



BUILDING ON SUCCESS

IDAHO'S CHARTER SCHOOLS PROGRAM GRANT



APPLICATION DETAILS

School Name: Gem Prep Rexburg	
Contact Person: Jennifer Ashmead	Contact Email: jenniferashmead@gemprep.org
Application Type: Start-Up	Grant Budget: \$2,000,000
Grades Served: K – 12	New Seats Created: 574
Total Averaged Score: 105	Priority Points Assigned: 6
Application Status: Funded	

RUBRIC

<p>A. SMART Grant Project Goals <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></p>	
TOTAL POINTS	10/10
<p>Reviewer Comments – Grant Project Goals Strengths:</p> <ul style="list-style-type: none"> All five grant goals are clear and concise, as well as in alignment with the school's mission and vision. The stated goals are consistent with the school's mission and the expectations of the CSP sub-grant, and they are achievable within the proposed scope. The goals are both rigorous and attainable. 	
<p>B. Educational Philosophy, Instructional Practices, and Curriculum Fully <i>describe and justify</i> the design of the academic program in terms of the educational philosophy, instructional practices, and curriculum that will be utilized to meet the school's performance objectives. Be sure to include key design elements, references supporting its validity and alignment to state and federal requirements, and rationale for why this education model was chosen and how it will produce strong outcomes for the unique community and student population the school will be located within.</p>	
TOTAL POINTS	20/20
<p>Reviewer Comments - Educational Philosophy, Instructional Practices, and Curriculum Strengths:</p> <ul style="list-style-type: none"> The school's educational philosophy, instructional practices and curriculum review are based on GEM Prep Network's existing model with a proven track record of success. The addition of another school within the Gem Prep network leverages its proven record of student achievement, established curricular frameworks, and integrated technology supports. This model is defined by high expectations, strong curriculum and instruction, and personalized learning opportunities. This college prep philosophy and practice is well-vetted and sound. 	
<p>C. Teaching and Learning Fully <i>describe and justify</i> the design of the instructional strategy in terms of the educational philosophy, instructional practices, and curriculum that will be utilized to meet the school's performance objectives. Be sure to include key design elements, references supporting its validity and alignment to state and federal requirements, and rationale for why this strategy was chosen and how it will produce strong outcomes for the unique community and student population the school will serve.</p>	
TOTAL POINTS	6/6
<p>Reviewer Comments – Teaching and Learning Strengths:</p> <ul style="list-style-type: none"> The applicant describes a comprehensive system of benchmark assessments, RTI interventions, and continuous progress monitoring. Through computer-adaptive assessments, educators receive actionable data to determine appropriate remediation or enrichment. Personalized learning is strengthened through the use of small-group instruction, individualized support, and independent practice. 	



D. Student Academic Achievement Standards

As an independently governed public school, charter schools need to ensure plans, systems, and tools for strong oversight and monitoring in the areas of academic performance. In this section, persuade the reader that your school will have rigorous goals and adequate oversight to ensure quality implementation, operation, and accountability.

TOTAL POINTS	9/9
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Reviewer Comments – Student Academic Achievement Standards

Strengths:

- Assessment data is shared throughout the network, allowing leaders to identify trends, disseminate best practices via professional development, and reinforce a culture centered on data-informed reflection.
- Gem Prep’s leadership demonstrates a clear commitment to this process and is prepared to take targeted action when the data reveals areas of need.

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	9/10
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Reviewer Comments – Student Demand and Community/Local Support

Strengths:

- Student demand is evidenced by the current 256 student interest list for GPR.
- Additionally, GPR will be the first charter school located within the Rexburg school district, providing a local school choice option for the residents of the community.
- There seems to be great potential demand as that region currently does not have a charter school building in the community, and the population has seen high growth.
- The marketing devices are sound and proven.
- The school will invest time in understanding parent needs / wishes while still maintaining their core instructional program.

Weaknesses:

- I wonder what other strategies might be needed to intentionally seek out English Learners or Special Education students.

