Executive Summary

Catalyst: Bremerton will serve scholars in grades K-8 in Bremerton and the surrounding unincorporated area of Kitsap County, WA. This is a semi-rural region of WA state with few high-quality, innovative options available for scholars--especially those living in outlying areas such as Belfair and Tuhuya.   A review of kindergarten readiness and SBA performance data for scholars in the Bremerton School District reveal that gaps in student achievement widen as scholars move through the grades. The results are bleaker for scholars who are considered "at-risk" by the state as well as for students in the middle grades.

Children of color, those living in poverty, those who receive special education and English learner support or are homeless are systematically left behind their peers across Kitsap County. Catalyst changes their trajectory by:

- Placing **diversity, equity, and inclusion** at the center of all we do
- Providing **rigorous academics and dynamic supports for all** scholars,
- Supporting students to find their **purpose and passion** in life, and
- Providing **world class staff development** to continuously improve practice

A.   Grant Project Goals

- **Goal 1:** Catalyst: Bremerton will provide our instructional staff and scholars with the technology, supplies, and professional development required to effectively implement our academic rotation model.   Technology will be provided to staff by July 21 of 2020. Technology will be provided to scholars by the end of week 1 of instruction.

  - Objectives:
    - 1:1 technology ratio for all students; Staff to receive iPads and Mac Book Airs to implement academic rotation model
    - Technology infrastructure set up to allow for virtual, in-person, and hybrid learning
    - Comprehensive suite of technology (hardware and software) for instructional staff and scholars to implement academic rotation model
    - Professional development for core instructional staff related to using key technological programs (hardware, software, and online curricula)

provided by our Chief Academic Officer (CAO) and Director of Operations and Finance (DOF).

- ■ Weekly coaching, observation, and feedback support to instructional staff to ensure effective implementation of and use of technology and associated curricula provided by CAO.
- ○ Justification. Personalizing and differentiating learning for scholars is a vital part of eliminating equity gaps, especially for traditionally at-risk youth. Leveraging this level of technology, and providing the infrastructure, support, and ongoing development for staff to implement our educational model effectively will ensure that we deliver on our mission for each and every scholar at Catalyst: Bremerton.

Goal 2:

- ● Catalyst: Bremerton will set up strong financial and operational planning policies, procedures, and oversight to ensure that the school is financially sustainable and compliant. The DOF will dedicate significant time and resources in years 1 and years 2 developing policies and procedures and ensuring the strength of our program.
  - ○ Objectives:
    - ■ Back office and Chief Financial Officer support to create strong financial and operational planning, processes, procedures, and oversight
    - ■ DOF to lead financial oversight at the school
    - ■ DOF will oversee the set up and implementation of our Student Information System (Skyward) to ensure that all reporting is completed in a compliant and timely manner.
  - ○ Justification. Exceptionally strong schools not only deliver excellent educational opportunities to scholars and families, they also operate in a fiscally responsible and sustainable manner.

Goal 3:

- ● Catalyst: Bremerton will support founding staff to deliver world-class instruction to all scholars by providing summer intensive professional development to orient our faculty toward our policies, procedures, operating norms, and approach to curriculum and instruction.
  - ○ Objectives:
    - ■ Our CAO will plan and lead professional development for instructional staff from July 20 until August 18, 2020. Throughout the school year staff will have 4 Wednesday afternoons of PD per month and 6 full days of PD.
    - ■ Professional development around diversity, equity and inclusion; school norms and curriculum; and approach to serving diverse learners including students with disabilities and English learners; professional development around implementation of core curricula including EL Education, STEP, and others.
    - ■ Resources for staff around recruiting a diverse student body will be provided so that we can ensure the diversity of our school mirrors that of our region.

- ○ **Justification.** Student achievement in diverse schools hinges on the quality of teacher in each classroom. Through robust and high quality professional development we will set the stage to start strong and stay strong.

B. Educational Philosophy, Instructional Practices, Curriculum

Our key design elements have been created based on the mission of our school. They have also been created to take advantage of the autonomies over budgeting, hiring, and scheduling that are afforded to charter schools.

Key Design Element	Description and Connection to Mission and Vision
Diversity, Equity, and Inclusion Framework	We adopt the framework for inclusivity and cultural responsiveness created by Dr. Beverly Daniel Tatum, which includes the following elements:[1] ● **Affirm Identity:** The values, habits of mind, and experiences of each member of the school community are continuously represented in the culture of the organization. ● **Build Community:** The school creates multiple opportunities to build community, across many domains. ● **Cultivate Leadership:** The school finds opportunities for scholars to envision a future in which they are able to craft a vision for what is possible for themselves and their world and act to bring that future to life.
Deeper Learning Blocks (DLB) and Academic Rotations (AR)	DLBs and ARs allow scholars the time required to master content and include a whole group mini-lesson, guided time with a teacher, additional support from an SGI, independent practice time, collaborative practice time, and just-right practice using technological supports.
Dynamic Supports	Scholars move into, through, and out of academic and emotional supports as they are ready, based upon data, and will receive support for the amount of time that they individually need.
Inclusive Co-Teaching	Each K-4 classroom has a Lead Teacher and an SGI (Small Group Instructor). They work together to provide whole- and small-group instruction in the classroom. Gr. 5-8 have a dedicated SGI per grade level.

