



Charter Schools Program for Innovation and Excellence Application Narrative

Impact | Salish Sea Elementary



June 15th, 2020

Executive Summary

Impact | Salish Sea Elementary (SSE), the second school of the Impact Public Schools (IPS) network, will serve up to 594 TK-5 students in south Seattle beginning August 2020. The mission of Impact | SSE is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. Graduates will be problem-solvers, innovators, and change agents of tomorrow. Impact | SSE will offer a rigorous, personalized curriculum within a vibrant school community that balances high expectations with joy. Impact | SSE's primary objective is to prepare all students to meet their individual potential and for success in middle/high school and a four-year college. The school will meet an unmet educational need through provision of a community-contextualized educational program comprised of three key design elements:

1. **School-based mentor groups**
2. **Personalized learning pathways**
3. **Project-based learning**

The Charter School Program Implementation Grant funds will be used to fully develop, furnish and enroll students in an educational program specifically tailored to the community. Funds will be used to **(1)** prepare and equip the long term facility to **(2)** implement contextualized curriculum components with appropriate faculty development, while **(3)** informing the community about the school to fully enroll Impact | SSE in accordance with an ambitious growth plan. Impact | SSE has a strong academic, operational and financial foundation through the support of a seasoned Home Office, as well as the autonomy and flexibility granted to charter schools.

A. GRANT PROJECT GOALS

The Charter School Program Implementation Grant will be used to fully develop, furnish and enroll students in an educational program specifically tailored to Impact | SSE. The Impact team believes in developing and utilizing instructional materials that are both decolonized and contextualized to the specific community served. Thus, funds will be used to meet the following goals:

Goal 1: Fully equip and furnish Impact | Salish Sea Elementary (SSE) for the educational program in its permanent facility to accommodate full grades at capacity by August 2023.

- **Target:** Supply all necessary materials, supplies, memberships, insurance coverage, equipment and technology for co-location in the short-term facility in Year 1.
- **Target:** Prepare for and equip the long-term facility beginning August 2021 (and each year after) in accordance with the Impact | SSE student and faculty growth plan.

Goal 2: Contextualize existing curriculum components to the Impact | SSE community using DEI principles, co-develop the 4th and 5th grade curriculum and fully train faculty to implement the educational program with fidelity.

- **Target:** The Principal, Assistant Principal of Instruction & Culture and Student Support Coordinator with support from Grade Level Team Leads will contextualize the 1st, 2nd, and 3rd grade curriculum components to the Impact | SSE community by June 2021, June 2022 and June 2023 respectively.
- **Target:** The Principal, Assistant Principal of Instruction & Culture and Student Support Coordinator will co-develop and contextualize a 4th grade and 5th grade curriculum by June 2021 and June 2022 respectively.

- **Target:** Teaching Fellows will develop and implement contextualized enrichment curriculum for Impact | SSE by June 2021 as their non-core staff responsibility.

Goal 3: Execute a strategic plan to Inform the community about the school through comprehensive outreach and the provision of accessible materials, meeting annual enrollment goals and increasing student enrollment from 75 students (Year 1) to 594 students (Year 6).

- **Target:** Create and distribute school-specific recruitment materials in accessible languages to the school community by October 1st of each year.
- **Target:** By the first day of school each year, secure full student enrollment through targeted recruitment and outreach strategies (growing 236% from Y1-Y2, 35% from Y2-Y3, 25% from Y3-Y4, 20% from Y4-Y5 and 16% from Y5-Y6).

B. EDUCATIONAL PHILOSOPHY, INSTRUCTIONAL PRACTICES, AND CURRICULUM

B1. Key Design Elements

Impact | SSE's essential design elements have been selected to nurture 21st century skills and habits within a culturally inclusive and responsive learning environment. The Impact | SSE school model is rooted in the following three key design elements:

Design Element 1: School-Based Mentor Groups

Research suggests providing academically at-risk students with support through relationships is critical to long-term success.¹ Mentors play a valuable role in helping students monitor their progress while reinforcing school values. Inclusion of the families in the mentor program helps bring diverse cultural perspectives and languages into the classroom. IPS begins the year with a mentor home visit to every new family. Students begin and end each day in Mentor Groups. Mentor Groups are their home base at IPS. Activities in mentor groups include goal-setting,

progress-monitoring, team-building, social emotional learning (SEL) instruction rooted in the IPS Compass, Circle, and more. Culturally-responsive mentoring, achieved through ongoing communication with families and DEI PD opportunities, provides faculty with a unique opportunity to address the diverse needs of the target population.

Research Base for Mentor Groups: The benefits of high-quality, advisory-style programs include increased academic achievement, attendance, student engagement, self confidence and agency, as well as reduced dropout rates.² Research suggests that strong mentor relationships result in altered long-term outcomes for students. Research by the National Mentoring Partnership suggests that young adults who were at risk but who had a mentor are 55% more likely to enroll in college, and 130% more likely to hold leadership positions.³

Equity, Agency and Cultural-Responsiveness: Mentor Groups are inherently structured to build student independence and agency over time through development of key SEL and diversity, equity and inclusion skills. Mentors actively integrate students' home cultures into the group through the Circle protocol. Mentor groups facilitate culturally-responsive relationships that release responsibility over time to students, developing them from active participants in younger grades, to engaged citizens and, ultimately, liberated activists who act with agency. At the core of the IPS Mentor Group and entire SEL structure is the need to address systemic cultural and social inequities for historically marginalized students, building agency in our students to become equity-driven leaders.

