

Executive Summary

Developed under the direction of Kimberly School District's Board to "create an innovative educational option," a group of community members, parents, industry leaders and educators came together to brainstorm ideas for a new school. RISE Charter School was born from this collaborative effort.

Kimberly School District (KSD) has chosen to authorize RISE Charter School to develop a unique educational choice, initially for students in grades 4-8, and eventually grades 4-12. RISE Charter School will provide an environment where every student can successfully master content knowledge, practice habits of success and develop their character, enabling each graduate to contribute to our community and ultimately the world in a positive way. The mission of RISE Charter School is to inspire students to become lifelong learners with deep cognitive development enhanced by participating in relevant, innovative, project-based learning and through practicing collaboration and accepting personal responsibility for their growth.

To achieve this vision, RISE Charter School has adopted the Summit curriculum model, grounded in project-based learning. The Summit curriculum platform enables students to learn content knowledge through projects and the implementation of 36 cognitive skills. Students will have an assigned mentor that develops a relationship with the student throughout their enrollment, helping them realize their academic and personal success through the practice of 16 Habits of Success (Tavener & Carter).

A. Grant Project Goals

Goal 1: All RISE students will meet or exceed the Kimberly School District ELA ISAT and Math ISAT proficiency scores by a minimum of 25%.

In the original RISE Charter School charter documents, it was indicated that students would be prepared to exceed district and state proficiency benchmarks for achievement and growth on Idaho Standardized Assessments in ELA and Math by 5% or more. Through the charter school development process, including consultation with the Kimberly District Testing Specialist and increased familiarization with the Summit educational support framework, it was discovered that the original testing achievement goals were not rigorous enough, so they were increased by 20%.

All students at RISE will begin the year with an individual learning plan (ILP) that is collaboratively created with the mentor teacher, the student, and their parents. The ILP will identify specific assessment goals that indicate personalized proficiency and growth measures. Summit curriculum requires mentor teachers to meet with each of their students for a minimum of ten minutes per week to assist the student in reaching their personal and academic goals. RISE Charter School will utilize the NWEA MAP interim assessments throughout the year for progress monitoring and will administer the summative ISAT each spring for year-end data.

Goal 2: RISE is committed to serving all students, aiming to match the demographics of the district within 5%.

Part of the uniqueness of RISE lies in the relationship with Kimberly School District (KSD), the charter authorizer. The board's target is to recruit a population within 5% of the district's current demographics: 34% low income, 4% ELL, 7% students with disabilities, 14% Hispanic, 84% White.

One area where RISE does *not* want to match the district's demographics is in childhood obesity. In Idaho, children between the ages of 10-14 have an average obesity rate of 12.1%. To address childhood obesity, RISE would like to add playground specifically designed for children ages 9-18 from ELEVATE Fitness. This course brings together a series of challenging physical obstacles with three levels of challenge and multiple options within each level; ELEVATE offers a positive exercise experience for beginners, intermediate, and advanced fitness users to gain results and have fun. RISE has already secured a grant for \$27,247 to cover some of the cost of the ELEVATE Fitness system. Content teachers and enrichment teachers will incorporate this equipment into lessons and fitness classes.

Goal 3: All of the RISE students will participate in college and career readiness courses or an internship.

RISE Charter school is creating relationships with local industry such as Chobani and Clif Bar along with the College of Southern Idaho, to expose students to relevant projects and internships that prepare them for post-secondary responsibilities. RISE high school students will have the opportunity to take dual credit, college courses, advanced placement, and participate in work-based learning and programs that potentially earn certification; participation will be measured by the Idaho Department of Education indicator.

Goal 4: All RISE students will complete at least one project each semester in each of their core content areas.

The Summit curriculum centers largely around projects that relate to the real world. Students connect what they are learning to life beyond the classroom, sparking curiosity and enthusiasm for their lessons. For example, students may learn math skills such as finding area and perimeter, measurement, ratios, proportions, and general computations by completing a Dream Home project to learn these skills they design a blueprint of the home, calculate the

materials needed to build the house, and compute the cost of those materials (2017 Summit Learning).

