



# **RISE Charter School**

**203 Center Street West**

**Kimberly, Idaho 83341**

**CSP Grant Application 2024**

**Narrative**

## **Executive Summary**

RISE Charter School, located in Kimberly, Idaho, has been in operation for three years. It opened with grades 4-8 and is currently expanded up to grade 10. Our charter caps each class at 25 students and our current space limits our enrollment to one class per grade level. As a small school of 144 students, RISE meets each student's individual needs. Our school offers an innovative, mastery-based curriculum that includes academic assignments and lessons, as well as hands-on projects and presentations in a welcoming, tight-knit school community environment.

RISE's request to expand downward to include all elementary grade levels starting with kindergarten was approved by the authorizer, Kimberly School District, just this past spring. RISE has been authorized to add kindergarten and first grade beginning the 2024-2025 school year and then second and third grade the 2025-2026 school year. Additionally, 11th and 12th grades will be added to the high school within the next two years.

Our stakeholders are excited to be able to grow our own students from kindergarten up. We look forward to seeing the results of students who begin and end their academic career with us. RISE students have shown exceptional academic growth each school year on the NWEA MAP test, actively participate in the nine clubs the school offers, and indicate overall happiness at RISE on the satisfaction surveys.

To expand in both directions, RISE will need to procure classroom furniture, curriculum, technology, and a play set for all students to use. This grant application aims to alleviate financial burdens and ensure a smooth transition for both existing and incoming students.

With a dedicated faculty and staff committed to student success, RISE Charter School is poised to continue its mission of providing quality education to the Kimberly community.

## A. Grant Project Goals

**Goal 1: 95% of RISE students will show academic growth or proficiency to be measured by a variety of assessments both standardized and non-standardized and 2) 95% of RISE students will consistently participate in curriculum-based projects, internships, and/or a year-long project.**

RISE Charter School was developed to provide an inspiring, rigorous and welcoming environment where students are challenged and provided the supports they need to reach their potential. We have implemented the Summit Curriculum in all grades for the core content to provide consistent, challenging and engaging instruction. A variety of monitoring methods are used to assess whether the students are learning to their potential.

For weekly progress monitoring, we administer a corrective word sequence assessment for writing, M-COMP for math computation skills, and ReadWorks fluency and reading comprehension assessments to all students once per week. This data is reviewed twice monthly by the Progress Monitoring team and students are referred to the RTI team as needed. In the primary grades this data is used to customize each students' intervention instruction each afternoon.

The original RISE Charter School charter documents indicated that students would exceed district and state proficiency benchmarks for achievement and growth on Idaho Standardized Assessments in ELA and Math by 5% or more. However, RISE and Kimberly School District (KSD, the charter authorizer) have made a concerted effort to avoid competition between the districts as it undermines collaboration. So, the Performance Certificate was modified to compare student data with state and national data

using the NWEA MAP test instead of comparing it to KSD data.

The NWEA MAP test is administered in the fall, winter and spring, which enables us to measure growth during the school year and adjust instruction accordingly throughout the year. Our student outcome goal is that in all 4 core subjects, 95% of our students' show growth and achievement that meets or exceeds the national 60<sup>th</sup> percentile on the NWEA MAP assessment.

RISE Charter School will administer the summative ISAT each spring for year-end data for grades 3-8 and 11, beginning year 24-25, for grades K-3, the IRI will be administered twice per school year to assess foundational literacy skills.

RISE students in the primary grades work in small groups with a certified teacher or paraprofessional on specific skills or content each day for one hour. This intervention program formerly used in just 4<sup>th</sup> grade has proven to effectively help students increase proficiency, so will be expanded to all primary grades K-5 beginning year 24-25. RISE teachers prepare for and attend data meetings after each NWEA MAP assessment to dive deep into the Summit Learning and NWEA MAP data and create an action plan to address weaknesses seen in the data.

All high school students at RISE begin the year with an individual learning plan (ILP) that is collaboratively created the spring before with the school counselor, the student, and their parents. The ILP identifies specific assessment goals that indicate personalized proficiency and growth measures. Summit Learning curriculum, which is becoming Gradient Learning (year 24-25), requires mentor teachers to meet with each student for at least ten minutes per week to assist in them reaching their personal and

academic goals.

