



BUILDING ON SUCCESS

IDAHO'S CHARTER SCHOOLS PROGRAM GRANT



APPLICATION DETAILS

School Name: Gem Prep - Ammon	
Contact Person: Jennifer Ashmead	Contact Email: jenniferashmead@gemprep.org
Application Type: Start Up	Grant Budget: \$ 2,000,000
Grades Served: K-12	New Seats Created: 574
Total Averaged Score: 96	Priority Points Assigned: 2
Application Status: Funded	

RUBRIC

A. SMART Grant Project Goals	
<i>Identify</i> 2-4 SMART grant project goals and <i>justify</i> each goal in terms of its value in supporting the planning and implementation of your proposed school. <i>All grant spending, including future revisions to your budget, must fit clearly within one of your stated project goals.</i>	
TOTAL POINTS	10/10
Reviewer Comments – Grant Project Goals	
Strengths:	
<ul style="list-style-type: none"> The applicant has identified goals that meet the criteria set forth in the rubric (they are not serving 100% at-risk students so didn't need to include those goals). The mission/vision of the school align to the goals outlined. 	

B. Educational Philosophy, Instructional Practices, and Curriculum	
Fully <i>describe and justify</i> the design of the academic program in terms of the educational philosophy, instructional practices, and curriculum that will be utilized to meet the school’s performance objectives. Be sure to include key design elements, references supporting its validity and alignment to state and federal requirements, and rationale for why this education model was chosen and how it will produce strong outcomes for the unique community and student population the school will be located within.	
TOTAL POINTS	19.5/20
Reviewer Comments - Educational Philosophy, Instructional Practices, and Curriculum	
Strengths:	
<ul style="list-style-type: none"> The applicant thoroughly outlines the curriculum choices, the instructional practices (differentiating between elementary and secondary grades), shows justification for chosen material and practices through the data from other Gem Prep schools as well as national research. 	
Weaknesses:	
<ul style="list-style-type: none"> I didn't see where they specifically called out autonomies afforded to charter schools, but it is implied through the use of yearly teacher contracts and innovative practices rarely found in district schools. 	

C. Teaching and Learning	
Fully <i>describe and justify</i> the design of the instructional strategy in terms of the educational philosophy, instructional practices, and curriculum that will be utilized to meet the school’s performance objectives. Be sure to include key design elements, references supporting its validity and alignment to state and federal requirements, and rationale for why this strategy was chosen and how it will produce strong outcomes for the unique community and student population the school will serve.	
TOTAL POINTS	6/6
Reviewer Comments – Teaching and Learning	
Strengths:	
<ul style="list-style-type: none"> A robust plan for assessment was described in great detail. Data meetings, individual and group supports, weekly college readiness exams and much more are administered through the RTI lens and interventions. Teachers meet monthly with the principal to review student assessment data. 	



D. Student Academic Achievement Standards	
As an independently governed public school, charter schools need to ensure plans, systems, and tools for strong oversight and monitoring in the areas of academic performance. In this section, persuade the reader that your school will have rigorous goals and adequate oversight to ensure quality implementation, operation, and accountability.	
TOTAL POINTS	9/9
Reviewer Comments – Student Academic Achievement Standards	
Strengths:	
<ul style="list-style-type: none"> • Gem Prep Ammon will follow in the direction that other Gem Prep schools have developed, which has a strong culture of data analysis, teacher support and accountability, and transparency for student achievement. • Principals, data managers, teaching staff and professional developers all focus on achievement and pivot as needed to meet teacher and student needs. • They are also aware of and responsive to student data protections and safety protocols. 	

E. Student Demand and Community/Local Support	
Schools funded under the CSP subgrant must ensure they are in tune with their communities’ needs and priorities. In this section schools will document their vitality and long-term sustainability through demonstrating their dedication to developing and maintaining community partnerships and connections.	
TOTAL POINTS	8.5/10
Reviewer Comments – Student Demand and Community/Local Support	
Strengths:	
<ul style="list-style-type: none"> • The applicant clearly shows community demand with a strong interest list of nearly 300 students. • They employ a wide range of strategies to recruit a diverse population of students, use professional marketing materials translated into Spanish, and clearly indicate that they serve all students, including those receiving special education services. • They also establish a multitude of ways for parents to be engaged and participate in decision-making at the school level. • Their anticipated demographics mirror the local district and are within the 5% range. 	