While students are directing the project work together, teachers will oversee their progress, and give feedback along the way. When teachers see the opportunity for deeper learning or to help students who fall off course, they use class time to work with students individually or in small groups to provide specific support. With projects, students will learn both the subject matter and how to direct their own progress toward their end goal for the project. The CSP grant will be used to provide a variety of worktables, alternative seating options, a variety of tools, greenhouse, materials and technology that will offer the environment needed for working on projects.

Engagement in the learning process will be evaluated by an annual student survey that explores the student's perceptions of the projects and the learning they gained as a result. The Summit curriculum also assesses student's mastery of 36 cognitive skills, for example the Dream Home project would assess the student's ability to solve problems and make decisions—cognitive skills that transcend through each of the core content areas (2017, Summit Learning).

A project such as the Dream Home is exactly why grant assistance is needed to open RISE Charter School. To provide an environment that supports this type of innovation and creativity, problem solving and collaboration, it is essential that RISE has a makerspace. 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.

Goal 5: Professional Development

RISE Charter School will have a weekly early release day, enabling ongoing, consistent professional development for our teaching team. This will enhance the teachers' Summit knowledge, strengthen teaching skills, and create a more robust team amongst the staff. RISE will focus one early release session each month on assessment, demonstrating how teachers can analyze data from the interim NWEA MAP assessments, improving their practice to strengthen the deficits noted in the data (Bambrick-Santoyo, P., 2018). Professional development for the other three or four weeks of the month will focus on Summit curricular components such as project-based learning, the 16 Habits of Success, the 36 cognitive skills, our RTI plan, or a specifically identified need that is always tied to our school vision and mission.

B. Educational Philosophy, Instructional Practices, and Curriculum

1. Key Design Elements

The name RISE 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 and discover.

Innovative: Students are encouraged to think outside of the box to create new solutions.

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

Exploratory-Students will 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 will:

...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 students to demonstrate proficiency in 36 cognitive skills, content knowledge that aligns with the Idaho State Standards, Common Core State Standards, and requirements under Every Student Succeeds Act (ESSA). RISE students will also meet the state of Idaho graduation requirements. Mentors will create a relationship with the students that allow them to support student's academic success and personal goals.

Summit curriculum's four key components include: cognitive skill, content knowledge, habits of success and sense of purpose. This curricular model aligns well with the career opportunities available in our community and the Magic Valley region.

- **Cognitive Skills**- interdisciplinary competencies that require higher-order thinking. David Conley of the Education Policy Improvement Center (EPIC) calls these skills "cognitive strategies" and defines them as "ways of thinking necessary for college work." The Center for Curriculum Redesign (CCR) suggests that these skills are "how we use what we know" and involve the four Cs: Creativity, Critical Thinking, Communication, and Collaboration (Fadel, Trilling & Bialik, 2015).
- **Content Knowledge**-in order to put cognitive skills to work, students must have rich content knowledge, allowing them to build a web of information. The facts presented in each core area are committed to long term memory through application in multiple modalities. This allows for the working memory to focus on problem solving and demonstrating context in which existing skills can be applied. (Glaser & Chi, 1988; Deans for Impact, 2015).
- **Habits of Success**-the emotional skills which enable students to be successful in both academic and non-academic settings. Built upon the work of Dr. Brooke Stafford-Brizard, this building block framework integrates the most up to date research on social-emotional learning. Habits of Success include the development of skills in five categories:
 1. Healthy Development (Attachment, Stress Management, Self-Regulation);

2. School Readiness (Self-Awareness, Social Awareness/Relationship Skills, Executive Functions)
 3. Mindsets for Self and School (Growth Mindset, Self-Efficacy, Sense of Belonging, Relevance of School)
 4. Perseverance (Resilience, Agency, Academic Tenacity); and
 5. Independence and Sustainability (Self-Direction, Curiosity, Civic Identity).
- **Sense of Purpose**-a student’s personal understanding of their interests, values, and skills, and the articulation of a credible path after high school for translating those interests, values, and skills into fulfilled lives. Purposeful students “exhibit high degrees of persistence, resourcefulness, resilience, and capacity for healthy risk-taking (Damon, 2008).”