RISE is partnering with the College of Southern Idaho (CSI) to offer dual credit courses for high school students starting fall of 2024. Courses offered include advanced placement courses and career and technical education (CTE) to potentially earn certification; participation in these programs will be included in the state department of education's report card.

RISE has required that students from grades 9-12 complete a yearlong project that includes a research paper, a community service component, a minimum of 50 work hours, and a presentation at the end of the year to judges including board members, teachers, parents, and members of the community. In addition, the Summit curriculum, a project-based learning curriculum, offers many opportunities for students to complete projects of all kinds in all grade levels. Through these opportunities, students connect what they are learning to life beyond the classroom, sparking curiosity and enthusiasm for learning. Some examples of student projects over the past three years of operation include: raising and training homing pigeons, building models of ships from all eras of world history, learning about and raising goats to show, designing and building model roller coasters, and studying historical figures to then create a "wax museum" for the community to enjoy, building a truck, completing the school yearbook, working at a job and learning to manage the money, running a Lord of the Flies courtroom trial, and creating chain mail armor.

Part of the funds from the original CSP grant were used to furnish and supply a "makerspace". Founders envisioned a space where students had access to a myriad of

supplies to use for hands-on projects. RISE has implemented this vision and students have used the space to design and print 3D creations such as skulls in forensics class, quilts made for geometry class, dioramas created to represent a story in Honors Colloquium, and baked sourdough bread made for 4<sup>th</sup> grade science. The makerspace has been essential in providing an environment that supports innovation and creativity, problem solving, and collaboration. As author John Spencer, co-author of *Launch: Using Design Thinking to Boost Creativity and Bring Out the Maker in Every Student* explains:

*There was a time when you could follow the formula: Work hard at school, go to college, and climb a corporate ladder. But because of the complex global economy, because of the creative economy, the information economy, our students are going to have to navigate a maze. The ladder is now a maze. And because it's a maze, what do they need in order to navigate that? They need to be able to engage in iterative thinking, creative thinking, critical thinking, they need to know how to pivot, how to change, how to revise, how to persevere. They need to solve complex problems. They need to think divergently. All of those are involved in that maker mindset. And so if you can embed that maker mindset inside of the curriculum, and you tap into the standards that you're teaching, then they're able to develop that maker mindset. The space is just the platform that facilitates it. (Spencer & Juliani, 2016).*

RISE is seeking funds to enable perpetuation of what we have started as we expand down to kindergarten and up to grade 12. RISE currently serves grades 4-10 and will add kindergarten, first/second combination, and 11<sup>th</sup> grade year 24-25. RISE plans to add a full 2<sup>nd</sup> and 3<sup>rd</sup> grade during the 25-26 school year, pending approval from the Kimberly School District as the authorizer. This expansion requires infrastructure and classroom changes, in addition to curriculum and furnishings for presently empty rooms. The new CSP grant will be used to make these necessary changes to accommodate 50 additional students for school year 24-25 and another 50 for year 25-26. This grant would

be instrumental in ensuring that RISE can continue providing the community with a school of choice that offers a high quality and an experiential learning environment for all grades.

**Goal 2: RISE will promote a welcoming and inspiring learning environment for a diverse population of students that matches the local demographics. This goal will be measured in two ways: 1) Retention of students is evidence of a positive atmosphere that they want to continue to thrive in, and 2) RISE will continue conducting annual and bi-annual satisfaction surveys for students, parents, and staff.**

RISE Charter School was developed to provide a positive educational experience for all students and prioritizes the culture. We aim to continuously improve our classroom climate and build a community of respect. To achieve this, we have implemented PBIS (Positive Behavioral Interventions & Supports) with fidelity, regularly trained staff in teaching and management strategies, had daily morning meetings as a whole school in Bulldog Breakfast, played music each morning, regularly schedule family after-school events, and celebrated our growth and successes.