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[1] [HarvardEducation]. (2017, March 21). *Askwith Forums – Race, Equity, and Leadership in Schools: A Conversation with Beverly Daniel Tatum* [Video file]. Retrieved from https://www.youtube.com/watch?v=WM-pw_-vjvY

Sunrise and Sunset Huddles	Social-emotional learning is a vital part of the Catalyst experience. Each day begins with a period called Sunrise, where scholars participate in classroom based groups, affinity groups, restorative circles, and lessons rooted on our core values. The day ends with Sunset, where scholars reflect on their day and set goals for the next.
Wellness Courses	Teachers and community members have passions to share with scholars. Weekly, scholars will meet with teachers or community members to deeply immerse in a passion of their choice. Every scholar will participate in several courses over the course of the year, on topics such as arts, physical and mental wellness, cooking, gardening, etc.
Change Maker-Space and Passion Projects (CMS/PP)	Every year, Catalyst scholars collaboratively identify a challenge in their community that they want to solve. In peer groups, scholars research the issue, the impact it has on the community, and conduct empathy interviews. The research inspires ideation and solutions, which scholars then present to the primary stakeholders and impacted community.

Curriculum Selection

Scholars in Bremerton do not currently have access to high-quality, standards-driven instruction in the currently operating public schools. Research is clear that when instruction is deeply aligned with state and national standards that all scholars--especially those from low income backgrounds or who represent traditionally marginalized communities--will achieve at higher levels.   Our courses and curricula are deeply aligned to standards and leverage best-practices from educational research and pedagogy.

Content Area	Justification
English Language Arts and History K-8 EL Education	Top rated on Ed Reports (Meets all expectations at all grade levels for Alignment and Usability)[2] Integrates ELA skills and concepts with history standards Fully digitized and aligns with Catalyst's small group academic rotation model
Mathematics	Top rated on Ed Reports (Meets all expectations at all grade levels for Alignment and

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[2] https://www.edreports.org/reports/overview/learnzillion-el-education-k-5-language-arts

K-8* Zearn	Usability)[3] Reflects the shifts required under the Common Core (focus, rigor, coherence) Fully digitized and aligns with Catalyst's small group academic rotation model *Note that we have been selected to participate in the national pilot of Zearn's new middle school curriculum in the fall of 2020.
Science, Technology, Engineering and Arts	STEAM integrated PBL units based on those created from Impact Public Schools, Success Academies and SCALE from Stanford University.
SEL and Leadership	Based on the Teaching Tolerance Social Justice Standards and work completed by Valor Collegiate integrated with our Core Values

School Culture and Climate and Behavioral Expectations

At Catalyst our school culture is rooted in our core values:

We all **B**elong.   We are stronger together.
We are **R**esilient.   What we do today is what matters most.
We are **A**chievers.   When you succeed, we all succeed.
We are **V**ulnerable.   I speak my truth and I listen to yours.
We are **E**nthusiastic.   We show our spark and bring our hearts.

Rooted in the values above, we create a culture of connection and belonging, caring for

scholars' emotional wellness. The following practices will foster this environment at Catalyst:

3

https://www.edreports.org/reports/detail/ahJzfmVkcmVwb3J0cy0yMDY2MThyKAsSCVB1Ymxpc2hlchguDAsSBlNlcmllcxhLDAsSBlJlcG9ydBjNAgw

- **Trauma-informed practices**: Trauma-informed classrooms are predictable, prioritize safe relationships and engagement, and provide opportunities for regulation.[4] We integrate these by having a common classroom schedule and routines, and by dedicating time for relationship building. Opportunities for regulation exist via planned movement breaks and having classroom spaces where scholars can calm themselves.
- **Culturally responsive practices:** These practices ensure that we meet the needs of all scholars, especially scholars receiving special education services, English Language Learners (ELLs), and other who are traditionally marginalized:
  - Knowing scholars as individuals
  - A focus on inclusiveness, collectivism, and identity development
  - Trauma-informed practices for classroom management and discipline

Schoolwide Structures, Systems, and Routines. An effective school culture begins with clarity around how systems and routines allow us to build an environment focused on teaching and learning. The following structures frame and maintain our school culture:

Component	Description
Catalyst Kickstart	During the first week of school scholars participate in an orientation to learn about school values, classroom routines, and procedures, and to begin developing deep relationships with staff.
Positive Behavior System	Scholars receive points for meeting or exceeding expectations. Scholars set goals for improvement and those who need targeted support receive this help during the Support Club block.
Classroom Points System	Teachers convene Calls to Begin and End each class period. The Call to Begin includes time for greeting and previewing lesson objectives; the Call to End includes summarizing the objectives, thanking scholars for their participation, and issuing class points to acknowledge how the group met school values for that period. Points are incentives for individual scholars as well as classes.

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[4] 321 Insight Essential Training, Education Week Webinar, & Henson, W. (n.d.). Trauma-Informed School: From Awareness To Action. Retrieved from https://on24static.akamaized.net/event/18/47/43/6/rt/1/documents/resourceList15410188865 08/181101presentation.pdf

Sunrise and Sunset	Daily Sunrise and Sunset periods create time for social-emotional learning, advisory and mentoring support, and school-wide community and culture building.
Schoolwide Playbooks on Instruction and Culture	Catalyst staff receive significant development to implement consistent, school-wide classroom routines and procedures. All of these routines will be included in the school-wide playbook of effective practices.

