

Part II Narrative- Executive Summary

Pinecrest Academy of Idaho's (PAI) founding board is committed to fulfilling its *mission* to provide a safe and nurturing educational environment that maximizes student achievement and fosters respect for all and its *vision* to empower lifelong learners with knowledge and values required for productive global leadership. Pinecrest academic programs are in high demand, as thousands of students are on waitlists in Nevada and Florida where scholars perform at the highest level on all academic measures and the board expects to see similar demand in Idaho. PAI will utilize ongoing assessments, engaging activities, the creation of a strong community environment, and regular parent involvement to achieve student success. In this manner, PAI is purposefully focused on the outcomes that all students become equally successful as lifelong learners and responsible citizens. PAI's educational model will ensure that achievement gaps are closed and that every student progresses using research-based strategies and curriculum that have proven effective for students at all levels, but especially for at-risk students, Economically Disadvantaged, English Learner, and Students with Disabilities.

The Pinecrest model emphasizes rigorous, engaging, and standard-based STEAM Blending Learning. If selected, PAI is determined to use CSP grant funding in meeting the following goals: increase student achievement, particularly those most vulnerable of academic failure; prepare students to be ready for success in the 21st century; and increase educator effectiveness to ensure high academic outcomes for all students to close achievement gaps. Grant funding will support students to perform at the highest level on all academic measures by: incorporating strong technology use through a blended learning approach, providing all students with STEAM infused curriculum, implementing differentiated instructional strategies to provide students with instruction commensurate to his/her ability levels in both reading and math, and providing a strong instructional focus to teach a rigorous curriculum.

A. Grant Project Goals

Grant Project Goal 1: Academic Achievement and Growth: In alignment to PAI's *mission* and *vision*, PAI will provide a safe, nurturing, and rigorous educational environment through its STEAM-Blended Learning Education Model that maximizes student achievement, particularly for the most vulnerable student populations including Economically Disadvantaged, English Learner, and Students with Disabilities, and fosters respect for all. PAI will provide on-site professional development to instructional staff to support a rigorous and operationally sound school, and to support STEAM instruction. Additionally, members of the governing board, teachers, and administration will benefit from Pinecrest affiliate travel to ensure quality replication of the Pinecrest educational model and best practices. As a result, at least 60% of students in grades 4-8 will meet high standards in ELA, Mathematics and Science, as evidenced by scoring proficient or higher on the ISAT within the first year of operation. In years 2 through 3, the cohort will grow 5% annually. Additionally, students in grades 4-8 will meet or exceed the state's growth average in ELA and Mathematics. **Baseline:** Based on 2018 ISAT results of schools within a 5-mile radius of PAI, only 50.8% of the students in the target community are proficient in ELA, while only 45.6% are proficient in mathematics. **Grant Project Goal 2: Student Population Reflective of the Community** PAI will utilize outreach strategies and targeted, grassroots marketing campaign to reach the widest possible audience in an effort to enroll a student population that is within 5% of the local population: 68% White, 23% Hispanic/Latino, 4% Asian, 3% Black, 1% Pacific Islander, 1% Multi-Racial, 66% FRL, 19% ELL, and 10% SWD. **Grant Project Goal 3: Operational Excellence** PAI will provide a professional and efficient learning environment. Clean and modern furniture, classroom specific supplies, and professional work areas and equipment that will promote serious attention to learning. PAI will purchase items to increase the safety and security of the school including

items such as two-way radios and security cameras as well as a Student Information System. As a result, 90% of PAI students, parents, and staff will strongly agree that PAI has provided students with a high quality and professional learning environment as indicated on an annual end-of-year survey.

B. Educational Philosophy, Instructional Practices, and Curriculum

PAI is a replication of the highly successful Pinecrest Academy charter school network. Multiple Pinecrest campuses have been recognized by U.S. News as a top 100 school in Florida¹. In 2019² and 2021³ the U.S. Department of Education recognized Pinecrest for its successful creation of positive, student-centered school cultures that value equity, collaboration, and personalized learning and were designated as Blue Ribbon Schools of Excellence Awards among many awards and distinctions⁴. Additionally, every Pinecrest campus in Nevada has received a 5-star rating (the highest) on the state's school performance framework.⁵ Key Design Elements the Pinecrest model utilizes a STEAM educational program providing a holistic education that engages both sides of the brain, develops students' functional literacy across the curriculum, and promotes constructivism.⁶ Pinecrest schools meet high standards of student achievement through the delivery of a rigorous STEAM Blended Learning advanced curriculum, with an emphasis on mastery of the content of core academic areas (language arts, math, science, engineering, history and the arts) within a framework of communication (reading, writing, speaking, and analyzing) and cross-curricular alignment to Idaho Content Standards that meets the needs of all students, particularly Economically Disadvantaged, English Learner, and Students with Disabilities. STEAM places an emphasis on process, making connections to the

¹ <https://www.usnews.com/education/best-high-schools/florida/districts/miami-dade-county-public-schools/pinecrest-preparatory-academy-charter-high-school-4933>

² https://www.pinecrestacademyschools.org/apps/news/show_news.jsp?REC_ID=590848&id=0

³ https://doe.nv.gov/News_Media/Press_Releases/2021/Nevada_Department_of_Education_Nominates_Three_Blue_Ribbon_Schools_for_National_Recognition/

⁴ https://www.pinecrestacademyschools.org/apps/news/show_news.jsp?REC_ID=696164&id=0

⁵ <http://nevadareportcard.nv.gov/di/>

⁶ Glass, D., Meyer, A., & Rose, D. (2013). *Universal Design for Learning and the Arts*. Harvard Education Review, 13(1), 107.