RISE Charter School will create an environment where students feel comfortable and enjoy the process of learning. All RISE students will begin the day in the school’s rotunda which will be fitted with a variety of tables and chairs for a Bulldog Breakfast. Teachers will spend this time socializing with their mentees to contribute to students’ sense of belonging and begin the day in a positive way. These Bulldog Breakfasts will be an opportunity to discuss and model Summit’s 16 Habits of Success.

Grades 4 and 5 teachers will be encouraged to collaborate often to offer students diverse and varied educational opportunities. Inspired by higher education models, grades 6-8 will mix grade levels in all classes and in Math and Language Arts classes students will work at their own pace and ability through the Summit Platform. Teachers will provide full class instruction for the projects students are working on and will also offer more customized instruction and support for each individual student to assist them in learning the foundation skills that align with the Idaho State Standards.

RISE Charter School teachers will be provided with a wide array of furniture to design a classroom that includes a variety of alternative seating such as saddle seats, ball chairs, rocking chairs, and standing desks. The goal is to create a classroom atmosphere that is inclusive and comfortable for all students.

KSD is the recipient of an Idaho Aware grant that will enable students at RISE Charter School to have access to a licensed, professional counselor and participate in a behavioral modification system called Positive Behavioral Interventions and Supports (PBIS). PBIS is a system that supports teachers in helping students improve their social and behavioral outcomes by implementing consistent rewards for positive behaviors and reducing the use of “exclusionary discipline practices” (Bradley, 2021). RISE Charter School will offer Bulldog Bucks to students as a reward for positive behaviors. These bucks can be redeemed at a school store that will be operated by students.

In addition to core classes, students will be offered a diverse variety of Enrichment courses at RISE Charter School. Each RISE teacher will have the opportunity to teach an Enrichment class for a stipend of \$1000 per quarter. The subject of these classes will be an area of personal passion for the teacher. If the teacher does not choose to teach the Enrichment class, they will be required to be the certified “teacher of record” and community members will be hired to teach their areas of expertise or passion. Additionally, all RISE students will be able to participate in curricular and extracurricular activities offered by the authorizing KSD, such as yearbook, debate, athletics, and fine arts.

2. Core Academic Curriculum

The Summit curriculum aligns with the state common core standards for each grade level and content area. Designed for grades 4-12, the standards-based Summit Learning Curriculum consists of courses organized by grade-level and subject area. Each course includes a collection of hands-on projects, learning activities, and assessments. Summit offers support to educators for customization of their projects to suit the standards for their state (Travenner & Carter).

Math: Summit learning math units are designed to accommodate a wide range of student abilities include concept lessons, learning important math concepts through problem-based learning, and offer multiple opportunities for students to practice the important concepts and thus gain procedural fluency (Travenner & Carter).

Language Arts: The language arts curriculum through Summit learning values the importance of teaching students to learn digital literacy skills such as “how to evaluate quality and credible sources, how to give proper credit when using people’s work online, and how to respect others ideas and opinions in a digital space”. The project-based learning offers students experiences analyzing and synthesizing information found from a variety of informational text, and improving their ability to communicate effectively through writing (Travenner & Carter).

Social Science: Throughout the year, students will engage in multi-week projects tied to History, culminating in final products scored on Cognitive Skills, demonstrated through Summit curriculum rubrics. This state standards-based curriculum includes strands in history, geography, economics, civics/government, and global studies (Travenner & Carter).

Science: The Summit curriculum adopted by RISE Charter School aligns with the Next Generation Science Standards. The Summit science curriculum is designed to engage students through learning experiences and projects that require them to use the same kinds of thinking and perform similar jobs to those of STEM professionals (Travenner & Carter).

The Arts: RISE will offer a wide variety of enrichment courses taught by certified teachers or community members (with a teacher of record present), which meet the Idaho Arts Standards. All RISE students will take at least one enrichment course each school day. Additionally, RISE students will have the opportunity to take part in curricular and extracurricular fine arts offerings within other schools in the KSD such as band and choir.

