

Instructional Framework



PROVIDENCE HALL INSTRUCTIONAL FRAMEWORK

THINK. COMMUNICATE. ACT.

Our mission is to teach with purpose so students succeed by thinking critically, communicating effectively, and acting responsibly.

HOW WE TEACH

We create the conditions for learning.

THINK



1. ESTABLISH PURPOSE

- Communicate clear learning goals
- Define success criteria
- Connect learning to prior knowledge and real-world contexts

2. MODEL THINKING

- Explicitly teach concepts and skills
- Model reasoning and problem solving
- Use rigorous questioning

COMMUNICATE



3. FACILITATE LEARNING THROUGH DISCOURSE

- Foster discussion and collaboration
- Build academic language
- Encourage explanation and reasoning
- Provide meaningful feedback

ACT



4. MONITOR AND RESPOND

- Check for understanding
- Adjust instruction
- Differentiate support
- Scaffold learning

5. PROMOTE APPLICATION AND TRANSFER

- Provide authentic learning experiences
- Encourage student ownership
- Connect learning beyond the classroom
- Support real-world problem solving

HOW STUDENTS LEARN

Students take active roles in their learning.



THINK CRITICALLY

- Engage in rigorous inquiry
- Analyze complex ideas
- Pursue depth of knowledge
- Make strategic decisions and solve problems



COMMUNICATE EFFECTIVELY

- Express ideas clearly and confidently
- Listen actively and respectfully
- Collaborate with others
- Contribute meaningfully to academic and civic discourse



ACT RESPONSIBLY

- Apply knowledge to real-world situations
- Demonstrate resilience through challenges
- Lead with integrity
- Take accountability for actions and learning

TOGETHER, WE THINK CRITICALLY. WE COMMUNICATE EFFECTIVELY. WE ACT RESPONSIBLY. WE MAKE A DIFFERENCE.

K-12 Educational Pathway



PROVIDENCE HALL — K-12 EDUCATIONAL PATHWAY —

WE TEACH OUR COMMUNITY TO

THINK CRITICALLY • COMMUNICATE EFFECTIVELY • ACT RESPONSIBLY
IN AN EVER-CHANGING GLOBAL COMMUNITY.

ELEMENTARY GRADES K-5

CORE PROGRAM
PYP – IB Primary Years Programme
Inquiry-based, transdisciplinary learning across all subjects

ACADEMIC FOCUS

Language
 Social Studies
 Science
 Mathematics
 Arts
 Phys. & Social Ed.

STUDENT OUTCOMES

- ✓ Inquire and think critically
- ✓ Communicate ideas effectively
- ✓ Act with responsibility and care
- ✓ Demonstrate IB Learner Profile attributes
- ✓ Transfer knowledge to real-world contexts
- ✓ Develop a love of learning and global awareness

FOUNDATION
Building curiosity and a love for learning

JUNIOR HIGH GRADES 6-8

CORE PROGRAM
Exploratory Pathways
Core classes paired with elective pathways for early discovery

PATHWAY TRACKS

Performing Arts
 Accelerated Learning
 Trailblazer
 Reach & Rise
 Innovator
 Occupational Exploration
 Trades
 Sports & Health Medicine

STUDENT OUTCOMES

- ✓ Explore strengths and interests
- ✓ Develop leadership and self-direction
- ✓ Set goals and take initiative
- ✓ Collaborate and solve real-world problems

DISCOVERY
Exploring purpose and building identity

HIGH SCHOOL GRADES 9-12

CORE PROGRAM
AP Scholars • CE • CTE • Core
Rigorous academics paired with real-world career pathways

PROGRAMS & ACTIVITIES

Academics
 3A Athletics
 Performing Arts
 Activities

STUDENT OUTCOMES

- ✓ College readiness
- ✓ Career readiness
- ✓ Leadership and character
- ✓ Serve our community

APPLICATION
Applying knowledge and preparing for life

LEAD VALUES

L

LEADERSHIP

We lead with integrity and set the example.

E

EXCELLENCE

We strive for our best work and take pride in what we do.

A

ACCOUNTABILITY

We own our choices, honor commitments, and do what is right.

D

DETERMINATION

We persist through challenges and never give up.