real-world, working collaboratively, leveraging technology and communication. For example, a culminating Project Lead the Way for Introduction to Engineering Design assessment included an in-depth study of Twin Fall's iconic Perrine Bridge and students competing to design their own structures that survive a maximum load without collapsing and presenting their design efficiency strategy. In fourth grade, a culminating STEAM challenge for a Wonders unit exploring theme through fables students choose a character in the story as their client, engineer a solution to the animal's dilemma, design inventions to solve character's problem, construct and test the device using Makerspace materials, document their design process, and share their device through writing and oral presentations. The Idaho Content Standards guides the development of PAI's curricular model and ensures the successful courses and strategies used at Pinecrest schools in Florida and Nevada are properly aligned to Idaho Content Standards. PAI will use curriculum that is published nationally, including but not limited to Springboard, McGraw-Hill, and Curriculum Associates. These publishers have written the texts to the Idaho Content Standards and further alignments to the local PAI community afforded by the flexibility granted by ESEA 4310 will occur as described above. The units and lessons of instruction will be aligned prior to deliver of that instruction. Furthermore, the flexibility granted by ESEA 4310 allows PAI to customize the Pinecrest model to individual student and local community needs, providing engaging activities, creating a strong community environment, and regular parent involvement to assist all students to become equally successful as lifelong learners and responsible citizens who are prepared for college and career. Students' exposure to STEAM Blended Learning positively affects their learning and memory, ability to collaborate, and problem-solving skills by providing deeper engagement in subject matter, promoting better

retention of content, and fostering emotional involvement in the learning process.⁷ PAI’s curriculum provides a solid academic foundation for students to succeed at all levels, in particular Economically Disadvantaged, English Learner, and Students with Disabilities. Cognitive science in mathematics and reading underscores the emphasis on meaning and understanding, beginning in the early elementary grades. Thus, much of the curriculum is centered on this approach as well as personalized remediation and extension through Blended Learning that occurs in-person at school but can also be utilized virtually at home. Instruction emphasizes developmental learning while providing strategies (supports and interventions for struggling students and students with special needs, as well as enrichment for advanced learners).

Instructional Strategies & Best Practices	Tier I ESSA Evidence
Thematic approach to integrate core areas of study such as mathematics, reading, language arts, writing, science, and social studies (Wonders STEAM challenges, Project Lead the Way, TCI, STEMScopes, Service Learning Projects)	For compendium of research, please visit What Works Clearinghouse, best practices in STEAM and project-based learning that support changes in behavior, especially the development of social, emotional, and behavioral competencies: https://ies.ed.gov/ncee/edlabs/regions/pacific/askarel/aar20.asp
Blended learning for differentiation to enhance student learning and goal tracking (iReady, Wonderworks, ST Math, Ready Math, Project Lead the Way, TCI, STEMScopes, Accelerated Reader, MyON, Reflex Math, student data chats, digital platforms for all curriculum)	The Institute of Education Sciences U.S. Department of Education. Summary of research on online and blended learning programs that offer differentiated learning options. https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2017228.pdf Brown-Lawrence, D. (2004). Differentiated instruction: inclusive strategies for standards-based learning that benefit the whole class. <i>American Secondary Education</i> , 32(2), 34-62
Appropriate assessments to measure learning (screening/diagnostic, progress monitoring), ongoing review of data, and professional development workshops (iReady, Curriculum Based Measures)	What Works Clearinghouse. (2009). Using Student Achievement Data to Support Instructional Decision Making retrieved from: https://ies.ed.gov/ncee/wwc/PracticeGuide/12
Data-driven, high-quality differentiated instruction for all students, including targeted interventions for struggling students performing below grade level (iReady, Ready Math, Ready Reading, ST Math, Reflex, Accelerated Reader, MyON, Wonderworks)	What Works Clearinghouse. (2009). Assisting Students Struggling with Mathematics/Reading: Response to Intervention (RtI) for Elementary and Middle Schools. https://ies.ed.gov/ncee/wwc/PracticeGuide/2 https://ies.ed.gov/ncee/wwc/PracticeGuide/3
Supplemental programming for student advancement and remediation (Project Lead the Way, STEAM Challenges, MyON, Series Reading Accelerated Reader)	Tomlinson, C., Brighton, C., Hertberg, H., Callahan, C., Moon, T., Brimijoin, K., Conover, L., Reynolds, T. (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: a review of literature. <i>Journal for the Education of the Gifted</i> , 27(2-3), 119-145
Professional development and support for teachers with research-based practices, advanced curriculum, and technology integration (1:1 technology, Digital Platforms	Guskey, T. and Suk Yoon, K. (2009). <i>What Works in Professional Development?</i> Retrieved from: http://www.k12.wa.us/Compensation/pubdocs/Guskey2009whatworks.pdf

⁷ For STEAM full compendium of research, please visit What Works Clearinghouse REL: <https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/aar86.asp>

for all core subjects, document cameras, projectors, interactive whiteboards, Mentoring with affiliate schools, reflective practice)	
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The educational philosophy at PAI is anchored by the key areas of collaboration, communication, creativity and critical thinking. These four skills have been identified by Partnership for 21st Century Skills as “super skills” necessary to thrive in the future. The educational philosophy is further supported by Dr. Theodore Sizer’s *Coalition of Essential Schools Common Principles*.⁸ To create the school culture needed to effectuate the mission and vision, the Common Principles and the 21st Century “super skills” will permeate every aspect of the school. Using a variety of professional resources, faculty will develop lessons to explore character education necessary for developing self-efficacy and global awareness. For example, Middle School students engage in school garden and Leader in Me service learning projects in collaboration with successful agriculture and organic farmers in the Twin Falls community to share nutrition and healthy eating and gardening STEAM lessons to their elementary student counterparts. The school’s culture will further rely on our behavior and discipline policy in which students will be encouraged to celebrate incremental progress and thrive on challenges, seeing failure not as evidence of unintelligence, but as a springboard for learning and achievement. PAI will implement Positive Behavior Interventions and Supports (PBIS) and an RTI model. Schools using PBIS show decreased discipline issues and the practice is strongly correlated with increased academic achievement, in particular students who are Economically Disadvantaged, English Learner, and Students with Disabilities as students are remaining in the classroom and not removed from the learning environment. Our PBIS model will utilize Growth Mindset⁹ encouraging students to set goals according to their specific abilities and needs. All students will be held to one standard, and where present, minority overrepresentation in