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
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Reviewer Comments – Effectively Serving All Students

Strengths:

- The school has a myriad of strategies and systems in place to meet the needs of students requiring additional supports.
- Appropriately-trained personnel are identified.
- The school will provide the national lunch program and transportation within district boundaries.



G. Staffing and Professional Development Plan

Describe the approach to staffing, inclusive of ratios, positions, etc. required for effective implementation of the chosen education model. Further, describe the process in which all staff will be supported in their ongoing professional development.

TOTAL POINTS

4/4

Reviewer Comments – Staffing and Professional Development Plan

Strengths:

- Through the use of paraprofessionals the school can achieve a 14:1 staff to student ratio.
- The identified administrator is bilingual and has a proven track record at other GP schools.
- A strong PD plan is outlined and the staffing plan is reasonable for the anticipated student population.
- They recruit early and train staff through a structured program.

H. Financial Management and Monitoring Plan

As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial stability. In this section, explain your school’s plan to be compliant, strategic, and responsible with finances and business services.

TOTAL POINTS

7/7

Reviewer Comments – Financial Management and Monitoring Plan

Strengths:

- GPR has the distinct advantage of having historical financial records for what it costs to run their schools.
- Their budget is appropriate and they have considered how they would mitigate lower-than-expected enrollment.
- Implementing a "Running Start" program invests in children who may come with disadvantaged circumstances.
- They have purchased land and will build in a desirable and growing community with many new homes being built.
- Their team has expertise in designing and building new schools.

I. Board Capacity and Governance Structure

A competent, trained governing board is essential to the success of a public charter school. In this section the school will demonstrate how it has developed a strong governing board with a diverse set of skills. Board members should understand their roles and responsibilities and have in place a transition plan and ongoing professional development to maintain board strength going forward.

TOTAL POINTS

12/12

Reviewer Comments – Board Capacity and Governance Structure

Strengths:

- The Board is comprised of a diverse group of experienced professionals who possess skills in finance, education, law, compliance, real estate, facilities, operations, strategy, business management, politics, and external relations.
- As in other management areas, the network has proven to have an established and highly-functioning board, a team of seasoned central office administrators, and clear lines of roles and responsibilities within the organization.
- They are committed to ongoing professional development throughout the organization.



J. School Leadership and Management

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

TOTAL POINTS

10/10

Reviewer Comments – School Leadership and Management

Strengths:

- Although the network has long-standing practices to rely on for the growth of another new school, they proactively assemble a team of folks dedicated to ensuring the instructional model and that facility plans are on track.
- They understand risks, because they have faced them before, and are ready to make adjustments to plans if necessary.

Overall comments

Reviewer Comments

- The growing community within the Madison School District will benefit from the addition of the first brick-and-mortar charter school.
- GPR will launch a new school, within a well-established and highly-regarded network of schools.
- Having both the instructional program, and management systems in place, will yield another successful Gem Prep school in Idaho.



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>20</u>	20
C. Teaching and Learning	<u>6</u>	6
D. Student Academic Achievement Standards	<u>9</u>	9
E. Student Demand and Community/Local Support	<u>9</u>	10
F. Effectively Serving All Students	<u>12</u>	12
G. Staffing and Professional Development Plan	<u>4</u>	4
H. Financial Management and Monitoring Plan	<u>7</u>	7
I. Board Capacity and Governance Structure	<u>12</u>	12
J. School Leadership and Management	<u>10</u>	10
STANDARD POINTS AWARDED	<u>99</u>	100
Priority Points: 2 Additional Points may be awarded for schools that articulate a plan to serve and intentionally meet the unique needs of students in rural geographic areas.	<u>2</u>	2
Priority Points: 2 Additional Points may be awarded for schools that provide a high-quality high school program.	<u>2</u>	2
Priority Points: 2 Additional Points may be awarded for schools that articulate a plan to serve and intentionally meet the unique needs of a student population of more than 50% economically disadvantaged students.	<u>2</u>	2
Priority Points: 2 Additional Points may be awarded for schools that serve a 100% at-risk student population.	<u>0</u>	2
Priority Points: 2 Additional Points for schools authorized by a public school district .	<u>0</u>	2
TOTAL POINTS AWARDED	<u>105</u>	110