**PROVIDENCE HALL
GRADUATE**



THINK
CRITICALLY



COMMUNICATE
EFFECTIVELY



ACT
RESPONSIBLY



LEAD WITH
CHARACTER



PREPARED
FOR COLLEGE



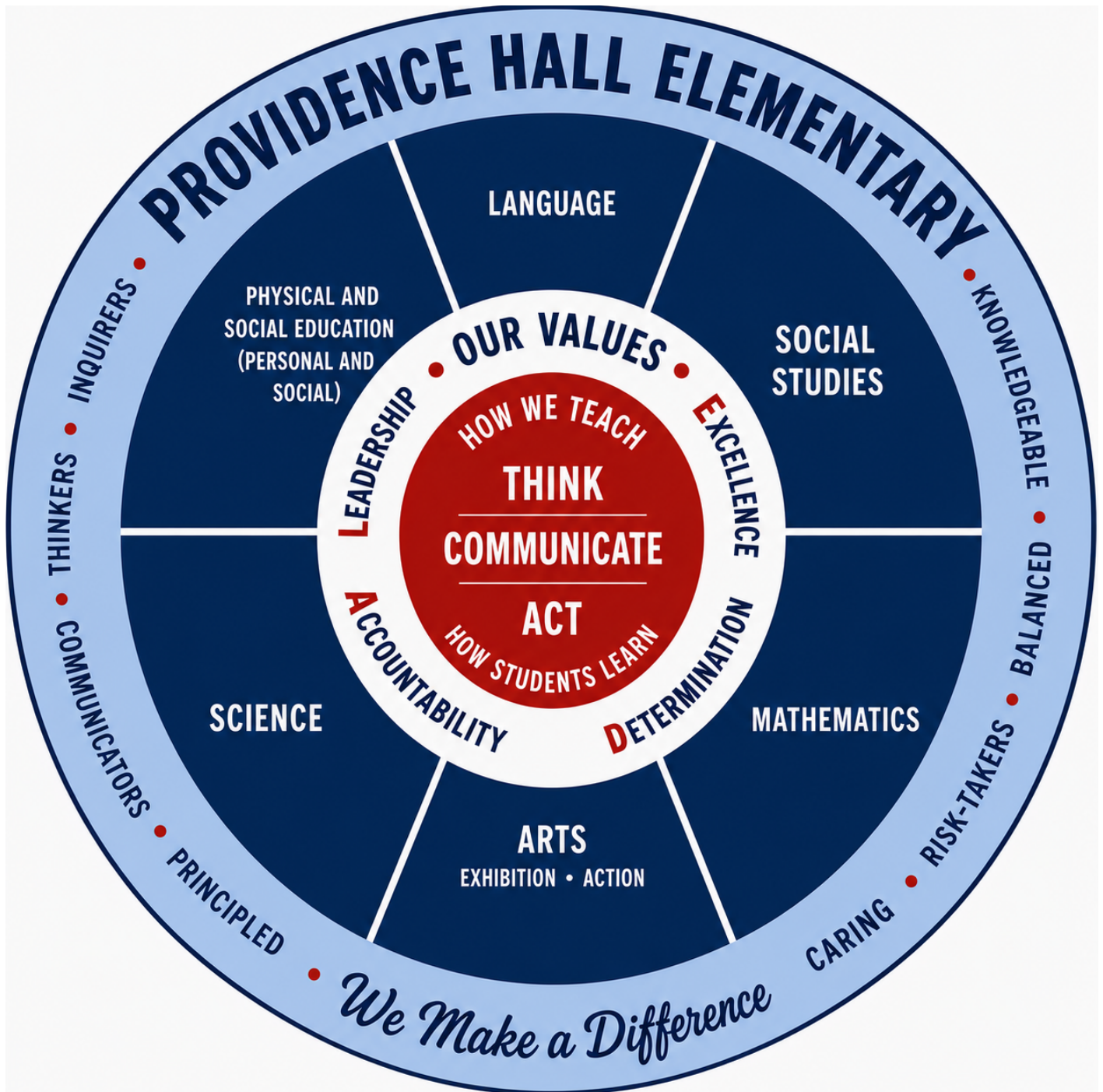
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FOR CAREER