Design Element 2: Personalized Learning Pathways

At IPS, personalized learning means giving students what they need, in a way that motivates them, when they need it. Students take ownership over learning, and their daily experience

adjusts dynamically according to their skills, curiosity, and standards-based goals. With support from teachers as mentors, students' cultural assets are capitalized, placing them on a pathway that maximizes their opportunities to gain proficiency.⁴ At IPS, personalized learning occurs primarily during the Math and Literacy Studio when students complete a combination of rigorous self-directed and teacher-directed learning in small groups:

Self-Directed Learning: In 3rd-5th grade, students direct their own learning based on their personal interests and data-informed goals. With support, students choose options from a teacher-curated set of tasks, and experience gradual release from a high degree of support in creating their schedules to greater independence. All tasks are selected in response to data and designed to maximize student progress toward meeting/exceeding goals in reading and math.

Teacher-Directed Learning in Small Groups (Guided Reading and Guided Math): Each student's learning plan includes regular small-group instruction in reading and math. Groups of 5-to-7 students are created based on needs identified through real-time assessment data and student work.

Research Base for Personalized Learning: Personalization is a student-driven approach aimed to address opportunity gaps. It is grounded in the belief that all students excel academically when their individual abilities, culture, language, and experiences are valued and used to facilitate learning and development. Research by RAND shows that "...compared to peers, students in schools using personalized learning practices are making greater progress over the course of two school years, and that those students who started out behind are catching up to perform at or above national averages."⁵ The IPS approach to personalization builds on design elements

from this study, including data-driven decision making, individual goal-setting with students based on data, student decision-making about learning pace and path, and a flexible approach to space and time in response to student needs. Leaders in personalized learning nationwide are demonstrating that personalized learning is rigorous, engaging, and effective for similar student populations. Additionally, targeted small-group instruction is cited as one of the highest leverage strategies for at-risk student subgroups, including English Language Learners.⁶

Equity, Agency and Cultural-Responsiveness: Personalized learning allows students to take control over their own education, learning how to identify their strengths and areas of development. Ultimately, students will learn how to advocate for their needs, building agency and the drive to seek out ways to meet those needs in a way that works for them. With this goal in mind, teachers help students identify inequities, build agency and leverage cultural understandings to empower them to reach this milestone at the completion of the IPS program.

Design Element 3: Project-Based Learning (PBL)

The PBL approach explicitly supports cultural responsiveness through projects that foster cultural awareness, promote teamwork, and practice communication skills. Projects at IPS are designed to support mastery of science and social studies standards and Deeper Learning Skills, while developing Compass Habits required to thrive in the 21st century culture and workplace, including skills in cultural competence.

Research Base for PBL: PBL is implemented by more than 1,000 schools nationwide. A review of the research on its effectiveness concludes that the approach yields “improved content learning, higher levels of engagement, and more positive perceptions of the subject matter.”⁷

PBL has positive effects on “...student academic achievement, mastery of 21st century competencies such as problem-solving and critical thinking, addressing the needs of diverse learners and closing achievement gaps, and increasing students' motivation to learn.”⁸

Equity, Agency and Cultural-Responsiveness: IPS’ PBL curriculum is designed to shift the dominant perspective and highlight voices, stories, and information that has not been emphasized in how students traditionally learn history. IPS projects lift up the indigenous perspective and work to breakdown institutional racism many systems perpetuate. All scholars deserve to see themselves and their experiences reflected in their classroom to provide an equitable, culturally-responsive lens. All students should be exposed to writers, artists, historians, community heroes and leaders who share their background and identity. IPS’ liberated PBL model is replicable through the use of a rigorous and relevant base curriculum that includes assessment tools, lesson plans and exemplars. IPS provide systems, structures and PD for teams to ensure the projects are contextualized and community-rooted. The classroom design elements are listed below and implemented using the instructional strategies found in

Part B3 of this narrative section:

Design Element	Rationale (Evidence of Appropriateness, Effectiveness, and Cultural Responsiveness)
Multi-age, small guided reading/math groups based on student level	Fosters reciprocal peer mentoring and an understanding that everyone has both strengths and opportunities. ⁹ Research shows that, when paired with intentional groupings and effective instruction, multi-age, small groups help students develop “more positive attitudes toward school, themselves, and their peers.” ¹⁰
Departmentalized teachers (4th - 5th grades)	Increases the quality of focused instruction as teachers become experts in the pedagogy of their subject area. Allows for specialized PD.
Co-teacher model (TK-3)	Allows for targeted, small group instruction and thoughtful teacher talent pipeline.
Small-group instruction	Provides instruction within each student’s zone of proximal development:

	tasks are feasible without becoming frustrating. As a result, student learning accelerates.
Individualized instruction and practice	Supports actionable feedback through one-on-one conferences with teachers and peers. Positively impacts the student’s thinking in the moment. Research shows that receiving regular targeted feedback ¹¹ and working at one’s independent level accelerate student learning.
Large-group direct instruction	Increases schema for students from diverse backgrounds in core content areas, which is critical to developing reading comprehension. Research shows that establishing core knowledge in the early grades is a critical prerequisite to reading comprehension in later grades. ¹²
Online learning	Offers adaptive instructional modules iteratively to address student learning needs and misconceptions in real-time, increasing the scope and moderating the pace of individualization in the classroom.
Project-Based Learning	Encourages students to build, create, and serve as a changemaker in their communities. Increases student executive functioning skills including focus, critical thinking, making connections, taking on challenges, and self-directed learning. ¹³
Mentor groups	Promotes student feelings of safety and freedom in the school environment, both physically and intellectually. ¹⁴ Students develop the ability to establish and maintain positive relationships with diverse individuals and groups, a core Social-Emotional Learning (SEL) competency. ¹⁵
Explicit DEI and SEL instruction and assessment	Prepares students to lead well with others, while supporting student learning in the present. Meta-analysis of 213 studies shows an 11-percentile point gain in academic achievement for students who participated in evidence-based SEL programs compared to students who did not participate in SEL programs. ¹⁶