The RISE School Board and authorizing board have a goal for RISE to recruit a student population within 5% of the Kimberly School district's current demographics. As of the 2023-2024 school year, RISE matches KSD within 5% of most demographic areas, except for the percentage of low income and at-risk students that each school serves. RISE serves over 5% more low income and students with disabilities than KSD. Please refer to Table 1 below for exact numbers.

Table 1.

Comparing KSD and RISE Demographics 23-24

	KSD	RISE
Low Income	21.21%	28.5%
ELL	4%	2%
At-Risk	11.3%	35%
Students with Disabilities	10.5%	15.7%
Latino/Hispanic	14.8%	17%
White	81.5%	82%

RISE conducts annual satisfaction surveys, sent out to students, staff, and parents. This helps RISE administration analyze school culture and incorporate feedback into the coming year.

RISE has noted a common concern in satisfaction surveys regarding the lack of outdoor play space. With the expansion to include Kindergarten and 1st graders, adding playground equipment has become a priority. Currently, the school relies on a small grass area and sports equipment. To address this, RISE plans to invest grant funds in playground equipment, prioritizing Elevate Fit models from Burke Playgrounds for their obstacle course design, promoting active play. Teachers will integrate the equipment into lessons and fitness classes for both elementary and high school students.

In line with fostering a positive culture that reflects the community's demographics and celebrates diversity, RISE is exploring initiatives such as playground enhancements and new curriculum options for upcoming elementary students.



**Goal 3: RISE will continue to hire and train exceptional educators who consistently implement strategies to meet our school goals. Classroom observation and survey data will indicate whether faculty are successfully implementing positive culture and academic excellence goals.**

At RISE, we prioritize the satisfaction and success of our professionals, recognizing their crucial role in our school's success. Our programs foster a collaborative, professional environment, resulting in a teacher retention rate above 90% annually.

We maintain early release Fridays to ensure consistent professional development for teachers. These sessions focus on understanding the Summit curriculum, refining teaching skills, ensuring behavioral consistency, and fostering team camaraderie. Monthly topics include Teach Like a Champion and PBIS strategies, Student Support Meetings, and workdays.

Teachers and paraeducators have access to additional trainings such as Summit Summer Training, MANDT workshops, Dyslexia training, and the IASA Blue Jeans Conference. Regular classroom observations, followed by feedback meetings or written reflections, drive continuous improvement. Peer observations are also being integrated to facilitate learning from each other.

## **B. Educational Philosophy, Instructional Practices, and Curriculum**

### **1. Key Design Elements**

The name R.I.S.E. Charter School is an acronym that encompasses the values of the educational experience for the students attending the school.

**Relevant:** Learners will find value and purpose in what they are taught.

**Innovative:** Students are inspired to think outside of the box; create new solutions

**Self-Directed:** With support, students monitor and account for their own learning.

**Exploratory-**Students investigate the relationship between existing knowledge and explore unfamiliar content and concepts.

RISE has selected the Summit curriculum because of its focus on project-based

learning and valuable life skills that will contribute to our students' success before and after graduation. Students at RISE: "...spend the majority of their time working on projects that allow them to apply knowledge, skills, and habits to real-world scenarios. Science, English, Math, and History courses are divided into a series of projects taught by subject teachers. Teachers facilitate discussions in the classroom, coach students in applying their cognitive skills, and give students feedback" (Tavener & Carter).

The Summit learning platform requires proficiency in 36 cognitive skills aligned with Idaho State Standards, Common Core State Standards, and ESSA requirements. Mentors support students' academic success and personal goals.

Summit's key components are cognitive skills, content knowledge, habits of success, and sense of purpose. Cognitive skills involve higher-order thinking, while content knowledge supports application and retention. Habits of success, based on Dr. Brooke Stafford-Brizard's work, include healthy development, school readiness, mindsets for self and school, and independence and sustainability. Sense of purpose is the articulation of a credible path after high school.

RISE prioritizes a nurturing environment, fostering belonging through daily Bulldog Breakfast. The school offers leadership, elective, and service opportunities to help students find their purpose. Elective courses and extracurricular activities, like debate and athletics, provide additional avenues for student growth and community involvement.

