The school always will attempt to place the

special education student to the maximum extent appropriate in a learning environment with both his/her disabled and non-disabled peers, in accordance with the student's IEP. There is extreme value placed upon the continual growth of all DAI teachers, administrators, and board members. We want to cultivate high leadership skills amongst all staff by ensuring that they are a part of the growth and development of the school. Therefore, DAI has created PD goals to train staff in Arts Integration and RTI, school-wide culture, and Positive Behavior Instructional Strategies (PBIS), curriculum, assessment tools, standards, classroom management, and leadership development. PD for teachers is scaffolded and ongoing throughout the first two years and ongoing, particularly to ensure Special Education compliance. DAI contracts with Special Education Services to provide direct services to students, special education consultation services for compliance/RTI process and delivery of instruction, and PD supports to teachers and administrators. Part of DAI's technology plan priorities includes creating a technical infrastructure and the human capital needed to implement the technology vision and using technology to create enhanced and engaging learning environments for staff and students. DAI provides ongoing PD to train staff on digital literacy approaches and to support staff in delivering a technology enhanced curriculum. DAI has scheduled PD days into the yearly calendar, and PD is offered in the areas of intensive academic and behavior interventions and research validated methods addressing the unique needs of students with disabilities. Additionally, the special education teachers, the special education facilitators, and the related service personnel (ex. SLP and OT) are in communication with teachers providing instructional information on how to modify the curriculum and address the unique needs of students with disabilities on a weekly basis. DAI projects that 37.83% of the student population will qualify for free and reduced lunch. Standard kitchen equipment is included in the current facility.

Administrative costs are minimal and may include a date-stamp, envelopes, and mailing stamps. The school implements the National School Lunch Program (NSLP) to provide meals. The school administers the application process for all free and reduced-price meals and submits claims for reimbursement to the state. The budget assumes that meals will be paid for by students not eligible for these programs. The amount of \$6,000 per year has been budgeted for any potential overages or one-time costs associated with providing food services. DAI has a plan to provide transportation to and from school from central pick up points and to contract out the service to eliminate enrollment and attendance barriers for students who are traditionally at-risk and all students seeking to attend the school. The budget has been based on rates given by Brown Bus Company (BBC), which provides school bus transportation to various Idaho schools. The budget reflects the transportation allowance of 60% of the projected transportation expenses, and expenses are assumed at \$325 per route per day, for 180 school days; utilizing one route for the first two years of operation, increasing to two routes in the third year of operation. The DAI governing board sought out bids for a bus transportation provider for its first school year, but there weren't any companies that provided a bid due to issues related to the COVID-19 pandemic. The school will continue to seek a transportation company for future years and will provide bus passes at no cost to families in need and access to ride sharing and carpooling apps are advertised as additional recruiting efforts to Idaho's most vulnerable student populations.

G. Staffing and Professional Development Plan

The governing board has hired Mrs. Turley as the principal of DAI. She grew up in Idaho and has 20 years of experience in education, and in most recent years has been a part of the Doral Academy of Nevada family. Mrs. Turley has successfully served as a former administrator and teacher within the Doral system for the past seven years in addition to being a founding board member of the Doral Academy of Nevada system. In addition, Mrs. Turley has participated in

the Doral Leadership Institute which is a preparatory program to support charter school leaders. Training in the Doral Leadership Institute includes effective leadership, budgets and fiscal responsibility, school safety, effective operations (hiring and evaluation staff, master scheduling, compliance, school safety, employee/student discipline), school data, and character development. She is passionate about the mission and vision of Doral Academy and is confident in the Arts Integrated approach because it provides an enhanced educational experience to DAI's students, as well as a nurturing yet rigorous learning environment. All school personnel report to her and she is responsible for supporting and evaluating staff. DAI complies with Idaho's class size ratio goals and has hired teaching staff accordingly. Ongoing, Mrs. Turley will utilize recruitment fairs, create a relationship with local teacher programs, and utilize job postings to hire as needed. Candidates are screened for personal mission, vision, and pedagogical beliefs that are closely aligned to the school's mission and vision. DAI's board expects the principal to create a positive working environment. DAI administers a teacher End of Year survey wherein teachers rate the school climate and environment. DAI will also seek to compensate faculty and staff on a paid-for-performance model, teacher retention bonuses (annually), and holiday bonuses.

