

Executive Summary

The founders of MOSAICS desire to bring an innovative school focused on STEAM (Science, Technology, Engineering, Arts, and Math) education to a diverse and low-income community. Our mission is as follows: MOSAICS Public School exists to be a center of innovation. Students engage in Science, Technology, Engineering, Arts, and Math through a relevant, rigorous curriculum, preparing them to be creative and critical thinkers now and in the future. Teachers, students, and families partner together to create a safe, collaborative culture where students learn through experimentation and application. Students and staff work alongside community members through service learning to improve society.

Our overall goal is to increase learning opportunities for minority and low socioeconomic students through an inquiry-driven, project-based approach to learning, for them to be exposed to different STEAM career fields beginning in kindergarten, and for them to understand how to achieve a career in STEAM.

This grant opportunity will allow MOSAICS to better serve our expected demographics through upgrading and purchasing new technology, allowing for us to reduce class sizes in grades K and 1, upgrade and purchase new furniture to support our collaborative, educational model, and to provide additional materials and experiences for our students in art, music, PE, and technology.

A. Grant Project Goals

Goal 1: MOSAICS Public School ensures students are prepared to exceed statewide benchmarks for achievement and growth on statewide tests in language arts and mathematics through the integration of science, technology, engineering, arts, and math into projects and real-world application. We expect at least 85% of students in grades K-8 to grow at least one grade level annually in math and English Language Arts as measured by MAP Growth (Grades K-8) data, Curriculum Based Measurements (K-8) in math and ELA, CORE Phonics Survey (K-2), and the ISAT (Grades 3-8). Within these tests, we will specifically look at grades 4 and 8 as benchmark years. The school's mission and vision are built around integrated, collaborative learning experiences through project-based learning. This goal aligns with our vision and mission by holding our school and students to high expectations, while emphasizing the unique qualities we expect of our teachers and instruction.

Goal 2: MOSAICS Public School will target recruitment such that the demographics of enrollment reflect that of the primary attendance zone population in all subgroups (Hispanic, English Language Learner, special needs, economically disadvantaged) within 5%.

In order to partner with the community well and help students learn to collaborate and innovate with people who have diverse perspectives, the makeup of student demographic must reflect the community itself. The school's board has set targets to recruit a population within 5% that is reflective of the demographics of the schools within the attendance boundary: 43% Hispanic, 52% Caucasian, 15% English Language Learner (ELL), 67% Free and Reduced Lunch (FRL), and 11% special education.

Goal 3: Students will develop literacy in both music and computer science.

Literacy in music correlates with better student outcomes in both ELA and math, and computer science literacy both engages students and provides skills to function in a 21st century society. Literacy in both skillsets provide students opportunities to lead an enriched life. We expect 100% of our students to be able to read music by the end of 6th grade and 100% of our students to have fluency in computer science by 8th grade. We will measure music literacy through classroom-based performance assessments focused on sight-reading and sight-singing. Computer science literacy will also be performance-based as students create a portfolio demonstrating proficiency in different areas of computer science as measured through completing projects in Lego Robotics, Code.org, and other programs. This goal aligns with our mission to create a rigorous curriculum, which prepares students to be creative and critical thinkers now and in the future. This goal is also a performance goal in our charter petition.

Goal 4: Students feel MOSAICS provides a safe, inclusive learning culture and environment. For students to truly excel in a learning environment, they must feel safe and included. We expect 90% of students to report they feel safe as measured by with ADA (95% or higher), school surveys, and a semi-annual poll sent to families. This goal aligns with our mission to create a safe, collaborative culture, which is measured as a performance goal in our charter petition.

B. Educational Philosophy, Instructional Practices, and Curriculum

Sections 1, 2, & 3: Building a trusting community is the foundation to facilitating a culture of high expectations where students take risks and learn from their mistakes. MOSAICS Public School will utilize Restorative Practices in to help students develop the trust within the classroom and school communities. Our students will start the day off with a morning meeting and end the day with an afternoon debrief time. We also plan on embedding the Zones of Regulation, a

Social-Emotional Learning (SEL) curriculum, which assists students manage their own emotions and build positive relationships. This program helps students understand the size of a problem, provides language to help students understand their emotional state, and then gives strategies for self-regulation. To further build schoolwide school culture, MOSAICS plans on having a weekly assembly focused on celebrating accomplishments of the students and community.

When the community trust and behavioral norms have been violated, the staff at MOSAICS will work to restore the relationship between the victim and the offender through restorative conferences. We believe our students need to learn how move forward together after making a mistake. They also must be explicitly taught and modeled the skills for restoration, which happens in the morning meeting and through disciplinary practices.