We establish and maintain a culture of high expectations by:

- Hiring staff with an equity lens and developing our staff to maintain a growth mindset about the potential of all of our scholars, with the expectation that staff will work to dismantle educational inequity.
- Informing scholars and families of the importance of high expectations on academic performance and life success.
- Completing home visits and introducing the Contract for Excellence to family members and scholars.

Technology Plan

The Catalyst school model leverages technology to ensure that learning is personalized for scholars and to ensure that teachers have access to real time data they can use to adjust teaching as needed. An anchor of our instructional model are our small group academic rotations, a time during the day when 2 teachers are present in most classrooms to support differentiating instruction. Lead teachers, supported by either a Small Group Instructor (SGI) or Teaching Fellow (TF) work with scholars in small groups. Scholar grouping for academic rotations are flexible and are based from recently collected data. All staff use iPads with a stylus to broadcast and annotate lesson materials and student work. Scholars receive feedback from teachers real-time and the use of mobile devices such as iPads allow teachers to easily circulate and to provide feedback, intervention, and enrichment to scholars.

In the lower elementary grades scholars leverage iPads for 1 of the small group academic rotations where they work online to master grade level standards. These scholars will use programs such as Zearn and Lexia for this rotation.

An anchor of our middle school educational model is fostering a deep sense of agency of learning in our scholars. In grades 5-8 each scholar will receive an iPad with a keyboard so that they can lead their own learning. Scholars are arranged in 4-person crews with teachers circulating, holding small group instructional sessions, and providing feedback. Each class will have a website set up through Google Sites and Google Classrooms so that scholars can learn at their own path and pace.

C. Teaching and Learning

Key design elements, curricular selection, and instructional strategies have been outlined in section B.   All design elements of the Catalyst model are designed to align to state and federal requirements. Catalyst leverages a suite of assessments to determine student growth and proficiency, as well as areas of strength and needed support. Several assessments are used in both ELA and Mathematics. We use the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP Growth) at the beginning of each academic year to establish a nationally-normed baseline of scholars' reading and mathematics performance. Scholars then take the assessment twice over the course of the year to determine student growth and proficiency. Summative data is gathered at the end of the year (beginning in 3rd grade) via Smarter Balanced assessments. Scholars in all grades also participate in interim assessments in ELA and Mathematics that are fully aligned to EL Education as well as common core math standards. We anticipate using Centerpoint assessments to fill this need.

Scholars in the elementary grades also participate in the STEP assessment, at the beginning and throughout the year, to determine scholar reading levels and growth. STEP yields data related to skills in phonics, decoding, and other areas that our staff analyze during frequent data meetings. At the elementary level, other formative assessments are used to determine progress related to core literacy skills such as letter recognition, sight word recognition, etc., as well as via online programs such as Lexia.

In middle school, scholars take literacy screens when they begin school to determine areas of strength and need. Scholars are screened for decoding, reading comprehension, fluency, writing skills, vocabulary development, and close reading skills. Throughout the year scholars participate in formative assessments related to key literacy skills and standards and this data is used to inform instruction. Online programs, such as iReady, also provide teachers with diagnostic and formative data. In Math, the online component of Zearn yields valuable formative assessment data to monitor scholar mastery and provide intervention as needed.

In all content areas, including Science and Change-Maker Space (CMS), teachers gather formative assessment data via teacher-generated exit tickets, quizzes, and other methods of assessment. The CMS rubric is used to assess scholar growth related to Passion Projects.

Differentiation in Intervention Structures

At Catalyst, all scholars are supported, held to high academic expectations, and are provided with the dynamic supports needed to reach these expectations; this is especially true for our scholars with disabilities, scholars from underserved socio-economic backgrounds, those designated as English Language Learners, those who are academically low-achieving, those who have been identified as intellectually gifted, and those who may be homeless or

foster youth. By combining rigorous, standards-driven instruction with small-group instruction and a personalized approach to learning, we will meet the academic and behavioral needs of all of these scholar groups.

The following anchors of our model will ensure that we create an inclusive learning environment that meets the needs of all scholar subgroups:

- A Culture of Inclusion, School Connectedness, and Social-Emotional Growth
- Rigorous Academics and Dynamic Supports
- Scholar-Led Goal-Setting and Reflection
- Effective Communication
- A Consistent School-Wide Approach to Culture and Learning
- Tiered-Service Model at Catalyst (see below)
- Effective Response-to-Intervention (RtI) Systems
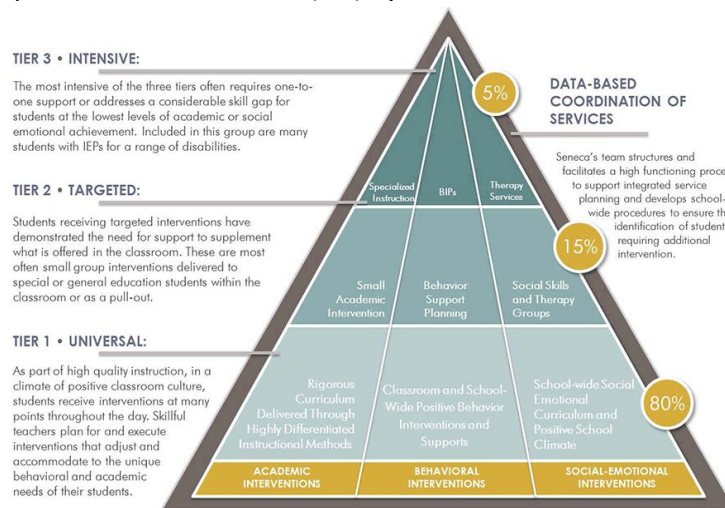
At Catalyst, specific research-based interventions—that include modifications to course scope and sequence, modifications to daily schedule, and utilization of student and family support staff at each tier of support—are outlined below:

Tier	Academic	Behavioral	Social-Emotional
1 (Universal)	● Rigorous, standards-aligned instruction	● School wide PBS system for behavior management	● Weekly leadership and social-emotional courses for scholars

	- Data-driven small-group instruction/academic rotations - Daily goal setting and reflection - Daily reading and math practice and direct instruction - Culturally relevant curriculum	- Restorative discipline practices and approach - Common behavior expectations and consistent staff practices	- Frequent family communication - Community Engagement Manager to work with scholars and families
2 (Targeted)	- Designated intervention time during deeper learning blocks including targeted English Language Development time for English Learners and push-in supports for scholars with disabilities (SWD) 1:1 instructional time with teachers during academic rotations - Additional small group instructional time - Instructional accommodations	- Differentiated behavior plans - Additional check-ins with teacher and family - Behavior review and analysis with related action plan - Differentiated support and coaching plans for teachers around classroom management with specific scholars	- Social skills groups - Affinity group meetings on specific SEL topics - Group meetings with social worker on staff
3 (Intensive)	- Individualized instruction via online playlists and other adaptive practice - Individualized learning plans with action plans - Specialized supports from learning specialist and other providers (speech and language, occupational therapy, etc.) - Modified curriculum	- Functional behavioral assessment and behavioral intervention plan - Individual time with social worker - Connection of family to support services including therapy	- Individual time with social worker - Connection of family to support services including therapy

D. **Student Academic Achievement Standards**

Our assessment practices to monitor student and teacher performance (interim, summative, and formative) are described in Sections C and G. As a new school we recognize

how vital it is to ensure that effective oversight exists so that we can meet our ambitious mission. Our comprehensive Performance Management Plan ensures effective oversight of teaching and learning. The following chart outlines the standards to which our courses are aligned as well as our rigorous benchmarks for scholar success.

	ELA	Math	Science and History	SEL + Leadership
Standards	WA State K-12 ELA Learning Standards	WA State K-12 Mathematics Learning Standards	WA State K-12 Social Studies and Science Learning Standards/NGSS	Teaching Tolerance Social Justice Learning Standards
Outcome for K-5	1+ years of growth on STEP assessment 90% of incoming students below grade level will make 1.5 years of growth on NWEA MAP 80% of students at/above grade level will meet NWEA MAP goal By Grade 5, 80% of students are proficient on SBAC.	90% of incoming students below grade level will make 1.5 years of growth on NWEA MAP 80% of students at/above grade level will meet NWEA MAP goal By Grade 5, 80% of students proficient on SBAC	80% of students proficient on WA Comprehensive assessment of Science (WCAS) 90% of students proficient on Catalyst rubric for CMS/PP	Proficient on Catalyst Rubric for CMS/PP Growth on Catalyst SEL and Leadership Rubric and Surveys
Outcomes 6-8	1+ year of growth on CCSS aligned units of study rubric 90% of incoming students below grade level will make 1.5 years of growth on NWEA MAP 90% of students at/above grade level will meet NWEA MAP goal	90% of incoming students below grade level will make 1.5 years of growth on NWEA MAP 90% of students at/above grade level will meet NWEA MAP goal By grade 8, 80% of students proficient on SBAC	80% of students proficient on WA Comprehensive assessment of Science (WCAS) 90% proficient on Catalyst rubric for CMS/PP	Proficient on Catalyst rubric for CMS/PP Growth on Catalyst SEL and Leadership Rubric and Surveys

	By grade 8, 80% of students proficient on SBAC			

In Section C we described many of the assessments that we will use to monitor student achievement and to provide effective interventions. A culture of data driven instruction ensures that our teachers provide effective support to scholars. Leveraging a data cycle allows us to have a clear structure to the phases of using data to drive our instruction.