⁸ Coalition of Essential Schools. *Common Principles*. <http://essentialschools.org/common-principles/>

⁹ For a full compendium of research, please visit: <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/math-attitudes-training/handout-mindset-research.pdf>

discipline will be investigated for root causes. Curriculum Pinecrest schools meet high standards of student achievement through the delivery of a rigorous and relevant curriculum with emphasis on mastery of benchmarks aligned to the CCSS. The Pinecrest Model has already been adapted to both the Florida and Nevada State Standards frameworks; accordingly, PAI will combine the best practices developed by the Pinecrest network in translating the CCSS standards in those states when making the adjustments necessary to align the Pinecrest Model with the Idaho Content Standards. Units of instruction within and across all grade levels will provide a vertically articulated curriculum framework that scaffolds the skills and knowledge required for success and concomitantly provides teachers with continuous feedback on student progress. Additionally, the faculty develop a scope and sequence or pacing guide for core content, which will serve as the basis for lesson plan development to ensure that all benchmarks are addressed in a timely manner. Below is an explanation of each program along with Tier 1-3 ESSA Evidence:

Content Area	Core Curriculum
Mathematics	Ready Math: (K-5) materials have been accepted as ICS aligned supplements, for a full compendium of efficacy research reports, please visit: https://www.curriculumassociates.com/research-and-efficacy SpringBoard: (6-8) based on ICS, for a full compendium of efficacy research reports, please visit: https://springboard.collegeboard.org/pdf/springboard-research-compedium.pdf
English Language Arts	Wonders Reading Series: (K-5) based on ICS, for a full compendium of efficacy research reports, please visit: https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/wonders-research-evidence-compedium.pdf SpringBoard: (6-8) based on ICS a, please see link above for research.
Science <i>* Integrated with ELA (Reading Wonders STEAM Challenges)</i>	Project Lead the Way: Interactive Science embodies the 21 st century learner by infusing the core subjects and themes throughout the program; provides continuum of accelerated intervention strategies and Science-rich in STEM connections and aligned with NGSS. PLTW’s interdisciplinary modules lead students to adopt a design-thinking mindset through activities, projects, and problems that scaffold throughout the course. Students engage in hands-on activities using creativity and learning problem solving techniques. For a full compendium of efficacy research reports, please visit: https://www.pltw.org/about-us/our-impact STEMScopes: Comprehensive digital resources, supplemental print materials, and hands-on exploration kits that drive engagement and academic growth https://www.stemscopes.com/case_studies
Social Studies <i>* Integrated with ELA</i>	TCI Interactive: Will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders. For a full compendium of efficacy and research reports, please visit: http://www.debbiewaggoner.com/uploads/1/2/9/9/12998469/bring_learning_alive.pdf
Blended Learning & Technology Integration	ST Math: Teachers will incorporate these tools into whole and/or small group instruction, whenever possible, to promote the link between blended learning programs, curriculum, and the ICS. Promising ESSA Evidence, please visit: https://www.evidencefoessa.org/programs/math/st-math-spatial-temporal-math Accelerated Reader & MyOn Series Reading: Program is successful because it establishes a culture of reading throughout the school. Every staff member takes ownership of one or more series of books, which

	<p>can range from books based on the same characters, books about the same topics, or books written by the same author. Because staff members share their excitement and enthusiasm for reading, every child is encouraged to engage in extensive reading with a depth and breadth of reading choices. This program develops a love of books through adult mentorship, peer influences, and interest-based CHOICE! Enticing students to spend more minutes reading will create masterful and proficient readers on our campus. Students participate in Battle of the Books and AR celebrations.</p> <p>iReady: Grades K-8 will implement the iReady Classroom curriculum based on ICS and use the program consistently and uniformly across the campus. https://teacher-toolbox.com/toolbox</p> <p>Reflex: Adaptive and individualized game-based program for mastering basic facts in addition, subtraction, multiplication and division. https://www.reflexmath.com/research</p>
Social Emotional Learning/Positive Behavioral Intervention	<p>Leader in Me: Teaches students 21st century leadership and life skills to create a culture of student empowerment based on the idea that every child can be a leader. Covey, Stephen R, et al. <i>The Leader in Me: How Schools and Parents around the World Are Inspiring Greatness, One Child at a Time</i>. Simon & Schuster Paperbacks, 2014.</p>

C. Teaching and Learning

Data Collection: Select universal screeners and standardized assessments will be used to determine current levels of performance, monitor academic progress, and trend analysis.

Appropriate assessments, instruments, and curriculum will be used to assist in the development of daily lessons, weekly units of instruction, and short and long range instructional goals. PAI uses multiple measures that are consistent with the instructional program including annual culminating ISAT (Idaho Standards Achievement Test), early literacy screener Idaho Reading Indicator, benchmarking and progress monitoring Measure of Academic Progress (MAP), diagnostic iReady, ongoing Curriculum-Based Measures (CBM), and English Learner Screener World-Class Instructional Design and Assessment (WIDA) to provide insight into further classroom instruction. Data Analysis: The PAI Data Impact Model emphasizes monthly data analysis and school-wide data chats, creating a school-wide culture of using data to drive instructional decisions, data visualization to facilitate understanding data in a visual context, use of data mining and statistics to drive instructional decisions, student use of data binders, assessment breakdowns and correlations, and analysis of targeted areas for improvement at the teacher and student level, and providing parents with useful information to support their child’s