B2-B3. Core Academic Curriculum & Curricular Choices

The proposed educational program at Impact | SSE prepares students to meet or exceed core goals as articulated by OSPI¹⁷ and to demonstrate proficiency in all elementary-level Washington State K-12 Learning Standards (which incorporate the CCSS). The curricular materials were selected or created based on alignment with the school’s mission, best practices across high-performing schools across the country, and research-based evidence demonstrating

effectiveness in addressing anticipated needs. The table below (in response to both subsections **B2** and **B3**) identifies the key curriculum for each content area, aligned standards, published research, pedagogical alignment and justification/rationale for selection.

Subject	Mode of Instructional Delivery	Standards	Curriculum
Reading	Small group (guided reading), individual	Washington State K-12 Learning Standards for ELA	Scholastic Guided Reading Program Read Aloud Success for All guided reading, fluency, and phonics resources Close Reading
	Rationale: Provides ongoing practice at each student’s instructional level, resulting in accelerated reading growth. ¹⁸ Scholastic’s Guided Reading also provides a powerful context for supporting specific vocabulary, phonics, and comprehension needs of ELL students. ¹⁹ Guided reading is a core component of the literacy approach of high-performing CMOs serving historically underserved student populations, including KIPP and Uncommon. ²⁰		
Writing	Large group, small group, individual	Washington State K-12 Learning Standards for ELA	Units of Study embedded into Workshop
	Rationale: Provides rigorous standards-based instruction for all students through mini-lessons, combined with individual rubric-based next steps to help each writer develop. ²¹ Led to growth in student writing abilities across genres at schools with similar student demographics, including NYC DOE.		
Language (Phonics/word study)	Online, individual, small group	Washington State K-12 Learning Standards for ELA	Lexia Success for All phonics lessons
	Rationale: Provides personalized phonics instruction according to student need, with teacher support in small groups as needed. Some elements of the Lexia program have been designed to specifically target the needs of ELL students, ²² including dramatic literacy gains at the elementary school level at Spokane International Academy and Gilroy Prep.		
Math	Online, small group, individual	Washington State K-12 Learning Standards for Math	Dreambox ST Math Math Interim Assessments (in-house)

			Math Routines (i.e. Counting Jar) Math Mini-Lessons Context for Learning <i>Cognitively Guided Instruction (CGI)</i>
<p>Rationale: In math, IPS students receive direct small-group instruction based on Context for Learning and CGI, complemented by adaptive online instruction. Districts implementing Context for Learning report increased student growth on state tests compared with the state. CGI provides standards-aligned problem solving instruction in which students apply numeracy skills to authentic contexts.²³ Adaptive online learning tools are designed to provide responsive, personalized instruction to meet each student’s needs. Adaptive learning data is highly predictive of SBAC results, helping IPS progress monitor towards SBAC goals.²⁴ Additional studies show that growth for English Language Learners, Special Education students, and Economically Disadvantaged students using adaptive online instruction far outpaced average student growth rates.²⁵</p>			
Science & Social Studies	Large group, small group	NGSS Washington State K-12 Social Studies Learning Standards WA Essential Academic Learning Requirements (EALRs) and Grade-Level Expectations (GLEs)	Project GLAD (Guided Language Acquisition Design) FOSS Science Contextualized high-quality, high-rigor projects curated from across the country and stored in a K-5 scope and sequence
<p>Rationale: Project work will include GLAD instructional strategies during the exploration phase, work with nonfiction texts, interviews, primary sources, and more. GLAD provides a selection of research-based instructional strategies proven to be effective with ELL students, emphasizing rich language environment and vocabulary development.²⁶ Project plans are curated and contextualized to individual school communities with the support of PBL experts at the Buck Institute and High Tech High elementary.</p>			
Social-emotional skills	Small group	Illinois Social/Emotional Learning Standards Kansas SECD	Compass Habits based on the Valor Collegiate SEL model Second Step RULER-like approach
<p>Rationale: Effective at schools with similar demographics.²⁷ Adopted by neighboring school districts including Seattle and Highline, providing potential opportunities for collaborative professional development.</p>			

B4. Technology Use

Impact | SSE will operate with a 1:1 student-to-computer ratio. As described in the previous table, technology has been purposefully integrated into the instructional program to support student learning at individualized instructional levels. Teachers utilize faculty laptops, projectors and speakers to provide whole-group access to electronic instructional materials. As a part of personalized learning, students engage in adaptive reading and math computer programs to support in meeting individualized goals. All students use online learning in reading and math daily, and in other subjects as selected. K-5 participation in online learning programs like Dreambox have been linked to significant gains in student performance.²⁸ Maintaining a 1:1 student-to-computer ratio enables teachers to meet with smaller groups of students in reading and math, while continuously collecting valuable data on students working independently through adaptive learning programs. Student technology is used to administer the NWEA MAP assessment, a key indicator of student progress, three times per year. Impact | SSE is attuned to the developmentally-appropriate screen-time recommendations for students at each grade level, ensuring that computer-based instruction never supplants direct teacher interface. Instructional technology is used as a powerful supplement to the critical in-person learning led by teachers, while providing additional data points to inform personalized learning plans.

