



# Hollister Charter School

ROOTED IN TRADITION, GROWING FOR THE FUTURE

CSP Grant Application

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## **CSP Hollister Charter School Executive Summary**

Hollister Charter School program proposes to serve students in grades Kindergarten through 6th Grade in and around the Hollister area near Twin Falls, Idaho. HCS is dedicated to providing rigorous academics, enriching student experiences, and developing exceptional leadership with community ties focusing on civic responsibility, agricultural heritage and community engagement. Hollister Charter will implement the successful academic model of Alturas International Academy, which has demonstrated exceptional results for students in Idaho Falls. Students are taught in small groups based on their instructional levels, irrespective of age or grade. Teachers employ diverse methods and tools in the classroom to guarantee measurable academic growth for each student every year.

Hollister Charter provides a considerably different form of K through 6 education for all families in Hollister and the surrounding communities who desire an educational experience for their children other than the existing public school options, regardless of their social, ethnic, or economic situation.

**Mission:** Empowering students in grades K-6 to achieve academic excellence and develop into well-rounded members of society, cultivating a future where community and education thrive together.

**Vision:** The Hollister Charter School envisions a future where students are not only academically successful but also deeply engaged in their communities and connected to the land. We strive to foster a learning environment that encourages creativity, critical thinking, and a commitment to civic responsibility, while also embracing the importance of agricultural education to nurture a sustainable and thriving community.

## **Project Goals**

**Goal 1: To establish Hollister Charter School as a high-performing K-6 educational option, achieving proficiency and growth rates in literacy and math that meet or exceed state averages within the first three years.**

The mission of Hollister Charter School is to nurture academic success, leadership, and community engagement among students in rural Idaho. To accomplish this, HCS will focus on a rigorous academic program that aligns with Idaho Core Standards and integrates differentiated instruction and project-based learning.

Hollister Charter School will provide a comprehensive education emphasizing foundational skills in reading, writing, problem-solving, mathematics, science, technology, and social studies. A technology-rich environment will empower students to use digital tools effectively, fostering engagement and innovation. The curriculum will integrate Idaho State Standards with a custom framework designed to challenge and support all learners. Additionally, the school will implement a robust Response to Intervention (RTI) system, featuring universal benchmark screenings in language arts and mathematics conducted three times a year. This system will offer tiered instructional support, targeted interventions, and continuous progress monitoring to ensure all students receive the individualized assistance they need to thrive.

Benchmarks include:

- 80% proficiency in literacy and math by Year 3 on state-mandated assessments.
- Annual growth in student performance as measured by standardized interim assessments (STAR Reading and Math) showing at least 50 SGP annually.
- Establishing tiered interventions through a Response to Intervention (RTI) system benchmarked with three screenings per year.

HCS will ensure all students benefit from small-group, individualized instruction to address academic gaps and accelerate growth. This goal aligns with Idaho's required performance criteria for Grades 4 and 8.

**Goal 2: To foster whole-child development through integrated character education, arts, and service-learning, ensuring 100% student participation in community and enrichment activities.**

Hollister Charter School seeks to provide a balanced and enriched curriculum that nurtures personal growth, creativity, and civic responsibility. By engaging students in diverse activities such as music, art, physical fitness, and service-learning, HCS will create a well-rounded educational experience.

Hollister Charter School will foster a values-driven learning environment by emphasizing the importance of role models, including adults and older students, who demonstrate integrity and responsibility. Students will be supported in building personal bonds, fulfilling responsibilities, and contributing to a sense of community within the school and beyond. Through service-learning experiences, students will develop individual, social, and civic responsibility, applying their knowledge to address community challenges. The curriculum will include interdisciplinary units integrating music, art, and social studies, enabling students to explore history, geography, political science, and economics. A comprehensive health program will focus on physical fitness, lifelong sports, and outdoor activities, while optional foreign language instruction and strong partnerships with local organizations will further enrich the learning experience and strengthen community ties.