academic growth at home.¹⁰ Instructional Practices and Tools: Administrators and data teams will utilize information gathered from the data analysis to collaboratively develop instructionally focused calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Teachers will adjust their instruction, use supplemental instructional materials grounded in scientifically based research (iReady, ST Math, Reflex, Ready Math, AR, MyON, Wonderworks), monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction. PAI encourages the use of effective and innovative methods of teaching by: incorporating strong technology use through a blended learning approach, providing all students with STEAM infused curriculum, implementing differentiated instructional strategies to provide students with instruction commensurate to his/her ability levels, and providing a strong instructional focus using the Idaho Content Standards to teach rigorous curriculum. These strategies which are aligned to the educational philosophy include but are not limited to: teacher modeling, direct and explicit instruction, scaffolding, group practice, peer teaching, integration and applying skills learned to other core subjects, practice and review, and project based STEAM learning. Pinecrest schools utilize a Power Hour for ELA and Math in order to effectively implement differentiated instruction and allows teachers to adjust instructional techniques and content to meet the needs of students. Students learn grade-level material during the classroom block, and then are ability grouped during the Power Hour block in order to learn reading and math at their readiness level. The Power Hour schedule configuration provides an excellent infrastructure for providing differentiated learning (interventions for below grade level, supplements-at grade level, and extensions-above grade level) as well as support for Economically Disadvantaged, English

¹⁰ Institute of Education Sciences. (2009). Using Student Achievement Data to Support Instructional Decision Making. Retrieved from: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf

Learner, and Students with Disabilities. Students, who have been identified through the RTI/MTSS process as Tier 2, will receive a minimum of 30 minutes of uninterrupted daily immediate intensive intervention in addition to instruction in the Tier 1, core instruction block. Individual intervention beyond the initial block and Tier 2 is required for students which have been identified through the RTI/MTSS process as Tier 3. Students in need of immediate intensive intervention may be scheduled for a minimum of an additional 30 minutes daily during the school day or afterschool.

D. Student Academic Achievement Standards

PAI teachers will screen students at the beginning of the year to determine current levels of academic performance. At the start of the school year, all students will take the iReady, Accelerated Reader, ST Math, Reflex, and MAP Diagnostic Assessments to determine his/her current academic level in reading and math. Diagnostics identify students' performance in one of three tiers: On-Grade or Above Grade Level; On-Grade Level and One Grade Level Below; and Two or More Grade Levels Below. To ensure that PAI's above identification and intervention methods are working, interim benchmark assessments and state assessment result data will be cross-referenced with iReady, MAP and WIDA data to determine if iReady is an appropriate predictor and indicator of student academic success. Additionally, student growth data provided by iReady, MAP, and WIDA will be reviewed each year once students take the end of year iReady diagnostic assessment. iReady provides students with an individualized online instruction at his/her instructional level, ranging from below, on, and above grade level referred to as the "Learning Path." Individual Learning Paths are flexible based on student needs and is monitored continually with iReady and MAP progress monitoring. Students who are performing below level will receive instruction that helps fill gaps and high performing students will receive instruction that is challenging. This data can be viewed school wide, by grade level, by teacher,

and by Power Hour group. Having the ability to view growth data by Power Hour provides administration insight on how the low Power Hour group is performing overall, and more specifically, the RTI students. If students in this group are not making adequate progress, administration will follow up to determine adjustments to either the curriculum used during low group Power Hour instruction, the method in which lessons are delivered during this time, or the teacher assigned to teach this group. Adjustments can be made to the general education grade level lessons or to individual Learning Paths through differentiated instruction or interventions. PAI's Data Impact Model for Continuous School Improvement with data-decision making leadership focuses on increasing access to high quality instruction through data-informed decisions with a focus on lowest-performing students. Data trends will be reported monthly to board in "principal reports" including student achievement, grade level proficiency, content mastery, and student growth percentiles. PLC Data Chats wherein teachers and leaders meet weekly 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. PAI will disaggregated data from both qualitative and quantitative sources to support the following initiatives: provide tools for collaborative inquiry;¹¹ data collection tools and analysis in ongoing cycle of improving instruction;¹² identify critical content;¹³ and strategic planning with administration and staff.¹⁴

E. Student Demand and Community/Local Support

PAI's target community includes the city of Twin Falls and surrounding areas in a 20-mile radius of the school. We chose this area because of the need of a high quality school option and limited charter school options for the local community.

¹¹ National Forum on Education Statistics. (2012). Forum Guide to Taking Action with Education Data. (NFES 2013-801). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

¹² Abbott (2008); Brunner et al. (2005); Halverson, Prichett, and Watson (2007); Kerr et al. (2006); Liddle (2000); Mandinach et al. (2005).

¹³ Bigger (2006); Cromey and Hanson (2000); Herman and Gribbons (2001); Huffman and Kalnin (2003); Lachat and Smith (2005); Supovitz (2006).

¹⁴ *ibid*

The population of Twin Falls School District has increased 23.5% between 2010 and 2017.¹⁵ To assist with the population growth, the school district built two new elementary schools, one of which filled to capacity in just two years.¹⁶ PAI will help relieve the overcrowding at current schools, while also giving families a high quality school option. Based on the average 2018 ISAT results of these schools, only 50.8% of the students are proficient in ELA, while only 45.6% are proficient in mathematics and 50.1% are proficient in science. What's more, these proficiency results are even poorer when examining specific student subgroups. Because of data privacy laws, the Idaho Department of Education was not able to provide data for all subgroups for most of the schools used in the analysis. These student proficiency results demonstrate a need for families and students of the community to attend a quality school with a rigorous and unique approach. Digital and social media marketing/advertising will be used in order to reach out to a broad audience through ads which direct parents to click on the school's website, which will be built with language translation options. A banner will also be posted on site with relevant information, including the school's website information, grade levels to be served, and phone number. PAI's strategy for marketing and community outreach involves a multifaceted marketing campaign of in-person "boots on the ground" efforts, virtual events, digital marketing strategies, and print advertising in order to reach all families who may be interested in enrolling at our school. A few of the digital efforts include targeted social media designed to reach new families, Google response display ads, OTT/targeted streaming TV marketing, digital bulletin boards in various locations, and Google AdWords. These campaign elements are targeted by individual's household income and/or lower income zip codes and we focus to increase FRL and ELL students. Work has also been done on PAI's digital footprint by improving our overall search engine optimization by increasing

