



Alternative Charter School

Serving 6th-12th Grade Students

Opening August 2022

Serving cities Coeur d'Alene, Hayden, Post Falls, and Rathdrum within Kootenai County

#### **Contact Information**

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#### **Non-Discrimination Statement:**

Elevate Academy North does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

## **Executive Summary**

Elevate Academy North is a Career Technical Education (CTE), school of choice for at-risk students in 6<sup>th</sup> through 12<sup>th</sup> grades that will open in August 2022. Our mission is to restore hope to students who have struggled by providing academic opportunity, purpose, and community.

Elevate Academy North (Elevate North) is part of the Idaho-based Elevate Academy Inc. school network. Elevate has worked with expert researchers to review accountability data and activate measures of success for alternative career technical schools serving at-risk youth. Elevate North will be located in Post Falls and serve up to 308 students from across northern Idaho.

Elevate North shares the key instructional and organizational tenets that drive the academic growth and personal success of students at the highly-regarded Elevate Academy Caldwell. Elevates' responsive approach to education meets students where they are, supports them in emotional and academic needs, and allows for their community contribution. Elevate North is committed to creating a pipeline of highly-skilled, employable graduates to meet the industry and business needs of northern Idaho.

Elevate North's administrator Marita Diffenbaugh, interviewed numerous local employers to find common employee skill sets. These include: 1) Read, write, communicate, and use necessary content skills (math, science, technology) specific to the job; 2) Strong work ethic and desire to continue learning; and 3) Work with a team and take initiative to solve problems. Elevate's proprietary Integrated Purpose Driven Curriculum embeds these needed skills across state academic content and career technical standards.

**Part II: A. Grant Project Goals**

**Elevate Academy North’s Mission:** Elevate North is a grades 6-12 learning environment committed to serving at-risk students. Through purposeful instruction students take responsibility for leading their own lives and studying a career track that may include vocational and college paths or a combination thereof. By owning their educational pathway, students will become contributing members of their community and local economy upon graduation.

**Elevate Academy North Vision:** Community focused, relevant, personalized education for all.

**GRANT PROJECT GOAL #1:** Beat the Odds by providing a school of choice for at-least 308 6th-12th grade students who qualify as at-risk and are not finding success in their current educational setting.

Elevate North will educate five percent of the student population with a poverty indicator that correlates to meeting at-risk criteria (Christle et al., 2007) from the northern Idaho school districts of Coeur d’Alene, Post Falls, and Lakeland. Elevate North will follow the Idaho Administrative Code (IDAPA) to track and measure our outcomes of serving at-risk youth. An at-risk youth in Idaho is any secondary student, grades 6-12, who meets any three of the following criteria in Column A, or any 1 item in Column B.

Column A		Column B	
	Has repeated at least one grade.		Has a documented pattern of substance abuse.
	Has absenteeism that is greater than 10% during the preceding semester.		Is pregnant or a parent.
	Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.		Is an emancipated or unaccompanied youth.

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	Has failed one or more academic subjects in the past year.		Is a previous dropout.
	Is below proficient, based on local criteria and/or state standardized tests.		Has serious personal, emotional, or medical issue(s).
	Are two or more credits per year behind the rate required to graduate or for grade promotion.		Has a court or agency referral.
	Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment.		
	Total Column A		Total Column B

Our proposed Charter School Program (CSP) grant funds will support the early staffing needed during our initial enrollment phase, where every student interested in attending Elevate North will have a one-on-one intake meeting with school leadership. This meeting will focus on the individual needs of students and determine if they qualify as at-risk as determined by the Idaho State at-risk qualifiers above.

**GRANT PROJECT GOAL #2:** Career Technical Education Focus providing students with options that align with local industry and employer needs, as well as students’ interests, skills, and strengths.

Elevate North’s Career Technical offerings have been identified based on local industry and employer input and needs. They include the following: 1) Aerospace/Drone Technology; 2) Welding and Manufacturing; 3) Technology; 4) Business; 5) Medical Arts; 6) Construction; and 7) Culinary Arts. Elevate North’s board members, local advisory boards, and partnerships with industry experts will support the school in the assurance that programs offered continue to be relevant and in demand. Additionally, Elevate North staff will continue to connect with local

industry partners to provide students with support that will bridge their learning and mastery of skills with job opportunities in our local community. CSP grant funds will be used for the necessary Career Technical equipment that our interactive learning spaces require.

