



BUILDING ON SUCCESS

IDAHO'S CHARTER SCHOOLS PROGRAM GRANT



APPLICATION DETAILS

School Name: RISE Charter School	
Contact Person: Heidi Child	Contact Email: hchild@kimberly.edu
Application Type: Expansion	Grant Budget: \$ 200,622
Grades Served: K-12	New Seats Created: 100
Total Averaged Score: 89	Priority Points Assigned: 6
Application Status: Funded	

RUBRIC**A. SMART Grant Project Goals**

*Identify 2-4 SMART grant project goals and **justify** each goal in terms of its value in supporting the planning and implementation of your proposed school. **All grant spending, including future revisions to your budget, must fit clearly within one of your stated project goals.***

TOTAL POINTS**10/10****Reviewer Comments – Grant Project Goals****Strengths:**

- Quality of Goals and Content Requirements:
 - Goal 1 focuses on academic growth and proficiency, aligning with required performance criteria.
 - Goal 2 emphasizes creating an inclusive and supportive environment, addressing demographic goals.
 - Goal 3 targets educator quality, crucial for achieving academic and cultural goals.
- Alignment with School Mission and Vision:
 - Each goal aligns with the mission of providing a rigorous, supportive educational environment.
 - The goals support the vision of fostering academic excellence and a positive school culture.
- The application described very clear goals in great detail all around, and places sufficient emphasis on academic success.
- The goals meet and exceed the requirements of the rubric.

**BUILDING ON SUCCESS**

IDAHO'S CHARTER SCHOOLS PROGRAM GRANT

B. Educational Philosophy, Instructional Practices, and Curriculum

Fully *describe and justify* 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**16/20****Reviewer Comments - Educational Philosophy, Instructional Practices, and Curriculum****Strengths:**

- Key Design Elements:
 - Clear articulation of instructional methods and school culture.
 - Practices complement curriculum decisions and design.
 - Supported by research-based best practices.
- Core Academic Curriculum:
 - Identifies key curriculum materials and justifies choices based on state and federal standards.
 - Detailed description of curriculum implementation and expected outcomes.
- Research and Data-Based Justification:
 - Correlates research with projected demographic needs.
 - Clear alignment between curriculum and pedagogy.
- Technology Utilization:
 - Detailed technology plan for instructional delivery and assessment.
 - Justified suitability for the educational model and student demographic.
- Utilization of Autonomies and Flexibilities:
 - Leverages partnerships and community resources for educational enhancement.
 - Creative use of facilities and curriculum design.
- The application clearly describes the use of technology and flexibilities granted to charter schools.
- It also describes how the academic program included proficiency in 36 cognitive skills.

Weaknesses:

- Information pertaining to the research and justification for curriculum in each subject area is thin or not present.
- The narrative could have used more detail regarding the detail and progression of the instructional program.

**BUILDING ON SUCCESS**

IDAHO'S CHARTER SCHOOLS PROGRAM GRANT

C. Teaching and Learning

Fully *describe and justify* 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**3/6****Reviewer Comments – Teaching and Learning****Strengths:**

- Instructional Strategies and Data Use:
 - Detailed, realistic instructional practices aligned with the educational program.
 - Effective use of assessments to determine individual student needs.
 - Comprehensive differentiation and intervention structures.

Weaknesses:

- This section of the application is very brief.
- RTI is mentioned with no detail regarding how it is implemented at the school.
- There is barely any information included about instructional practices or tools, or how data will be used (other than the fact that it will be used).

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**6.5/9****Reviewer Comments – Student Academic Achievement Standards****Strengths:**

- Performance Management Plan:
 - Identifies sound assessment practices and data collection methods.
 - Clear interim benchmarks and adjustment plans.
- Data-Driven Instruction:
 - Portfolio of formative, interim, and summative assessments.
 - System for data analysis and reflection to inform instruction.
- This section in the application is also brief. The narrative states that MAP scores will be used to determine growth in the spring after a fall baseline, and that the executive director and principal observe and coach teachers.

Weaknesses:

- The limited detail in the application does not amount to a strong culture of data-driven instruction.
- There is no description of benchmark setting or annual adjustment, nor is there discussion of how the various assessments administered in the school are used and understood by all staff.



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:**

- Community Need and Demand:
 - Sound strategies for marketing and outreach.
 - Plans to recruit educationally disadvantaged and diverse families.
- Family and Community Engagement:
 - Effective parent and community engagement strategies.
 - Clear roles for parents and community members in school life.
- The application describes a good list of strategies to engage the community, as well as marketing tools employed as the school expands.
- Parents seem to be engaged well and are able to provide feedback throughout the year.

Weaknesses:

- Family and Community Engagement:
 - I would like to have seen letters of support from key members of the community.
- There is no discussion of how the school is reaching out to underserved students aside from bilingual mailers.
- There is also no data pertaining to the projected enrollment numbers of the new expansion grades.