¹⁵ Wooton-Greener, Julie (2018) 'Magic Valley schools weigh options to deal with enrollment growth' *MagicValley.com*, 2 August. Available at: https://magicvalley.com/news/local/education/magic-valley-schools-weigh-options-to-deal-with-enrollment-growth/article_a3f025cc-4a9a-5322-b73d-9ff2c5aa4b85.html

¹⁶ Ibid.

backlinks, supported networks, and driving more organic traffic to the school website. Other marketing campaign elements have included targeted email marketing, text message marketing, local radio/podcast marketing, local billboard presence, and various print promotional flyers, brochures, and mailers targeted to lower income areas where families may not have access to the social media or digital marketing. PAI has distributed press releases and public service announcements to promote the open enrollment period, open houses, and other essential details about the school and its programs. PAI has hosted several virtual and in-person open houses and will continue to host these informational meetings to give parents a chance to meet the principal and ask questions about PAI's unique educational program. The enrollment team that supports enrollment and communication to families is also bilingual. PAI plans to use CSP start-up funds for advertising/ marketing to ensure removing barriers for families of Economically Disadvantaged, English Learner, and Students with Disabilities to attend high-quality charter schools available to them. The total school capacity is expected to be 260 at full build out. Currently, there are 129 students that are currently enrolled, of which approximately 10% are eligible for Free and Reduced Lunch, which is on track with PAI's slow-growth model. As of March 2021, PAI has received 85% of total needed student applications for the 2021-2022 school year and is planning to be fully enrolled after the lottery that will take place on April 5, 2021. PAI is committed to using CSP grant funding open high-quality charter schools seats to Economically Disadvantaged, English Learner, and Students with Disabilities and recognizes these demographic projections demonstrate a population with a variety of backgrounds and needs that is within 5% of the local surrounding area. Community Engagement Parental and community involvement is a fundamental and expected part of the philosophy and operation of the School. PAI already has the support of Idaho State District 24 Legislators, Chobani Factory, Cliff Bar Factory, Sugar Factory, and the local farming industry to support field trips, guest speakers, etc. PAI has held community events, such as Soctober where

students collected socks for the Salvation Army as well as working with the PTO and STUCO to enhance student community service learning projects. Family Engagement PAI seeks to encourage parents to be active participants in their child’s education, give the community ownership of a high quality educational program, and teach children to be civic-minded and socially responsible. Parents and community members will have representation in the decision making processes of PAI through the parent/teacher group, School Advisory Council (SAC), and other such committees. Similarly, PAI upholds a strong belief in the inclusion of parents in the educational process through open lines of communication. Parents will be encouraged to be involved through:

Community & Family Involvement¹⁷	
School Advisory Council	Consists of school personnel, parents, students, local business, and community members.
Quarterly Parent/Teacher Conferences	Hosted in the evenings at the School where parents can discuss topics that affect their children’s educational progress.
Open houses, Career Fairs, Family Day	Events held to recruit new students, maintain communication and involvement between the School and the surrounding community.
Parent Teacher Organization	Coordinates events involving the community.
Parent Club	Dedicated to work in partnership with the families, faculty, and community to provide resources for the school through fundraising and volunteering.
Parent satisfaction survey	Administered at least once a year. The board will determine how to address categories averaging less than 70% satisfaction, with the goal of achieving at least 85% satisfaction on average across the survey.

F. Effectively Serving All Students

Supports all students PAI’s educational philosophy is grounded in the expectation of increasing learning opportunities and raising the academic achievement of all of its students through high expectations and character development, in particular those that are Economically Disadvantaged, English Learner, at-risk of academic failure, and students with special education needs. Emphasis will be placed on low performing students, beginning with identification of those not making adequate progress and/or not demonstrating mastery of the Idaho Content

¹⁷For a full compendium of research for high yield strategies in family and community engagement, please visit <https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/blog11-leveraging-rural-context-to-build-family-engagement.asp>

Standards, in accordance with Idaho Administrative Code definition of “at-risk.” PAI’s highly successful Data Impact Model of data assessment, monitoring, RTI, and Power Hour will ensure that all at-risk students are identified and supported to ensure that all students have the opportunity to be academically successful. Students who are identified as academically “at risk” via the universal screening process, and who are not already identified with an IEP, will be referred to the Student Academic Behavioral Intervention Team (SABIT). The SABIT team will complement Pinecrest’s Data Impact Model and be comprised of general education representatives, contracted services partner Special Education LLC, Jessica Barr of Data Ready consultation services, mentor affiliate Pinecrest members, and the special education teacher or designee selected by the teacher. Ongoing affiliate professional development in RTI and SABIT procedures and the various interventions will be provided to members of the SABIT team and instructional staff. Once the student is identified, the SABIT team writes goals for the student in the area of deficiency, provides intensive interventions using ESSA-evidenced based curriculum (iReady, Wonderworks, Ready Toolbox, ST Math, Reflex, MyON, Accelerated Reader, Explicit Phonics, Power Hour “double dose,” behavior contracts, Growth Mindset) that will help the student progress academically and/or behaviorally, and monitors weekly progress. The interventions and progress-monitoring tools provided would be interventions and tools that have been validated through research and determined effective by the SABIT team. The SABIT team reviews the student’s progress through PAI’s Data Impact Model every four weeks and adjusts instruction when a student is not showing progress through trend analysis through blended learning programs such as iReady and ST Math, Power Hour “Double Dose,” or adopted curriculum’s differentiated instruction tools such as Ready Toolbox or Wonderworks. If the student is not showing progress, the teacher attempts a variety of intensive interventions and