3. Student Demographics

The Summit curriculum was chosen, in part, because it will serve the student demographics seen in the local school district. Kimberly School District, RISE’s authorizer, has a college go-on rate of 59.9% and Twin Falls county has an unemployment rate of 4.4%. While many of RISE’s students are likely to go-on to higher education, for those who do not, local data indicates that they will stay in the Magic Valley region, and transition directly into the workforce. The benefit provided by the Summit curriculum is that the skills built within the curricular model are applicable and necessary for both of these post-secondary choices. For students with limited English proficiency, Summit provides translation tools and built-in ideas for making the projects and assignments manageable. While teaching students with IEPs and 504s, Summit provides programmatic guidance on how to customize curriculum and instruction to offer appropriate support for all learners.

RISE Charter School will be located in Kimberly, Idaho, which is part of the Magic Valley. Residents of Kimberly have an average household income of \$59,286, with 13.9% of the population holding an Associate’s degree and 13.1% holding a Bachelor’s degree. Idaho’s declining college go-on rate makes it imperative that RISE prepares students for careers within South Central Idaho (2021).

The Food Processing Education Consortium (FPEC) indicates, “In the U.S. there are currently 3.5 million unfilled ‘middle skill’ jobs that do not require a four-year degree and make up the largest part of the labor market in the country”. The fastest growing job sectors are those that require problem-solving and critical thinking skills, while jobs that require routine manual skills are in decline. This situation is particularly critical for the agricultural, food processing, and advanced manufacturing industries in the Magic Valley. The project-based learning at RISE will offer our students the opportunity to learn these “middle skills” well (Olivia, 2016).

4. Technology

Every RISE student will have their own computer with a keyboard. This one-to one-device arrangement provides both practicality and equity. The Summit curriculum requires students to write essays, lab reports, and complete their tasks on the online platform. The laptop used for the Summit curriculum will also play a role in project-based learning as students research, explore, collaborate, prototype, problem solve, solution find, and present findings to authentic audiences such as businesses and community agencies. Although some students may have computers at home, RISE believes it is imperative that all students have computer access at school and at home to increase equity for all students. RISE Charter School students will use the Office 365 suite for Summit Learning platform and other projects. The CSP grant funds will support the software and equipment needed for these projects. Further, devices will play an essential role in completing curriculum-based assessment, MAP Testing, and State required assessments.

Each classroom will be equipped with Promethean ActivPanel Displays and IPEVO document cameras. These interactive displays will allow teachers and students to collaborate with multiple touch points. Individual devices can also be connected to the Promethean Display to promote additional collaborative and creative opportunities.

RISE plans to ensure students' confidence to receive instruction and engage meaningfully as a part of an on-line community, particularly if it becomes necessary in light of an additional COVID outbreak. While not the preferred way to deliver the Summit curricular model, this modality still enhances students' skills in preparing for 21st century jobs.

With the assistance of the grant funds, RISE will create a Makerspace containing many tools to support the project-based model as described above. Tools such as 3D printers, laser

cutters, saws, hand tools, sewing machines, Legos, and audiovisual equipment, and other items will allow students to construct prototypes and perform iterations to them. Content teachers will use the Makerspace to offer a large selection of materials and tools to work with to complete their projects.

5. Key Element Selection

RISE's partnership with the nearby College of Southern Idaho will be essential as we expand to high school in the coming years. This local community college offers more than 120 degree and certificate options (AA, AS, AAS, ITC, BTC). The College also provides industry training, workforce and economic development, various internship and apprenticeship opportunities, as well as a community education program.

RISE students will have many options to take courses, earn credits, and meet graduation requirements including dual credit from Kimberly High School, CTE courses and programs from College of Southern Idaho, and internships and apprenticeships with community businesses. Student schedules will allow for opportunities in these areas. This sort of academic adaptability and flexibility is currently not seen in Southern Idaho.

Hands-on learning experiences found in Summit curriculum will provide real-world, career preparation for students. A multi-year mentor relationship also allows for extensive career exploration discussions so that with the assistance of the mentor teacher, students have a clear understanding of the path to achieving their chosen career. Goal setting, fundamental to the Self-Directed Learning component of Summit, will be integrated in every grade level and core subject. By the time a student reaches high school, students' career goals will be well developed, as will their academic plans, including dual credit, internships and apprenticeships.