**GRANT PROJECT GOAL #3: Integrated Purpose Driven Curriculum Aligned to State Standards, Industry Requirements, and Local Employer Needs To Inspire Learning.**

All learning will come with a purpose behind it, an explanation of why we are learning it, and content standards are crosswalked with the career pathways students are studying. Success will be measured through individual student learning plans, participation in learning opportunities, and evidence of learning growth that will be curated on Elevate Academy Inc.'s proprietary Learning Management System (LMS). CSP grant funds will provide early staffing, professional development, and training resources needed to prepare for the launch of Elevate Academy North's Integrated Purpose Driven Curriculum.

**GRANT PROJECT GOAL #4: Mastery Based Personalized Education that allows each student to be met where they are in their learning and to optimize their learning growth in the areas of English Language Arts and Mathematics.**

Effectiveness will be measured to ensure that our students are making or exceeding growth targets based on STAR assessment (nationally normed for at-risk youth) in the core areas of Reading and Math. In addition, we will provide feedback and support through Elevate Academy Inc.'s Learning Hook to support students in developing skills, knowledge, and dispositions at their optimal pace. CSP grant funds will help us in the professional development and training needed to activate our Elevate Academy Inc. LMS, a transparent communication

tool that provide real time performance criteria and feedback, as well as an area to curate each 6th-12th grade student's achievement and growth by subject area

**GRANT PROJECT GOAL #5:** Community and Opportunity Driven creating a pipeline of highly-skilled, employable workers that meet the needs of North Idaho industry and business, while empowering students to be leaders in their own lives.

Effectiveness will be measured by ensuring that a minimum of 80 percent of Elevate North students are qualified for employment through work experience, earned industry certifications (e.g. welding, manufacturing, culinary, construction, etc.) and/or are participating in internships or employed, upon graduation. This will be documented by using exit surveys of our graduating students. CSP grant funds will be used to support early staffing and professional development needed to activate local Career Technical advisory teams, develop advanced opportunities, and plan for industry recognized certifications and apprenticeship offerings for Elevate North students.

## **Part II. B. Educational Philosophy, Instructional Practices, and Curriculum**

Elevate Academy North is founded on the belief that students from all backgrounds deserve the opportunity to engage in an educational program that is meaningful to them and provides a direction and sense of purpose for their future. We ignite hope in a student by establishing trust and educating the young person in the cognitive processes that are involved for them to move from a victim of their circumstance to a person that has the tools and resources to take responsibility for themselves and their future. At the core of all learning within a school, is the relationship between the teacher and student. For a student to learn in

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the most efficient way, the teacher must establish an environment of care, trust, cooperation, respect, and relevance. Key Design Elements for Elevate Academy North include:

1. Serving at-risk students.
2. Offering multiple pathways that focus on skill attainment.
3. Operating on a year-round calendar.
4. Focusing on the personal development of each student through a student-centered curriculum aligned to appropriate Idaho academic content standards.

Our key design elements provide needed autonomy and flexibility to serve our at-risk student population. These elements can be found within Elevate's *Integrated Purpose Driven Curriculum*; Elevate's *Power 100*, our research-based social emotional learning and life skills resource that support students' areas of behavioral expectations, enrichment, and building a positive school and workplace culture. This is supported by Elevate's *Learning Hooks*, our research-based practice based on Visible Learning Mastery-Based Education (Hattie, 2012).

*Elevate's Integrated Purpose Driven Curriculum*: Our students can count on our curriculum and learning goals to provide purpose and relevance, an explanation of why the learning is valuable, along with having the Idaho Core Content Standards (English Language Arts, math, science, social studies, and the arts), and Idaho CTE Standards crosswalked with the careers they are studying. In addition to aligning curriculum to state requirements, our curriculum is community driven and reflective of common themes that fall within literacy, mathematics, and workforce readiness, are additional focus areas.

**Literacy:** Informational and technical reading and writing will be a catalyst for the curriculum at Elevate Academy North. We know and understand that when students are interested in the material they study, buy-in and engagement is greater. We also know that we are working with students that are behind academically. Technical reading and writing as it relates to a student's chosen field will be a top priority in the academic curriculum that a student receives. "Research has shown that one of the best ways to help students gain literacy skills is to motivate them with content related to their interests" (Hyslop, 2010). As students work through the integrated curricular approach, which is based on industry standards, student work will align with their interests and future goals.