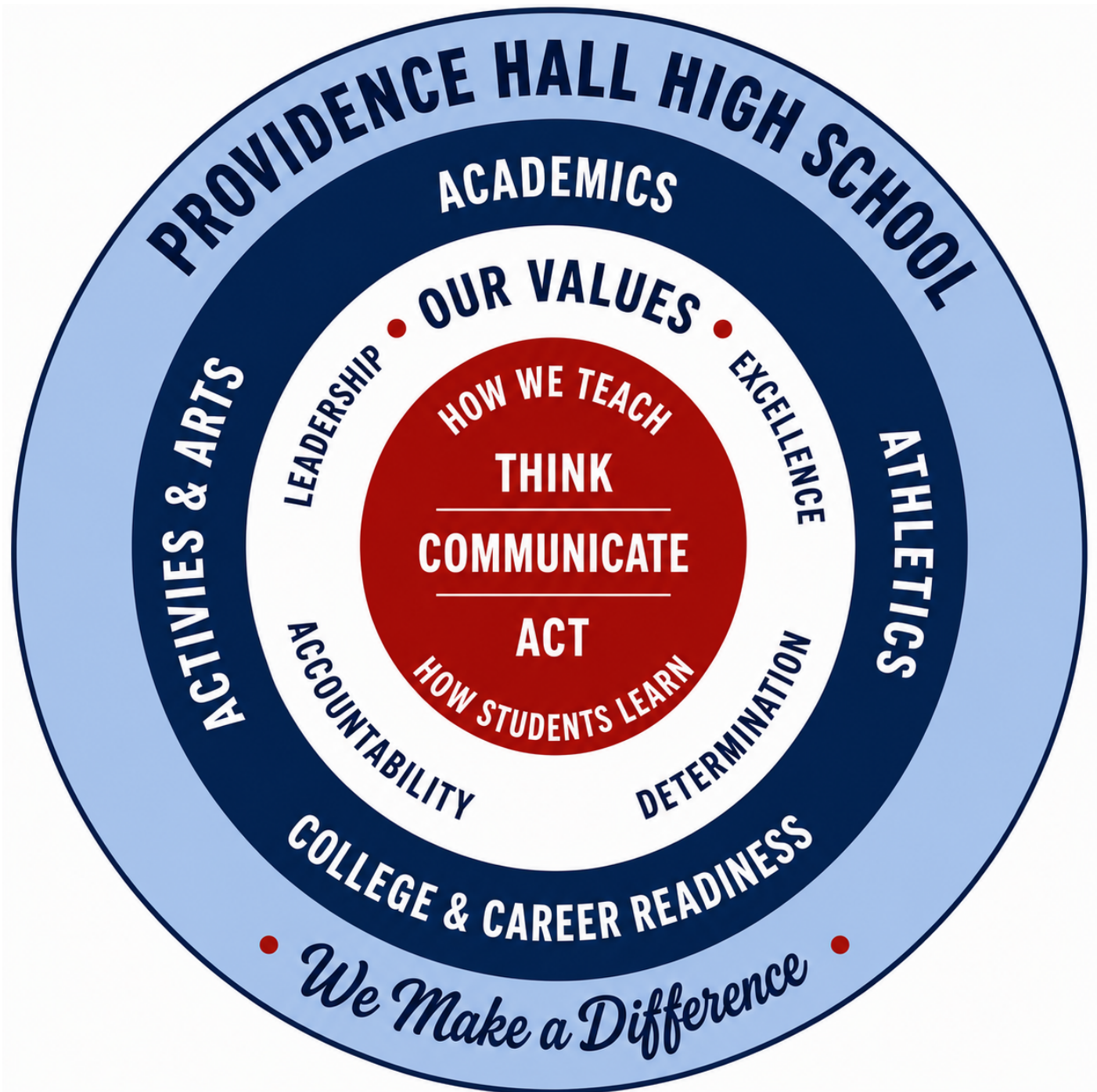
PREPARED
FOR LIFE

We Make a Difference

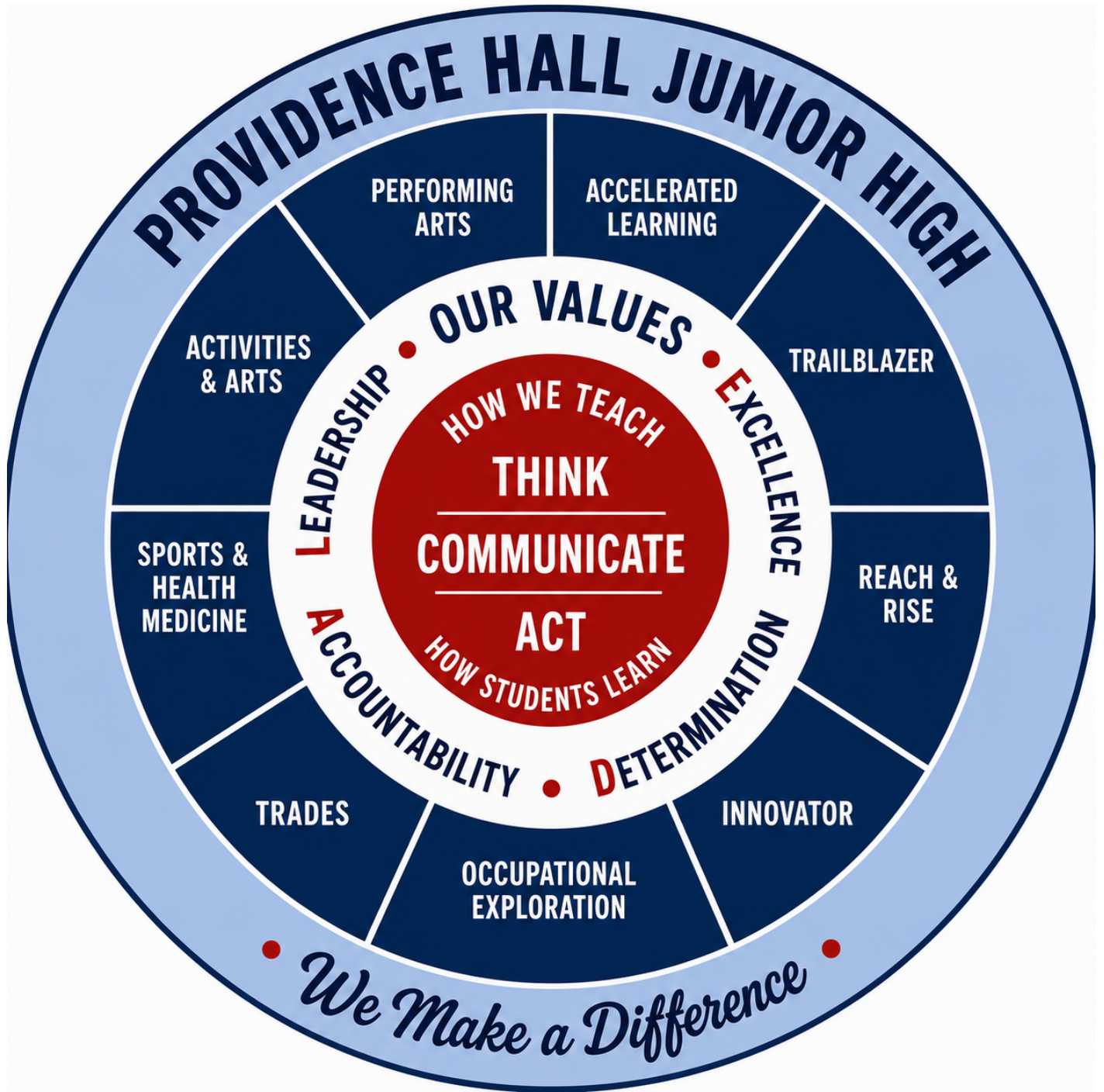
Elementary Framework



High School Framework



Junior High Framework



LEAD Values



PROVIDENCE HALL

THINK. **COMMUNICATE.** ACT.

THESE VALUES GUIDE OUR ACTIONS, SHAPE OUR CHARACTER,
AND IMPACT OUR COMMUNITY.

L

LEADERSHIP



We lead by example.

- We inspire others.
- We take initiative.
- We make positive choices.
- We lead with integrity.

E

EXCELLENCE



We strive for our best work.

- We set high goals.
- We give our best effort.
- We take pride in our work.
- We celebrate progress.

A

ACCOUNTABILITY



We take responsibility for our choices.

- We own our actions.
- We are honest and trustworthy.
- We respect others.
- We follow through.
- We learn and improve.

D

DETERMINATION



We persist through challenges.

- We stay focused.
- We don't give up.
- We overcome obstacles.
- We keep moving forward.



WE THINK.



WE COMMUNICATE.



WE ACT.

WE **MAKE A DIFFERENCE.**

Ten-Year Financial & Capital Plan

PROVIDENCE HALL CHARTER SCHOOL

TEN-YEAR FINANCIAL & CAPITAL PLAN

Board Report · FY2027 – FY2036

Prepared for Board Review · June 2026

Introduction