strategies (iReady, Ready Toolbox, Wonderworks, ST Math) designed to facilitate the child's learning within that classroom. Interventions may be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work. Students with special education needs will be 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 special education as it is outlined for each individual special education student in his/her IEP. PAI 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. If the student shows no academic growth, the student would be recommended to attend a Tier III small or individual instructional group to provide the necessary more intensive interventions as needed. In the regular education classroom, using peer assisted learning and Blended Learning programs (ST Math, iReady, digital platforms for all curriculum) can help the student remain with typical peers and receive intensive instructional level instruction. Depending on the nature of and severity of the disability, other placement models outside of the approach discussed above may be determined to be more appropriate to the needs of the student. As an LEA, PAI could explore contracting for bringing in other resources to meet the student's needs in a manner consistent with Idaho Department of Education. PAI's administration team will recruit highly qualified special education teachers through multiple means such as contracting with Special Education LLC, university teacher recruitment fairs, or contracted services to name a few. All related service personnel including speech and language therapists and school

psychologists will be certified in the State of Idaho or will have applied for a license before they are hired. PD will be offered to classroom teachers in the areas of intensive interventions and research-validated methods addressing the unique needs of students with disabilities as detailed in PAI's Great Teaching and Leading plan in Section G below. Additionally, the SPED teachers, facilitators, and related service personnel will provide instructional information to teachers on how to modify the curriculum and address the unique needs of any students with disabilities.

Nutritional needs of students PAI projects that 35.45% of the student population will qualify for free and reduced lunch. Standard kitchen equipment is factored into the amount of the anticipated building space and may include up to an oven, warming cabinet, double door refrigerator, and single door freezer. These items are included in the schools anticipated FFE lease. Additional start-up expenses may include food thermometers, a prep table, oven mitts, single use gloves, and other kitchen supplies. Administrative costs are minimal and may include a date-stamp, envelopes, and mailing stamps. Currently, the school does not offer the National School Lunch Program; however, the school is looking into several options on how best implement the NSLP for next school year (2021-2022), including talking with Emily Chatelain of School Food and Wellness Group on all options. First, we will seek to contract with a Vendor/School District to prepare specified meals under the NSLP. The school will also contact local restaurants to see if any of them would be interested in serving the school. If neither of these are possible, the school will evaluate the best way to implement it internally. The goal will be to provide meals at or below the cost of the federal reimbursement rate that comply with the requirements of Idaho Child Nutrition Program.¹⁸ The school will administer the application process for all free and reduced-price meals and will submit claims for reimbursement to the

¹⁸ See <http://www.sde.idaho.gov/cnp/>.

state. The budget assumes that meals will be paid by students not eligible for these programs.

The amount of \$1,000 per year of state funding has been budgeted in Year 1-3 for any potential overages or one-time costs associated with providing food services. The operating costs associated with this expense are based on experience with similarly sized schools in other markets and initial consultations with food service providers in the Twin Falls area.

Transportation to meet the specific needs of educationally disadvantaged students, PAI will provide transportation to and from school and will contract out the services. 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. The transportation 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 PAI governing board will obtain appropriate bids for a bus transportation provider in compliance with Idaho Code and will provide target communities with options such as bus passes and ride sharing or carpooling parent group apps to eliminate barriers to attending the school and encourage families of Economically Disadvantaged, English Learner, and Students with Disabilities to apply and attend PAI's high quality charter school options available to them. During the COVID pandemic, PAI was unable to secure bids for transportation, but provided options such as bus passes and carpooling to accommodate students in need of transportations to eliminate barriers to enrolling in the school. PAI will accommodate transportation needs for field trips/extracurricular by contracting with the same company or by other viable means.

G. Staffing and Professional Development Plan

All school personnel will report to the principal. PAI will comply with Idaho’s class size ratio goals and has planned for teaching staff accordingly. The table below shows the proposed staffing of the school during the first five school years.

TEACHING STAFF	20-21	21-22	22-23	23-24	24-25
Classroom Teachers	8	10	11	11	11
SPED Teachers	1	1	1	1	1
STEAM Specialist	0	0	1	1	1
Principal	1	1	1	1	1

Recruiting and Hiring The PAI governing board has hired Denise Schumacher as the school’s principal. She is a retired administrator from Las Vegas, Nevada where her duties included teaching, as well as Assistant Principal, and where she was recognized as Activities Administrator of the Year. After retiring from the school district, she joined Somerset Charter Schools where she worked as a high school counselor, as well as Assistant Principal and facilitated Culturally and Linguistically Diverse Education that supported the needs of English Language Learners. She holds a Master’s Degree in Educational Leadership and a BS in Kinesiology. In searching for a leader, the board sought out a person that strongly believes in the school’s mission and vision, will promote a collaborative leadership style that fosters shared leadership to capitalize on the expertise of individual leaders and build capacity in teacher leaders, has strong instructional leadership experience to facilitate the continuous improvement of instruction, evaluation, data-based decision making, serving diverse student populations, and the recruiting and hiring of teachers and staff. PAI deploys a rigorous hiring plan that has proven successful across 200 educational institutions in 10 states with both rural and urban settings to recruit and hire highly effective staff through recruitment fairs, targeted marketing for STEAM instructional staff, creating a relationship with local teacher programs, Idaho Hispanic Chamber of Commerce, affiliate schools, and through national postings. Candidates will be screened for alignment to PAI’s mission, vision, and pedagogical beliefs, and those that have beliefs that

closely align to STEAM and Blended Learning and have the necessary pedagogical skill set will be offered employment. Great Teaching & Leading Program is aligned to PAI's mission to unite the community and prepare students for college and career. To that end, PAI's PD plan is to identify, train, and sustain a system of exemplary teachers, teacher leaders and mentors that embody Pinecrest's mission through a culture of continuous self-reflection, and professional improvement replicating Pinecrest's well established and successful PD model¹⁹. PAI seeks CSP grant funding to train, assist, support and elevate teachers in order to create the best teaching and learning environment possible to support our goal of 90% teacher retention, and increased student achievement. This will be accomplished by creating sustainable systems for teacher preparation and leadership and Idaho Standards alignment beyond the life of the grant. Teacher attrition is at an all-time high nationally, "nearly 50% of new teachers leave the profession within their first five years."²⁰ Many new teachers cite feelings of isolation and lack of support as critical determinants in their decision to leave. Teaching is one of the few professions where a new graduate is expected to perform as a seasoned professional. Education to date, rarely provides such experiences. The educational tradition of sink or swim is no longer a viable option for the profession. Pinecrest proposes the following comprehensive preparation and leadership initiatives that benefit all stakeholders and create an abundance of academic growth.