**Mathematics:** Career Technical Education (CTE) courses rely heavily on mathematics. Elevate Academy North's system integrates industry requirements and state standards into all of their CTE programs. Students will learn mathematics in the CTE labs, as well as in the classroom. Teachers from industry and academics work together to create meaningful learning experiences that directly tie industry needs in mathematics to classroom experiences and lessons.

**Workforce Readiness, Social Emotional and Life Skills:** The culture of Elevate North and its expectations in academic areas and in the classroom, will be aligned to Idaho State Board of Education and Idaho Career & Technical Education Workplace Skills for Career Readiness Standards (2016). Building leader Marita Diffenbaugh found some resounding themes among North Idaho employers: many young people don't take initiative to learn, problem solve, or adapt, and many don't have a work ethic. Examples shared include: not showing up on time to work, lack of teamwork or engagement in quality work, and not being accountable to their



employer. Elevate Academy North will strive to instill in each student the importance of being a reliable employee and contributing member of their local community.

**Elevate's Power 100:** We develop students employability or life skills through Elevate Academy Inc.'s *Power 100*. All students enrolled at Elevate North will be expected to maintain behaviors that are in agreement with the workforce readiness skills. Emphasized skills will include: attendance and punctuality, people skills, collaboration, and communication.

**Career Technical Education (CTE):** Elevate Academy North's CTE pathways (see Grant Project Goal #2 above) have been determined based on local industry and employer input and needs. Elevate North's board members, local advisory board, and partnerships with industry experts will support the school to ensure that programs and pathways are relevant and in demand. Elevate North and industry partners have started the process of recruiting talent that will ensure our students have a highly qualified instructor that understands the needs of students as well as the needs of local industries. All Elevate North instructors will follow industry protocol and safety measures as part of the curriculum and the day-to-day work within each program.

All CTE courses will be taught in a sequential manner starting in the sixth-grade with exploratory opportunities being a focus for middle school students. Exploratory classes will be aligned to Idaho Content Standards where students will be exposed to the content not only in a CTE class, but through Elevate Academy North's Integrated Purpose Driven Curriculum that is used throughout a student's core subject areas. For example, a sixth-grade student could have their year divided into distinct Math blocks. The blocks will be aligned with their CTE exploratory

time. In block one the students will be focusing on Manufacturing. During their ELA, math, social studies, and/or science instruction, all of their core concepts will be based on manufacturing concepts using math that is aligned to the application of their learning in their manufacturing classes. This same process will be repeated throughout a student's middle school career within each CTE program. As students move closer to high school, they will begin the selection process to specialize their CTE learning pathway.

### **Part II. C. Teaching and Learning**

Learning at Elevate Academy North will be designed around intentional differentiation and scaffolding, moving from surface to deep knowledge based on an adaptation of the *Structure of Observed Outcomes* (SOLO taxonomy). "In this model, there are four levels, termed as 'uni-structural,' 'multi-structural,' 'relational,' and 'extended abstract' – which simply means 'an idea,' 'many ideas,' 'relating ideas,' and 'extending ideas,' respectively." (Hattie, *Visible Learning for Teachers*, 2012). At-risk students traditionally lack the surface level knowledge necessary to be successful in meeting higher level competencies. The adaptation of SOLO taxonomy has been translated into the Elevate Academy's *Learning Hook*. The Elevate Academy *Learning Hook* is an interactive framework that enhances student engagement, provides needed intervention, and guides the at-risk student to understanding and owning their academic pathway.

Elevate's *Learning Hook* begins by helping students understand the "why" for the learning standard/goal. As our teachers provide transparency into learning plans and processes, students and families know what will be learned, why this is important, and how the learning

will be measured. The first phase of learning is to get a clear understanding and knowledge of the academic and subject language that is being used within the standards. This is referred to as the *Define/Identify* phase of learning. Students in this phase will know success when they can clearly make sense of words that are important to deeper learning as they progress through their stages of learning.

The second phase of learning is *Do/Create*. Once the students possess basic knowledge they will work on projects to create or do something with this knowledge. Once a student has created something, the true test of any knowledge is can they demonstrate their learning. During the third phase, *Communicate*, students will have success criteria that includes displaying and educating others on their work. The system focuses on students being able to clearly speak to their thinking. The final phase of the adapted taxonomy is for students to *Apply* their knowledge to content and or activities outside of the subject they are learning.