This report presents a ten-year financial and capital plan for Providence Hall Charter School covering FY2027 through FY2036. It is intended to serve as a strategic planning tool for the Board of Directors, providing a forward-looking framework that connects enrollment trends, revenue and expense forecasts, debt management, and capital investment priorities.

This document is updated annually and should be read alongside the school's approved operating budget. Key purposes of this plan include:

Projecting financial outcomes over an extended horizon rather than the standard one-year budget cycle

Evaluating the impact of enrollment changes, salary growth, inflationary pressures, and capital expenditures on the school's long-term fiscal health

Providing the Board with parameters for evaluating capital project feasibility and timing

Monitoring compliance with bond covenants and State Charter School Board (USCSB) financial standards

Key Planning Assumptions

WPU / State revenue growth: 4.2% in FY27, then 3.0% annually through FY36

Wage & benefit increases: 3.5% in FY27, then 2.5% annually

General inflation (other operating costs): 2.5% per year

Local revenue growth: 1.0% per year

Bond covenant minimums: 1.05x DSCR and 60 days cash on hand

Enrollment Projections

Enrollment is the primary driver of State revenue and the foundation of all financial projections. The table below shows actuals for FY25–FY27 and projections through FY36, based on historical cohort-flow analysis and the school's enrollment patterns by grade band.