Academically, a key design element will be cross-curricular, project-based learning (PBL) centered around the Idaho Science Standards. These projects will require students to transfer their learning from multiple content areas in order to solve authentic, real world problems where divergent solutions exist. These projects will unlock the power of students' creativity and interests to propel the learning in our school. Research shows students who participated in PBL compared to students receiving traditional instruction became more engaged, self-directed learners; learn more deeply and transfer their learning to new situations; improve problem-solving and collaboration skills; and perform as well or better on high-stakes testsⁱ.

Our school also focuses on establishing the skills needed for lifelong learning: collaboration, communication, critical thinking, and creativity and innovation. Our educators will explicitly teach conflict resolution, communication protocols, time management, and other soft skills both in projects and through our daily social-emotional learning time.

In order to accomplish these key design elements, the school will provide curricular resources and training for our teachers. All teachers will receive training in Gold Standard Project Design through the Buck Institute for Education as a part of our professional development. This training provides teachers a framework to construct their units and lessons upon, allowing teachers the opportunity to pull from multiple resources to provide integrated learning experiences. After identifying key knowledge, understandings, and success skills, teacher design their units with the following components: challenging thoughts or ideas, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, and a public product. Each component supports the key design elements identified earlier.

Teachers must have high quality curricular resources at their disposal to develop projects. We have purposefully selected programs which also support the design and educational philosophy of project-based learning. In English/Language Arts, we will use Lucy Calkins Units of Reading, Units of Writing, and Units of Study in Phonics, which has proven effective in 3 states in helping diverse demographics grow at an accelerated pace and achieve high levels of proficiency (TCRWP, 2018)ⁱⁱ. In the same philosophy as PBL, students are the drivers of the curriculum. Using a workshop model, students do a variety of tasks at their instructional level, such as creating anchor charts for the class to refer to, discussing themes and structures of texts in small groups, and synthesizing multiple resources into an essay, all of which align to the Idaho Core Standards. With teacher guidance and structure, students select their reading material, which allows students to have voice and choice.

In math, we plan to use the curriculum developed by the Developing Mathematical Thinking Institute (DMTI), which is aligned with the Idaho Core Standards. This program is built

around taking students' ideas seriously, pressing students conceptually, encouraging multiple strategies/models, focusing on the structure of the mathematics, and addressing misconceptions. We will utilize professional development from the DMTI, which when used with their curriculum, has proven effective in improving student outcomesⁱⁱⁱ. When implementing these mathematical principles, our students will solve contextual, real world problems by constructing concrete models of the mathematical concepts, moving on to pictorial representations, and ending with the abstract representations of the math to cement a genuine understanding of what the mathematical calculations are accomplishing. Because students operate on a continuum of understanding, our students will utilize multiple mathematical models and explain their mathematical thinking. We also plan on using a workshop model to provide math instruction for students at their instructional levels. This program is designed to build a solid foundation in both number sense and basic operational math, bridging the knowing and doing gap often found in mathematics instruction.

For science, MOSAICS Public School plans on utilizing Project Lead The Way (PLTW) as a foundational curriculum, which is built around the Idaho Science Standards. PLTW aligns with the Buck Institute's Gold Standard Project Design as students use PBL to collaborate in groups to solve an authentic challenge through sustained inquiry and are expected to have divergent solutions. At the end of the project, students present their solutions publicly. This program also has excellent outcomes, contributing to a strong positive impact on science and math achievement^{iv} and increasing the likelihood of students pursuing a STEM career^v. In addition, opportunities for math and ELA integration have been identified within the curriculum, allowing teachers to take this resource and develop cross-curricular units.

Additionally, one unique engineering project all students will participate in is First Lego League Jr. (K-3), First Lego League (4-6), and First Tech Challenge (7-8) competitions. These competitions are sponsored by an outside organization, which send out real world problems for students to build working Lego models to present their solutions. Students learn to code their Lego robots through the Lego WeDo application, integrating engineering and computer science.

Students at MOSAICS Public School will have 4 specials rotations in art, music, coding, and PE. In art, students will be taught the elements of art as well as techniques and procedures in the arts to help them express themselves purposefully. In music, students will learn to play an instrument, read music, and sing chorally using the Orff methodology. In coding, students learn how to create loops, functions, and algorithms (K-5) and move onto programming basic computer games, develop webpages, code animations and interactive art (6-8), and explore how technology can solve problems using Code.org's curriculum. In PE, students will learn both the physical skills as required by the Idaho Content Standards as well as units of dance related to their grade level content.