## **2. Core Academic Curriculum**

RISE Charter School prioritizes a nurturing learning environment, starting each day with Bulldog Breakfast in the communal rotunda, fostering belonging and exemplifying Summit's 16 Habits of Success. Collaboration among grades 4 and 5 educators ensures diverse educational experiences, while grades 6-8 embrace mixed-grade-level instruction, allowing students to progress at their own pace through the Summit Platform. Comprehensive classroom instruction supports project-based learning and mastery of foundational skills aligned with Idaho State Standards.

To promote inclusivity and comfort, RISE provides educators with a variety of alternative seating options such as saddle seats, ball chairs, and couches. Supported by an Idaho Aware grant, students access professional counseling and Positive Behavioral Interventions and Supports (PBIS), reinforcing positive behaviors through the RISE Rewards program.

In addition to core academics, RISE offers a range of elective courses and extracurricular activities, including debate, athletics, and fine arts. Students also initiate on-campus clubs like the Game Club and Art Club, fostering community and social opportunities across all grade levels.

## **3. Student Demographics**

The Summit curriculum was selected for its alignment with the local student demographics. With a 60% college go-on rate in the Kimberly School District, many RISE students are likely to pursue higher education, while others may enter the workforce directly,

especially considering local data indicating a propensity to stay in the Magic Valley region. The curriculum equips students with skills applicable to both post-secondary paths.

In the Twin Falls area, where RISE operates, residents have an average household income of \$61,183, and a significant portion hold at least an Associate's Degree or higher. Given Idaho's stagnant college go-on rate, RISE aims to prepare students for careers within South Central Idaho and university.

The Food Processing Education Consortium highlights the demand for 'middle skill' jobs that do not require a four-year degree but require problem-solving and critical thinking skills. Project-based learning at RISE prepares students for these opportunities, particularly vital for industries in the Magic Valley.

Summit provides translation tools and guidance for students with limited English proficiency, as well as programmatic support for those with IEPs and 504s, ensuring equitable access and tailored instruction for all learners.

#### **4. Technology**

At RISE, every student receives a personal laptop to ensure access to the Summit curriculum and provide equal access to the content. These laptops also support project-based learning activities, facilitating research, collaboration, and presentations to real-world audiences. RISE provides laptops for both school and home use, utilizing the Office 365 suite for various projects and assessments, including MAP Testing and state-required assessments.

Classrooms feature interactive Promethean ActivPanel Displays and IPEVO

document cameras, fostering collaboration and creativity. RISE prepares students for potential shifts to online learning, enhancing their digital literacy skills vital for 21st-century jobs.

Recognizing the importance of balancing screen time, RISE established a Makerspace funded by grants, offering tools like 3D printers and sewing machines to foster hands-on learning and creativity across subjects. Teachers utilize the Makerspace to support a diverse range of projects.

## **5. Key Element Selection**

RISE's partnership with nearby College of Southern Idaho (CSI) will be vital as we expand to high school. CSI offers over 120 degree and certificate options, along with industry training, internships, and community education programs.

RISE students will have diverse opportunities to earn credits and meet graduation requirements through dual credit from Kimberly High School, CTE courses at CSI, and internships with local businesses. Student schedules accommodate these options, providing unprecedented academic flexibility in Southern Idaho.

The hands-on learning in Summit curriculum prepares students for real-world careers, complemented by multi-year mentor relationships for extensive career exploration. Goal setting, integral to Summit's Self-Directed Learning, is integrated into every grade level, ensuring well-developed career and academic plans by high school.

### **C. Teaching and Learning**

At RISE Charter School, the quality of education that each student receives is paramount. Hiring and retaining distinguished teachers is an important part of this element, and equal in importance is the curriculum we have chosen to adopt.

RISE has sought to hire exceptional educators and then offers continuous opportunities for each educator to improve their teaching practice by implementing teaching strategies that have proven to result in greater learning. Our main goal this year as staff was to improve learning by consistently working to increase participation while also requiring deeper level thinking. Three sub-goals that we focused on to increase that ratio were: start each class period strong on the teacher's terms and with the least amount of wasted time, implement efficient and consistent routines & procedures to maximize instruction time, and practice giving clear, concise instructions to students. Through regular observations of teachers at work, we are seeing improvement throughout the school in these areas of teaching.