Enrollment Methodology & Key Assumptions

Elementary (K–5)

Kindergarten is projected at 140 students per year — consistent with the school's intake capacity

Grades 1 and 2 grow modestly through natural cohort progression (+5 and +7 students respectively)

Grades 3–5 are capped at 156, reflecting the school's observed enrollment ceiling in this band

Middle School (Grades 6–9)

Grade 6: targeted at 165 students — the school consistently adds new enrollees at this transition point

Grade 7: targeted at 180 students (+15 net from Grade 6)

Grade 8: targeted at 190 students (+10 net from Grade 7)

Grade 9: holds steady at 190, consistent with the Grade 8 cohort

High School (Grades 10–12)

Grades 11 and 12 are projected to hold flat at the Grade 10 level (~160 students), consistent with the school's retention experience in upper grades

The online program is projected at 25 students and is treated as supplemental enrollment (informational only)

10-Year Financial Summary

The financial projections below are derived from the school's approved FY27 budget as the base year, escalated annually using the assumptions above. Revenue is primarily driven by State WPU allocations indexed to enrollment. FY29 and FY30 show planned net losses due to major capital construction (Performing Arts Center); the school's cash reserves and debt structure are sufficient to absorb this impact.

Note: FY29–FY30 deficits reflect \$10M in Performing Arts Center construction spend. Days Cash on Hand and DSCR remain above covenant minimums throughout the full 10-year horizon. Amounts in millions (\$M).

Financial Health & Compliance Scorecard

The school monitors eight USCSB financial health metrics annually. The scorecard below highlights key indicators at the start and end of the forecast horizon.

Capital Expenditure Plan

The capital plan identifies priority projects across all three campuses over the 10-year horizon. Projects are sequenced to align with cash availability and debt capacity. The Performing Arts Center is the largest near-term commitment and will require bond financing. All other projects are evaluated against available cash reserves.

Capital Project Timeline

Year 1 — FY27 (2026–27)

APEX Center construction underway — \$1,900,000 (State Grant pending)

Junior High hallway and lunch patio covering — \$1,250,000

Finalize architectural RFP for Performing Arts Center

Engage engineering and general contractor selection process

Year 2 — FY28 (2027–28)

Architectural design and engineering for PA Center — \$450,000

Coordinate with City, State, and partners on site location and approvals

Work with financial advisors on bond issuance strategy and timing

Select construction firm through formal RFP process

Year 3 — FY29 (2028–29)

PA Center Phase 1 construction begins — \$5,000,000

Bond proceeds fund construction; debt service incorporated in forecast

Year 4 — FY30 (2029–30)

PA Center Phase 2 construction — \$5,000,000

Facility opens for use; programming and scheduling to begin

Years 5–10 — FY31–FY36

Evaluate remaining campus needs: track (\$850K), softball field (\$850K), elementary hallway (\$1.25M), vehicle garage (\$300K), weight/wrestling space (\$250K), pre-school space (\$250K)

Prioritization to be determined based on cash position, community needs, and Board direction

Total future project pipeline estimated at approximately \$3.5M–\$4.0M

Strategic Overview

Providence Hall enters this planning period in a strong financial position. The school maintains well above the minimum covenant thresholds for both cash on hand and debt service coverage.

Enrollment has grown steadily and is projected to stabilize at approximately 2,110 students by FY32, providing a reliable and consistent revenue base.

The Performing Arts Center represents the school's most significant near-term capital investment. When complete, it will expand the school's program capacity and enhance its competitive position in the community. The school's conservative fiscal management over prior years — reflected in the \$13.4M cash balance entering FY27 — provides the foundation to undertake this project without compromising operating stability.

The online program, projected at 25 students, provides an additional enrollment buffer and broadens access. It is not included in the enrollment-based revenue projections shown above, representing potential upside to the forecast.

The Board is encouraged to review this plan annually and update the underlying assumptions, enrollment targets, and capital project priorities as new information becomes available. The accompanying financial model workbook (FY27–FY36 Forecast) contains all supporting detail and scenario tools.

National Charter Comparison

PROVIDENCE HALL

NATIONAL CHARTER SCHOOL COMPARISON

Mission, Identity, Marketing & Instructional Approach

Prepared for the Administrator Retreat

Purpose

This briefing profiles four charter schools nationally whose academic and organizational structure resembles Providence Hall, examining each school's mission statement, how it identifies itself as a charter within its local community, how it markets itself, its strengths, and the specific curriculum and instructional approaches it uses to teach inquiry, build rigor, and develop the whole child. A fifth school, Noble Network, is included as a deliberate contrast case to sharpen what makes Providence Hall's model distinct.

Profile 1 — Meridian School (Round Rock, Texas)

Mission statement

Meridian School will provide an invigorating educational environment that develops responsible citizens who can artfully navigate our complex world and enjoy a good life with others. Each student will engage in diverse investigations, disciplined inquiry, and integrated service-learning to cultivate intercultural awareness, creativity, and mental acuity.