F. Effectively Serving All Students	
Charter schools are obligated to take specific actions to ensure an open, fair, non-selective method of attracting and enrolling students, and all charter schools need to be ready to serve the group of students that choose to attend. In this section, describe your plan to offer a continuum of services for all types of students, including those that are educationally disadvantaged (such as low-income, special education, English learners, homeless, migrant and other at-risk students) and gifted and talented.	
TOTAL POINTS	10/12
Reviewer Comments – Effectively Serving All Students	
Strengths:	
<ul style="list-style-type: none"> • An RTI system is in place to respond to student needs, an EL Coordinator assesses student language needs and provides supports, the special education team evaluates students and supports IEP goals, and there is a focus on all students accessing high level of academic work while modifying for specific needs. • The school will provide nutrition and transportation services for their students. 	
Weaknesses:	
<ul style="list-style-type: none"> • Not much was written about behavioral challenges or how they are mitigated. • Also, there wasn't much mentioned about the quality of trained special education staff. 	



G. Staffing and Professional Development Plan	
Describe the approach to staffing, inclusive of ratios, positions, etc. required for effective implementation of the chosen education model. Further, describe the process in which all staff will be supported in their ongoing professional development.	
TOTAL POINTS	4/4
Reviewer Comments – Staffing and Professional Development Plan	
Strengths: <ul style="list-style-type: none"> • The school will provide incentives for high-performing teachers to receive bonuses and/or serve in leadership roles. • Retention of effective staff is a high priority. • The Professional Development Director coordinates year-long learning opportunities and additional time is added to staff contracts to ensure PD is a priority. 	

H. Financial Management and Monitoring Plan	
As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial stability. In this section, explain your school’s plan to be compliant, strategic, and responsible with finances and business services.	
TOTAL POINTS	7/7
Reviewer Comments – Financial Management and Monitoring Plan	
Strengths: <ul style="list-style-type: none"> • The school's financial model is built conservatively (with modifications identified if needed) and with historical knowledge from the other Gem Prep schools. • The CMO has extensive experience starting and operating schools, and provides proven and effective services to the schools. • The school building location, and the construction/financing, have been identified and the organization has a successful track record for doing this work. 	

I. Board Capacity and Governance Structure	
A competent, trained governing board is essential to the success of a public charter school. In this section the school will demonstrate how it has developed a strong governing board with a diverse set of skills. Board members should understand their roles and responsibilities and have in place a transition plan and ongoing professional development to maintain board strength going forward.	
TOTAL POINTS	10/12
Reviewer Comments – Board Capacity and Governance Structure	
Strengths: <ul style="list-style-type: none"> • Gem Prep schools have a long-standing Board Chair to effectively govern the CMO. • There are board committees, analysis to determine needs (and funding for) ongoing professional development, onboarding for new members, and strong board policies. • The composition of current board members shows a wide-range of professional expertise. 	



J. School Leadership and Management

This section should describe the intended leadership structure of your school and demonstrate a strong leadership and staffing plan that ensures high-quality implementation and sustainability of the school.

TOTAL POINTS

10/10

Reviewer Comments – School Leadership and Management

Strengths:

- The leadership structure is well-defined and the applicant provided detailed roles as well as resumes for organizational leaders.
- Due to home office responsibilities the principal is freed-up to serve as a true instructional leader.
- Principal evaluation is the responsibility of the Principal Supervisor.
- The applicant has outlined operational challenges and since they have started other schools they know what to anticipate.

Overall comments

Reviewer Comments

- Gem Prep: Ammon is well-positioned to launch based on the success of other GP schools, and benefits from the institutional knowledge (academic and operational) of the network.



APPLICATION TOTAL POINTS		
Rubric Section	Points Awarded	Points Possible
A. Grant Project Goals	<u>10</u>	10
B. Educational Philosophy, Instructional Practices, and Curriculum	<u>19.5</u>	20
C. Teaching and Learning	<u>6</u>	6
D. Student Academic Achievement Standards	<u>9</u>	9
E. Student Demand and Community/Local Support	<u>8.5</u>	10
F. Effectively Serving All Students	<u>10</u>	12
G. Staffing and Professional Development Plan	<u>4</u>	4
H. Financial Management and Monitoring Plan	<u>7</u>	7
I. Board Capacity and Governance Structure	<u>10</u>	12
J. School Leadership and Management	<u>10</u>	10
STANDARD POINTS AWARDED	<u>94</u>	100
Priority Points: 2 Additional Points may be awarded for schools that articulate a plan to serve and intentionally meet the unique needs of students in rural geographic areas.	<u>0</u>	2
Priority Points: 2 Additional Points may be awarded for schools that provide a high-quality high school program.	<u>2</u>	2
Priority Points: 2 Additional Points may be awarded for schools that articulate a plan to serve and intentionally meet the unique needs of a student population of more than 50% economically disadvantaged students.	<u>0</u>	2
Priority Points: 2 Additional Points may be awarded for schools that serve a 100% at-risk student population.	<u>0</u>	2
Priority Points: 2 Additional Points for schools authorized by a public school district .	<u>0</u>	2
TOTAL POINTS AWARDED	<u>96</u>	110