B5. Autonomies and Flexibilities

Impact | SSE uses the autonomy granted to charter schools to use technology in flexible ways, including the selection and use of adaptive instructional programs.

C1. TEACHING AND LEARNING

Instructional practices are described in detail in the previous sections (**B2-B3**) in a table with associated curriculum, rationale and standards.

Classroom and Standardized Assessments

IPS uses ongoing and varied assessments to monitor student progress toward standards mastery and to drive instruction. These assessments allow for further personalization of learning pathways through ongoing data collection. The following table provides an overview of how assessments evaluate student mastery of standards through baseline, formative, and summative assessments in all core academic subjects.

Core Subject & Standards	Baseline Assessments	Formative Assessments	Summative Assessments
Reading CCSS	Fountas & Pinnell (F&P) Benchmark Assessment NWEA MAP	F&P Benchmark, conferring notes, guided reading group observations, student work	F&P Benchmark NWEA MAP Close Reading Assessment SBAC (Grades 3+)
Phonics CCSS	Lexia Diagnostic Success for All (K-2) NWEA MAP	Lexia, Success for All Unit Assessments, conferring notes, guided reading group observations, student work	Lexia Success for All NWEA MAP
Writing CCSS	Deeper Learning Rubric	Rubric evaluation, conferring notes, strategy group observations, student work across subjects	Deeper Learning Rubrics Project presentation evaluation rubric
Math CCSS	NWEA MAP Math Baseline Assessment	Interim assessments, CGI conferring notes, guided math group observations, student work	NWEA MAP Math Interim Assessments SBAC (Grades 3+)
Science NGSS	GLAD interest strategies (e.g., KW Chart, gallery walks, wonder walls, and others) during exploration phase of projects	Conferring notes, student work, content mastery quizzes	Deeper Learning Rubric Project presentation evaluation rubric

Social Studies WA GLE's	GLAD interest strategies (e.g., KW Chart, gallery walks, wonder walls, and others) during exploration phase of projects	Conferring notes, student work, content mastery quizzes	Deeper Learning Rubric Project presentation evaluation rubric
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As referenced in the chart above, IPS has created a Deeper Learning Rubric, an interdisciplinary rubric aligned with the Common Core State Standards that evaluates students on milestones and submilestones necessary for achieving or exceeding the state standards.

Differentiated Instruction and Intervention

To ensure that all students receive the differentiated instruction that will enable them to meet and exceed their academic goals, IPS teachers follow a Response to Intervention (RtI) model, often referred to as a Multi-Tier System of Supports (MTSS):

Level	Intervention	Personnel Responsible	Parent Communication
Level 1 (At and above standard, 80%)	Reading: Guided reading groups, independent reading, Lexia adaptive program, SFA (K-1) Math: Dreambox adaptive program, CGI. Classroom differentiation.	Classroom teachers	Data Dashboard reports, Conferences, Quarterly progress reports
Level 2 (Below standard, 15%)	Level 1 plus: Success for All phonics (2nd+)/Foundational Math Routines and additional differentiated online support as needed. Small group instruction based on specific standards/skills.	Classroom teachers Teaching Fellows	Data Dashboard reports, Conferences, Quarterly progress reports, Progress updates every two weeks
Level 3 (Significantly below standard, 5%)	Levels 1 and 2 plus: One-on-one and small-group instruction targeting foundational literacy and math skills based on specific	Classroom teachers Special Education Teacher Teaching Fellows	Data Dashboard reports, Conferences, Quarterly progress reports, Progress updates every week

	standards and skills. Further diagnostics to determine barriers to learning.	Classroom aides (as needed)	
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D. STUDENT ACADEMIC ACHIEVEMENT STANDARDS

D1. Performance Management Plan

Impact | SSE will utilize IPS’ performance standards, policies and procedures to monitor and report on student progress, using sound assessment practices to drive instruction and mastery of Learning Standards, as described in the previous subsection (C1). The table in subsection C1 details the method of data collection (tool) and frequency (baseline, formative/interim or summative) of collection. This data is collected by teachers, housed in an accessible Data Dashboard, analyzed by school-based faculty and used during grade-level team meetings, co-planning periods, student support team (SST) meetings and professional development. Data trends are used to inform school priorities, design PD and drive management decisions. Student exit standards for 5th grade are used to backwards plan and effectively monitor student performance levels.

D2. Culture of Data-Driven Instruction

Assessments are used to ensure vertical and horizontal alignment with high expectations, holding teachers and students accountable for meeting or exceeding the standards. The portfolio of assessments found in C1 and D1 contain the baseline, formative/interim and summative assessments used by instructional faculty to collect a comprehensive picture of student performance. Data are used on a daily, weekly, quarterly and annual basis to refine the school model and curricula. Dedicated weekly team meetings and Data Days throughout the

year provide opportunities for teachers and school leaders to review data and adjust to student needs. Annually, a mid-year State of the School presentation is made to all stakeholders and an end-of-year Performance Report is issued.

E. STUDENT DEMAND AND COMMUNITY/LOCAL SUPPORT

E1. Community Need and Demand

The founding team assessed demand and community needs through listening tours with parents, community design meetings and meetings with local leaders. As of June 1, 2020, Impact | SSE is 114% enrolled with a total 86 students and a healthy waitlist. Waitlist families continue to reach out to the school inquiring about other elementary options in their communities; there is an unmet demand for elementary choices in South Seattle. A full marketing, branding and community outreach plan (including specific strategies for recruiting a diverse student body, including students historically considered “at-risk” or “disadvantaged”) can be found in the Student Recruitment and Enrollment Plan appendix. Based on existing outreach efforts, below is a projection of student enrollment demographics that may be considered “educationally disadvantaged.”