Local charter identity & marketing

Meridian markets itself first and foremost as “a public, tuition-free charter school” — leading with access and affordability before academics. It is explicitly positioned as a school of choice founded in 2011 by a group of families banding together, which it uses as a founding-story narrative in recruitment. Its identity is built entirely around being an authorized IB World School offering the full continuum (PYP, MYP, DP) on one campus — a credential it foregrounds on its website, in job postings, and in third-party rankings (U.S. News & World Report).

Strengths

Recognized by U.S. News & World Report as one of the best schools in Texas

Over 50% of alumni earn the full IB Diploma; 85%+ of students pass at least one IB exam

Recognizes 44 native languages among its 1,700 families — used as a diversity/inclusion marketing point

Governance closely mirrors a typical single-campus charter board (3-year staggered terms; board hires Superintendent/CEO)

Curriculum & instructional approach

Inquiry: IB's transdisciplinary themes (Who We Are, How the World Works, etc.) structure all PYP units; Approaches to Learning (ATL) skills — thinking, communication, research, social, self-management — are explicitly woven across subjects rather than taught in isolation

Rigor: Math in Focus (Singapore Math) using a concrete-pictorial-abstract model so students understand why math works, not just procedure; Fountas & Pinnell reading-level assessments drive literature-based (not textbook-based) reading instruction; IB Diploma Programme for grades 11–12

Whole child: PYP's “Action” component requires students to apply learning through real social impact (e.g., running a race for a cause, helping an injured peer); the “Triple A” program (Arts, A la carte electives, After-school) is run internally rather than outsourced, reinforcing whole-child identity as core rather than supplemental

Profile 2 — Da Vinci Academy for Science & the Arts (San Antonio, TX)

Mission statement

Da Vinci Academy's mission is to foster a love for learning through an enriched, individualized approach that emphasizes character development and a strong foundation for higher education, focusing on arts and science. [Vision:] To teach the whole student and build character through a rigorous curriculum of Science, Technology, Engineering, Mathematics, and Fine Arts rooted in a foundation of Respect, Responsibility, and Quality.

Local charter identity & marketing

Da Vinci identifies itself locally as part of the Burnham Wood Charter School system, and leans on a shared network-wide Core Values framework (Respect, Responsibility, Quality) across all its campuses — similar in function to PH's LEAD framework. It markets itself heavily through School Discovery Network (formerly San Antonio Charter Moms), a third-party parent-advocacy directory, rather than relying solely on its own site — a notable community-identity tactic: letting parent-trusted intermediaries describe the school rather than only self-marketing.

Strengths

Formalized university dual-enrollment partnerships: OnRamps through UT Austin, and an Early College Partnership with UT Permian Basin allowing students to earn an Associate's degree while still in high school

Full breadth of fine arts (art, guitar, graphic design, piano) and athletics (football, basketball, soccer, volleyball, cheerleading) under one roof, PreK through 12

Academic/leadership clubs (Superintendent's Leadership Club, Superintendent's Interns) create a visible internal leadership pipeline

Curriculum & instructional approach

Inquiry: child-centered, project-based learning model with explicit cultural responsiveness built into STEM and arts instruction

Rigor: on-site AP coursework combined with dual/concurrent enrollment that leads to an actual Associate's degree — a more formalized and aggressive rigor model than typical CTE/CE partnerships

Whole child: "Respect, Responsibility, Quality" values are explicitly named as the foundation the STEM/arts curriculum is "rooted in," not an add-on; dual-language programs are also available

Profile 3 — Pan American Academy Charter School (Philadelphia, PA)

Mission statement

Our mission is to prepare bilingual, internationally minded inquirers who learn and contribute to the community through service and action. Pan American Academy Charter School prepares students for a successful future by promoting academic excellence through rigorous instruction, bilingualism, the integration of cultural awareness and respect throughout all aspects of the curriculum.

Local charter identity & marketing

Pan American's community identity is inseparable from its founding organization, Congreso de Latinos Unidos, a nationally recognized nonprofit serving Philadelphia's Latino community. The school markets itself as "the only IB Elementary School in Philadelphia, and one of only three in Pennsylvania" — a clear, defensible local-scarcity claim. Its building (the Trujillo Center) is named for a donor family, reinforcing visible community investment and roots in North Philadelphia specifically, rather than presenting as a generic citywide option.