We are excited to offer instructional delivery and relevant assessment through Elevate's *Learning Hooks* and our proprietary Learning Management System. These structures will enable the identification of each student's learning needs, and will support them through continuous growth throughout our learning continuum. Further, our teachers will have the resources and support to provide differentiation, intervention, and enrichment as these are embedded within our Integrated Purpose Driven Curriculum, *Learning Hooks*, and technology workflows.

Often in schools, students experience a disconnect between the task and the valuable skill or knowledge that will serve them now and in their future, by activating technology resources and using Elevate's LMS, students and families can review learning goals, have access

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to instructional resources, receive authentic assessment options, as well as receive and provide feedback for their learning. Activating our key design elements, will not only support each student in their learning growth, they provide flexibility to provide blended or online instruction, if the circumstances require.

Elevate Academy North builds on the lessons, infrastructure and expertise developed by Elevate Academy Caldwell, and now incorporated into the structures and workings of the charter school network Elevate Academy Inc. We are confident that with continuous collaboration, action research, and reflective practice that Elevate North will deliver on responsive instructional practices to serve our targeted at-risk student population. Elevate North's instructional strategies support individual learners by helping them gain skills, knowledge, and dispositions by providing learning goals and opportunities that are detailed, realistic and consistent with Idaho Content Standards and Career Technical requirements.

Elevate North will provide a variety of learning modalities from whole group instruction, small group instruction, hands-on projects, and community outreach offerings. Our school will operate on a four days a week schedule for all students, with Friday's designed for students that need to reach their weekly academic goals, receive academic interventions and/or work on interest-based Career Technical projects. Elevate Academy North will start its day with breakfast and provide lunch and bussing for students five days a week. The benefits of the four-day schedule with the fifth day being designed for other opportunities, allows time for teachers and students to participate in the following activities on Friday: small group interventions for struggling students or extended CTE time for students to master their craft. Fridays will also be

used for the integration of special programs for students through local partnerships. Examples of these opportunities could include: driver's training, swimming lessons at community pools, hunter's safety, and CTE field trips. As students move into their junior and senior year of high school, Fridays will also be invaluable for internship opportunities with local businesses. This will allow students to work alongside industry professionals outside of the school.

#### **Part II. D. Student Academic Achievement Standards**

Our performance management plan includes what we want students to know and be able to do, what to do when students haven't learned something, and what to do when students have learned something. The Elevate North team will continue to use action research to ensure that our content, processes, and tools support successful student outcomes. For the Integrated Purpose-Driven Curriculum and Elevate's *Learning Hook*, Elevate Academy North's administrator, in partnership with the Elevate Academy Caldwell team, has crosswalked Idaho Content Standards, CTE standards, Workforce Readiness Standards, and Deep Learning Competencies focus for every learning unit offered by the school. This work has provided relevant and interactive digital content, and is maintained and stored in Elevate's customized Learning Management System.

This proprietary LMS will be used by Elevate North's teachers to personalize learning opportunities for students upon readiness and need. In order to ensure growth and progress, each student at Elevate North will have a digital portfolio that provides transparency of progress and mastery of each essential standard or *Learning Hook*. As students progress into specialized

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areas in their high school years, the academics will continue to be integrated into their studies and will be aligned to all Idaho high school graduation requirements.

In developing student outcomes and interim benchmarks, the Elevate Academy Inc. founders researched CTE industry standards and national norms for at-risk youth in math and reading, and consulted with leading education expert, Jody Ernst. Ernst is Vice President, Research and Policy Analytics at Momentum Strategy & Research and is a board member for the National At-Risk Policy Forum. She helped Elevate determine and design measures that are mission aligned. We are confident that our measures will be strong predictors of each student's ability to become successful in the workforce or college, upon graduation.

Elevate Academy North intends to measure the most important elements of our program with the intent of showing that students, when given the right environment and meaningful instruction, can be successful. Academically, we believe that students must be assessed on a regular basis, however the assessments must be quick and used to inform their day-to-day instruction. Elevate North will utilize Renaissance Learning Star Math and Reading assessments as a benchmark measure for all students. Students will meet and exceed typical growth goals for at-risk you.

This data has been compiled by education expert Jody Ernst, using data gathered from alternative schools nationwide. Due to the at-risk specific nature of this research, using STAR data allows students and staff to see where they are based on national norms and comparison groups. In its first year of operation students at Elevate Academy in Caldwell outpaced their national at-risk peers in academic growth (see attachment). Further, Elevate Academy North will

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measure teacher and student satisfaction, graduation rates and certification passage rates, credit completion, and moving students to being on track to graduate.