Our faculty will have dedicated time over the course of each week to review scholar data. Daily, SGIs and Teaching Fellows will review student achievement data gathered through online learning platforms and our learning management system to identify students in need of intervention or enrichment. Weekly teachers will meet for a data meeting, facilitated by one of the school's co-founders where data action plans will be created and where reflection meetings will occur. The purpose of this work will be to truly understand what a scholar needs to know and be able to do to demonstrate conceptual understanding of a standard or part of a standard. Reteaching plans will be built upon the conceptual misunderstandings that scholars display, not simply the procedural mistakes. Additionally, approximately every 6 weeks the faculty participate in a "Look Back and Step Forward" data day where interim data will be analyzed and acted upon.
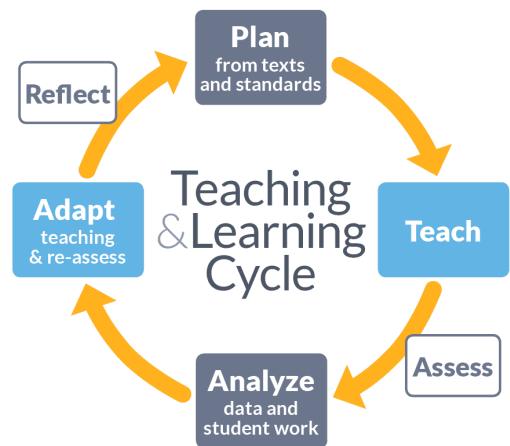
E. Student Demand and Community/Local Support

Catalyst is a community designed and driven school. For over two and a half years Catalyst founders have been working with community leaders and parents to envision a school where all scholars will be known, loved, and challenged. This work began with a county-wide listening tour in the summer of 2018 to learn more about the academic needs in our region. Subsequently a community design team was formed and met monthly to begin designing the school with the needs of diverse scholars in mind. This work culminated in the spring of 2019 when over 200 supporters attended the Catalyst community forum in Bremerton. Since approval, we have continued practicing deep family engagement. In addition to having strong grass-roots support we have also established strong relationships with our region's local Superintendents as well as several elected officials including the Mayor of Bremerton and city council members. Examples of our community engagement and enrollment work include:

- Robust marketing campaigns including digital media, social media presence, and creating marketing collateral in both English and Spanish
- Hiring Community Engagement Ambassadors to act as liaisons with various community groups
- Forming partnerships with local faith based organizations, preschools, and community groups dedicated to reaching traditionally marginalized groups
- Free, online virtual design challenge camps with all materials provided for participants
- County-wide canvassing efforts
- Print advertising in both English and Spanish through Value-Pak coupons, billboards, and local papers

Despite the significant challenge that COVID-19 has prevented when recruiting and enrolling scholars, we are still seeing strong community demand for our school. Of note we have seen significant interest from families who live in rural and unincorporated regions of our county, as well as other high-needs families.

Catalyst is intentionally a diverse school. An important part of our mission is to support scholars to become community change-makers and leaders who can see across lines of difference to develop collaborative solutions to community challenges.

To accurately represent the diversity of our scholars we have developed a high needs/high support index. To qualify as part of this index, scholars must represent one of the following groups who often are at risk of not receiving an excellent education:

- Military-involved families
- Low-income families
- Scholars on IEPs or who attended developmental preschool
- Scholars experiencing homelessness or housing insecurity
- Scholars who identify as being people of color
- Scholars who identify as being transgender
- Scholars who are English Learners

By this measure approximately 70% of our scholars qualify for this index. Currently approximately 35% of our scholars identify as people of color and approximately 50% of our families qualify for free and reduced lunch, although we know that some families have not yet applied for an FRL designation. We anticipate that about 17% of our scholars will have identified language and/or learning needs.

The charts below illustrate our enrollment goals through year 5 of operation.

Catalyst Enrollment Plan

	2020-2021	2021-2022	2022-2023	2023-2024
K	84	56	56	56
1st	28	84	56	56
2nd		28	84	56
3rd			28	84
4th				28

5th	8			
6th	20	56	56	56
7th		20	56	56
8th			20	56
TOTAL	140	244	356	448

Student Population	%FRL	%Special Education	%English Learners	%HiCap	%Students of Color
Catalyst: Bremerton	62	18	7	5	50

Students and schools benefit when families are deeply engaged in the educational experience of their students. Schools must include parents and families in the creation of family engagement efforts to ensure full inclusivity. To this end, Catalyst utilizes a multi-tiered approach to fostering family leadership and engagement to ensure that all families, regardless of their personal context and/or previous relationships with schools, can equally participate in the education of their children.

Catalyst leverages Epstein's framework for family involvement, which outlines six key levels of engagement and participation. The chart below outlines how these will be enacted at the school[5] and provides examples from future Catalyst families for how we will enact each level.

Level of Engagement	Examples at Catalyst

[5] **Section 2.Footnotes**
Epstein, J. (2016, August 15). Epstein's Six Types of Parent Involvement. Retrieved from
https://www.fhsdschools.org/UserFiles/Servers/Server_995699/File/2015-16/Parents/Epstein%20-%20Six%20Keys.pdf

Parenting	● Community ESL classes hosted at school ● Parenting workshops ● Home visits to incoming students and as needed
Communicating	● Weekly progress reports with behavior, academic, and socio-emotional data ● Advisor/mentoring structure ● Communication provided in families' preferred language ● Scholar-Led Conferences and Dream Team Meetings ● **Easy to use parent portal and public website to make important information available to families and community members, including information about educational options and the school's state report card**.
Volunteering	● Equity-driven volunteer opportunities to be inclusive to single parents, working parents, non-traditional caregivers, and families serving with the military
Learning-at-home	● Access to online parent resources to understand grade level standards and mastery (Great Schools! Milestones) available in English and Spanish ● Family/School playbook outlining policies and procedures
Decision Making	● Community Advisory Council (CAC) for input and decision making on ongoing school operations, including direct link to Catalyst Board of Directors ● Subsets of CAC for families of subgroups of students (Students with Disabilities, English Learners, Military, etc.)
Collaborating with Community	● Community partnerships with organizations that provide services with families and schools