C. Teaching and Learning

As a part of RISE's weekly early release, teachers will be trained and mentored by the

testing experts from the KDS district along with RISE’s learning coach to identify vital trends in data and how it should impact their future instruction in specific content areas. Each spring the Summative ISAT will also be administered, and this data will be used to analyze students’ personal growth from year to year in comparison to other students in the state (2021).

Families who have indicated their child has an IEP/504 will meet with Executive Director/Principal Heidi Child and the SPED teacher during the summer, before the school year begins, to discuss the student’s individualized learning plan and create a plan for teachers to follow to ensure each student’s success. RISE teachers will be provided this information as part of their classroom preparation materials during the summer, thereby allowing for appropriate preparation and modification to occur before the school year even begins.

RISE Charter School will also develop a structured Response to Intervention program (see Addendum) for students who do not necessarily have a 504 or IEP but need some extra support to help them find success. RISE will hire a full-time Special Education/RTI teacher whose job description includes not only addressing the needs of our students with IEP’s, but also those on 504’s, and those with no official documentation who need extra support.

Summit curriculum also includes differentiation built into the platform, with extra support for students who need more assistance and challenges for students who benefit from them. The special education teacher can also assist each teacher in customizing these differentiation pieces.

D. Student Academic Achievement Standards

1. and 2.

RISE will administer the ISAT assessment in the spring to meet state requirements and establish a benchmark with which to compare RISE students with KSD students. RISE Charter School will be required to use the NWEA MAP Growth Assessments as part of Summit

Curriculum’s Learning plan. The MAP assessment enables teachers to monitor their student’s progress and growth toward the year end goals throughout the year. Monthly data checks of the interim MAP assessments will give teachers an opportunity to refine their instruction and reteach where it may be needed. The MAP Assessment will be administered in the fall for baseline data at the beginning of the year and then again in the spring to see the student’s growth (2021).

Summit also includes a Cognitive Skills rubric that teachers in all content areas and grade levels will use to measure higher order thinking skills. This rubric requires a score of a 6 on a 0-8 point scale to demonstrate college and career readiness. The Summit Cognitive Skills Rubric — developed in partnership with the Stanford Center for Assessment, Learning & Equity (SCALE) — is aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and C3 Social Studies Framework. The students may present their learning and growth in these areas through either a portfolio, personal advisory board, or oral defense (Tavener & Carter).

The RISE Charter School Executive Director/Principal will use the philosophy shared by Kim Marshall of mini-observations throughout the week to continuously evaluate and coach teachers in improving their practice (Marshall, 2013). Mini-observations are 3-5 minute observations performed at least once weekly, after which the administrator documents positive feedback and constructive advice and communicates it to the teacher within 24 hours of the observation. Teachers will be given a rubric with teaching skills that will be evaluated. Each visit the administrator will choose one section of the rubric to evaluate for that observation.

E. Student Demand and Community/Local Support

1. Community Need

The marketing plan for RISE Charter School included a website, social media, paper posters, home mailers, interviews with local radio, newspaper and television stations, a television commercial, digital board advertising and a call campaign to local families. Paper posters, home mailers, and the call campaign were offered in English and Spanish. Additionally, English and Spanish lottery applications were offered in paper and digitally. The district ELL coordinator explained RISE to families at the Migrant Parent and Family meeting and provided information and enrollment applications to them.

Over 30 KSD teachers attended a virtual information session with Q&A about RISE during a virtual Friday in February. Families were offered a similar Zoom experience, which resulted in over 40 families attending in February and an in-person information session was offered to families in March with 15 parents in attendance. RISE School Board meetings have been advertised and open to the public since December 2020.