FRL %	SPED %	ELL %	LAP	HOMELESS + FOSTER
65%+	12%+	12%+	60%	5%

A table in the Student Recruitment and Enrollment Plan appendix depicts the enrollment goals for each year through final expansion, growing one grade per year.

E2. Family & Community Engagement

Parents are critical partners, supporting their child’s development through engagement in project-based learning on a personalized pathway. Six-to-eight parental workshops will be

offered with topics informed by parent need. Weekly school bulletins, monthly newsletters (translation provided), as well as email and phone, will facilitate ongoing communication that highlights both strengths and challenges. Scheduled meetings provide parents with formal opportunities to meet with faculty including one home visit (pre-opening) by the student's mentor and student-led family conferences. Three family advisory bodies will serve as central partners in Impact | SSE's success with a focus on achieving our two-part mission:

School Advisory Council (SAC): The purpose of the SAC is to gather critical feedback from families and teacher leadership on annual goals, family events and the model as the school grows to serve grades TK-5. The Committee will meet monthly and its concerns will be raised to the Impact CEO and Board as necessary, through the Principal. Families are nominated for a SAC seat through a process that takes place at the first and second VAC meeting of each year, using transparent criteria for selection. The SAC will solve school-wide challenges and provide input on the model as IPS adds grade levels.

Village Action Committee (VAC): The VAC is a parent-led organization that focuses on parent education, planning/supporting community events (such as Multicultural Night and Field Day) and planning Teacher Appreciation. It provides guidance on community needs, partnerships, engagement/enrollment activities, and aspects of the academic program. All meetings take place on individual IPS campuses and are open to all, including faculty and members of the community. Elected VAC leaders also attend and support the monthly Principal Coffee Talks. IPS is advertising this opportunity in its community meetings as it seeks to solicit interest and input from diverse membership based on the organization's core value around diversity, equity, and

inclusion.

Families for Equitable Schools (FES): The purpose of the FES Team is to lead the second part of the Impact Public Schools' mission by advocating for public policies that close the opportunity gap across Washington state. The team is composed of one family member from nine legislative districts. The FES team is led by one parent and is continuously growing to accommodate additional legislative districts determined by the communities IPS serves. There is one FES team for the entire Impact Public Schools network, with representatives from each school.

All participation is welcomed, yet voluntary, given the parent community's competing demands. Other opportunities for culturally-inclusive parent involvement will be offered (translation provided), including: Participation in annual development of their child's personalized pathway, Attendance at Showcases, social functions, performances, art exhibits, special events, Volunteering in South Seattle, Participation in Parent Patrol, Participation in classroom-based activities, Participation in quarterly parent programs and workshops, and Completion of annual satisfaction surveys. IPS understands that community engagement works when it is long-term and mutually beneficial. Thus, to maximize services, IPS partners with organizations to connect students and families to resources that strengthen and support learning with cultural inclusion.

F. EFFECTIVELY SERVING ALL STUDENTS

F1. Supporting "Educationally Disadvantaged" Students

Impact | SSE ensures equitable academic and nonacademic outcomes for all students. The school's model is designed with the agility and degree of personalization required to meet the

academic and behavioral needs of all students, including (but not limited to): ELL students, students with IEPs or Section 504 plans, homeless/foster youth, and students at risk of academic failure. Effective implementation of the following elements supports an inclusive learning environment:

Element	How meets/adjusted
Personalized Daily Learning Plan	Guides pacing
Mentor time	Supports individual programming
Scope and Sequence	Avoids gaps and repetition through grade levels; prevents shortfalls from recurring
Daily schedule	Permits extra time for small group or 1:1 remediation or acceleration; includes meeting time to keep faculty accountable and ensure interventions are implemented with fidelity
Staffing	Maintains ongoing awareness of students' individual needs
Co-teaching	Emphasizes collaboration and communication, as well as lower student to teacher ratios
Culturally responsive approach	Believes all students have potential to be successful when provided with high-quality programs, services and supports
Differentiation	Accommodates a variety of needs; engages all students with wide range of learning styles; drives continuous improvement
RTI/MTSS	Varies instructional delivery
Evidence-based instructional strategies	Addresses all needs when embedded in daily practice
Project based learning	Engages active learning and accountability for individual results through varied instructional styles (i.e. kinesthetic, visual)
Data-driven decision making	Monitors progress; drives goal-setting; taps students' strengths and weaknesses
Targeted Supports and Interventions	Makes learning accessible to all students
Adaptive Learning Software	Supports individualized remediation or acceleration/pacing (e.g. Lexia, Dreambox)
Flexible grouping	Increases opportunity to match students' needs

Faculty development	Supports teachers in using data to adjust instruction in timely manner
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The Multi-Tiered Systems of Support (see **C1**) approach is used to identify "at-risk" students, monitor student progress, and/or provide evidence-based interventions to address special factors impacting students' access to high educational outcomes. MTSS addresses the academic, social, emotional, and behavioral development of all students. It ensures that practices are aligned on class and school levels, with focus on reducing the overuse of discipline practices that remove students from the classroom. Universal screenings provide data necessary to identify students who need specific support. The robust IPS assessment system ensures that all struggling students are identified early, so that appropriate steps are taken and supports provided.