F. Effectively Serving All Students

Catalyst's approach to maintaining high expectations for all learners as well as our approach to supporting the needs of our diverse learners through Response to Intervention and tiered supports has been described previously in this document. We have also described the key design elements of our model and how many of these--such as co-teaching, small group academic rotations, and targeted learning time--were created with the needs of traditionally

at-risk scholars in mind. In addition to these components we have thoughtfully designed our program to be hard-wired to serve all scholars. Our first lever to ensuring all scholars are successful is deeply knowing our scholars and their families. After scholars enroll at Catalyst we complete intake conferences and hold 1:1 meetings with families so that we can better understand the unique strengths and challenges for each scholar. Scholars' academic skills are assessed early in the school year and this data will be used to set goals and schedule supports. Our approach to developing our staff relative to serving all scholars will be described later in this application.

At Catalyst, we leverage research and best practices to provide a high-quality and inclusive educational experience to all scholars--especially those with disabilities, those who are English Learners and scholars who are academically behind or have social emotional needs. We leverage the framework, and related research, developed by Innovate Public Schools to guide the development of our student support programs. Tenets of this approach include the following: [6]

1. Believe in me   2. Include me   3. Find me   4. Catch me when or before I fall

5. Meet me where I am and challenge me   6. Know me   7. Involve me and my family   8. Stick with me

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[6] Innovate Public Schools, Machado, A., & Maffai, T. (2018). *An Advocates' Guide to Transforming Special Education: Creating Schools Where All Students Can Thrive*. Retrieved from https://reports.innovateschools.org/wp-content/uploads/2018/05/An-Advocates-Guide-to-Transforming-Special-Education.pdf

Supports for diverse learners will be provided through an inclusion model, to the extent that is appropriate for individual scholars. Our general education, special education, and related service providers will co-teach and co-plan to ensure that all needed interventions, accommodations, and modifications can be effectively implemented. As described earlier, teachers will be supported to gather and use real-time data to provide targeted intervention and reteaching for scholars. Because of the small group nature of our instructional model, providing services within the general education classroom can happen seamlessly. Our schedule also sets aside time each day for small group tutoring and intervention. For our English Learners specifically we will leverage strategies such as the ones below:

Core to Catalyst Model	Specifically Designed Supports for ELLs
● Schoolwide routines and procedures to build consistency of scholar experience ● Schoolwide scope/sequences for all content areas and grade levels ● Schoolwide culture of inclusion ● Small group instruction + academic rotations ● Data driven instructional practices and flexible scholar grouping ● Habits of Discourse framework to encourage peer to peer communication ● Culturally responsive curricula and teaching practices ● Cooperative and project-based learning opportunities ● Student-led Dream Team meetings ● Daily opportunities for goal setting, reflection, and mentoring ● Affinity groups	● Integration of daily language objectives, taken from the English Language Proficiency Standards, into all lessons with objectives clearly posted in classrooms ● Designated English Language Development blocks for scholars as part of academic rotations ● Sheltered instruction across the content areas using the SIOP model ● Newcomers small-group instruction ● Scope and sequence documents aligned to WA ELP standards Staff professional development around meeting the needs of ELLs More intensive interventions can include: ● Being placed in a classroom with a bilingual teacher who speaks the child's home language ● Pull-out instruction from a staff member with appropriate credential ● Online adaptive ELL reading, writing, speaking, and listening supports such as Imagine Learning and Lexia

Full details on the supports and programs we will offer to each subgroup of scholars can be found in our full charter application.

In addition to supporting our scholars academically, we must also ensure that they receive nutrition while at school and that we are able to provide adequate transportation. Catalyst is partnering with Fresh N Local for school breakfasts and lunches. This organization has been serving WA charter school students for several years and is well versed in supporting schools to secure the needed federal, state, and local funding to run a sustainable program. Scholars who qualify for free and/or reduced lunch will either receive their food for free or at a reduced rate. Catalyst's DOF has been working with OSPI and the WA State Charter School Commission this year to ensure that our program is fully sound and compliant.

We plan on providing transportation to scholars who live between 1 and 7 miles from the school. We will also provide transportation for scholars who require it because of their housing situation (homeless or foster youth) or for students who are on IEPs requiring transportation services. Our current plan is to purchase surplus school buses and partner with one of our local school districts to provide maintenance services. This plan will allow us to effectively transport scholars to and from school and to other activities, as needed.

G. Staffing and Professional Development Plan

We recognize that the quality of teachers in a classroom determine the educational experience scholars receive. To this end we have developed an intentional staffing structure that will build the capacity of our team, and the diversity of our team, over time.