TEACHING STAFF	20-21	21-22	22-23	23-24	24-25
Classroom Teachers	7.5	11.5	15.5	19.5	20.5
SPED Teachers	1	1	2	2	2
Arts Integration Specialist Teacher	1	1	1	1	1
Principal	1	1	1	1	1

DAI supports the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering on-site trainings. The professional development offered to teachers aligns with student achievement data, curriculum, instructional personnel needs, School Improvement Plans, and annual school reports. A member of the administrative team oversees, coordinates, assists and monitor the staff development process. DAI will use CSP grant funding to provide comprehensive and

sustained professional development through Kennedy Center Teaching Artists and Instructional Coaching, Doral Nevada affiliation, virtual mentoring and PLC, on-site travel to Nevada schools for observation of best practices, leadership mentoring, and affiliate travel to Idaho and aide in the curriculum delivery, specific to the school’s mission and vision including, but not limited to:

Professional Development
<u>Arts-Integration Instructional Methods</u> – Two Arts Instructional Strategies/Methods annually. The school selects two methods so they will be taught with validity ²⁵ , and students can learn to produce the outcomes of the methods comprehensively. Additionally, teachers receive PD on other instructional best practices based on their needs.
<u>Opening of Schools Policies and Procedures Training</u> – All personnel participate in policy and procedures training (conducted by Principal) such as fire drills, identifying and reporting child abuse, blood borne pathogens, school safety, DAI charter, employee handbook, regulatory and compliance, and DAI’s Mission, Vision, and Educational Philosophy
<u>Data-Driven Decision Making</u> – interactive PD to teach faculty how to use specific performance indicators to identify student needs and target instruction.
<u>Curriculum Implementation by Grade Level/Subject/Specialty</u> - school-wide and grade level/department training throughout the school year related to curriculum implementation.
<u>Serving Exceptional and Educationally Disadvantaged Students</u> –This includes, but is not limited to: Differentiated Instruction for at risk learners, SPED Students, and Gifted and Talented Students; Sheltered Instruction Content Model for ELL students. WIDA Screening and Assessment PD will be provided.
<u>Differentiated Instruction</u> – Teaches how to differentiate and individualize instruction in order to create effective targeted instructional lesson and tutoring to increase student achievement and maximize instructional time.
<u>Positive Behavioral Support</u> – Ensures teachers have the necessary strategies to implement classroom intervention strategies (Tier 1-3); <u>Check-In/Check-Out</u> – Instructs teachers on the Check-In/Check-Out Mentoring System
<u>Technology</u> – Teachers will participate in hands-on technology workshops to learn how to integrate technology into the classroom to ensure students and teachers are prepared for the expectations of the 21st century like iReady, Google Classroom, Khan Academy for Kids, and Infinite Campus.
<u>Teaching Artists:</u> DAI will work with artists from the Kennedy Center to develop content modules based on our particular context and needs.

H. Financial Management and Monitoring Plan

Please see the Budget Narrative for the implementation plan that includes key personnel and target dates for completion of activities and purchasing. DAI has received COVID-19 grants from Idaho’s Department of Education to support operational costs, and has also received a donation from Academica for its services during the first few years of the school’s operations. Academica ensures that the schools they service are financially able to make payments for

²⁵ Phased implementation of Arts Integration strategies also allows for the development of in-house expertise by DAI faculty. For instance, if a trainer from the Kennedy Center trains faculty members in Tableau and On/Off in Year One, a trained faculty member can train any new faculty hires in these strategies in Year Two, while also learning two new strategies taught by an outside Arts Integration expert.