Finally, MOSAICS Public School is using two different structures to accelerate student learning. First, we will offer free full day kindergarten to all families. Full day kindergarten allows for our teachers to provide additional supports and interventions to students who enter the school with academic deficits. Research by Gibbs (2014) shows Hispanic students benefit at a higher proportional level based in improving their literacy scores^{vi}. Furthermore, the same study reported all students' literacy scores raised through attending full day kindergarten. Second, we will use a looping model where students have the same teacher for at least 2 years to create strong relationships between teachers, families, and students. John Hattie's (2012) meta-analysis

also demonstrates the positive relationships between students and teachers as having a high effect size on increasing student outcomes^{vii}. Additional research by Hill and Jones (2017) also shows academic gains for students who loop with the same teacher over two years, with the largest gains coming for minority students^{viii}.

Section 4: Technology within the school will be used to meet each student's individualized needs and provide opportunities for students to create instead of consume. For example, Chromebooks, in which we will have a student to device ratio of 2:1 in K-2nd grade and 1:1 in grades 3-8, will be used during small group instruction as a center for students to engage with an individualized learning application, such as Zearn or iStation. We also expect students to use these devices to record videos, research information, and develop computer programs. These artifacts will be shared with their families through a digital portfolio. These Chromebooks will also be used for completing Code.org's coding curriculum, practicing typing, coding in LEGO WeDo 2.0, and completing state academic testing (ISAT & IRI) and school level testing (NWEA MAP, DMTI Primary Math Assessment).

Additionally, using the CSP grant money, teachers will have a 75" touchscreen SMART Display at the front of their rooms, allowing teachers and students to interact with the teacher's computer. These devices also let up to 4 students cast their screens to the display. This capability permits students to show their work to the entire class without having to move from their tables, which allows for feedback from the group and quick transitions from independent work and collaborative work to whole group discussion.

With the help of CSP grant dollars, our makerspace will have a laser cutter and a 3D printer. These tools allow students to design in CAD and construct real prototypes. Our students

will use the 3D printer to enhance their projects. For example, students could create a geometrical design inspired by Islamic art and print it using a 3D printer, integrating math, art, and coding. These designs could then be combined and displayed as a school mural.

Section 5: Per ESEA 4310, MOSAICS will expand STEAM and community leadership opportunities not currently found in any K-8 school in the Caldwell area. We can utilize the flexibilities and autonomy of our charter to provide low-income and Hispanic students coding and art classes in kindergarten through 8th grade. In addition, our model focuses on building relationships, as students loop with teachers for at least 2 years and as we partner with community organizations and businesses to help develop our students into community leaders. We also will provide all-day kindergarten, which is not available at all schools in our attendance area. We specifically chose to utilize these flexibilities as they have proven to meet the unique needs of our demographics and improve student outcomes.

C. Teaching and Learning

All students should have access to a high-quality education built upon a strong academic, social, and emotional foundation. To meet MOSAICS' rigorous performance objectives, the school will use an instructional model centered around PBL to engage our students and meet the individual needs of the unique population. MOSAICS will use a variety of standards-based assessments throughout the school year to identify student learning needs. These include benchmark assessments, diagnostic assessments, lesson and unit assessments, summative assessments, formative assessments, and performance assessments. Teachers will implement these assessments in math, reading, and science to help gauge student progress towards growth goals. Our grade level teachers will work together to form a comprehensive profile of students.

For example, in literacy our teachers will examine data from I-Station, MAP, and other grade level universal screeners, such as the CORE Phonics Assessment and Words Their Way. With this data in hand, teachers will plan targeted interventions based on the needs of individual and groups of students and communicate with families about student progress. This will be the first layer of the RTI system at MOSAICS.

Students will work with teachers and aides during a designated intervention time in the schedule, where aides and teachers use a workshop model to both remediate or extend students' skills. In the workshop, students will be put into groups with students of a similar ability levels. If the interventions for students in the grade level are not effective, as measured by a targeted weekly progress monitor, the teacher will then go to the schoolwide RTI team to discuss additional ideas or supports for learning. Students who enter this second layer of RTI will be discussed throughout the school year until they have made enough growth to be monitored by their classroom teacher and don't need additional RTI support. If these additional supports are ineffective as well, the student will be referred to the multi-disciplinary team for a possible special education referral.