### **Elevate Academy North - Student Success Metrics - Key performance indicators**

<b>Measure</b>	<b>Goal</b>
Credit Completion Rate	90% of credits attempted meet proficiency mark
On Track To Graduate	80% of students not on track will be on track the next year
Attendance Rate	90%
5-Year Graduation Cohort	80%
Industry Certification	Exceed Idaho State passage rate in each area
START Reading & Math	Each grade level will average a minimum of 1-year growth in Math and Reading

As students are learning content, we will be studying our students to ensure that our educational model is serving them well. Data collected will inform our strategic planning and ultimately will guide our policy, management and operational decisions. Elevate Academy North teachers will be provided with training, support, and time for reflection to ensure that a culture of data-driven instruction incorporates readiness, resources, and responses that support all students in reaching their learning goals and developing their fullest potential.

### **Part II. E. Student Demand and Community/Local Support**

City, education, and industry leaders and teams see Elevate Academy North as a school that will *fill a gap* in their current educational system by serving 6th-12th grade students who are currently struggling academically. Elevate Academy North will provide hope and choice for at-risk youth. The following graphic depicts why our school is in demand in northern Idaho:

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<b>Poverty &amp; Asset Limited, Income Constrained, Employed</b>	<b>United Way of North Idaho (2016) reports that almost half of the population in the cities of Coeur d'Alene, Hayden, Post Falls, and Rathdrum are people who are one crisis away from falling into poverty. * This data was collected prior to the COVID-19 Pandemic.</b>
<b>Mental Health &amp; Suicide Rates</b>	Idaho Youth Risk Behavior Survey (2019): Idaho has a higher suicide rate, as well as higher suicide attempts that the national average. In January 2020, Kootenai County was listed with a 27.9 suicide rate and Idaho with an overall 23.8 suicide rate (Idaho Health and Welfare, 2020).
<b>Juvenile Probation/Detention Domestic Violence/Abuse/Neglect</b>	<b>1,238 recorded (2019) Kootenai County Juvenile Offenses Averaging 220 youth per month on probation North Idaho CASA - 400 children removed from homes (2020)</b>
<b>Alternative Education Options</b>	The local community has welcomed Elevate Academy North recognizing the need for a Career Technical school of choice for students in 6-12th grades who are not finding success in their current educational setting.

Elevate Academy North's anticipated class size is approximately 22 students per learning space, with the instructional staff-to-student ratio set at 17:1. Anticipated enrollment for year one (2022-23) will be 220 students. We will have 44 students in each grade level with the first year serving grades 6-10. The second year, we will add 11th grade and have 264 students, and by the third year (2024-25) we will add 12th grade and have a total enrollment of 308 students.

According to a market analysis generated by ECONorthwest for BLUUM in June 2019, Post Falls was the fourth ripest community for a new public charter school after Meridian, Boise, and Idaho Falls. Factors important to market opportunity by ECONorthwest include: district size, urban/rural area and district and regional growth. Elevate Academy North's proposed primary attendance area has two small alternative high schools and a single charter school designed to address drop-out rates by providing online curriculum.

Elevate North will fill the gap for our disenfranchised youth by providing an option to connect their interests to viable job opportunities, while developing needed academic and life skills through an integrated purpose driven curriculum. Elevate North will support the larger



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community through local industry partnerships and community-driven educational offerings. The school is partnering with the existing infrastructure of support in Kootenai County for mental health services and social emotional support.

As a part of the Elevate Academy Inc. network, Elevate North will have additional trauma-informed resources and restorative practices integrated into professional development for staff and instructional strategies for students. CSP grant funds will support our goal of having a core leadership team of staff members, including our special education team, that will be hired early to support our outreach to educationally disadvantaged students and to receive necessary training, along with the time for planning the launch of our school. Elevate Academy North's comprehensive academic and behavioral strategy includes activating wrap around support services for students and their families through both local and statewide resources and connections.

Elevate North administrator Diffenbaugh will work with our Elevate Academy Inc. network team to create an onboarding process for all staff members that will train on effective intervention strategies, our Integrated Purpose Driven Curriculum, *Learning Hooks*, *Power 100* resource, and our Learning Management System. Elevate North's leadership team will continue to meet with local services to provide support options for students and their families (Boys and Girls Club, Salvation Army's Kroc Center, Kootenai County Juvenile Probation, North Idaho Court Appointed Special Advocates, Safe Passage, Children's Advocacy Center, etc.).