services and never requires back payment. *Facilities Plan* DAI has secured a facility located at 2511 W. Cherry Lane in Meridian, Idaho. Performance Charter School Development acquired the property which is being leased back to DAI on a stair-step plan to address the growth in enrollment over time. The acquisition and rehabilitation of the existing building consists of approximately 40,000 square feet located on approximately 3.507 acres of land. Tenant improvements completed and funded by Performance Charter School Development included parking lot resurfacing and restriping, exterior and interior painting, fencing additions, and minor landscaping changes. The long-term lease agreement includes a 25-year lease with a purchase option beginning July 31, 2021, and current payments are 11-15% of the total budget. With repairs, maintenance, etc. facility costs are 16-20% of the total budget. *Sufficient Resources* The general operating budget has value-added activity to accelerate learning for educationally disadvantaged students. DAI has prepared a contingency budget if it does not meet enrollment goals and there is less student enrolled than projected.

I. Board Capacity and Governance

The board strives to maintain a membership that possesses a breadth of knowledge and experience to effectively support and direct the operation of the school, as well as is representative of the school community. The board's bylaws direct to seek to have the following minimum board competencies: At least two parents of enrolled students; an active or retired licensed educator; expertise in the areas of Accounting and/or Finance; and, expertise in the areas of Law and/or Human resources. The current board consists of a diverse group of people who have the expertise, and skills necessary to successfully oversee the school:

Name	Role	Expertise
Miquelle Crosland	Chair	Degree in Business Management, Business Owner, Paraprofessional and Teacher, Real Estate Agent
Bruce Hobbs	Vice Chair	Retired professor from BYU, 20 years experience in Central Purchasing and Negotiation Department of church
Krystine Archer	Secretary	Real Estate, DOC Drawer/Funder, Escrow Officer

Carolyn Baird	Treasurer	CPA for Ernst & Young and private/employee-owned companies for several years, Realtor
Bridget Phillips	Member	Founding Principal and now Executive Director of Doral Academy of Nevada; formerly the Director of School-Community Partnership Program for large school district. Will help ensure the successful replication of the Doral school model.
Lindsay Arnett	Member	Insurance Adjuster, Customer Service Representative
Tyler Heasley	Member	Obtained his Associate of the Society of Actuaries credential and currently works for an insurer

At the time a vacancy on the board opens, existing members will seek a person with legal experience or with expertise in human resources. A description of desired qualifications will be drafted and distributed to the school community, and members will interview applicants prior to voting for a new member. The governing board is the ultimate policy-making body with the responsibility of operation and oversight of the school including academic direction, educational philosophy, and budgetary functions. The policies, procedures, powers, and duties are detailed in the attached bylaws, which include: Ratify the school’s mission and vision statements, and any modification; establish and approve all major educational and operational policies; develop and approve an annual budget and financial plan; approve any management, operational, and service contracts; exercise continual oversight of the charter school’s operations; select an independent accountant to perform an annual audit; review and approve the audit report; and hire and supervise a principal who will oversee the day-to-day operations of the charter school.

Additionally, Board members will: understand the approved curriculum and agree with the educational philosophy, discipline policy, and administrative structure of the school; attend PTO meetings/events to show support for the school; attend a yearly board retreat; participate in professional development trainings; and know and abide by the Idaho Open Meetings Law and the Open Records law. The governing board has hired a principal who has the responsibility of making all school-based decisions, and the board is confident in her ability to establish and implement procedures for the day-to-day operations of the and the supervision and development of school programs and will not interfere with these duties. The principal has hired and delegated

duties to staff to ensure that daily operations, resources, policies, and procedures are being implemented in accordance with the school's Vision, including curriculum and instruction, classroom management, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities, and internal financial controls. The board will participate in an annual board retreat in order to analyze ISAT scores and other assessment data; complete a board self-evaluation; develop/modify a strategic plan; sign an annual conflict of interest form; and set measurable performance goals for the principal. *Professional Development* prior to the school opening, members of the Governing Board for DAI attended a two-day workshop conducted by the Idaho State Department of Education's Office of School Choice that covered topics including: ethical and effective board governance, charter school financing in Idaho, and accountability. The board also participated in charter board training by a leading charter school governance expert. Each year, the board will develop a training schedule based on the self-evaluation, authorizer feedback, and stakeholder input.