Due to a higher number of students facing academic challenges, RISE Charter School has established a structured Response to Intervention (RTI) program. Our Student Support team, consisting of the school counselor, special education teacher, PBIS coach, and director, convenes monthly to review students requiring Tier 2 and Tier 3 support and assess the effectiveness of interventions.

Data is an important part of our routine to identify if our students are learning what we teach them. Many of our students are behind grade level proficiency, but almost all have been growing each year as seen on the NWEA MAP assessment.

## **D. Student Academic Achievement Standards**

### **1. Performance Management & Data-Driven Culture**

RISE administers the ISAT assessment in spring to meet state requirements and uses the NWEA MAP Growth Assessments to monitor student progress. Monthly checks of interim MAP assessments inform instruction adjustments. The MAP Assessment is conducted in fall for baseline data and in spring to track growth.

Summit Curriculum utilizes a Cognitive Skills rubric aligned with standards. Students showcase learning through portfolios, projects, or oral defenses.

RISE's Executive Director and incoming Principal conduct weekly mini observations to coach teachers. Feedback is provided within 24 hours. At the end of the spring semester, teachers analyze MAP and ISAT data, develop action plans, and report to the Board of Directors for potential policy changes.

## **E. Student Demand and Community/Local Support**

### **1. Community Need**

RISE Charter School's marketing strategy includes a comprehensive approach, utilizing a website, social media, paper posters, home mailers, radio, newspaper, and television interviews, a television commercial, digital board advertising, and a local family call campaign. Bilingual materials were provided in English and Spanish, including posters, mailers, and lottery applications. Enrollment has maintained a 90% average capacity rate over the past three years, and with the addition of kindergarten

through 3rd grade, the school aims to sustain enrollment as students progress through the grade levels.

For the upcoming year, RISE sent out 3,400 mailers to promote its expansion, including the addition of kindergarten, 1st grade, 2nd grade, and 11th grade. Enrollment goals are close to being met in all grades except for 11th grade, where there are still openings. The RISE Charter School Lottery opened with 128 student applications received.

<b>Grade</b>	<b>Number of Students in class</b>	<b>Number Waitlisted</b>	<b>ELL</b>	<b>IEP/504</b>	<b>Low Income</b>	<b>Hispanic</b>
4th	21	0	1	1	5	1
5th	25	0	3	1	6	3
6th	25	9	2	1	7	2
7th	24	0	0	3	4	0
8th	22	0	3	2	6	3

With a few openings in select grades, direct marketing to students in those classes will continue through the end of the school year and into the summer.

**2. Significant Planning**

RISE encourages parent involvement through various activities such as volunteering in classrooms, building furniture, sewing costumes for the musical, and supporting fundraiser dinners and concerts. The school board is comprised of parent-professionals with children attending RISE. Communication channels include the Monday Memo email, Seesaw, all-call notifications, and social media. Parents can attend monthly



board meetings via Zoom or in person and provide feedback through satisfaction surveys during conferences and year-end evaluations.

RISE hosts community events such as the Open House/Launch parent meeting, Parent/Teacher Conferences, fall dinner/concert, choir concerts, a musical, talent show, and project-based family events. RISE hosts a booth at the Kimberly Good Neighbor Days in the summer and in the spring Community Fair to educate the community about our school. The Kimberly School District also posts our important notices on their social media pages. Regular field trips to local sites are also a part of our plan, with families encouraged to participate.

## **F. Effectively Serving All Students**

### **1. Justification of Design**

The RISE Board prioritizes diversity and inclusivity, aiming to enroll underserved families through various initiatives:

- Marketing RISE as a free public school accessible to all
- Ensuring adequate special needs staff, including special education
- Integrating ELL services into programs, with support from KSD and consultants
- Offering free transportation and a school meal program
- Partnering with community agencies serving underserved families

RISE's staffing plan includes a director, principal, project-based learning coach, internship coordinator, data coordinator, special education director, and counselor for academic and socio-emotional support. KSD provides Title I, I-C, and II-A funding, with

accommodations for English Language Learners and RTI services. The Idaho Aware grant offers counseling and PBIS training to support social and behavioral outcomes.