Elevate Academy North will continue to be responsive to local employers' recommendations for the skills and knowledge needed in order for our students to access opportunities for employment upon graduation. Industry leaders throughout Kootenai County

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have engaged in conversations regarding the needs of each industry, best practices, and what type of education model they would like to see that would have a positive impact on their industry and employment needs. Through an ongoing process of engagement, each industry and support partner will advise and have designated representatives that will serve on Elevate Academy North's technical and support advisory committees. In addition, to our CTE Advisory teams, we will launch a Parent/Family Advisory Team during our first year. These advisory teams will support our staff and students in determining what will be needed to stay aligned and current with life and the workplace needs in northern Idaho.

Elevate North administrator Diffenbaugh and her team will engage disenfranchised youth that are either within walking distance or bussing distance to offer information about the school through a door-to-door campaign. Parents will receive information about Elevate Academy North's student services along with information about enrollment and lottery timelines through mailers, social media, our website, and through local community events. Elevate North will continue to work with city, education, industry, and community partners to communicate about the services offered to 6th-12th grade students and their families. In addition, Elevate North will integrate into the existing support and community outreach structure by having a presence at local and community events that are especially geared to support at-risk youth and their families.

### **Part II. F. Effectively Serving All Students**

By design, Elevate North is committed to serving all students, but especially our most vulnerable. These will include: English Language Learners (ELL), students with intellectual and

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physical disabilities, and Gifted and Talented Learners that meet the at-risk criteria as set forth by IDAPA code above. Each student will receive equal access to educational opportunities; no student shall be excluded from Elevate Academy North or referred to surrounding schools due to their unique learning needs.

Our Governing Board of Directors will annually adopt the Idaho Special Education Manual with all subsequent revisions. Special education policies and procedures will be developed and implemented in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA), other federal laws, and Idaho state laws. The Idaho Special Education manual will also be used for identifying, evaluating, programming, developing Individual Education Plans (IEP), planning services, discipline, budgeting, and providing transportation for special needs students, as necessary. Elevate Academy North will hire or contract with a highly qualified special education teacher who meets Idaho state requirements. Elevate North will build physical facilities that are truly accessible to permit access to students with disabilities. Our school will establish and put forth an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability and who may need special education, regardless of the severity of the disability.

Elevate Academy North will use evidence-based, restorative programming and curricula when working with students with disabilities who need supplemental or replacement curricula. Elevate North will follow the guidelines provided by the IDEA and Idaho Special Education Manual regarding the disciplining of a student protected under the IDEA. This will include the consideration of a Functional Behavior Assessment and subsequent Behavior Intervention Plan

when the special-education multi-disciplinary team identifies that the behavior of the student impacts his or her learning or the learning of others. When the Behavior Intervention Plan is required, it will be developed with Positive Behavior Interventions and Supports. As part of the restorative programming, Elevate North plans to partner with a third-party counseling service for mental wellness. All students, including students with disabilities, will have access to a full-time counselor for all student's mental health needs. Elevate North will have supports in place that can work proactively to help a student be successful in the school setting when mental wellness is a barrier for that student. CSP grant funds will support early hiring of our special education teacher and/or our vice principal/dean of students who will be instrumental in the onboarding and welcoming of students and their families.

Full food service will be provided for all students that attend Elevate Academy North. Transportation will be provided through Elevate North's bussing to students within our primary attendance area. As part of the Elevate Academy Inc. Network, we will work with experienced food service and transportation providers to ensure we are offering high quality services that meet the needs for all of our students (including homeless, foster, and students with disabilities). This includes working towards qualifying for the Community Eligibility Provision to provide free meals to 100 percent of Elevate Academy North's students.

## **Part II. G. Staffing and Professional Development**

Our staff recruitment plan and professional development model will be a collaborative effort with students, teachers and all staff, school administrators, and the Elevate Academy Inc. Network team. Recruitment strategies include community outreach with industry and support

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partners, participation in community events, interviews with parents who are employees of our industry partners, collaboration with local education services, social media venues, and having updated brochures and website content to get the word out. Elevate North has already developed potential candidate lists, and we are looking to involve future staff through volunteer opportunities, stipend offerings, and/or early hiring during our planning year. Professional development opportunities will provide resources, research-based practices, and strategies for our core learning tenets, along with Deep Learning pedagogy and competencies.