Benchmarks include:

- Weekly integration of at least three hours of arts and physical education for all students.
- Development of service-learning projects in partnership with local organizations, with at least 75% of students participating annually.
- Implementation of a comprehensive health and character education program, meeting Idaho state standards.

This goal reflects the school's commitment to developing not only academically capable but also socially responsible students.

**Goal 3: To enhance teacher quality by providing continuous professional development, focusing on evidence-based strategies, and creating a supportive teaching environment.**

HCS recognizes that effective teaching is the cornerstone of student success. The school will invest in its educators through robust professional development opportunities and ongoing instructional support.

Hollister Charter's professional development framework is rooted in fostering a collaborative community of learners and leaders, including teachers, staff, students, parents, and the board. Initial training is provided for administrators and leaders, with ongoing development for teaching staff, focusing on Positive Behavioral Interventions and Supports (PBIS) and research-based anti-bullying strategies. These efforts equip educators with practical tools to address bullying, strengthen classroom relationships, and create an inclusive, respectful environment.

The leadership team, acting Administrator, School Leaders, and Professional Development Coordinators, provides daily in-class support. This includes assisting with small group instruction, addressing instructional concerns, and offering actionable feedback to enhance classroom management and academic outcomes. Through this comprehensive support system,

Hollister Charter empowers its educators to think critically, self-reflect, and continuously improve, ensuring the success of all members of the school community.

### **Hollister Charter Professional Development Framework**

To achieve its goals, Hollister Charter provides comprehensive initial and ongoing professional development for teachers and staff, focusing on the following areas:

1. Differentiated Instruction
2. Multi-Aged Classroom Strategies
3. Professional Learning Communities (PLCs)
4. PBIS and Anti-Bullying Strategies

### **Professional Development Approach**

- The framework is built on the belief that all members of the school—teachers, staff, students, parents, and board members—are part of a community of learners and leaders.
- A culture of critical thinking, self-reflection, and continuous improvement is promoted.

Benchmarks include:

- 100% teacher participation in professional learning communities (PLCs) focusing on data-driven instruction and differentiated teaching strategies,
- Implementation of quarterly professional development workshops on topics such as multi-age classroom instruction, PBIS, and anti-bullying strategies.
- Classroom observation and feedback cycles for all teachers at least twice per semester, ensuring fidelity to best practices.

By equipping teachers with innovative methods and collaborative support, HCS aims to cultivate a culture of excellence in teaching and learning.

**Goal 4: To build strong community partnerships and achieve enrollment targets by engaging families and stakeholders in the development and operation of Hollister Charter School.**

HCS will collaborate with community members and families to create a vibrant educational environment that meets the needs of its rural community. Through intentional outreach and engagement, the school will maintain enrollment levels that reflect local demographics.

Benchmarks include:

- Achieving enrollment of 65 students in Year 1, with 95% retention annually.
- Hosting at least three community engagement events each year, including parent nights, town halls, and student exhibitions.
- Meeting or exceeding a target of 25% economically disadvantaged students, in alignment with local district demographics.

**Educational Philosophy, Instructional Practices, and Curriculum**

Hollister Charter School (HCS) is grounded in the belief that all children can achieve academic and personal success when provided with high expectations, individualized support, and a nurturing environment. Our educational approach incorporates differentiated instruction, project-based learning (PBL), Positive Behavioral Interventions and Supports (PBIS), and a thoughtfully structured schedule enriched by arts, physical education, and community engagement.

## **Differentiated Instruction**

Hollister Charter School tailors teaching methods to diverse learning styles and abilities, fostering curiosity and a lifelong love of learning. The multi-age, student-centered classroom encourages peer mentoring and collaboration, where students learn from one another while growing individually and contributing to a team setting.

Key elements include:

- Individualized and collaborative learning to build skills for independent and team-based knowledge acquisition.
- Student-driven instruction with opportunities for students to provide feedback and shape the curriculum.
- Inquiry-based curriculum and assessments that measure understanding and skills rather than memorization.