The RISE Charter School Lottery was held on March 31, at 11:30 a.m. and conducted with the assistance of Michelle Clement Taylor, School Choice Coordinator, Idaho State Department of Education. One-hundred and twenty-eight student applications were received at the time of the lottery. As a result of the RISE lottery, the expected demographics of RISE Charter School include:

Grade	Number of Students in class	Number Waitlisted	ELL	IEP/504	Low Income	Hispanic
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. The small town of Kimberly currently has 7 new subdivisions in the planning stages or under construction, this represents 400 new families that will potentially seek an education through the school district. Kimberly schools were operating at 98% capacity during the 2019-20 school year, so a new school will not only offer new pedagogical opportunities for students but will also alleviate overcrowding in the other district schools.

2. Significant Planning

Future RISE students and their families will be invited to participate in a minimum of three summer activities to build a sense of community and familiarity. The first event will be focused on families and students getting to know each other and staff, the second will center on families coming together to create a “make and take” project for families, similar to what the students themselves will be doing in the classroom. Finally, a “back to school” event will be hosted, which will allow students to meet their teachers and become familiar with the school building and schedule.

The RISE school board is made entirely of parent-professionals, half of whom will have children attending RISE. Now that the lottery is completed, parents will be asked to assist in activities such as preparing the school building, teaching an enrichment course, or serving on an industry advisory board. RISE will continue encouraging the importance of classroom volunteers, a point that was emphasized during both family information sessions. As RISE continues to evolve, parents and the community will be invited to become involved in an advisory “Continuous Improvement Plan” process to advise and assist the principal and staff as they work to improve all aspects of instruction for all students.

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F. Effectively Serving All Students

1. Justification of Design

The board of RISE desires to be intentionally diverse and inclusive. While the authorizing district is not highly diverse, RISE will seek to enroll as many underserved families as possible.

The following actions are being taken to ensure RISE includes all student subsets:

- Marketing RISE Charter School as a free public school that is accessible to all families;
- Staffing adequate special needs staff including special education;
- Embedding ELL services into the school programs and utilizing ELL staff from KSD, employing the use of an ELL consultant and other staff as enrollment numbers dictate;
- Providing free transportation throughout the attendance area;
- Providing a school lunch and breakfast program;
- Partnering with community agencies who provide services to underserved families.

Summit curriculum is based on self-directed project-based learning, designed specifically to attract both students who are struggling in the traditional system and who need additional enrichment. RISE's long term staffing plan will provide support for students and teachers including a project-based learning coach, internship coordinator/college and career advisor, and counselors to ensure students have the academic and social emotional support they need.

KSD will provide Title I, I-C, and II-A funding and services for RISE students in the same manner as for other district schools. RISE Charter School teachers will provide in-class Title services and accommodations for English Language Learner students. ELL pull-out services will be provided by KSD for RISE Charter School students when needed. KSD will provide federal program management services including completion of federal reporting requirements. RISE Charter School will provide all information needed to complete federal reporting

RISE will implement a comprehensive academic and behavior intervention plan to identify and support struggling learners. The Response to Intervention (RTI) team will work with teachers and administration to identify students, determine needs, plan interventions, and track success. The services provided will include full inclusion, co-teaching, push-in, and pull-out services as determined by student needs and strengths. Paraprofessionals will be utilized to serve students in all educational settings as needed. A tiered system of supports and services will be provided to allow students to access, learn, and progress in the setting which best meets their needs.

KSD is the recipient of an Idaho Aware grant that will enable students at RISE Charter School to have access to a licensed, professional counselor and participate in a behavioral modification system called Positive Behavioral Interventions and Supports (PBIS). PBIS is a system that supports teachers in helping students improve their social and behavioral outcomes by implementing consistent rewards for positive behaviors and reduces the use of “exclusionary discipline practices.”

2. Programs and Interventions

RISE Charter School will implement a research-based approach to special education including best practices, curriculum, and instructional strategies. A special education teacher will be hired to provide quality instruction and ensure all legal requirements are met. We will utilize KSD’s Speech Language Pathologist and School Psychologist and will contract with qualified providers for occupational and physical therapy services. Information about special education services will be made available to the public through registration materials, the school website, social media platforms, email, and newsletters.