As an Elevate Academy Inc. Network school, Elevate Academy North has access to Elevate Academy's proprietary Learning Management System. All staff will be trained on the use and benefits of our students' learning platform to ensure that all students are provided transparency, feedback, and support to help them in reaching their learning goals. Teachers will support students in creating learning plans and curating evidence of their learning, through rubrics, checklists, and portfolios.

Elevate Academy North is prepared to implement training and coaching in pedagogy and best practices as it relates to classroom management, formative assessment, and effective efficient planning to maximize student's potential. Before the opening of Elevate North, teachers will become experts in feedback looping, teacher communication and the importance of teacher credibility. Elevate North will align with the Danielson Framework and Visible Learning (Hattie, 2012) to develop a teacher evaluation tool that is focused on the growth and development of staff. Elevate North's evaluation tool will be based on research and best practices for at-risk youth. CSP Grant funds, if awarded, will allow for early staffing and stipends necessary to recruit and compensate staff members during our planning and start-up years.

## **Part II. H. Financial Management and Monitoring Plan**

**Section 1:** Please refer to our three-year operating budget and narrative that demonstrates our responsive and sustainable financial planning and management.

**Section 2:** Facilities Plan At its full capacity, Elevate Academy North will require approximately 39,000 square feet of space. Based on Elevate North's CTE programs, our school will require industry specific space for: welding & manufacturing, technology, construction, medical arts, business, and culinary arts. Each program has specific space and equipment requirements to ensure a high-quality program. Each pathway will require a classroom attached to the industry work space. Elevate North will require 14 academic classrooms that are set up in the pod structure for integrated learning opportunities at every grade level. Elevate North will use CSP grant funds to ensure state of the art equipment is available for use in all CTE programs by the third-year of operation.

The Elevate Academy Inc. Board of Directors will be legally responsible for the financial oversight of Elevate Academy North. Elevate North will maintain all financial records in accordance with Generally Accepted Accounting Principles (GAAP) and will follow all requirements set forth by the Idaho State Department of Education and the Idaho Public Charter School Commission. Elevate Academy Inc. has a designated CFO in Darren Uranga that will engage with the Elevate North administrative team as fiscal planner and financial officer to the Board of Directors.

## **Part II: I. Board Capacity and Governance Structure**

**Section 1:** As a charter school network established under Idaho charter school law, Elevate Academy Inc.'s Board of Directors governs Elevate Academy North pursuant to Elevate

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Academy Inc.'s existing Articles of Incorporation, Bylaws, and Board Policies. Elevate Academy Inc., is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code of 1986 ("IRS Code"), or the corresponding provisions of any future federal income tax code. Elevate Academy Inc. will be the sole member of Elevate Academy North.

The Elevate Academy Inc. Board is composed of talented and seasoned professionals and civic leaders. Board expertise and strength covers all necessary governance areas such as education, law, real estate, strategy, finance, management, community relations, etc. Further strengthening the Board, the current Board Chair has four years of governance experience with Elevate Academy Inc. Network schools, and the Vice-Chair has three years with Elevate Academy and several years in a traditional school district setting. Board members who represent local communities will be given appointment priority as we develop into the Elevate Academy Inc. Network of schools, strengthening representation throughout Idaho.

The Elevate Academy Inc. Board has moved past founding board status, has been in governing status, and is now transitioning to expansion status. Through the strategic planning process, strengths and weaknesses of the Board have been identified. Additionally, as we transition to an expansion board, members of the Elevate Academy North advisory board will become part of the governing board, when the opportunity presents itself. The Elevate Academy Inc. Board not only seeks potential board members who support Elevate Academy North students, but also who have the specific skill set needed to best serve the board. The diverse skill sets that are represented within the Elevate Academy Inc. Board are powerful in

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ensuring diverse views, along with an understanding of the populations and industries that Elevate Academy North represents.

**Section 2 & 3:** Elevate Academy Inc. Board of Directors has established clear policies and procedures to provide effective oversight of Elevate Academy North. The Board will be responsible for the financial health of the school, managing the school's public and philanthropic funds responsibly and prudently while prioritizing spending with consideration given to the school's mission, vision, and educational program goals. The Board will operate at the governance level and will be responsible for overseeing the Chief Executive Officer, Monica White, who will support the school administrator Marita Diffenbaugh in school level management operations.