Impact | SSE will meet all applicable legal requirements for ELL students as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements, including all those described by WAC 392-160. Impact | SSE will implement policies to assure proper identification, placement, evaluation, and communication regarding ELL students and the rights of students and parents. Impact | SSE will provide an alternative instructional program using the supportive mainstream model based on the expected student demographics. Based on EL status and language proficiency, the teachers will work to group and support students in achieving objectives through a push-in model. Depending on student needs, some students may be pulled out to receive instruction from one of the two teachers in

the room. All teachers will be supported and coached by an EL-certified and trained instructional coach (e.g. Principal). This faculty member will oversee the implementation of accommodations, proper teaching strategies and supports for all EL students. When students exit the program, they will be assessed, monitored and provided in-class support as needed.

F2. Supporting Students with Disabilities

IPS will meet the specific learning needs of students with mild, moderate, and severe disabilities following the principle of the least restrictive learning environment. As such, services to students with disabilities will be provided in a manner that allows identified students equal access to the general curriculum and instructional strategies. Inclusion is a priority and the preferred method of educating all IPS students. Students with special needs will be included in the general education classroom to every extent possible. In some cases, a student's IEP will require pull-out services. IPS will provide those services in compliance with the student's IEP. All special education services at Impact | SSE will be delivered by individuals or agencies qualified to provide special education services as required by law. Impact | SSE is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists, as well as itinerant staff necessary to provide special education services, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. Special Education Teachers at Impact | SSE are the initial providers of services and support to students with special needs, and Impact | SSE contracts with other professionals, such as school psychologists, youth counselors, speech pathologists (among

others) to provide those services to students as they are needed. The precise makeup of this team is reevaluated on an annual basis based on the anticipated student population.

F3. Meeting Nutritional Needs

Impact | SSE is committed to providing healthy food service, including breakfast and lunch, at an affordable price for all students in adherence to state and federal nutritional guidelines. IPS has partnered with Fresh & Local to deliver food service to Impact | SSE. Fresh & Local currently serves freshly prepared meals every week to K-12 schools throughout WA, including Impact | PSE. The School Manager works in partnership with the Director of School Operations to collect all necessary documentation from families who are eligible for free or reduced-price meals, and track meals via a point-of-sale system. Reimbursement claims are filed through WINS on a monthly basis to ensure funding sources can sustain the program.

F4. Meeting Transportation Needs

Impact | SSE students will receive transportation services in accordance with RCW 28A.160.150 - 28A.160.180, including those to mitigate hazards for walkers. Based on the desired location and historical data of students attending charter schools, IPS anticipates that many students will walk, while others will take public transit or be driven. In the case of public transit, IPS will seek collaboration with Sound Transit to provide free/reduced cost passes. The school also intends to provide busing to ensure that a diverse group of families from the South Seattle area are able to attend. For these purposes, IPS will contract with a private transportation company, Harlow's. This responsibility includes transportation to and from school, off-campus field trips, athletic events (if applicable), and school-sponsored events. The budget assumptions are in line with local transportation quotes (and may be adjusted according to need). IPS is sensitive to

transportation needs and will work with families to address them. IPS will provide transportation dictated by a student's IEP and will abide by all state and federal regulations, including the McKinney-Vento Homeless Assistance Act to ensure transportation is no cause for absenteeism. Additional information can be found in the Transportation Plan appendix.

G. STAFFING AND PROFESSIONAL DEVELOPMENT PLAN

G1. Staffing and Recruitment

Impact | SSE has proactively recruited teachers from diverse backgrounds who display a burning passion to work with students and have proven results. The recruitment campaign began in Fall 2019 and was conducted in two broad waves. The first wave focused on priority candidate hiring of teachers, concluding in April 2020; the second wave incorporated recruitment of support and non-credentialed faculty, concluding in May 2020. The campaign utilized traditional and online methods: positions were advertised at the top 50 Schools of Education across the country, in state and county job banks, and with highly regarded educational organizations. To ensure diverse candidates continuously learn about opportunities at Impact | SSE, IPS has connections with culturally diverse student groups at targeted educational institutions, and partners with culturally-connected nonprofit organizations throughout Washington, including those working for increased representation in the sector (e.g. Martinez Foundation). IPS is also broadening its pool of diverse, local talent, through an alternative certification route with a university partner to support Teaching Fellows' growth to become fully certificated teachers. Impact | SSE also hosts a cyclical, year-long schedule of events (both in person and online) to attract candidates, including hiring webinars and teacher development days. The following staffing plan will be used to support the educational program

at Impact | SSE:

Calendar Year	Year of Operation	Number of Students	Number of Teachers	Teacher: Student Ratio	Total Number of Faculty	Adult: Student Ratio
2020-2021	1	75	6	1:12.5	8.3	1:9
2025-2026	6	594	39	1:15	46.5	1:12.7

	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Principal	1	1	1	1	1	1
Assistant Principal of Instructure & Culture	0	1	1	1	1	1
Director of Operations	1	1	1	1	1	1
School Manager	0	1	1	1	1	1
Operations Assistant	0	0.5	1	1.5	1.5	1.5
Lead Teachers	3	9	13	16	19	22
Teaching Fellows	3	9	12	15	16	17
Student Support Coordinator	0	1	1	1	1	1
Special Education Teacher	0.3	1	1	1	1	1
Total FTEs	8.3	24.5	32	38.5	42.5	46.5

G2. Staff Development, Evaluation and Retention

Staff Development

IPS' professional development program includes eight main components. The core components are parallel to core components for students and will enhance teachers' ability to implement the educational program and drive the school mission forward. These components include: (1) Individual Learning Plans (ILPs), (2) Classroom Observations & One-on-One Coaching, (3) Faculty Professional Development, (4) Data Days, (5) Faculty Brave Solidarity (DEI) Affinity Groups, (6) Weekly Team Meetings and (7) Impact Institute (Faculty Summer PD).