D. Student Academic Achievement Standards

Sections 1 & 2: Student outcomes are measured first through formative assessments, which measure the effectiveness of a lesson by assessing specific standards and skills taught. These tests allow for a constant and consistent gauge of student performance, which provide educators the ability to personalize and adjust instructional practices as needed throughout the school year. Because teachers are consistently monitoring student learning throughout units, they are ensuring students' progress towards performance goals. Student learning will be

showcased throughout the school on both summative curricular assessments as well as performance assessments aligned to the projects students complete.

MOSAICS will also utilize the following benchmark assessments three times per year to inform and gauge growth as well as competency: NWEA MAP Math Growth, NWEA MAP Reading Growth, NWEA MAP Language Use Growth, Idaho IRI (I-Station), Words Their Way Assessment, DIBELS, and the CORE Phonics Assessment. These assessments will be used to create a profile of students' strengths and weaknesses and assess growth of students' abilities over time.

In order to maximize our time with our teachers and build an effective instructional program, we will leverage our Professional Learning Communities (PLCs), which will be held every other Wednesday when we release students an hour early. PLCs are intended to be data-driven and to allow teachers to evaluate and share what works well in their classrooms. Teachers will align their assessments and instruction to the essential standards identified on the competency-based report card and create common formative assessments and summative assessments that measure the different levels of standards-based competencies. Teachers will also develop rubrics to identify the specific characteristics which show mastery of the essential standards. Teachers will also compare student work to the established rubrics and then analyze their student data to inform where their instruction needs to go, both for the individual student and for the class. This collaboration is a powerful tool to improve student outcomes.

Annually our end-of-the-year assessments, the IRI, the ISAT, and NWEA MAP, will be reviewed by our school's leadership team to determine the effectiveness of our instructional program. The leadership team, which will be comprised of the principal, the instructional coach, a teacher from each grade level, an aide, parents, and a board member will analyze the data,

looking for trends in all subgroups to see if our instructional model is lacking for any student group. If so, the team will identify instructional strategies to employ to improve these students' outcomes. The team will develop effective, measurable plans to implement the following year to adjust our instructional program or revise school policies.

E. Student Demand and Community/Local Support

Section 1: MOSAICS Public School has been working alongside community partners for the past year to develop support and determine the demand for a STEAM learning model. During the past summer, we hosted a LEGO Camp at the public library. We had 32 kids enroll within 3 days of registration with an additional 18 kids waitlisted within the next 2 days. We also serve about 30 preschoolers consistently during our Early STEAM workshop at the library. An additional 15-20 elementary students attend our monthly STEM workshops as well. In the summer, Caldwell's Book and a Bite program (which MOSAICS developed STEM programming for) saw around 90-110 kids weekly to participate in these STEM activities in one of the poorest neighborhoods in Caldwell. When presented with opportunities for STEM programming in Caldwell, families show up. Additionally, we have received significant community support for the new school, receiving letters of support from the executive director of Treasure Valley Community College-Caldwell, the youth services supervisor at the Caldwell Public Library, the Community Council of Idaho (CCI), the education director of Caldwell Fine Arts, and the Caldwell Chamber of Commerce.

MOSAICS' recruitment plan deliberately works with organizations who serve low-income, historically marginalized populations, such as CCI and the YMCA. We believe face-to-face interactions increase the opportunities to build relationships and answer questions families have, so our recruitment plan utilizes many community events. We have already attended

events directed at the Hispanic community, such as Dia de Los Niños, Familias Unidas Family Fun Fest, and Migrant Head Start parent meetings, which provided opportunities to interact with over 400 Hispanic families. We are already seeing the fruits of our labor as the Idaho Press ran an article on our outreach to the Hispanic community. Further, we have attended a variety of community events in Caldwell and Middleton, such as the Indian Creek Festival, the Early Childhood STEAM Day, the Middleton Harvest Festival, the Great Pumpkin Downtown, allowing us to interact with over 500 different families as well. We are signed up to attend many Caldwell YMCA events, the Winter Wonderland Festival, and the Canyon County Kids Expo. We have also been given permission to attend St. Alphonsus Mobile Clinic at Farmway Village (an old farmworker labor camp). We also will continue to host Early STEAM Day and lead STEAM events at the Caldwell Public Library and the YMCA. We plan to add design challenges with parents as an outreach tool as well. In addition to the community events and partnerships, we have budgeted \$20,000 to allow us to recruit through the following methods: door-to-door canvassing in targeted low-income and highly Hispanic neighborhoods, postcard mailers, radio advertisements in English and Spanish, and social media advertising.