Differentiated instruction is central to the HCS philosophy, ensuring all students receive the support they need to succeed academically. Research supports the effectiveness of differentiated instruction in addressing diverse learning needs by tailoring content, process, and product based on individual readiness, interests, and learning profiles ([Tomlinson, 2001](#)). HCS classrooms will implement flexible grouping, formative assessments, and scaffolded supports to enable every student to meet or exceed state standards. Small group instruction tailored to instructional levels will provide opportunities for remediation and enrichment, fostering both foundational skills and advanced learning.

## **Project-Based Learning (PBL)**



HCS embraces Project-Based Learning as a dynamic approach to teaching that connects academics to real-world challenges. PBL encourages critical thinking, collaboration, and problem-solving, which are essential skills for success in today's world (Barron & Darling-Hammond, 2008). By integrating subjects such as science, technology, engineering, arts, and mathematics (STEAM) into interdisciplinary projects, students will explore meaningful questions and develop authentic, hands-on solutions. This approach aligns with research indicating that PBL enhances student engagement and achievement, particularly for diverse learners (Boaler, 2002). For example, agricultural projects tied to the local community will help students build connections between their academic learning and their environment.

Project-Based Learning (PBL) engages students in critical thinking and real-world problem-solving. This dynamic approach integrates diverse subjects, including language arts, social studies, math, science, agriculture, technology, arts, and physical education, allowing students to create authentic, individualized projects.

PBL encourages students to explore personal interests, voice their ideas, and reflect on their learning. Projects often connect to the community, addressing local needs or enhancing resources, fostering a sense of purpose and contribution.

Additionally, students have the opportunity to learn Spanish, enriching their critical thinking, cultural awareness, and global perspective. This holistic approach ensures students gain both academic skills and meaningful life experiences.

### **Positive Behavioral Interventions and Supports (PBIS)**

Creating a positive, inclusive, and respectful school culture is essential for student success. HCS will implement PBIS as a proactive framework to teach and reinforce positive behaviors.

Evidence indicates that PBIS reduces disciplinary incidents, improves school climate, and

increases academic achievement (Horner et al., 2010). Through structured routines, clear expectations, and consistent feedback, students will learn to self-regulate and make responsible decisions. Teachers will receive training in PBIS strategies, including direct instruction in behavioral expectations and the use of data to monitor progress.

Our goal is to create a positive teaching and learning environment where students are responsible, respectful, and highly engaged in learning. To achieve this goal, Hollister Charter will have all teachers trained in and use the US Department of Education's "PBIS": Positive Behavioral Interventions and Supports as a model of how to make effective decisions about classroom management. PBIS emphasizes five interrelated elements: Equity, Systems, data, practices, and outcomes. Hollister Charter includes the following principles:

- Structure the classroom for success, including the physical setting, schedule, routines and procedures.
- Teach behavioral expectations to students; direct instruction on how to behave responsibly and respectfully in all classroom situations.
- Observe and supervise; monitor student behavior by physically circulating and visually scanning all parts of the classroom.
- Interact positively with students; when students are behaving responsibly and respectfully, they receive attention and feedback on their behavior, giving the students a high ratio of positive to negative interactions.
- Correct fluently; teachers pre-plan their responses to misbehavior to ensure they respond in a brief, calm and consistent manner.

## **Curriculum Framework**

The curriculum at HCS aligns with Idaho Core Standards and incorporates evidence-based instructional strategies. Literacy and math will utilize research-driven programs designed to build foundational skills, including phonemic awareness, comprehension, and mathematical reasoning. Inquiry-based science and hands-on social studies will cultivate critical thinking and cross-curricular integration.

Our model not only prioritizes academic excellence but also empowers students to become thoughtful, creative, and engaged members of their community.

**Core Subjects:** A focus on literacy, mathematics, science, and social studies.

The curriculum at Hollister Charter School is carefully designed to provide a robust foundation in core academic subjects, with an emphasis on literacy, mathematics, science, and social studies. Recognizing the pivotal role that foundational skills play in academic success, our school has structured its daily schedule to ensure maximum focus and effectiveness during these core learning times.