Strengths

First IB Primary Years Programme authorized in Philadelphia; rare local distinction actively used in marketing

“Four Pillars” structure (dual language instruction, IB, inclusive classrooms, PBIS) gives a clean, repeatable framework for explaining the model to families and funders

Integrated social services through the Congreso parent organization — housing, economic self-sufficiency support — addresses whole-family needs beyond the classroom

Curriculum & instructional approach

Inquiry: IB PYP/MYP inquiry cycle delivered bilingually in English and Spanish; critical thinking and hands-on learning explicitly named as guiding the learning environment

Rigor: “rigorous instruction” is stated directly in the mission itself (not implied); consistent parental involvement is treated as a required input to rigor, not an optional support

Whole child: Positive Behavior Interventions & Supports (PBIS) and inclusive classrooms are named as two of only four pillars — elevating behavioral/inclusion support to the same structural priority as academics and language

Profile 4 — Noble Network of Charter Schools (Chicago, IL) — Contrast Case

Mission statement

Noble empowers students with the scholarship, discipline, and honor necessary to succeed in college and lead exemplary lives. Our vision and mission is to ensure that all students have equitable and positive school experiences that equip them to complete college and lead choice-filled lives.

Local charter identity & marketing

Noble markets itself almost entirely on outcomes and equity, not program breadth: college matriculation rate (90%), ACT score gains, and closing opportunity gaps for a 98% minority, 89% low-income student population. Individual campuses (Muchin College Prep, Noble Academy, DRW College Prep) each have their own name and minor identity, but all market under the shared Noble “scholarship, discipline, honor” banner. Locally, Noble is closely associated with the “no excuses” charter category — a label the network has both leaned into and, more recently, distanced from as it reexamines practices through a diversity/equity/inclusion lens.

Strengths

90% college matriculation rate; MIT researchers (2019) found Noble students grew more academically than similar peers at selective-enrollment schools

10 of 12 top-ranked high schools citywide (Chicago Public Schools ratings) are Noble campuses

Noble Academy's Harkness Method — a seminar-style, discussion-based approach adopted via partnership with Phillips Exeter Academy — is a distinctive, exportable instructional model

18% more instructional time than peer CPS schools (858 additional hours over four years)

Curriculum & instructional approach

Inquiry: at Noble Academy specifically, the Harkness Method seats students at oval tables for peer-led discussion without hand-raising; teachers facilitate rather than lecture, with a structured prep/accountability/reflection cycle around each session

Rigor: extended school day and year; AP/Honors coursework; one dedicated college counselor per student and a senior-year college-seminar course covering applications, financial aid, and scholarships

Whole child: comparatively thin relative to the other profiles — arts and athletics exist but are not central to identity; whole-child language is largely replaced by “scholarship, discipline, honor” and advisory-based mentoring (one advisor per 10–30 students across all four years)

A documented tension worth naming: Noble's disciplinary culture has drawn public criticism — reporting has cited harsh language used with students and a teacher demographic (66% white) that doesn't reflect its student population (98% minority). Noble's leadership disputes some characterizations as exaggerated. This is useful context for the retreat: Noble's outcomes are real, but its model carries reputational tradeoffs that a whole-child, values-forward school like Providence Hall is structurally positioned to avoid.

Profile 5 — American Leadership Academy (Arizona)

Mission statement

In support of the family, provide the best educational experience to as many students as possible in a moral and wholesome environment. [Vision:] Learn. Lead. Change the World!

Local charter identity & marketing

American Leadership Academy is headquartered in Mesa, Arizona and has grown to over 30 campuses across Arizona, North Carolina, and South Carolina, with enrollment exceeding 10,500 students. Locally, each campus is branded with its own mascot and “Home of the ...” identity (e.g., “Home of the ALA Patriots” in Queen Creek) while sharing one network-wide values framework — a hybrid of local-identity and network-brand marketing. ALA explicitly markets itself on “choice, excellence, and values-based learning,” and is direct about its founding motivation: protecting the family unit and providing a “moral and wholesome” alternative to other public-school options.

Strengths

“A” rated by the Arizona Department of Education across its district

Queen Creek campus 7–12 varsity football won the 3A State Championship — used directly in network growth/marketing materials

R.A.I.S.E. values curriculum is sourced from named, credible leadership authors (Stephen R. Covey, Jim Collins, John Maxwell), lending external credibility to an internally-branded values program

Explicit parent-partnership commitment as a stated differentiator, not just a courtesy

Curriculum & instructional approach

Inquiry: minimal emphasis on inquiry-based pedagogy by name; ALA instead emphasizes a “traditional classroom approach that optimizes student engagement” — a deliberately structured, teacher-directed model rather than student-led discovery

Rigor: Core Knowledge curriculum (explicitly positioned as an alternative to Common Core) paired with Eureka Math; curriculum is stated to exceed state standards

Whole child: R.A.I.S.E. (Respect, Accountability, Integrity, Service, Excellence) is delivered through weekly lessons and daily exercises, integrated into daily learning rather than treated as a separate character-education block — structurally, this is the closest national analog to Providence Hall's own LEAD framework found in this research

Profile 6 — BASIS Charter Schools (Arizona) — Contrast Case

Mission statement

The mission of BASIS Charter Schools is to empower students to achieve at globally competitive levels with a transformative K–12 academic program.