Based on our outreach efforts to date, we expect our enrollment will reflect the demographic of our primary attendance zone: 43% Hispanic, 52% Caucasian, 15% English Language Learner (ELL), 67% Free and Reduced Lunch (FRL), and 11% special education. We plan on opening with 300 students and growing to 540 students. Last year, over 2,200 students were on waitlists for the 3 charter schools serving areas overlapping our attendance zone. This year, 2 new charter schools opened with full enrollment and waitlists at each grade level. Our primary attendance zone is growing rapidly with an additional 400 students coming in annually over the

past 5 years. With the growth and the current demand for school choice, our school should be able to fill its available seats.

Section 2: As we move forward, we have formed an Outreach and Recruitment Committee, which meets monthly and identifies opportunities for outreach and recruitment. The committee is comprised of board members, interested parents, and the administrator. We currently have 58 families who are interested in sending students to our school and over 230 followers on Facebook. As we build our base of families, we plan on using surveys to help us adopt guidelines such as our school calendar and our uniform policy.

When the school is open, we will provide families a semi-annual survey to gauge the progress of the school in achieving its mission and goals. We will use this data to adjust to our program. Teachers will communicate weekly with all parents. The administrator will also send a weekly newsletter. Apps, such as SeeSaw or Remind, will be used provide parents updates, reminders, and access to student portfolios of work as partnerships with parents are critical to maximizing student learning.

Our model of education uses community members to provide expertise to students as they embark on their projects. In addition to the partnerships mentioned in Section 1, we have continued to build partnerships programs and people who are willing to provide us with content expertise, such as the College of Western Idaho's CTE program, the Salvation Army, Plexus, and the Micron Foundation. We will ask parents about their occupations and if they would be willing to share their expertise with the students.

While working with families and existing partners, we have specific strategies to secure interest from additional community partners. We will continue being active members in the

Caldwell Chamber of Commerce, which allows us to engage with businesses. Politically, Caldwell's mayor is an advocate for us in the community. We have begun building relationships with city council members as well, as we know the mayor is in his last term. When the school is open, we also plan to open our makerspace up to the community monthly for a design challenge. These workshops present another opportunity to make an impact in the community and continue to build partnerships.

F. Effectively Serving All Students

Section 1: The board of MOSAICS has made purposeful decisions to provide equitable access and resources to serve all students due to our projected demographics. First, MOSAICS is working on reducing barriers for low-income families to attend by providing free busing and a federal breakfast and lunch program. Further, we also will provide free, full-day kindergarten, which will help us provide supports an additional academic foundation for all students. Second, our SEL program, based on Restorative Practices and Zones of Regulation, is designed specifically to help students who come from trauma-informed situations develop social skills and emotional regulation. Finally, MOSAICS will be staffed to provide a variety of supports for our students and teachers as we hire both an instructional coach and a Title 1 and ELL Coordinator. The instructional coach will be in teacher's classrooms, providing feedback to teachers and leading professional development to ensure they all understand and implement project-based learning at a high level for all students. Our Title 1 and ELL coordinator will work alongside teachers to ensure all teachers are trained on ELL strategies to utilize in their classroom, identify struggling students, and help provide ideas and develop intervention plans for those students. In addition, we will have at least one aide per grade level, providing another layer of support within classes.

When it comes to serving English Language Learners (ELLs), MOSAICS Public School will apply the federal definition as defined by Title III and IX of the ESEA. The school will use a home-language survey upon student's enrollment to determine the primary language spoken at home. Students for whom English is a second language will be assessed using the ELL placement test, which is currently the WIDA ACCESS Screener. For students who qualify for ELL services, an English Language Plan (ELP) will be developed with input from the ELL coordinator, the teacher and the parents. The ELPs will center on the needs of ELL students and ensure the second language instruction is integrated into the overall curriculum, is responsive to cultural differences, and maintains high learning and achievement standards. Additionally, all ELL students will receive supplemental English language development appropriate for linguistic abilities. This added instruction helps each student benefit from instruction in the classroom and simultaneously achieve appropriate academic levels. Further, all teachers and aides at MOSAICS will be explicitly taught specific strategies proven to increase English proficiency. In the spring, MOSAICS will administer WIDA's ACCESS for ELLs Assessment to evaluate ELL students' listening, speaking, reading, and writing proficiency. If students meet the exit criteria, they will be monitored for an additional 2 years to ensure they are continuing to be successful.

For students who are economically disadvantaged, MOSAICS Public School will provide supplemental services in English language arts and math through the Title I program. Our goal is for most of these services to be provided through our workshops, where eligible students are provided supplemental small group instruction to try to build competency in reading and math while other students are working in small groups on other tasks. In addition, Title I services may be provided as pull out services when that is most appropriate for the student. If a student can

demonstrate proficiency in the content area, they are moved into a different group working on a targeted skill. Students will be assessed continually on their targeted skills and can move groups multiple times throughout the year as they progress in their proficiency.