At Catalyst we recruit and retain three types of teachers: Lead Teachers, Small Group Instructors (SGIs), and Teaching Fellows (TFs). Lead teachers are those with the most experience and who act as mentors for SGIs and TFs. Most of our classrooms will have 2 teachers as this allows for teachers to collaborate and learn from one another. After a year as either an SGI or a TF these many of these teachers will be ready to take on lead teaching positions. This approach creates an internal hiring pipeline for open teaching positions over time, ensuring consistency of practice,mindset, and expectations for scholars. In addition to these positions our model includes special education staff, service providers, operations staff, and community engagement staff to ensure that teachers and scholars are able to focus on learning. Instructional leadership is provided by the school's co-founders who have decades of experience leading high performing charter schools.

Catalyst aims to hire candidates who are highly qualified per K-8 OSPI certification requirements. We seek a diverse teaching staff who are aligned in our values and goals to cultivate the learning, leadership, and purpose of our scholars. We have anchored around the following priorities for hiring staff who:

- Have a track record of success in educating scholars of color, scholars with special education needs, and scholars from low-income families;
- Have teacher certification from a program which has a deep focus on DEI as it pertains to schools and to education; and/or
- Represent the groups of scholars whom we serve and/or who demonstrate deep competence in their ability to connect with scholars and families across lines of difference including race, gender, socioeconomic background, and age.

In addition, Catalyst seeks to recruit teachers based upon the following commitment criteria:
- Commitment to our core values of equity, leadership, joy, achievement, courage, and wellness;
- Commitment to serving and developing deep connections to our scholars and our community;
- Commitment to standards-based teaching and grading;

- Commitment to classroom management and culture building that honors each of our core values;
- Commitment to collaboration and solution focus with colleagues, scholars, and their families;
- Commitment to partake in personal growth and exploration in support of the personal growth we require of our students;
- Commitment to cultivate the hope and critical optimism required for our scholars to cultivate theirs so that they can be the catalysts of change they want to be; and
- Commitment to hold self and scholars to high expectations while providing the supports necessary for scholars to achieve personally, socially and academically.

We recruit our staff both locally and nationally and have a rigorous and thorough hiring process that includes phone screening, an in person selection day, interviews, reference checking and a sample lesson or video. Through this process a strong equity stance must be demonstrated for any candidate to be successful.

At Catalyst, we offer world-class professional development (PD) to develop our teachers; we consider it a crucial recruitment and retention mechanism. We ground all of our PD and whole-staff time in practices that attend to diversity, equity, inclusion, and cultural humility. Components of our approach to develop, evaluate, and retain staff are described below.

Component	Description	Timing
Professional Growth Plans (PGP)	Before instruction begins in the fall, the school leader meets with each teacher to build a PGP, which includes both school-wide goals and personal goals. The PGP guides individual teacher development and is intended to be dynamic as teachers grow and improve. The PGP is comprised of 1) teacher interest and 2) teacher and/or school need. PGPs include instructional goals, personal goals, and equity goals. Once goals are set, teachers work with the school leader to set weekly and monthly action plans to ensure that progress is made in each area.	Formal: *Quarterly PGP Re-visit Meeting for Adjustment* Informal: *portion of weekly coaching*

Launch	New teachers always have four weeks of summer professional development. Returning teachers attend for three weeks. Topics include: ● Building staff culture ● Earning modules on academic program ● Classroom set-up ● Home visits ● Developing PGP	Each summer: *3-4 weeks before school*
Look Back / Step Forward	Non-scholar day in which all faculty meet to build community, celebrate successes to date, analyze 8-week data cycles, and build/adjust instructional plans accordingly.	6 times per year: *full day*
The 2x2	The 2x2 system ensures that school leaders and teachers talk about how things are going in their work. The school leader and the teacher each fill out two things she/he is doing well and two things she/he could do better, as well as two things the other person is doing well and two things that could be better.	Quarterly
Staff Sunrise Huddle	For twenty minutes before students arrive, staff come together for an announcement, a celebration of something from the day or time period prior, and a quick hit PD practice session in response to a schoolwide growth area.	Daily until school culture established, then Tuesday and Thursday: *7:30-7:50 am*
Classroom Observation, O3, and Evaluation	Each teacher is observed at minimum once per week. Using the *See It, Name It, Do It* framework, the school leader coaches the teacher in a one-on-one (O3) meeting. The feedback from observation includes modeling, naming a high-leverage action step, and practice. The O3 includes adjusting the PGP as teacher practice improves, looking at achievement and other data together, and making time to revisit the classroom to see practice in action. Teachers are formally evaluated yearly using the frameworks created by Uncommon Schools.	Weekly at minimum: *regularly scheduled with teacher*
Data Meetings	Teachers who share content meet together to analyze standards and student work, name a gap in scholars' conceptual understanding, and plan thoughtful re-teaching lessons. This meeting is planned and led by the school leader or content lead.	Bi-Weekly: *Built inside teacher work day*
Weekly Staff and TeamMeetings	The entire staff meets for an hour per week to build community using our DEI work as the anchor, after which we work together in smaller groups for another 90 to 120	Weekly: *Wednesday after scholars' day is over*

	minutes to address a schoolwide trend, solve problems, and practice next steps. This time can be used for planning school wide efforts, such as upcoming testing or celebrations.	

Non-instructional staff such as school operations staff will participate in the same cycle of data analysis detailed above, using school operations-related data in place of academic data.