## **2. Programs and Interventions**

RISE Charter School employs a research-based special education approach, ensuring quality instruction and compliance with legal requirements. Special education services include speech pathology, psychology, and therapy, facilitated through partnerships with external agencies. Information about these services is disseminated through various channels, including registration materials and digital platforms.

Students are identified for special education based on Idaho's referral process. Eligible students have Individualized Education Plans (IEPs) tailored to their needs, informed by progress monitoring and student data. These services encompass related support, transition assistance, and technology provisions, ensuring equal access to academic and extracurricular activities. RISE adheres to established policies, employs certified staff, and collaborates with state support agencies for ongoing training and support.

## **3. Nutritional Needs**

RISE Charter School and KSD have an annual Services Agreement for food services and transportation, following the same procedures as other district schools. KSD employs food service personnel, manages the program, and collects Federal/State reimbursements. Annually, RISE pays KSD if expenses exceed revenues, based on the

prior year's financial data. Food is transported by KSD staff to RISE, where it is served for breakfast and lunch.

RISE charges students for meals and notifies parents through KSD food service staff when balances are close to negative. However, students are not turned away if their account is negative. RISE emphasizes the importance of nutritious meals in education.

#### **4. Transportation**

RISE Charter School will not incur charges for utilizing established KSD home-to-school routes, with all reimbursement handled by KSD through the state. We ensure equitable access to education for disadvantaged students, including those who are homeless, in foster care, or have disabilities.

For participation in established KSD activities, RISE students are not billed, and KSD covers all associated transportation costs.

For additional travel outside established routes and activities, RISE will be charged a non-reimbursable portion, such as field trips or routes beyond KSD's routes. Charges will be calculated per mile based on state rates. For instance, if the state's per-mile rate is \$5.00 and a field trip is 50% reimbursable, RISE will be billed \$2.50 per mile.

### **G. Staffing and Professional Development Plan**

#### **1. Staffing**

All faculty positions have been filled for the upcoming 2024-2025 school year.

Job postings were placed on Facebook, Instagram, SDE website, Handshake.com, and in addition to being included in the Monday Memo to parents and posting signs on campus. RISE educators' salaries are based on the State Department of Education Idaho Career Ladder schedule and teachers are eligible for healthcare and PERSI retirement. Our staff receive stipends for advising student extracurricular clubs, coaching the PBIS team, tutoring in homework club, and providing monthly activities for staff.

RISE will continue conducting staff satisfaction surveys and exit interviews to ensure staff culture is positive and welcoming. In addition, RISE tries to pay stipends for all extra duties, and will continue to increase teacher pay to offer fair compensation.

## **2. Staff Development**

A crucial factor contributing to the success of RISE Charter School will be its team of 16 certified teachers, including a Special Education teacher certified for grades K-12. With class sizes capped at 25 students per grade level, our educators collaborate closely to cultivate the school's culture and foster interdisciplinary connections. The hiring committee maintains a rigorous selection process, prioritizing educators who demonstrate both expertise and a strong commitment to teamwork. Recognizing that many new teachers may be unfamiliar with project-based learning, participation in the Summit curriculum's intensive summer professional development and weekly in-service sessions is mandatory.

To support professional growth and development, the Executive Director and/or Principal will conduct weekly mini observations of teachers, providing constructive

feedback for improvement (Marshall, 2013). This ongoing practice ensures continuous opportunities for teacher growth throughout the year, rather than relying solely on infrequent evaluations. Additionally, teachers will convene during Friday staff meetings to exchange teaching strategies and ideas after students have been dismissed for the day.

## **H. Financial Management and Monitoring Plan**

### **1. Comprehensive Plan**

RISE administration value the importance of managing our finances responsibly and work to ensure that all funds are used to meet the strategic goals of the school. Please see attached 3-year operating budget and narrative that demonstrates financial, viability, sustainability, and autonomy for long-term success of the school.