J. School Leadership and Management

DAI's organizational chart includes the Governing Board at the top. The school's principal is hired by and reports directly to the Board and is responsible for the day-to-day operations of the building and the supervision and development of school programs. All school staff including assistant principals, instructional coaches, teachers, office staff, and support staff report to the building principal. Doral, Inc. affiliation support from both Nevada and Florida provide support and guidance in school operations and arts integration to both the Governing Board and the principal. The principal ensures that daily operations, resources, policies, and procedures are being implemented in accordance with the school's mission, and makes all school-based decisions, establishing and implementing procedures for curriculum and instruction, classroom

management, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities, and internal financial controls. The principal reports to the board on the school's operations and finances and is expected to communicate with the board monthly at each board meeting. The Principal shall be evaluated annually by the Board through a process that will give the administrator an opportunity to set personal and professional goals in alignment prior to the beginning of the school year, and will provide opportunities to recognize exemplary performance or correct concerning behavior. The board will use the Doral Principal Evaluation Framework. DAI contracts with Academica as its education support services provider (ESP) to provide replication assistance and business support services, as have all Doral Academy, Inc. affiliated schools for the past 20 years. Working with a back-office service provider allows the school's professional educators to focus on implementing the school's vision and mission and concentrate on student achievement, while Academica ensures that sound business operations are maintained. DAI maintains complete control over academic programs, staffing needs, management, and curricula. Academica's services include, but are not limited to: Assist the Board in creating budgets and financial forecasts and maintaining the financial books; Assist in preparing applications for grant funds; Assure compliance with all state reports; Assist in locating and securing a school facility; Assist with systems development; At the Board's direction, prepare agendas and post notices of board meetings; Provide human resources related services such as dispute resolution and contract preparation and review; and, Assist in renewing the School's charter. Annually, each Board Member and the school leadership team will evaluate Academica in areas including: Board Management, Facilities, Finance, Legal Services, Marketing, National School Lunch Program, Procurement, Registration, School Resource

Development, State Reporting, and Teacher Recruitment. The office manager, under the direction of the principal, is the primary point of contact between Academics personnel on matters of finance and accounting. In addition to the oversight provided by the governing board through the treasurer position, the office manager is responsible for daily interaction with the financial systems and obligations of the school. The office manager prepares quotes, purchase orders, checks, and other financial responsibilities necessary to coordinate with and provide daily oversight of Academics on matters of finance and accounting, and is also the primary point of contact for school personnel for human resource matters and coordinates with Academics as appropriate to make certain insurance, payroll, tax withholding, and leave time are all accurately and professionally managed. Academics's CPA works alongside the business manager and principal to prepare monthly financial reports to review with the board treasurer and the rest of the governing board. The Board has developed financial policies and procedures including: budgeting process, general operating contingencies, fund balance requirements, budget preparation, budget transfer authority, procedures for collecting and depositing non-state appropriated funds, staff training, school fund account, authorized signatures, funding proposals and applications, investment of funds, fiscal accounting and reporting, financial reports and statements, property inventory and capitalization, audits, purchasing procedures, petty cash accounts, credit cards, payment procedures, payroll, travel, insurance coverage, disposal of school property, internal control testing. The Board will annually review the finalized audit report and address any deficiencies should there be any. DAI understands the grant is one-time funding and will not purchase or enter into agreements that require ongoing payments that cannot be sustained without funds from the grant. The principal is responsible for reporting to the Board quarterly on progress towards grant goals, activities and budget.