### **Core Learning Block**

Each morning, we dedicate 90 minutes to mathematics and 90 minutes to reading. These uninterrupted blocks of time are fixed and rigid in our schedule, reflecting the importance we place on developing strong foundational skills in these critical areas. During this time, students engage in a variety of learning activities that cater to different learning styles, including small group instruction, collaborative partner work, and individual practice. This approach ensures that every student has the opportunity to build competence and confidence in these essential skills.

The morning routine is intentionally designed to leverage students' peak cognitive performance, which research shows is often highest in the early hours of the day. By prioritizing literacy and

mathematics during this time, we aim to capitalize on students' natural focus and energy levels, setting a positive tone for the rest of the day. Additionally, this consistency helps establish a predictable rhythm that fosters a sense of stability and discipline, both of which are critical for effective learning.

### **Afternoon Exploration and Project-Based Learning**

In the afternoons, the focus shifts to science and social studies, where students have the opportunity to apply their foundational skills in meaningful and engaging contexts. Using a variety of project-based learning (PBL) activities, we encourage students to explore, inquire, and problem-solve in ways that deepen their understanding of the world around them. This hands-on, interdisciplinary approach not only reinforces the skills learned during the morning but also cultivates critical thinking, collaboration, and creativity.

### **Consistent Scheduling**

HCS understands the importance of a predictable and consistent schedule in supporting academic and behavioral outcomes. Morning blocks will be dedicated to uninterrupted literacy and math instruction, leveraging students' peak cognitive performance periods. Research highlights the benefits of consistent routines for developing executive functioning skills and maximizing instructional time. Afternoons will focus on exploratory subjects, including science, social studies, and enrichment activities, providing students with opportunities to apply foundational skills in meaningful contexts.

Our steadfast commitment to maintaining the integrity of the morning core learning blocks underscores our belief that strong literacy and numeracy skills are the bedrock of academic achievement. By dedicating this focused time each morning, we provide students with the tools

they need to excel across all subject areas. Moreover, this routine helps teachers implement evidence-based instructional strategies with fidelity, ensuring that every student receives high-quality, targeted support to meet their individual learning needs.

The emphasis on uninterrupted morning blocks for literacy and mathematics, coupled with engaging project-based learning in the afternoons, creates a balanced and effective educational experience that prepares students for success in school and beyond.

### **Enrichment Curriculum**

At Hollister Charter School, we believe that a well-rounded education extends beyond core academics. To this end, we provide daily opportunities for enrichment through activities in art, music, sports, and STEM. These activities are essential in fostering creativity, physical well-being, and problem-solving skills, which are just as important as traditional academics for the development of our students. Research has consistently shown that integrating arts and physical activities into the school day enhances cognitive function, boosts emotional resilience, and improves overall student engagement.

To further support this goal, every Friday afternoon is dedicated to extended enrichment time, allowing students to immerse themselves more deeply in these special activities. This dedicated time helps students explore their interests, develop new skills, and connect their learning to real-world applications. These sessions also promote teamwork and communication skills, which are invaluable in both academic and social contexts.

### **Community Integration**

Partnering with local businesses and organizations for mentorships, service learning, and field trips. Hollister Charter involves students in a variety of community programs and service-

learning opportunities with the intention of strengthening student awareness of the community to which they belong.

We also invite community leaders and guest speakers to enrich our program by sharing their expertise and experiences with our students. For example, local veterinarians provide insights into animal care and health, firefighters teach fire safety, and forest service personnel highlight the importance of environmental stewardship. We look forward to welcoming other experts, such as local geologists, to provide hands-on learning opportunities that inspire curiosity and a love of discovery.

