



# BUILDING ON SUCCESS

IDAHO'S CHARTER SCHOOLS PROGRAM GRANT



## APPLICATION DETAILS

<b>School Name: Elevate Academy Twin Falls</b>	
Contact Person: Sara Praegitzer	Contact Email: <a href="mailto:spraegitzer@elevate208.org">spraegitzer@elevate208.org</a>
Application Type: Start Up	Grant Budget: \$2,000,000
Grades Served: 6–12	New Seats Created: 488
Total Averaged Score: 99	Priority Points Assigned: 10
Application Status: Funded	

## RUBRIC

<b>A. SMART Grant Project Goals</b> <i>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.</i>	
<b>TOTAL POINTS</b>	<b>10/10</b>
<b>Reviewer Comments – Grant Project Goals</b> <b>Strengths:</b> <ul style="list-style-type: none"> <li>The grant goals are measurable, rigorous and appropriate to the vision / mission of the school and the local community.</li> <li>Providing students with a wide range of career pathways will serve the students and community well.</li> <li>Demonstrates strong commitment to providing pathways for at-risk students to succeed.</li> <li>There is a critical need for CTE education in the area.</li> </ul>	

<b>B. Educational Philosophy, Instructional Practices, and Curriculum</b> 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.	
<b>TOTAL POINTS</b>	<b>13.5/20</b>
<b>Reviewer Comments - Educational Philosophy, Instructional Practices, and Curriculum</b> <b>Strengths:</b> <ul style="list-style-type: none"> <li>The CTE projects are currently used at other Elevate schools, giving this new school proven curriculum mapping.</li> <li>Technology is supported by use of Chromebooks and a learning management system.</li> </ul> <b>Weaknesses:</b> <ul style="list-style-type: none"> <li>There is a lack of details about what specific curriculum will be used.</li> <li>The applicant mentions that teachers will create (and use existing) projects based on state standards, but no other detail is given.</li> <li>No research data is provided on why curriculum is selected.</li> <li>Autonomies given to charters wasn't specifically addressed.</li> </ul>	



**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**

**6/6**

**Reviewer Comments – Teaching and Learning**

**Strengths:**

- The applicant provided a very detailed explanation of the philosophy behind the academic approach, including many specific examples of "the why".
- RTI is mentioned and Fridays are used for remediation and enrichment, based on mastery of skills throughout the week.
- Very comprehensive and clear map of teaching and learning processes.

**Weaknesses:**

- Details on the RTI are not fully developed.

**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**

**8/9**

**Reviewer Comments – Student Academic Achievement Standards**

**Strengths:**

- A variety of assessment tools are identified and details are provided on how they are used for assessing student performance.

**Weaknesses:**

- Lack of information on how data will be used for teacher performance and how it will be used to drive policy and management decisions.

**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**

**8/10**

**Reviewer Comments – Student Demand and Community/Local Support**

**Strengths:**

- The new school is widely anticipated by the community, including the local school district who will refer students to Elevate.
- There is a proven track record of high and steady enrollment at their other schools.
- Recruitment efforts are underway and use a variety of techniques to reach families.

**Weaknesses:**

- There was no mention of efforts to recruit and identify a diverse student population.
- There was also no mention of how parents would be informing decision-making at the school level.



**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**

**12/12**

**Reviewer Comments – Effectively Serving All Students**

**Strengths:**

- The school uses federal, state and local guidelines for meeting legal requirements of serving students with exceptional needs.
- The school will also employ a mental wellness counselor that will be accessible by all students.
- Staffing has been identified and behavioral expectations/consequences are outlined.

**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:**

- The Elevate network has established consistent professional development trainings (academics and culture specifically) and personnel to conduct it on an ongoing basis.
- The applicant provided detailed explanation of the PD offerings.
- Teacher evaluation is also outlined using the Danielson framework.
- Strong focus on professional development of staff.

**Weaknesses:**

- No mention of staff recruitment and retention.

**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**

**6.5/7**

**Reviewer Comments – Financial Management and Monitoring Plan**

**Strengths:**

- The CSP budget is reasonable and appropriate to meet the needs of the goals outlined in the project.
- A strong facilities plan is in place, partly due to it being a replication of other Elevate campuses.

**Weaknesses:**

- The applicant didn't provide much detail about key personnel needed to launch the school.



**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.

<b>TOTAL POINTS</b>	<b>11.5/12</b>
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**Reviewer Comments – Board Capacity and Governance Structure**

**Strengths:**

- Elevate Twin Falls has the distinct advantage of having a strong and established Board of Directors.
- Roles, responsibilities, ongoing professional development, and more are detailed in this application.

**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.

<b>TOTAL POINTS</b>	<b>10/10</b>
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**Reviewer Comments – School Leadership and Management**

**Strengths:**

- Twin Falls being the 5th school in the Elevate network can rely on the CMO office for supports in a variety of ways.
- They are also able to anticipate the needs of the new school and have a seasoned educator for their lead administrator.

**Overall comments**

**Reviewer Comments**

- This reviewer has full confidence that Elevate will successfully launch their fifth school in the network. They have a proven track record of academic success, especially related to high school graduation rates.
- There is strong community support for this new school.
- There were multiple examples of missing details (according to what was set in the rubric) in this application.
- This is a very promising school, especially given its relationship with the traditional school district.
- Future schools also have a track record of success and their leadership has been stellar.



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>13.5</u>	20
C. Teaching and Learning	<u>6</u>	6
D. Student Academic Achievement Standards	<u>8</u>	9
E. Student Demand and Community/Local Support	<u>8</u>	10
F. Effectively Serving All Students	<u>12</u>	12
G. Staffing and Professional Development Plan	<u>3.5</u>	4
H. Financial Management and Monitoring Plan	<u>6.5</u>	7
I. Board Capacity and Governance Structure	<u>11.5</u>	12
J. School Leadership and Management	<u>10</u>	10
<b>STANDARD POINTS AWARDED</b>	<b><u>89</u></b>	<b>100</b>
<b>Priority Points: 2 Additional Points</b> may be awarded for schools that articulate a plan to serve and intentionally meet the unique needs of students in <b>rural</b> geographic areas.	<u>2</u>	2
<b>Priority Points: 2 Additional Points</b> may be awarded for schools that provide a high-quality <b>high school</b> program.	<u>2</u>	2
<b>Priority Points: 2 Additional Points</b> may be awarded for schools that articulate a plan to serve and intentionally meet the unique needs of a student population of <b>more than 50% economically disadvantaged</b> students.	<u>2</u>	2
<b>Priority Points: 2 Additional Points</b> may be awarded for schools that serve a <b>100% at-risk</b> student population.	<u>2</u>	2
<b>Priority Points: 2 Additional Points</b> for schools <b>authorized by a public school district</b> .	<u>2</u>	2
<b>TOTAL POINTS AWARDED</b>	<b><u>99</u></b>	<b>110</b>