Local charter identity & marketing

Founded in Tucson in 1998 by Michael and Olga Block, BASIS is the most nationally decorated charter brand to come out of Arizona, and it markets almost entirely on rankings and international academic comparison — PISA scores, U.S. News national rankings, and college scholarship dollars earned per graduate are central to its public identity. BASIS schools deliberately position themselves as operating outside the traditional public-school ecosystem: several campuses do not participate in local district sports leagues due to cost, instead joining alternative leagues, which has been described by at least one former student as creating a relationship with neighboring district schools that is “indifferent to slightly hostile.”

Strengths

BASIS Tucson North has been ranked the #1 public high school in the United States by U.S. News & World Report in multiple recent years

Network-wide 2024 AP exam pass rate of 94.5%; graduates average over \$100,000 in college scholarships per student

8 of the top 15 nationally ranked charter schools in 2024 were BASIS Arizona campuses

Near-100% four-year graduation rates across multiple states, exceeding state averages

Curriculum & instructional approach

Inquiry: not a stated priority — BASIS's model is explicitly accelerated and content-rich rather than inquiry-driven; students are intentionally pushed ahead of typical grade-level content starting in primary school

Rigor: AP coursework is mandatory for all students beginning in 9th grade (not optional, as at most schools, including Providence Hall); post-AP “Capstone” courses offer college-level depth for seniors

Whole child: the area where BASIS diverges most sharply from Providence Hall — arts and athletics exist but are secondary to academic acceleration, and the network has drawn sustained criticism for high attrition (senior classes are often a third to a quarter the size of the entering 5th-grade cohort) and for soliciting parent financial contributions, an unusual practice for a publicly funded school

A documented tension worth naming: Independent research (Yale Education Studies) has questioned whether BASIS's rankings partly reflect selection effects — students unable to sustain the academic pace tend to leave before senior year, which can inflate average outcomes for those who remain. BASIS's own leadership attributes this to voluntary family self-selection rather than administrative pressure. As with Noble, this is useful context: BASIS demonstrates that an Arizona-born, narrowly academic charter model can achieve extraordinary national rankings, but at a cost to the breadth, inclusion, and whole-child mission that defines Providence Hall.

Side-by-Side: Academic & Organizational Structure

Structural comparison across the three closest academic peers (Meridian, Da Vinci, Pan American). Noble is omitted here as a contrast case rather than a structural peer.

Side-by-Side: Arizona & Western Comparisons

Structural comparison against the two Arizona-based networks profiled above. American Leadership Academy is the closer structural and values match; BASIS is included as a contrast case, similar in function to Noble.

Side-by-Side: Teaching Inquiry, Rigor & the Whole Child

This table isolates the specific instructional moves each school uses to deliver on three goals every profile claims in some form: inquiry-based learning, academic rigor, and whole-child development.

Discussion Questions for the Retreat

Meridian and Pan American both lead their marketing with a specific, defensible local distinction (“full IB continuum on one campus,” “first IB elementary in Philadelphia”). What is Providence Hall’s equivalent local-distinction claim, and is it currently stated clearly enough in our own materials?

Da Vinci’s Associate’s-degree dual enrollment partnership is more formalized than typical CE. Could Providence Hall pursue a similarly named, degree-bearing partnership to sharpen our own CE/CTE identity?

Meridian’s Math in Focus / Fountas & Pinnell pairing and Pan American’s “Four Pillars” both give parents a simple, repeatable way to describe the instructional model. Does our LEAD + Think/Communicate/Act framework do the same job as clearly for an outside parent hearing about us for the first time?

Da Vinci’s use of a third-party parent-advocacy network (School Discovery Network) to describe itself, rather than relying only on its own marketing, is a notable trust-building tactic. Do we have (or could we cultivate) a similar trusted local voice?

Noble shows that a narrower, outcomes-only model can produce strong results but real reputational risk. Pan American’s PBIS-as-a-pillar and Meridian’s internally-run Triple A program both suggest whole-child support works best when it’s structurally load-bearing, not an add-on. Where in our own model is whole-child support genuinely load-bearing versus supplemental?

American Leadership Academy’s R.A.I.S.E. framework is the closest national match to our own LEAD values — delivered daily, sourced from named leadership authors, and central to local marketing (e.g., the 3A football championship explicitly tied to network identity). Is there a specific tactic from ALA’s approach (weekly lessons, named source material, daily integration) worth adopting more deliberately for LEAD?

BASIS shows the ceiling of a narrowly academic, rankings-driven Arizona charter brand — along with real costs (attrition, weak community ties, thin whole-child investment). As a Western/regional audience increasingly compares charter options to BASIS’s national rankings, how should Providence Hall talk about academic rigor in a way that’s honest about not chasing the same model?