### **Student Academic Achievement Standards**

Hollister Charter School (HCS) is committed to achieving and exceeding rigorous academic performance goals for all students, with an intentional focus on economically disadvantaged and English Language Learner (ELL) populations. HCS will implement a comprehensive Performance Management Plan to monitor progress, ensure accountability, and adjust instructional strategies to meet the needs of every student.

HCS will implement a robust assessment system aligned with Idaho Core Standards.

Performance benchmarks will be set to achieve 80% proficiency or higher in literacy and mathematics by the third year. We will track growth through interim assessments and adjust instruction as needed. Celebrate progress and identify areas for intervention. Hollister Charter will participate in all state-mandated testing as required by Idaho Code 33-5205 (3), including the ISAT, ISAT Alt, IRI, IELA, and NAEP. The school will have a test coordinator who will oversee the testing program and ensure the testing process as outlined by the Idaho State Department of Education is followed with fidelity for all tests. Data has been of great value in

multi-age classrooms and in teaching children at instructional levels. Accountability in testing will be required of teachers and students and monitored closely by School Leadership. These assessments will occur during the state-mandated testing windows outlined by the Idaho State Department of Education.

Other literacy, numeracy, reading, and mathematics tests will be used at least three times a year to measure proficiency levels, student academic growth, and students' progress toward learning goals.

### **Data-Driven Instruction**

HCS will use a variety of formative, interim, and summative assessment tools to monitor and support student achievement. These include STAR Reading and Math, IRI and Istation for reading and literacy and formative classroom assessments. Teachers will analyze data during weekly Professional Learning Community (PLC) meetings to identify trends, adjust instructional practices, and implement targeted interventions. Economically disadvantaged and ELL students will be prioritized for small-group instruction, peer tutoring, and one-on-one interventions as needed.

### **Supporting Subgroup Success**

HCS recognizes that equitable access to high-quality instruction and targeted supports is essential for student success. To address the needs of economically disadvantaged and ELL students:

- Instructional staff will receive specialized training in differentiated instruction, culturally responsive teaching, and language acquisition strategies.

- Progress will be tracked separately for all subgroups to ensure timely identification of gaps and targeted remediation.
- A Parent Engagement Plan will include multilingual communication and outreach to support families in fostering academic growth at home.

Through consistent monitoring and intentional strategies, HCS is committed to ensuring all students, regardless of background, achieve their full academic potential.

### **Interim Benchmarks**

To ensure continuous progress and success for all student subgroups, including economically disadvantaged and ELL students, HCS will employ interim benchmarks:

### **Economically Disadvantaged Students**

#### **Literacy:**

- By the end of Quarter 2: At least 50% of economically disadvantaged students will demonstrate grade-level proficiency on interim Reading assessments.
- By the end of Year 1: 65% of economically disadvantaged students will show at least one grade level of growth in reading fluency and comprehension.
- By the end of Year 2: At least 75% of economically disadvantaged students will achieve grade-level proficiency on formative literacy assessments.

#### **Math:**

- By the end of Quarter 2: 60% of economically disadvantaged students will achieve baseline proficiency in foundational math skills as measured by interim Math diagnostics.



- By the end of Year 1: 70% of students will demonstrate mastery of key grade-level math standards.
- By the end of Year 2: At least 80% will meet growth targets, reflecting progress toward grade-level proficiency.

## **English Language Learners**

### **Literacy:**

- By the end of Quarter 2: 40% of ELL students will demonstrate improved phonemic awareness and vocabulary acquisition as measured by the interim reading assessments.
- By the end of Year 1: 60% of ELL students will achieve at least one proficiency level of growth in listening, speaking, reading, and writing skills as measured by interim reading assessments.
- By the end of Year 2: 70% of ELL students will demonstrate grade-level proficiency in oral language development and reading comprehension.

### **Math:**

- By the end of Quarter 2: 50% of ELL students will meet baseline proficiency on key mathematical vocabulary and foundational numeracy concepts.
- By the end of Year 1: 65% of ELL students will demonstrate measurable growth in math reasoning and problem-solving skills on quarterly formative assessments.
- By the end of Year 2: At least 75% of ELL students will achieve growth targets, demonstrating progress toward grade-level proficiency.