MOSAICS will have a comprehensive academic and behavioral intervention strategy in place to identify and support students who are struggling. Teachers and aides will work closely with our RTI team to identify students in need of academic interventions. Those students will receive Tier II or Tier III support to remediate their missing skills. Staff will receive training throughout the year on best practices for intervention strategies, and our academic model provides for small group instruction at student instructional levels to help support each student where he or she stands. For example, we plan on utilizing the monthly I-Station ISIP assessment in reading, so teachers can analyze the progress students are making in different categories, such as vocabulary, spelling, and comprehension. If the students are not making the expected gains, the teacher can then provide additional support in the targeted area for that student, with the goal being the student performing at grade level by the end of the year. Behaviorally, our students will receive support from both the RTI team, the administration, and our coordinators. We expect teachers to take baseline data, develop an intervention plan with a targeted goal, and then analyze the student's progress. Furthermore, we plan on having the RTI team, the special education team, the administration, and our coordinators trained and certified in Nonviolent Crisis Prevention Intervention.

Section 2: In order to ensure effective services to students with disabilities, MOSAICS will hire a special education director. This director will ensure compliance with the following directives assigned to all schools: employ nondiscriminatory enrollment procedures; conduct

Child Find activities and evaluations; develop, review and revise IEPs; provide special education and related services identified on student IEPs using qualified personnel; meet least restrictive environment requirements; implement IDEA discipline procedures; protect student and parent rights; provide a professional development plan; provide a plan for ensuring access; and develop a transportation plan. Our special education model will be push-in as much as possible, allowing for students to receive services in their least restrictive environment. We plan on utilizing classroom aides and a special education aide to maximize the small group time in classrooms to meet the IEP goals of students. If needed, pull-out services will be used in accordance with the student's least restrictive environment.

Further, MOSAICS will adopt policies and procedures for the provision of special education services to students with disabilities, and it will employ and supervise appropriately certificated personnel to implement student IEPs and Section 504 Plan accommodations. MOSAICS' staff will participate in training opportunities provided by the state regarding these policies and procedures. MOSAICS also will participate in all monitoring activities conducted by the Idaho State Department of Education, and MOSAICS' staff, administrators, and Board of Directors will apply policies and procedures adopted by the Board for Special Education, and/or contained in the Idaho Special Education Manual.

MOSAICS will provide all special education services to eligible students with disabilities who enroll in the school. If MOSAICS is unable to provide the required services for a student, we will contract with an outside agency to provide such services, (e.g., speech, occupational therapy, and psychological testing).

Section 3: MOSAICS Public School is constructing a kitchen to prepare and serve meals on-site. We will participate in the National School Lunch Program and will provide breakfast and lunch. As a federal program, we will receive federal funds to operate and charge a fair price for full-price meals that helps cover costs and provide an affordable option for any family. We will offer free/reduced lunch within the guidelines of federal requirements, which helps eliminate a major barrier to enrollment.

Section 4: MOSAICS will put out a Request For Proposals (RFP) for bussing contracts to bus students within our attendance zone in March 2020. We included the projected costs of running 3 busses, ensuring all students have access to the school. Any student living outside the boundaries will also be welcome to ride the bus, if they can reach one of the bus stops within the boundaries. Students with disabilities or other extenuating circumstances (homeless, foster care, etc.) will also have access to busing in accordance with our school policies. Student transportation arrangements will be made available for participation in extracurricular activities, such as a potential after-school robotics club.

G. Staffing and Professional Development Plan

Section 1: The staffing model will deliver an outstanding educational model as we have instructional supports for both the teachers and the students. For each grade level, we will have two classes with a full-time certified teacher. Additionally, we will have 1-2 aides per grade level. We will have a special education director, a dedicated special education aide, a Title I and ELL coordinator, and an instructional coach. We also will be hiring a kitchen manager and 3-4 kitchen workers to prepare breakfast and lunch. Finally, we will have 2 office managers and 1 administrator leading the school. With the federal CSP grant, we expect will be able to utilize an

additional teacher in grades K and 1 as we can reallocate grant funds from the J.A. and Kathryn Albertson Family Foundation to cover the expenses incurred in years 3 and 4. The school cover the expenses of these positions in year 5 with our full enrollment.