Students will be identified for special education services as outlined in the referral process in the Idaho Special Education Manual. Once a student is found eligible through the evaluation and eligibility determination process the IEP team will meet to develop and implement an IEP. Progress monitoring, grades, and other student data will inform the development and revision of the IEP as well as communicate student progress in identified skill areas.

Special education services may include related services, transition services, supplementary aids and services, and/or assistive technology devices and services. Special education students will have the same opportunities for academic, nonacademic, and extracurricular services and activities as is available for students without disabilities. RISE's board has adopted policies and procedures for the provision of special education services and will employ and supervise appropriately certificated personnel to implement IEPs and 504 plans. Staff will participate in state provided training opportunities and will work closely with Special Education Support and Technical Assistance (SESTA).

3. Nutritional Needs

KSD will provide food service to RISE students in the same manner that food service is provided to other district schools and students. Food service personnel will be employed by KSD, the food service program will be managed and administered by KSD, and all Federal/State reimbursements will be collected by KSD. A computation will be made annually based on the prior year's total of revenues and expenses recorded in fund 290 of the KSD's accounting records. No benefit will accrue to RISE if the food service program revenues exceed expenses. If expenses exceed revenues in the prior year, RISE will pay KSD an amount equal to the district's unreimbursed per enrolled pupil food service expense multiplied by the number of

enrolled RISE students. This computation will be completed by July 15 and payment remitted by RISE by July 31. KSD staff will transport food to the RISE Charter school where it will be served to students.

4. Transportation

Home to School-RISE Charter School will not be charged for usage of the established KSD home to school routes. KSD will receive all reimbursement from the state. **KSD**

Activities- RISE will not be charged for students that are participating in established KSD activities as a member of those activities. KSD will cover all transportation costs for those

activities. **Additional Travel**- RISE Charter School will be charged the non-reimbursable portion of travel outside of the established KSD home to school routes and KSD activities.

Example, field trips and a home to school route outside of the KSD established routes. RISE

will be charged per mile for the non-reimbursable portion. The per-mile amount will be

determined by the state calculation. For example, if the per mile rate determined by the state is \$5.00 per mile and a field trip is 50% reimbursable, RISE will be charged \$2.50 per mile.

G. Staffing and Professional Development

1. Staffing

A Zoom informational meeting followed by a Q&A was held in February for current Kimberly District teachers to learn more about RISE. Approximately 30 teachers were in attendance. Job descriptions were posted and the application was opened through the Kimberly School website in late February. Job postings were placed on Facebook, Instagram, SDE website, Monster.com, Handshake.com, and Betterteam.com. RISE educators' salaries will be based on the State Department of Education Idaho Career Ladder schedule and teachers will be eligible for healthcare and PERSI retirement. Educators will receive a stipend for time spent

attending professional development and Summit summer training sessions. Those educators who wish to teach an enrichment class will also be compensated for teaching that extra class at \$1000 per quarter.

2. Staff Development

A key to success at RISE Charter School will be the teacher team of 7 certified teachers, including one teacher for 4th grade and one for 5th grade, and a Special Education teacher certified for grades K-12. Content teachers will be hired for grades 6-8 History, 6-8 Math, 6-8 Science and 6-8 Language Arts. Each grade level will be capped to 25 students. This group of teachers will work together closely to design the culture and create cross-curricular collaborations. The hiring committee will carefully choose educators who are highly skilled, but also are hard workers and team players. As many of the teachers will be new to project-based learning, it will be essential that the teachers participate in the Summit curriculum intensive summer professional development and weekly in-service.

Administrator Heidi Child will provide weekly teacher mini observations, followed up with communication to the teacher about the observation (Marshall, 2013). This will become a commonplace practice instead of a once or twice a year event, so that the teachers have continuous opportunities for growth and improvement throughout the year.

H. Financial Management and Monitoring Plan

1. Comprehensive Plan

Please see attached 3-year operating budget and narrative that demonstrates financial, viability, sustainability, and autonomy for long-term success of the school. Additionally, RISE was the recipient of a \$244,000 grant from the J.A. and Kathryn Albertson Family Foundation.