The CSP funds will be used to furnish the currently empty classrooms that will soon house kindergarten, first and second grade. We will also procure curriculum, technology and materials to offer a top-notch education experience as seen in our other grade levels. See the CSP budget template (Appendix A), including target dates for completion of project goals.

### **2. Well-Conceived Facilities Plan**

RISE Charter School occupies five classrooms available within the district Round Building, all of the Intermediate building, and shares the LA Thomas with the Kimberly Elementary School. In total, these spaces can accommodate 250 students. Teacher workrooms are also available in both buildings. Additional grants are currently being

written to seek funds to divide the current large library space into 2 classrooms and a smaller library. At full capacity with 25 students per grade level, the space will allow for individual rooms for kindergarten through 6th grade, four rooms for 6-8 grade, multiple rooms for 9-12 grades, and additional large area spaces that will be designed as makerspaces for prototyping and creating, collaborative work areas, and presentation platforms. Specific facility spaces will be custom designed to suit the needs of our innovative instructional model. The makerspace includes tools and materials such as 3D printers, sewing machines, construction kits, art supplies, soldering kits, and hand tools. The Intermediate Building contains a large special education room equipped with a sink, counter space, and a de-escalation room.

RISE will make a facility payment to KSD in the amount of 12% of all state payments received by RISE.

### **3. Sufficient Resources**

RISE has conservatively managed the funds previously granted and currently has 293 days of cash on hand. Please see the attached budget narrative for the financial details.

#### **I. Board Capacity and Governance**

##### **1. Composition and Selection Process**

The initial Board of RISE Charter School was specifically recruited based on areas of expertise. It brought together individuals who have experience in finance, management, education, law, mental health, business, and school governance and administration. Our

Board members today have all been appointed to contribute different perspectives, experience, and expertise. All board members go through an interview process to ensure they are committed and have the skills necessary to perform board responsibilities (see the attached resumes and biographies).

## **2. Policies and Procedures**

The RISE Charter School Board Clerk consistently reviews policies to ensure that the Board is updating them to help promote and correspond with RISE's vision and goals. RISE Charter School Board Directors are provided with copies of Policy 1205, School Board Powers and Duties, which help define the Board's role and responsibilities. The Board maintains a list of policies that require parental/staff/community notification and/or annual review.

RISE complies with Idaho's Open Meeting and Public Record laws and has been conducting public board meetings since December 2020. Executive Director/Principal, Heidi Child, reports directly to the RISE Board and is responsible for daily school operations and all reporting to the Idaho State Department of Education and the Board of Directors.

## **3. Board Development**

The RISE Board is committed to attending training to aid the Board in effectively fulfilling their roles. Board members are encouraged to attend the annual Idaho School Boards Association Conference each year. All travel expenses are covered by the school, and Board

members have gone every year since the start of operations.

The RISE School Board attend an annual Board Retreat, the most recent of which took place on Saturday, May 11<sup>th</sup>, 2024. At the retreat, the Board were trained by Bluum consultants Mike Caldwell and Kieth Donahue on open meeting laws, board vs. executive director duties, how to run efficient meetings, and additional pertinent topics such as the executive director's evaluation.

The Board professional development plan also includes an annual self-evaluation where members complete a performance evaluation to identify where the group needs training and additional resources.

## **J. School Leadership and Management**

### **1. School Leadership**

RISE Charter School is led by Executive Director Heidi Child, who also serves as the project-based learning coach. Heidi, an educator since 2013, specializes in STEM and has received recognition as Teacher of the Year in 2018 at Kimberly Middle School. With a recent Master of Education in Education Administration and prior experience as a teacher leader, Heidi oversees the day-to-day operations and instructional leadership at RISE. The Executive Director's performance is evaluated annually by the Board, focusing on criteria such as school culture and instructional leadership.

Considering the upcoming expansion of grade levels, RISE plans to hire a principal to assist the Executive Director in managing student issues and staff. The Board regularly reviews key performance indicators, including enrollment, academic



performance, financial stability, stakeholder satisfaction, and policy development, to address concerns and areas for improvement proactively. Performance criteria are outlined in the Performance Certificate, which undergoes annual re-evaluation with third-party reviewers and the Kimberly School District. Collaboration with KSD administrators ensures compliance with federal programs such as ELL, Title I, and special education.