H. Financial Management and Monitoring Plan

Financial and operational oversight is vital for any healthy organization or school. To this end we have dedicated significant resources into our financial operational planning and management. We partner with our local Educational Services District for back-office support and partner with Joule Growth Partners for CFO-level supports. Additionally, our school-based DFO provides day to day financial management and operational leadership at the school. Both Catalyst's DOF and Co-Founder participated in Georgetown University's Educational Finance Institute this year.

The attachments for this section include our program budget, budget narrative, as well as our multi-year operational budget. This budget shows that our program is financially sustainable over time. Our DOF will work with other stakeholders to create and implement fiscal policies and procedures that are compliant and rooted in best practice. This budget also demonstrates that we have committed significant resources to support traditionally "at-risk" scholars. Our budget also allows us to build a healthy reserve over time to protect us amid possible reductions in apportionment and/or enrollment.

In addition to financial oversight, effective schools must have a sound facilities plan. We are fortunate to have our long-term facility identified. We will inhabit this building beginning in August of 2020 and it will be large enough, over time, to house our entire K-8 program. Our

facility was a previous district elementary school that has also been used by the U.S. Navy as well as several community churches. We have signed a 30 year lease on this property with an option to purchase the building over time. We have invested significant resources in the renovation of the building and we will have space to offer all of our core programs as well as supplemental services for traditionally at-risk youth. Our facilities program is affordable and by the time our school is fully enrolled facilities cost will be about 12% of our overall budget.

I.   Board Capacity and Governance Structure

The school leadership team and the Board of Directors (BoD) must have a clear understanding of the role of the board and responsibilities of each entity. The following principles serve as the foundation of our governance philosophy:

- Alignment of actions to the Catalyst mission, vision, and values;
- Clear distinction between governance and management; and
- A students-first and equity-driven mindset for making decisions.

It is vital that charter school boards have diversity of experience so that all needed expertise is represented. The Catalyst board includes community leaders, individuals with charter school expertise, expertise in finance, operations, and facilities. Because of their collective experience they can effectively lead the school and hold the management team accountable to the terms of our charter application. A current gap on our board is around legal and public health expertise. We are currently recruiting board members with knowledge in these areas.

An effective board is always recruiting new members. Maintaining relationships with potential board members and inviting qualified candidates to get to know the school will ensure that high-quality candidates can matriculate as board members as needed. At least

quarterly, the school's governance committee will create a communication and outreach strategy to develop relationships with potential candidates.

Prior to this, school founders will lead recruitment efforts to identify potential board members with support from existing board members. The process will be anchored in the mission and values of Catalyst—all potential board members must demonstrate a strong commitment to diversity, equity, and inclusion. Candidates must demonstrate a clear understanding of the responsibilities and roles of board members, including an understanding of the difference between management and governance, and must demonstrate a belief in Catalyst's mission. The selection process will include in-person meetings with school founders, advisory council participation (as appropriate), reference and background checks, and a comprehensive board orientation.

Once board members are selected they participate in ongoing professional development related to their core responsibilities. Topics of PD that all board members participate in include: Government vs. Management, Overview of our Charter Contract, Conflicts of Interest and Ethics, Open Public Meeting Laws, and Diversity, Equity, and Inclusion (DEI). To date our Board has participated in multiple sessions related to DEI via our board meetings and retreats. This work will continue with sessions around DEI in fundraising and a DEI intensive alongside our founding staff.

Effective boards also have procedures in place to ensure that board members know and follow the board's policies and procedures. To this end we have developed a comprehensive board playbook. This document includes all of our roles and responsibilities for members and officers, our bylaws and articles of incorporations, best practices for evaluating school leaders,

and more. These documents are reviewed annually and board members are also required to complete a conflict of interest form annually.

J. School Leadership and Management

Catalyst is led by experienced co-founders Amanda Gardner and Tatiana Epanchin, who have both led high-performing schools serving predominantly low-income students of color. The co-founders are supported by a board experienced in growing and developing high-performing schools. Each teammate brings strong skills and together, the total team has both the commitment and capacity to deliver and implement the school foundation and design. In addition to Ms. Gardner and Ms. Epanchin the Catalyst leadership team includes a Director of Operations and Finance who will provide day to day leadership over the financial and operational elements of the school. Key responsibilities and roles are described below:

Position	School Leadership, Administration, Governance	Curriculum, Instruction, Assessment	Perfor mance Mngmt	Cultural Competen ce/DEI	Famil y and Com munit y Engag emen t	Speci al Popul ations	Finance and Operations
Co-Founder/CEO and Head of Middle School, Amanda Gardner	X	X	X	X	X	X	X
Co-Founder/CAO and Head of Elementary School, Tatiana Epanchin	X	X	X	X	X	X	
Director of Operations and Finance	X		X				X

The Catalyst Leadership team and board collectively have the expertise to effectively manage and run the school and to take advantage of the key operational autonomies that allow charter schools to operate in innovative ways. With the onset of COVID-19 significant challenges exist for public schools. Over the next few years we recognize that there will be potential impacts to Catalyst related to enrollment, apportionment, and the need for innovative distance learning models. The team at Catalyst has the experience and expertise needed to effectively navigate these challenges and to operate soundly.