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**8.5/12****Reviewer Comments – Effectively Serving All Students****Strengths:**

- Support for Educationally Disadvantaged:
 - Well-understood needs and high expectations for all students.
 - Comprehensive support strategies and trained staff.
- Support for Students with Disabilities:
 - Clear understanding of needs and appropriate training for staff.
 - Effective academic and behavioral strategies.
- Nutritional Needs:
 - Sound food service plan addressing nutritional needs.
 - Identifies funding sources and compliance measures.
- Transportation Needs:
 - Detailed transportation plan accommodating educationally disadvantaged students.
- The application describes a reasonable student transportation plan and, from the narrative, it seems that most or all students are able to travel to and from school, and participate in activities, without needing to pay for transportation.

Weaknesses:

- There is almost no detail included in the application regarding PBIS or staff training in behavioral intervention other than noting it exists.
- The narrative provides some boilerplate description of how students with special needs are served.
- It is unfortunate that students' families are charged for meals, given the access implications.
- The application does not describe whether or not the needs of the school's students are understood, only some information on what services are provided.

**BUILDING ON SUCCESS**

IDAHO'S CHARTER SCHOOLS PROGRAM GRANT

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**3.5/4****Reviewer Comments – Staffing and Professional Development Plan****Strengths:**

- Staffing Approach:
 - Feasible and sound recruitment and selection process.
 - Sufficient staffing structure to support the educational model.
- Staff Development and Retention:
 - Comprehensive professional development plan.
 - Regular evaluation and support for innovation.
- The staffing plan seems reasonable for the expansion planned for next year (though recruitment strategies are absent).
- The application describes how the school will take advantage of the Summit professional development program for new teachers.

Weaknesses:

- The detail surrounding coaching and feedback is minimal, and there is no mention of continuous improvement or innovation.

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:**

- Operational and Financial Capability:
 - Comprehensive plan with conservative financial assumptions.
 - Clear alignment of budget with project goals.
- Facilities Plan:
 - Detailed facilities plan with a specific location and timeline.
 - Facilities meet programmatic needs and are cost-effective.
- Resources for Disadvantaged Students:
 - Sufficient resources and risk mitigation plans.
 - Investment in value-added activities for at-risk students.
- The included budget materials adequately describe the planned costs associated with the grant, which are in line with the project narrative.



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**12/12****Reviewer Comments – Board Capacity and Governance Structure****Strengths:**

- Board Composition and Selection:
 - Adequate expertise and plans to address skill gaps.
 - Effective recruitment and training of board members.
- Policies and Procedures:
 - Comprehensive set of roles and responsibilities.
 - Effective compliance and performance monitoring.
- Board Development:
 - Prioritizes training and ongoing professional development.
 - Regular self-evaluations and improvement plans.
- The application describes a sound and reasonable approach to board composition, governance, and training.

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**8/10****Reviewer Comments – School Leadership and Management****Strengths:**

- Leadership and Administrative Roles:
 - Complete organizational and management plan.
 - Comprehensive performance evaluation process for leadership.
- Leadership Capability:
 - Identifies operational challenges and response plans.
 - Demonstrates strategic and sound leadership.
- The application notes that a seasoned educator will continue to lead the school with the help of a new principal as the school expands.
- It also discusses the known challenge of recruiting and retaining teachers and the importance of high-quality professional development and RTI to mitigate teacher turnover.

Weaknesses:

- The brief description of leader evaluation in the application is not comprehensive.
- There is no complete organizational and management plan, nor is there any detail regarding how the principal and executive director will operate together or share roles and responsibilities.



Overall comments

Reviewer Comments

- RISE Charter School's proposal demonstrates a comprehensive and well-structured plan that aligns with state standards and community needs.
- The goals are clear, measurable, and supported by a robust educational philosophy and curriculum.
- The school's commitment to inclusivity, community engagement, and continuous improvement is evident throughout the proposal.
- Financial and governance plans are sound, ensuring sustainability and effective oversight.
- This proposal meets and exceeds the criteria set forth in the rubric, reflecting a strong potential for successful implementation and positive student outcomes.
- The goals of the school and plans for leadership and sustainability are high quality, a testament to the experience gained by school leaders already as the school expands.
- The application lacks detail in some key areas, such as instructional practices and intervention programs.
- There was not much detail regarding serving underserved student groups aside from boilerplate language around special education.
- From reading the application, it was not clear what RISE provides that the Kimberly School District does not.



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>16</u>	20
C. Teaching and Learning	<u>3</u>	6
D. Student Academic Achievement Standards	<u>6.5</u>	9
E. Student Demand and Community/Local Support	<u>8.5</u>	10
F. Effectively Serving All Students	<u>8.5</u>	12
G. Staffing and Professional Development Plan	<u>3.5</u>	4
H. Financial Management and Monitoring Plan	<u>7</u>	7
I. Board Capacity and Governance Structure	<u>12</u>	12
J. School Leadership and Management	<u>8</u>	10
STANDARD POINTS AWARDED	<u>83</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>2</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>2</u>	2
TOTAL POINTS AWARDED	<u>89</u>	110