## **2. Sustainability**

One issue regarding sustainability that many schools are facing these days is the shortage of teachers, especially in rural areas. RISE is somewhat unique because it is in a rural area, but also is physically close to another, larger school district. The collaboration between our authorizer and RISE enables our school to have a leg up in sustainability with the ability to tap into the existing infrastructure of a long-standing school district.

To ensure that our goals are achieved, it is imperative that our curriculum is implemented with fidelity. Administration will continue the professional development plan, RTI systems, and coaching in place to continuously improve our teaching practices and see greater proficiency outcomes from our students.

RISE's Executive Director/Principal and Board will give perspective and input into the school's direction. RISE leadership will also continue to work on bettering the partnership with our authorizer through monthly collaboration meetings, which positively influences our ability to serve our students well. An advisory board made up of parents, students, staff, and community members will assist in ensuring mission and goal alignment.

## WORKS CITED

- Bambrick-Santoyo, P. (2018). *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools*. John Wiley & Sons. p.127-180, 315-346  
Suggested Reading: p.289-314.
- Bradley, R. (2021). Positive Behaviors and Intervention Supports. Retrieved March 19, 2021, from <https://www.pbis.org/>.
- Chi, M. T. H., Glaser, R., & Farr, M. J. (Eds.). (1988). *The nature of expertise*. Lawrence Erlbaum Associates, Inc.
- Damon, William. *The Path to Purpose: How Young People Find Their Calling in Life*. Free Press, 2008.
- Deans for Impact (2015). *The Science of Learning*. Austin, TX: Deans for Impact.
- Fadel, Charles, et al. *Four-Dimensional Education: The Competencies Learners Need to Succeed*. Center for Curriculum Redesign, 2015.
- Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.
- Marshall, K. (2013). *Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap*. San Francisco: Jossey-Bass.
- Olivia, V. (2016). U.S. standards for grades of fresh fruits and vegetables, fruits and

vegetables for PROCESSING, nuts, and specialty crops. Retrieved March 19, 2021, from <https://www.ams.usda.gov/rules-regulations/us-standards-grades-fresh-fruits-and-vegetables-fruits-and-vegetables-processing>.

Quick Facts: Twin Falls County Idaho; Twin Falls City, Idaho. (2021) United States Census Bureau. Retrieved May 1, 2024, from <https://www.census.gov/quickfacts/fact/table/twinfallscountyidaho,twinfallscityidaho/EDU685222>

Spencer, John, and A. J. Juliani. *Launch: Using Design Thinking to Boost Creativity and Bring Out the Maker in Every Student*. Dave Burgess Consulting, Inc., 2016.

Summit Learning MAP testing. (2021). Retrieved March 19, 2021, from <https://help.summitlearning.org/hc/en-us/articles/115010657128-MAP-Testing>.

Tavener, D., & Carter, A. (2021). What is SUMMIT LEARNING? Retrieved March 19, 2021, from [https://cdn.summitlearning.org/assets/marketing/The-Science-of-Summit-by-Summit-Public-Schools\\_03052019.pdf](https://cdn.summitlearning.org/assets/marketing/The-Science-of-Summit-by-Summit-Public-Schools_03052019.pdf).

Taylor, Eric. Spending more of the school day in math class: Evidence from a regression discontinuity in middle school, *Journal of Public Economics*, Volume 117, 2014, Pages 162-181, ISSN 0047-2727.  
<https://www.sciencedirect.com/science/article/abs/pii/S004727271400142X>

“The Importance of Digital Literacy in Elementary Education.” *The Importance of Digital Literacy in Elementary Education*, University of North Carolina Pembroke, 9 May 2023,

online.uncp.edu/degrees/education/master-in-elementary-education/digital-literacy-in-elementary-education/.

*Project-based learning with summit: Building your dream house* [Video file]. (2017, August 10). Retrieved March 19, 2021, from <https://www.youtube.com/watch?v=FjoB1zoR2ds>