## **Methods for Measuring Student Progress**

Hollister Charter will utilize information from both standardized evaluations and alternative assessment measurements and will emphasize assessments that enhance learning. Teachers will use assessments as an evaluation of student learning and a reflection of their teaching to help drive instructional decisions. Students will view assessments as learning experiences, challenges and opportunities to understand how they have grown. Student growth and development will reflect understanding, application and synthesis of the Idaho State Standards.

## **Staffing and Professional Development Plan**

HCS will hire certified, highly qualified teachers and staff who share the school's vision and values. Professional development is essential in the growth and development of excellent teachers. Hollister Charter has developed a list of research-based, best teaching practices and methods that teachers will be expected to incorporate into their teaching. Teachers are provided with an initial and ongoing professional development. Key elements of the staffing plan include:

**Mentorship:** Pairing new teachers with experienced educators. Teachers collaborate with mentors and are instructed in teaching methods and structure for providing small group instruction.

**Ongoing Training:** Offering workshops on PBIS, instructional strategies, and classroom technology. Teachers are supported, not only through professional development, but daily as members of the leadership team are in classrooms daily supporting small group instruction and teachers' unique concerns about their instruction and classroom management.

**Performance Reviews:** Conducting regular evaluations to ensure continuous improvement.

This leadership team will give helpful feedback to teachers to improve classroom management and academic learning.

Teachers are also evaluated by their students' growth rather than grade level expectations, and therefore the analysis of data and support in small group instruction is imperative. Collaboration on a daily basis will help teachers make sense of realities that they face and provide the support they need to be successful. Teachers must feel confident they can express concerns and doubts, and support and resources will be given to them to help them succeed. Collaboration in writing and implementing curriculum is essential. Teachers share their unique talents and gifts, so the community mutually benefits and has a wealth of knowledge and support.

### **Continuous Professional Development**

Training staff in classroom management, differentiated instruction, and evidence-based practices. Professional development is essential in the growth and development of excellent teachers. Hollister Charter has, with the support of Alturas International, developed a list of research-based, best teaching practices and methods that teachers will be expected to incorporate into their teaching. Teachers are provided with an initial and ongoing professional development in the following areas:

- Differentiated Instruction: Teaching method and structure for providing small group instruction for students at their individual instructional level(s).
- Multi-aged Classroom: Philosophy, teaching strategies, and planning.
- Professional Learning Communities

The professional development framework is built on the foundation that everyone involved in the school - teachers, staff, students, parents and the board - are a community of learners and leaders. It is everyone's job at Hollister Charter to empower one another and themselves to think critically, self-reflect, and continuously improve.

The leadership team consists of the Administrator, School Leader and Professional Development Coordinators. Teachers are supported, not only through professional development, but on a daily basis as members of the leadership team are in classrooms daily supporting small group instruction and teachers' unique concerns about their instruction and classroom management. This leadership team will give helpful feedback to teachers to improve classroom management and academic learning.

### **Partnerships**

Hollister Charter School is proud to partner with Alturas International Academy to provide comprehensive professional development for our educators. This collaboration is a cornerstone of our implementation process, designed to support teachers as they refine their instructional practices and adopt innovative strategies for student success.

The professional development program includes a range of components to ensure that teachers receive ongoing support. These components include preparation and planning sessions, formal training, classroom observations, and one-on-one coaching. The intellectual property and proven methodologies provided by Alturas International Academy serve as invaluable resources for our teachers, equipping them with the tools they need to excel in their roles.

As part of this partnership, Hollister teachers will travel to Alturas to collaborate with and observe mentor teachers in action. This hands-on experience allows our educators to witness best practices firsthand, gain insights into effective classroom management techniques, and deepen their understanding of innovative instructional methods. These visits foster meaningful professional relationships and create opportunities for collaborative problem-solving and idea exchange.