To recruit and retain the best staff, we developed a rigorous recruitment and interview process and will advertise our open roles across the country as well as locally in Idaho. We will ensure new hires reflect the school values and have high expectations for every child through a series of group interviews, phone interviews, role plays, and final interviews. We also will try to recruit a diverse staff to reflect the backgrounds of our students. Each year after opening, we plan to add two teachers and an aide per year, as we grow one grade level per year.

Section 2: Before the school opens, all staff will have a 2-week bootcamp to learn how to construct units centered on project-based learning and on using restorative practices-both of which are essential to our model. We will bring in expert trainers to support the development of these skills. During the school year, we will support the implementation of these two approaches in various ways: 1) through an alternating 2 week cycle of PLCs and professional development on Wednesdays when we release students 1 hour early; 2) through 6 full days of professional development throughout the school year; and 3) through our instructional coach's continuous feedback and coaching cycles, which are aligned with the school goals. During our early release days, our ELL coordinator will take time to share effective ELL strategies, such as the Sheltered Instruction Observation Protocol (SIOP), for all teachers to implement.

Each teacher and the administrator will be expected to develop professional growth goals, including a stretch goal. Just like we want our students to try new activities themselves and achieve something they hadn't before, we will expect our staff to also put forth a growth

goal that stretches their ability beyond their current level. This growth mindset fosters innovation. We want our students to see our staff model goal setting, striving, and moving beyond their abilities. The school administrator and instructional coach will provide feedback to teachers on their goals on an ongoing basis. Teachers will also present their learning to the staff.

H. Financial Management and Monitoring Plan

Section 1: Please see our 3-year operating budget and narratives that demonstrate financial viability, sustainability, and autonomy of the school long-term found in attached documents.

Section 2: Our facilities plan is currently underway. Our school obtained \$8 million in financing from Vectra Bank and Building Hope Finance to custom-build a 40,000 square foot school building in Caldwell on 5.16 acres. Our facility debt service is projected to be at 18% our first year and will be 14% of our projected budget when fully enrolled. The school will be constructed to fully enroll 540 students in Kindergarten through 8th grade; which allows us to use only the K-4 classrooms and expand into our unused classrooms each year.

As noted, the facility will be custom-built to suit the needs of our innovative instructional model. Our classrooms will have a removeable shared wall, allowing for team teaching, grade level wide intervention, and other opportunities for collaboration. We also have a 1,500 square-foot makerspace where students use various materials to construct prototypes, test hypotheses, and analyze the effectiveness of their creations. In addition, this space will hold 3D printers, a laser cutter, robotic kits, and Legos.

Students receiving special services have ample room in 2 dedicated special education rooms, which are placed in the middle of the grade level hallways to help students feel included and to increase collaboration between special education and general education teachers.

Section 3: Please see our budget narrative.

I. Board Capacity and Governance

Section 1: The founding board of MOSAICS Public School was specifically recruited by the school founder to bring a diverse set of skills and perspectives to ensure proper governance of the school. Our board is comprised of diverse individuals (4 women, 3 men, 2 Latino families) who have experience and expertise in finance, legal, construction, management, and governance over a charter school (please see attached for board resumes). As we transition to a governing board, the Board Development Committee will drive future recruitment, appointment, and training. Each year, the board will complete a board composition matrix, which details the strengths and the areas of need of the current board. As specific skill sets are identified as needing strengthened or added, the Board Development Committee will seek out potential board members who possess those specific skills.

In addition, the board is using committees to develop community partnerships and to increase the amount of community engagement with the school. The chairperson of each committee must be a director from the board; however, other members of the committees do not have to be on the board. We have one committee already meeting comprised of 8 individuals focused on community outreach and student recruitment. The board sees these committees as training grounds to help community members develop competencies needed to be a director and to develop potential board members.

Section 2: All board work, including that of the committees, is subject to open meeting and open records laws. The chair and secretary of the board ensure the laws are followed and appropriate documentation of the meetings are maintained and publicly posted.

The board of directors is legally accountable for the operation of the MOSAICS Public School. The board is responsible for financial and legal requirements governing the school including oversight of the annual budget, expenditures and legal compliance with local, state and federal regulations. The chair of the board signs employment contracts and ensures compliance with state and federal regulatory agencies. The board has the responsibility to approve the selection of the school administrator, who may not be one of its members. The board is also responsible for hearing and approving or disapproving the recommendations of the school administrator with respect to changes in staffing levels, program, discipline or curriculum. The board, when necessary, will adjudicate disagreements between parents and the administration. The board of directors is currently working with the Idaho Charter School Network to write the school policies. Once this project is completed, the policies will be reviewed and approved by the board in accordance with its bylaws and then the policies will be reviewed annually thereafter. Each Board member annually signs a conflict of interest form, pursuant to school policies and board bylaws.