2. Well-Conceived Facilities Plan

RISE Charter School will occupy the space available within the district Round Building and the Intermediate Center. In total, this space will accommodate occupancy of 250 students. The Round Building contains 5 classrooms, and the Intermediate Building has 8 classrooms plus office and library space. Teacher workrooms are also available in both buildings. At full capacity with 250 total students, 25 students per grade level, the space will allow for individual rooms for 4th and 5th 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. Makerspaces will include a variety of tools and materials such as 3D printers, laser cutters, construction 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. Please see attached Memorandum of Understanding.

3. Sufficient Resources Please see the attached budget narrative.

I. Board Capacity and Governance

1. Governing Board

The initial Board of RISE Charter School was specifically recruited based on areas of expertise. It brings together individuals who have experience in finance, management, education, law, mental health, business, and school governance and administration. These individuals also have skills in running day-to-day school and business operations, building new school buildings, designing curriculum, and crafting professional development (Please see attached resumes).

The Board is committed to recruiting and developing potential Board members. One such committee will be a Board Development Committee, which will be tasked with recruiting and nominating potential Board members. Each year, the Board will identify the strengths and areas of need of the current Board. As specific skill sets are identified as needing strengthened or added, the Board Development Committee will seek out potential Board members who possess those specific skills. By defining the skills needed to maximize the talents of the Board, the Board will have a clear sense of recruiting priorities.

2. Policies and Procedures

The RISE School Board is currently reviewing all policies in the Idaho Charter School Model Policy Manual, adapting and adopting policies that will ensure RISE Charter School success. 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 will report directly to the RISE Board, will be responsible for day-to-day operations of the school and all reporting to the Idaho State Department of Education and the Board of Directors.

3. Board Development

The RISE board is committed to training to help them effectively fulfill their role. Board members have been watching Bluum videos on school governance and take time at each board meeting to discuss the subject matter. The RISE School Board has begun a series of in-person trainings with Krissy LaMont, Leadership Development Director for the Idaho School Boards Association and participated in the Charter School Bootcamp Series offered by Michelle Clement Taylor, School Choice Coordinator from the Idaho State Department of Education. Board members will complete a performance evaluation annually to identify where the group needs training and additional resources.

J. School Leadership and Management

1. School Leadership

RISE Charter School will have a full-time administrator who reports to the Board of Directors. Heidi Child will serve as the administrator and project-based learning coach.

Heidi has been an educator since 2013. Her area of expertise is STEM. She earned Teacher of the year in 2018 at Kimberly Middle School and has served as the 6th grade team leader since 2018. She is considered a teacher leader throughout the district and has established a supportive and collaborative network. Heidi recently received a Master of Education in Education Administration and completed a Principal internship at Kimberly Middle and High Schools.

The RISE Executive Director/Principal is responsible for managing the day-to-day operation of the school and overseeing the academic program. KSD Directors will collaborate with RISE administrators to assist in overseeing compliance to federal programs including ELL, Title I, and special education. Once high school is added, an internship coordinator will be hired to manage internships and projects presented to students by our community partners.

The board will review key performance indicators on a regular basis including enrollment, academic performance, financial stability, stakeholder satisfaction, and policy development. Through ongoing reviews, the board will take a proactive role in addressing potential concerns and areas needing improvement. Committees may be used to problem solve concerns and recommend resolutions to the board. Performance criteria will be outlined in policy and will include both performance indicators and either student and/or parent input.

2. Sustainability

Opening a new school in our district presents many challenges. RISE will have a lean budget for the first few years of operation. This will require staff to take on multiple roles. RISE

and KSD have a well-developed MOU, which clearly articulates the roles and responsibilities of both parties (attached).

Ensuring our program is implemented with fidelity is vital to the success of the school. Staff must be well trained in all elements of the Summit curricular model. To address these concerns, comprehensive professional development plans outlining the fundamentals of instruction and a written vision of excellence will be developed.

RISE's Executive Director/Principal and Board will function to give perspective and input into the direction the school. This partnership will result in collaborative decision-making to ensure that the school's mission is carried out. An advisory board made up of parents, students, staff, and community members will assist in ensuring mission and goal alignment.