Initiative	Professional Development Description
New Administrator & Teacher Induction	PAI's induction program will assist new teachers and administrators in becoming familiar with the different programs, curriculum and school initiatives to set them up for success for the school year, PAI teachers will be assigned a mentor from Nevada and Florida to provide ongoing and sustained support with Pinecrest's instructional model through in-person travel, school visits, virtual sessions, and Remote Live Instruction conferencing technology. PAI will provide opportunities for new teachers to attend trainings before the school year begins in the summer of each year to support them right from the start of their experience and will be sustained and ongoing through travel and online supports.
Administrator & Teacher Mentorship	Pinecrest will train teacher leaders and administrators on effective leadership/mentoring/coaching strategies, critical conversations, identifying problems of practice, goal-setting and best practices to increase retention, preparation and improve instructional practices and student achievement. Support teams and mentoring are essential components of Pinecrest's PD plan. Idaho continues to face an unprecedented teacher shortage. As

¹⁹ https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/GTFL/FY16/Pinecrest_120_Day_.pdf

²⁰ National Commission on Teaching and America's Future. Retrieved from <https://www.nctaf.org/nctafWhoWillTeach.pdf>

	the state and school systems work to create initiatives that draw teachers to Idaho, schools are left with the residual complications of building the skills of new teachers, while striving to retain their effective educators. Both new and veteran teachers are in desperate need of guidance and support from one another. ²¹
Teacher Leadership	Affiliate teacher leaders will serve as models for reflective practice and mentor new PAI teachers to the program to grow, recognize, and retain a base of exemplary and reflective teachers and multiply the number of teacher leaders with strong classroom instruction/results. The priority is to provide quality trainings and cross-campus supports with affiliates for our teacher leaders, to create a sustainable and rewarding system of professional growth and leadership in an effort to retain highly effective teachers through meaningful professional development, networking opportunities, and professional growth.
Professional Learning Community (PLC)	The collaborative and supporting Pinecrest atmosphere is essential to the educational model to allow for common planning and teaching teams, both within grade levels and subject areas. Through PD activities, teachers will have opportunities to reflect on practice, discuss research and cases of learning, and examine student work. Such a culture makes it safe for teachers to share universal goals, confront what is and isn't working, and transform their own thinking and practice. Professional development will include: Pinecrest Academy Instructional Model, Data Analysis, Vertical Alignment (by subject and grade level), Horizontal Alignment (by grade level), SABIT, Special Education, and Building Emotional Intelligence.

H. Financial Management and Monitoring Plan

Operational and Financial Capability Please see the attached 3-year Operating Budget, which

includes donations for the Pinecrest affiliation fee and services by Academica. These are not

charged in full until the school is on its feet and financially sound enough to begin making

payments. Academica provides new start-up schools with seed-funding to assist schools with

opening in the first years of the school that is a donation and not required to pay back. Also see

the Budget Narrative for the implementation plan that includes key personnel and target dates for

completion of activities and purchasing. Facilities Plan PAI is actively searching for land options

to construct a building within its target community and is planning to open the new building in

the Fall of 2022. Based on its proposed enrollment configuration, the school's eventual facility

need is around 30,000 square feet at full buildout by year 5. It is important to note that PAI's

enrollment plans assume a slow growth model starting with approximately 190 students and

expands by a grade per year to a total of 489 students in grades K-8. PAI's current site includes

over 12 classrooms, administration offices, cafeteria area, full size gym, commercial kitchen,

outdoor play area and large parking area. All classrooms and school spaces are allocated and

ADA compliant for Special Education and other special student populations. PAI plans to

²¹ Holloway, John. (2001). *The Benefits of Mentoring*. Retrieved from: <http://www.ascd.org/publications/educational-leadership/may01/vol58/num08/The-Benefits-of-Mentoring.aspx>

construct a long-term facility to open in the fall of 2022 that will accommodate the school’s enrollment at full capacity or 489 students at 60-75 sf per student. The school is in discussions with groups such as Hawkins Companies, Galena Fund, and Building Hope about purchasing a facility and creating a stair step rent schedule that would allow the school to build up enrollment until it can afford a full rent payment. Our preliminary exploration indicates that rent costs at either facility fall within the projected cost per square foot that we used to generate our budget assumptions for the facilities lease line item, which is approximately 10-12% of the annual budget. Additional facility costs, such as repairs, maintenance and utilities, still has total facility costs around 15-17% of the annual budget. Sufficient Resources PAI has budgeted for low student enrollment in the case of enrollment under the amount projected to mitigate risk for under enrollment.

I. Board Capacity and Governance

Board Composition and Selection The board strives to maintain a governing board that possesses the 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 bylaws outline that the board shall seek to have the following minimum board competencies: At least two parents of enrolled students; An active or retired licensed educator; An individual with expertise in the areas of Accounting and/or Finance; and, An individual with expertise in the areas of Law and/or Human resources. PAI’s governing board consists of a diverse group of people that has the experience, expertise, and skills necessary to successfully oversee the school:

Board Member	Areas of Expertise
Alex Castaneda	Business management; real estate. Owner and manager of Blue Lakes Real Estate Company in Twin Falls, and owner/operator of an event center.
Kyle Woodhouse	Attorney; parent of PAI students. Mechanical Engineering degree from Idaho State and a JD from Brigham Young University.
Lucy Keaton	BA in Education; MA in Educational Leadership, Former Pinecrest Academy Principal, Exemplary Turnaround Schools