Staff Retention

IPS recognizes that high-quality teachers are one of the defining elements of a successful school. Using the attract-develop-manage-retain strategy planning, Impact | SSE aims to achieve an 80% teacher retention rate of high-performing teachers, with a clear growth trajectory. IPS will implement the following to support retention of high-performing teachers:

- Hold high expectations for all educators.
- Set clear, public retention targets for high-performing teachers.
- Maintain positive working conditions that build trust and respect
- Invest teachers in a meaningful evaluation system.
- Conduct annual satisfaction surveys.

IPS offers teachers a career trajectory that spans a teacher's entire career from teacher fellow to lead teacher and beyond. This trajectory is not a straight line, but allows for teachers to take a variety of positions during their career, naturally transitioning based on their growth, strengths, and career goals. For those teachers who aspire to serve students outside the classroom, IPS will retain faculty by providing opportunities to transition into administration and technical support roles.

Staff Evaluation

At IPS, all educators are leaders and are treated as such, following a similar process to leadership evaluations (**J1**). Teachers will set annual goals with the Principal based on his/her self-assessment and the leader's assessment of the teachers' strengths and weaknesses on the "Everyone Grows" Rubric. Areas of student need identified through diagnostic assessments will also inform the process of setting goals. The Principal, AP and teachers will collaborate to create an Individual Learning Plan (ILP) to support teacher development in goal areas

throughout the year. Throughout the year, the Principal and AP will conduct weekly or bi-weekly coaching conversations with each teacher to review student achievement data and track teacher progress toward meeting and exceeding their goals. Each week, the teacher will set and monitor progress toward incremental goals that contribute to achieving the long-term goal. In January, the Principal and/or AP will have an extended coaching conversation and in June will conduct a summative evaluation conversation during which the “Everyone Grows” Rubric is re-scored based on the year’s input from coaching and observations.

H. FINANCIAL MANAGEMENT AND MONITORING PLAN

H1. Operational and Financial Capabilities

The applicant team includes a CEO, CFO/COO, Board and partner organizations who have significant experience in financial management, fundraising, and overseeing internal controls with schools or organizations. The accompanying operating budget, CSP budget template and budget narrative demonstrates financial viability, sustainability and sound financial assumptions to ensure capacity to manage the implementation of the proposed activities. Impact | SSE has secured funding for implementation and operational costs through private grants and foundations in the amount of \$335,000 for SY20-21, \$485,000 for SY21-22 and \$420,000 for SY22-23.

H2. Facilities Plan

Impact | SSE has secured long-term facility space in Othello Square in south Seattle, a new site in Seattle’s first community-driven equitable development project. Adjacent to the Othello light rail station, the Othello Square campus will include mixed-income housing, a health clinic, and a multicultural center, among other community resources. Facility costs are outlined in the

budget and are below 20% of the annual budget (approximately 11.8% annually). During the 2020-2021 school year, Impact | SSE will be co-located in (PSE) excess building space and permanent modulars on the flagship campus (Puget Sound Elementary) in a designated area, with easy access to support from home office staff. A full facilities timeline is below and a lease agreement can be found in the attachments.

- September 2019: Facility Options Identified
- March 2020: Final Facility Selection and Short-Term Facility Secured (co-location)
- April 2020: Lease Negotiations
- June 2020: Leases Signed
- July 2020: Othello Square Groundbreaking
- July 2021: Certificate of Occupancy Obtained
- August 2021: Move into Othello Square (Long-Term Facility)

H3. Sufficient Resources for At-Risk Support

In addition to the information outlined in the budget narrative, Impact | SSE is assumed to have the following demographics:

- 1% Special Education Students in Year 1, 3% in Year 2, and 10% in Years 3 and beyond*
- 12% English Language Learners
- 48% Free Lunch Qualifying and 12% Reduced Lunch Qualifying
- 60% Learning Assistance Program (LAP)
- 25% Participation in transportation program in Year 1, 30% in Year 2, 35% in Year 3, 40% in Year 4, and 45% in Year 5 based on Impact | PSE observed actuals with young students

*This does not in any way represent the maximum number of special education students that the school is equipped to serve, which is much higher, but rather represents a conservative approach to forecasting a key driver of state revenues. IPS has found that it is better to be conservative on the revenue side and less conservative on the expense side for this line item, because while many students may come to the school in need of support, they may need to go through the Child Find and RTI processes because they do not yet have IEPs.

All sources of public revenue are highly likely, so any loss in public funding would likely be due to a loss in enrollment. Extreme enrollment loss would result in associated expense cuts. However, assuming the current prototypical funding formula structure is still in place, this drop in enrollment would enable Impact | SSE to benefit from class size compliance and small schools funding, making the impact of the enrollment loss less pronounced. A large portion of this could also be made up from the additional philanthropy that is anticipated above what is included in the budget. Moreover, Impact | SSE has over-enrolled by 14% in Year 1, consistently maintained a waiting list, has recruitment practices that have demonstrated efficacy, and intends to continue to emphasize enrollment.