Upon returning to Hollister, teachers will implement the strategies and practices learned during their visits, supported by ongoing coaching and feedback. This process of observation, application, and reflection ensures continuous growth and improvement, ultimately enhancing the quality of education we provide to our students.

This partnership underscores our commitment to fostering a culture of professional excellence and lifelong learning among our educators. By investing in their development, we are investing in the future success of our students and the Hollister community.

### **Data-Driven Decision Making**

Using formative and summative assessments to inform instruction and monitor student progress. Hollister Charter's teachers will meet at least once a week to collaborate about student learning. Teachers will work in professional learning communities (PLCs) and collaborative teams to develop and align units of instruction based on the curriculum and Idaho State Standards. PLC teams will develop student learning targets and assessments, both formative and summative, that measure proficiency of the learning targets and standards. Assessment tasks include, but are not limited to: open-ended, problem-solving activities, investigations, organized debates, hands-on experimentation, analysis and reflection, multiple choice, short answer, extended answer and essays.

PLC teams will analyze the data collected from the assessments and adjust their instruction to meet the needs of the various learners in the class. They also will share best teaching practices and effective teaching strategies as they collaborate about student learning.

### **Technology Integration**

Leveraging digital tools to enhance learning and collaboration. Hollister Charter School integrates technology as a powerful tool to enhance and supplement the educational experience. While technology does not replace direct instruction, it plays a critical role in supporting and extending learning. Our approach to technology integration emphasizes its use as a means to enhance what is being taught and to provide robust data collection and analytics capabilities that inform instruction and improve student outcomes.

Students will have access to a range of digital tools designed to facilitate communication, research, and collaboration. For example, students might use digital platforms to conduct research projects, utilize software for creative problem-solving, or participate in interactive assessments that provide immediate feedback.

Teachers leverage technology to gather and analyze student performance data, enabling them to tailor their instruction to meet individual needs. This use of data-driven decision-making ensures that every student receives the support they need to succeed.

By incorporating technology in meaningful and intentional ways, Hollister Charter School ensures that students not only master core academic skills but also develop digital literacy, critical for success in today's increasingly technology-driven world.

Students will use interactive technology as a tool in an integrated educational program rather than as a primary instructional delivery system. Students will be taught and expected to proficiently use keyboard and use word processing, spreadsheet, and presentation software.

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

Hollister Charter School has taken proactive steps to assess community interest and garner local support for its establishment. Through comprehensive community surveys and consistent town hall and advisory committee meetings, we have identified a strong demand for a charter school

that prioritizes small class sizes. Families expressed a desire for more individualized attention and tailored instruction, which smaller class sizes can facilitate.

Parents and guardians highlighted the need for diverse educational offerings, including advanced academics and enrichment activities, to better prepare students for future success.

Local stakeholders, including parents, educators, and community leaders, have demonstrated overwhelming support for this initiative. This backing is evidenced by numerous pledges to volunteer their time and resources to support the school's mission and operations.

As a vital educational institution, the school not only provides foundational learning for local students but also serves as a critical cornerstone for the community. Its role extends beyond academics; it acts as a central hub where residents connect, collaborate, and build a sense of shared identity.

The community's desire to preserve and enhance educational opportunities is deeply rooted in its recognition of the school's broader role. Hollister Charter School aims to maintain the legacy of Hollister Elementary as a focal point for education and community engagement, expand opportunities for students through innovative curricula, enrichment programs, and smaller class sizes strengthens the ties between the school and the community by inviting increased collaboration and participation in school governance.

Hollister Charter School and the community have a shared vision for the future of education in Hollister, ensuring that the school remains a thriving institution that meets the evolving needs of students and families.

### **Community Significance of Hollister Elementary School**

Hollister Elementary School has long been a cornerstone of the local community, providing not only essential educational opportunities but also serving as a gathering place where residents connect, collaborate, and foster a shared identity. When the potential closure of the school emerged, it became clear that such a loss would deeply affect the social and cultural fabric of the community. Recognizing its critical importance, the community has rallied around the transition to Hollister Charter School as a means of preserving and enhancing this vital institution.