The Board has established financial practices and reporting that result in accuracy and transparency. Board members will participate in fundraising activities as deemed necessary and appropriate by the Board. Board members will put the interests of schools first and will refrain from using their positions or influence for personal or partisan gain. Board business conducted at Board meetings will be done per the bylaws and applicable open meetings laws. Board members will commit to the ethical standards set forth in the Ethical Standards Agreement. The Board is to serve as liaison between the school and the Idaho Public Charter School Commission.

The Elevate Academy Inc. Board is involved in ongoing professional development. As a member of the Idaho Schools Boards Association (ISBA) it has actively engaged in strategic planning and board training. Examples of training for the Elevate Academy Inc. Board of



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Directors include, but are not limited to, the following topics to ensure the success of Elevate Academy Schools: Open Meeting Laws, Ethics and Governance, Management and Board Roles, The Value and Best Use of Committees, Academic Excellence, Define and Understand Measurement. The Elevate Academy Inc. Board will annually evaluate its needs relative to training available through ISBA and will enroll and select training programs in which it will participate.

### **Part II: J. School Leadership and Management**

Elevate Academy North will be led by veteran educator Marita Diffenbaugh. She has 21-years of service in Idaho's education system, from the classroom, school district, and university to the State Department of Education. With 14-years dedicated to students in the classroom and seven-years of district and state-level administrator experience, she believes her greatest contributions involve building relationships with others and helping them connect their talents, knowledge, and skills with community needs. As a teacher, administrator, and leadership support for educators in Idaho, Diffenbaugh has supported school, district, and state leadership in the strategic development of mastery-based education and instructional technology implementation.

As a highly-regarded and well-connected educator, she has provided teachers with professional development for student engagement and positive digital citizenship practices through local, state, national, and international presentations. Diffenbaugh shares a passion for Elevate's strategic plan to bring humanity back into the educational system by supporting the whole child, connecting learning to community resources and needs, and restoring hope to

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ensure that students are ready and able to learn. As a Bluum Idaho New School Fellow, supported by Elevate Academy Caldwell's co-founders Monica White and Matt Strong, Diffenbaugh has been planning, developing, and is ready to launch Elevate Academy North.

Elevate Academy North will contract with Elevate Academy Inc. Network for professional services. This group will provide a veteran leadership team with over 13-years of school and district leadership experience, including charter start-up, building administrator experience, and expertise in all of the functions and areas needed to run a successful CTE charter school for at-risk youth. The Elevate Academy Inc. professional services will consist of a CEO, CFO, COO. The Elevate Academy Inc. Network team assists in curriculum development and implementation, obtaining and facilities, quality control, fundraising, professional development, preparing budgets and financial reports, back office support, human resources, and marketing. Elevate Academy Inc.'s professional services allow for the school administrator to focus on the instructional and cultural leadership of the school. The administrator's responsibilities include student academic success, building school community and culture, building community partnerships, providing teacher mentoring and coaching, conducting staff evaluations, student discipline, and facilitating parent relations.

The Elevate Academy Inc. board uses key elements in our approach to ensure a clear and healthy relationship between the professional services and Elevate Academy North administration. Elevate North, building leadership will have significant autonomy around how they customize the core tenets to their context. Principals have control over many key areas, including school staff selection, staff evaluation, curriculum, school schedules, and community

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relations. The CEO holds school leaders accountable, ensures each school is faithful to our Core Tenets, requires standardized operational practices in critical areas, and provides support for many back office functions.

Elevate Academy Inc. board of directors approved the “RAPID” framework and Elevate Inc. network organizational chart (see attachment) that describes organizational structure and decision-rights in detail to ensure alignment and clarity among our team. The board will review key student success indicators for the Elevate Academy North of enrollment, attendance, academic growth as measured by STAR, quarterly credit completion, stakeholder credit completion, yearly industry certification passage rates, teacher turnover and causes. These reviews allow the board to proactively address concerns as they arise. In addition, the CEO is evaluated annually on the performance of network schools, which is informed by indicators outlined in the data collection expectations. The board will also complete the evaluation of the building level administrator once per year, as required by Idaho Code.

Elevate Academy North will have communication and feedback loops between teachers, classified staff, parents, students, community and industry advisory boards to gather input and support in decision making around content, processes, and tools used to support teaching and learning, as well as the overall operational needs of our school. All decisions will be measured by the impact on student learning growth and how these align and support our Elevate Academy North’s mission and vision.