I. BOARD CAPACITY AND GOVERNANCE STRUCTURE

I1. Composition and Selection Process

The diversity of experience of each board member adds capacity in facilities, finance, education, nonprofit management, community connections, and legal expertise. Each member shares a commitment to diversity, equity, and inclusion. In addition to Board officers, a committee structure allows the Board to operate with great efficiency. With respect for the community voice and commitment to the organization's mission, the Board works to screen

and deliberately select individuals with: demonstrated evidence of understanding the responsibilities and commitment required of Board members; a strong philosophical alignment with the mission and vision; and, deep-seated understanding of the needs of Washington students. Equally essential to Board Member selection is a set of specific qualities (i.e., strong personal/team skills, flexibility) and time. Potential Board Members are recruited based on existing need for expertise and diverse skills on the IPS Board. To continually assess the capacity of the Board and identify potential candidates to fill vacancies, the Nominating Committee will seek out and propose qualified candidates to the full Board. Member selection follows an interview process that probes these qualifications, skills, and experiences to ensure s/he possesses the qualifications and demeanor required to be an effective member. This process includes reference checks and ensures inherent conflicts of interest are avoided.

12. Policies & Procedures

Impact | SSE is governed by the IPS Board of Directors that, in addition to holding the school's overall legal, financial, and fiduciary responsibility and being the entity to whom the charter is granted, provides external accountability, internal oversight, and mission-based leadership. The committee structure enables Board members to exact their expertise in areas of need to best support IPS schools. Committees are structured to provide space and time to dive deeply into relevant metrics to ensure proper oversight and recommendations are made by or to the Board. The officers are President, Secretary, and Treasurer, who each hold powers and duties as prescribed by the Board and Bylaws and perform as the Board prescribes. Committees are composed of members with diverse expertise and facilitate in-depth discussion and analyses, resulting in well-informed recommendations to the Board. Committees meet between

regularly-scheduled Board meetings. Standing committees include a Finance, Facility and Recruitment and Selection Committee.

The Board is not involved in daily school operations, dealing with personnel issues or addressing individual student issues unless escalated through the formal grievance and complaint process.

The IPS Board meets monthly and is held in accordance with the Open Public Meetings Act (OPMA). IPS retains its own legal counsel when necessary, and purchases and maintains, as necessary, general liability, officers’ and directors’ property, Workers’ Compensation, and unemployment insurance policies. A copy of the Board by-laws has been uploaded as an appendix.

13. Investment in Board Development

Comprehensive evaluation is a core job function of the IPS Board. The Board engages in annual self and Board evaluation protocols designed to measure success as contributing individuals and as a team. Professional training and development enhance the Board’s capacity to govern the school. Below is a sample IPS Board professional development cadence. This plan and corresponding materials will be utilized for onboarding new members in the future.

Date	Topic	Participation
January	IPS Mission, Vision & Academic Model	All
February	OPMA Training	All
March	Capacity Interview Training	All
April	Effective Charter School Governance	All
May	Charter School Finance & Facilities 101	All
June	IPS Faculty Model	All
July	Authorizer & OSPI Reporting Requirements	All
August	Creating Balanced Instructional Faculty PD	All

September	Annual Data Analysis & School Performance Report Training	All
October	Diversity, Equity & Inclusion Training	All
November	Culturally-Competent Community Engagement Training	All
December	Title I and Federal Programming Training	All

J. SCHOOL LEADERSHIP AND MANAGEMENT

J1. Leadership and Administrative Roles

The daily management of the school will be led by the Principal. Using the autonomy and flexibility granted to charter schools, the Impact | SSE leadership team will leverage Home Office supports through an innovative structure using 1:1 coaching, performance management and back-office supports to ensure academic, organizational and operational effectiveness. The CMO Contract included in the appendix outlines a full scope of services provided by the CMO to Impact | SSE with clear roles and management responsibilities. The structure of all Impact Public Schools is designed to support daily school management while driving the large-scale vision and mission of the organization. This ensures school leadership can focus on driving the education program priorities and directly serving students. The CEO will report to the Board of Directors. The Principal will report to the Regional Director of Schools (RDS). The Assistant Principal of Instruction & Culture will report to the Principal. The Director of School Operations will report to the Principal and CFO/COO, while managing the School Manager and Operations Assistant(s). Teachers will be overseen by the Principal and Assistant Principal. While individual schools are structured to be stand-alone organizations, collaboration across school buildings is highly encouraged as another form of lateral support.

The Principal sets annual goals based on self-assessment and the RDS’ assessment of the Principal’s current strengths/growth areas on the IPS School Leader Skills Rubric. Areas of

student need that are identified through the school’s data dashboard will also factor into the creation of the annual goals, and strategic plans will be developed for strong execution. The Principal and RDS regularly review student achievement data to monitor progress toward school-wide goals. Through weekly coaching conversations and classroom walkthroughs, the Principal will set smaller goals that align to the annual goal and change strategy when needed. In January, the RDS and Principal will participate in a mid-year evaluation and a summative evaluation conversation in June. Evaluation reports are shared with the Board.

J2. Leadership and Governance Capability

The organizational structure allows the leadership team to operate soundly and strategically, with stakeholder support. Key risk factors have been identified, with strategies to address them:

Anticipated Challenge	Strategies to Address Challenge
Enrollment	Early outreach, starting with conversations and events before authorization.
Financial Sustainability	Fundraise to support start-up costs. Conservative budgeting to prioritize non-negotiable expenses. Reach full enrollment in Year 6 to hit long-term self-sustainable budget for the school.
Teacher Pipeline	Grow incrementally to allow for hiring over time. Develop teacher candidates from within. Identify local and national partners to build diverse pipeline. Provide competitive compensation.
Leadership Capacity	Build succession from within.
Political Environment	Build regional support team to advocate for policies that promote stability in the public charter school sector in WA. Engage communities in charter school awareness. Foster schools and advocacy organization relationships.