Hollister Charter School will fill a significant gap by providing a stable, high-quality educational environment that reflects the values and aspirations of the community. This transformation represents not just a continuation of foundational learning but also a renewed commitment to creating a hub for growth, opportunity, and unity in Hollister.

### **Demographics and Current Context**

During the 2022-2023 school year, Hollister Elementary School served a student population of 53 students across grades K-5.

Key demographic details include minority enrollment: 34% of the student population.

Gender Distribution: 53% female students and 48% male students.

Economic Disadvantage: 17% of students were identified as economically disadvantaged.

Teaching Staff: The school employed the equivalent of four full-time teachers, providing a student-to-teacher ratio conducive to personalized learning.

### **Attendance Area**

The primary attendance area for Hollister Charter School will align with the boundaries of the Filer School District. This ensures that the school continues to serve the local community while remaining accessible to families within the district.



**English Language Learners (ELLs):** Offering language support services and cultural integration activities. Every student will receive equal access to educational opportunities. No student will be excluded from the Hollister Charter or referred to other schools because of their unique needs. Hollister Charter hires or contracts with highly qualified special education teacher(s) who meet Idaho state requirements.

**Economically Disadvantaged Students:** Ensuring free or reduced-price meals and additional academic resources.

**Special Education Populations (SPED):** Ensuring that all students are supported and can achieve personal success through a close knit, supportive educational model.

#### **Financial Management and Monitoring Plan**

HCS will maintain a transparent financial system to ensure fiscal responsibility. The Board of Directors will hold an annual meeting to review programmatic and fiscal audits, as well as monthly meetings to conduct regular business. All meetings will be conducted transparently and in compliance with Idaho's open meeting laws.

#### **Board Capacity and Governance Structure**

Hollister Charter is a legally and operationally independent entity established by the non-profit corporation's Board of Directors. The Board of Directors will be legally accountable for the operation of the school. Hollister Charter commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them.

The business and affairs of Hollister Charter will be managed by its Board of Directors, which consists of five members.

Responsibilities include: Setting policy and strategic goals. Monitoring academic and financial performance. Ensuring compliance with state and federal regulations.

### **School Leadership and Management**

School Leadership will consist of an Administrator, an Academic Leader, and/or an Executive Director. The responsibilities of School Leadership include managing the day-to-day operations and education at Hollister Charter, under the governance and authority granted by the Hollister Board of Governance.

Administrative services will be provided by the School Leadership under the direction of and subject to the policies, plans and programs established by the Board of Directors. To the extent administrative services exceed the capabilities and capacities of the School Leadership the Board of Directors reserves the right to retain contracted professional services on an as needed basis.

The School Leadership will be authorized, subject to budgetary limitations, to hire and supervise other classified staff such as an office manager, receptionist, clerk, instructional aids, and/or bookkeeper. The School Leadership will also be authorized to contract for required services including, but not limited to, transportation, special education, faculty training, equipment, supplies, and other budgeted expenses, subject to the limitation that all expenditures exceeding \$5,000.00 shall be subject to approval of the Board of Directors.

The School Leadership shall chair a hiring committee responsible for the hiring of all certified professionals and shall have supervisory responsibility for all such professionals employed by the Charter. The Charter will add administrators, teachers and support staff as necessary to accommodate growth and as permitted by finances.

The School Leadership shall ensure compliance with relevant professional codes and standards, oversee professional development, and perform annual performance reviews for all certified professionals.

The School Leadership's performance shall be reviewed annually by the Board Chair under the direction of and with input from the Board of Directors.

In alignment with the Idaho CSP Building on Success Award Grant, Hollister Charter School is prepared to launch and sustain a vibrant educational program that meets the needs of rural students and their families. By combining rigorous academics, individualized support, and community engagement, HCS will create an environment where small-town students know no bounds to what they can achieve.