The administrator works under the direction of the Board of Directors and is empowered to provide educational direction, administration, and on-site day to day operation as well as make decisions concerning the school's operations consistent with the Board's strategic direction. The administrator reports monthly operations to the Board of Directors.

Section 3: Because school governance needs to be at the forefront of the directors, the board prioritizes professional development. Before authorization, our board received training from the Idaho Charter School Network in governance vs. management, open meeting laws, board ethics, the value and best use of committees, and setting policies and board responsibilities. The board

has planned training on finances during the planning year and will continue to host trainings at least annually, provided by either ICSN or the Idaho School Boards Association. In addition, board members are encouraged to attend the Idaho School Board Association and the National Alliance of Public Charter Schools conferences. The board also completes a self-evaluation annually to identify specific areas of continuous improvement and training opportunities.

J. School Leadership and Management

Section 1: MOSAICS Public School uses a single administrator organizational model, with Anthony Haskett leading the school as principal. Anthony graduated Summa Cum Laude with a Bachelor of Arts in Elementary Education at Northwest Nazarene University. While working for 7 years as an elementary teacher, Anthony earned a Master of Education in Curriculum and Instruction and an Education Specialist in Educational Leadership. He then became an administrator at Idaho Arts Charter School for 4 years. Anthony also completed fellowships with Bluum’s Idaho New School Program, the Boise State Writing Project and 4.0 Schools’ Essentials Program. He developed expertise in creating curriculum and assessments, in using inquiry-based instruction to increase both student engagement and retention of content, in designing equitable schools, in running school operations, in special education compliance, and in coaching teachers based on the Danielson framework. Under Anthony’s leadership, ELA and math ISAT scores increased by as much as 26% in grades 3-6. Anthony also helped lead during Idaho Arts Charter School’s expansion phase, providing him insight and experience in onboarding many new teachers into an innovative instructional model.

MOSAICS’ administrator has the ultimate authority and responsibility to run the school operationally and academically. The principal will oversee discipline, finances (which are checked

by an outside agency), legal compliance (in collaboration with the school's attorney), operations, certified evaluations, and community relations. The principal will delegate responsibilities when appropriate to help manage the many facets of running a school. The instructional coach will implement professional development, help teachers develop PBL units, and provide feedback to teachers on their instruction at least weekly. The Title I and ELL Coordinator will evaluate classified staff, oversee federal programs, including the EL program. The special education director will ensure compliance with IDEA and Section 504 and coordinate outside services.

The board will review key indicators of the school's data each month. Key indicators include enrollment, academic growth and achievement, financial stability, student demographic diversity, stakeholder satisfaction, and teacher turnover. Monthly reviews allow the board to proactively address concerns as they arise. If concerns arise, the administrator may provide context or additional information to address those concerns. If the concern warrants additional action, the board may either send the concern to one of the committees or ask the administration to make a recommendation at the next meeting concerning a resolution. In addition, the administrator is evaluated annually on the performance of the school using the Idaho Principal Framework, which is informed by indicators outlined in the school's data.

Section 2: As we open, we know we will have operational challenges as we function with a lean staff. For example, we won't hire a full-time counselor until year 3. To mitigate, this we are actively seeking to partner with a mental health agency to provide services on site for free using Medicaid. We also expect our instructional coach and Title 1 coordinator to step in and wear multiple hats, such as planning coding instruction. We also know opening with an operational free and reduced-priced lunch and breakfast program is difficult. We are talking

with Future Public School and Idaho Arts to use their experiences and expertise as we navigate the paperwork so we can offer this program on day 1.

As a new school we face some key risks, foremost being under enrolled. We will continue to attend events, canvas neighborhoods door-to-door, leverage community partnerships, and advertise in the community. During the past year we began developed relationships with our targeted demographic, signing up 61 interested families who represent over 105 potential students. Another key risk relates to instruction. In order to set a culture of high expectations and rigor, our staff must be consistent in our PBL model. To accomplish this, we developed a rubric describing high-quality PBLs, planned for ongoing staff development in PBL, planned for an instructional coach to mentor staff, and designed a five-year PBL implementation plan.

Finally, we plan on utilizing a leadership team comprised of teachers, parents, classified staff, and a board member to gather input and make decisions for the school. The team format will allow for all stakeholders to have a voice in the decisions of the school. The team will meet at least monthly during the school year to consider the effectiveness of the instructional program, the needs of the school community, the inner workings of the school, the fulfilling of the mission and vision of the school, and other pertinent topics.

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