Rogelio Villaseñor	Certificate in Law Enforcement, Core courses in Associates of Liberal Arts, Employment Training, Management, Workforce Programs
David Walquist	CPA, Master of Accounting from the University of Utah, partner in Moore Van Englen Pollow CPAs, Business & Individual Tax Compliance, Tax & Financial Planning, Financial Statement Analysis & Preparation, Business Valuations, Payroll & Business Consulting & Advisory Services
David Gadd	Practicing attorney with Magic Valley Law, areas of practice include Contracts, Business Law, Civil and Commercial Litigation, Real Estate, and Bankruptcy
David Taylor	Practicing attorney in his own practice Twin Falls Estate Planning, areas of practice include Estate Planning, Elder Law, Probate Representation, and Business Planning

When a vacancy exists, the board will evaluate skillsets that are needed, will create a description of the board position, will advertise it to the school community, and will conduct interviews of applicants prior to filling the vacancy. Policies and Procedures The governing board will be the ultimate policy-making body with the responsibility of operation and oversight of the school including academic direction, curriculum, and budgetary functions. The policies, procedures, powers, and duties, by which the board will operate are detailed in the attached bylaws, but briefly include: Ratify the school’s mission and vision statements, and any modification thereof; 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, and review and approve the audit report; and Hire and supervise an administrator who the board trusts to oversee the day-to-day operations of the charter school to ensure the board remains at the governance level of leadership. 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 or events to show support and encouragement for the school; Attend a yearly board retreat where the goals of the board are defined and a board self-evaluation will be conducted to critique the performance of the board during the past year; Participate in professional development trainings; Know and abide by the Idaho Open Meetings Law for open meetings, and understand the Open Records

law. At the conclusion of the first year, and annually thereafter, the board will participate in a board retreat. The retreat will be a time to analyze ISAT scores and other assessment data from the prior year; 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 based upon his/her last year's performance review, student achievement and growth, school system health, and leadership. The self-evaluation will use a tool to rate the board's performance on factors including: A solid board foundation, Board operations, Relationship with Principal, Budget/Finance, and Student Achievement. PD Current board members attended the Charter Start! Workshop conducted by the Idaho Department of Education's Office of School Choice. The two-day workshop covered topics on ethical and effective board governance, the charter petition process, charter school financing, accountability, and other topics relevant to starting a governing a new charter school. Prior to August 2020, the board will participate in additional trainings that cover: Open meetings law, public records request, governing board roles and ethics, financial oversight, school leader evaluation, and academic achievement data analysis. PAI has requested funding for board members to attend the National Charter School Conference as well as scheduled additional professional development for the members of the board to support strong operations. Based on the self-evaluation, authorizer feedback, and stakeholder input, the board will develop a training schedule for the upcoming year.

J. School Leadership and Management

Principal The board hired Denise Schumacher as the Principal who is responsible for all aspects of day-to-day administration of the school and ensures that daily operations, resources, policies, and procedures are being implemented in accordance with the school's mission. Page 19 has details on Ms. Schumacher's experience as a school leader. The principal makes all school-based decisions, establishes and implements 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. Along with the hiring all teachers, the principal has hired an administrative team to help support her in these responsibilities, including an Office Manager/Registrar, a Receptionist/Health Office Assistant, a School Staff Assistant, and a Literacy Instructional Paraprofessional. Additionally, Pinecrest affiliate schools in Nevada and Florida provide intensive mentoring and supports to the principal and her admin team in all areas of school operations. The Principal reports to the board on the school’s operations and finances monthly and is expected to communicate with the board as often as needed to ensure the school’s operational needs are met. At the outset of a school year, the Board establishes goals with the Principal and will evaluate progress towards those goals twice annually. Additionally, the governing board will annually evaluate the Principal in compliance with *Idaho Standards for Effective Principals*, which includes the following indicators:

Domain	Idaho Standards for Effective Principals
School Climate	<ul style="list-style-type: none"> Promote success for all students by sustaining a positive school culture and instructional program that is conducive to student learning and continued professional development.
Collaborative Leadership	<ul style="list-style-type: none"> Foster a collaborative leadership structure by seeking input from stakeholders and establish high standards for professional, legal, ethical, and fiscal accountability. Performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
Instructional Leadership	<ul style="list-style-type: none"> Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing school improvement plans. Assess teacher performance using the Danielson Framework for Teaching which includes timely feedback and criteria for continuous quality improvement of professional skills

Management Provider PAI contracts with Academica as its Educational Service Provider (ESP).

All Pinecrest Academy schools in Nevada and Florida contract with Academica as their ESP so it was a natural collaboration for PAI to begin this partnership. Academica’s services are designed to ensure sound business operations are in place to allow the Principal and Governing Board to focus on educating students and the day-to-day school operations. The services include,

but are not limited to: assist the Board in creating budgets and financial forecasts and maintaining the financial books; assist the Board in preparing applications for grant funds; monitor and assure compliance with all state reports; assist the Board in locating and securing a school facility; assist with systems development; at the Board's direction, prepare agendas and post notices of all board meetings; assist the Board in identifying and retaining an employee leasing company; provide human resources related services such as dispute resolution and contract preparation and review and; and assist the Board in renewing the School's charter. The Governing Board and Principal will have an opportunity to provide feedback to Academica through a Service Evaluation and the Board retains the ability to exit contracted services with Academica if the Board so deems necessary. The Service Evaluation includes a rubric for each department/service within the Academica organization. Challenges The governing board recognizes that integrity and honesty are imperative in the operation of the school. Developing the trust of parents and families, particularly during COVID-19 with reduced ability to meet with members of the local community presented a challenge that PAI addressed holding virtual open houses as well as meeting with Facebook Live events. As a public school, PAI has developed procedures that provide several layers of checks and balances and internal controls to mitigate risks and to ensure proper oversight of taxpayer funds. The bylaws govern the governing board and include all rules, regulations, and ethics to which the board is expected to abide. In addition, the Conflict of Interest Policy defines conflicts, interested persons, procedures for determining if a conflict exists, as well as how to handle potential and real conflicts of interest. PAI has adopted finance policies and procedures that address budgeting, processing and monitoring revenue and expenses, cash flow management, and procurement procedures that the board members, principal, and office manager have been trained on.