INNOVATION & EXCELLENCE
WASHINGTON'S CHARTER SCHOOLS PROGRAM GRANT

Charter School CSP Sub-Grant Score Report

APPLICATION DETAILS

School Name: Impact Public Schools – Salish Sea	
Contact Person: Jen Wickens	Contact Email: jwickens@impactps.org
Application Type: Waiver School	Grant Budget: $1,300,000
Grades Served: TK-5	New Seats Created: 594 (fully enrolled)
Total Averaged Score: 92	Priority Points Assigned: 4.5
Application Status: Awarded	

RUBRIC

A.   Grant Project Goals
Identify 3-5 grant project goals and *justify* each goal in terms of its value in supporting the planning and implementation of your proposed school.   Be sure to align your budge to your project and **ensure** that all planned grant spending, including future revisions to your budget, fit clearly within one of your stated project goals.

	TOTAL AVERAGE POINTS	9.75/12

Reviewer Comments – Grant Project Goals

Strengths:

Strong goals with measurable targets.

The proposal offers three goals linked to the proposed subgrant budget line items. Each of the goals include targets to gauge success. The first goal is to fully equip and furnish the school. The second goal involves curriculum development and contextualization along with professional development for staff regarding the educational model. The third goal reflects dissemination of information about the school to the community for purposes of recruitment (3-4).

There is no apparent conflict with the mission of the school and the goals as presented. While the goals do not speak directly to the mission, they indirectly support it (2-4).

The applicant clearly identified three grant project goals that support the planning and implementation of your proposed school. Each grant project goal is a quality goal and is specific, measurable, action-oriented, realistic, relevant, time-bound, and include targets. There is clear alignment among grant project goals, and the overall mission and goals of the school. Although an explicit justification is not provided for each goal, the clear alignment with the school's mission makes the goal's purpose clear.

Weaknesses:

All project goals described are measures of input as opposed to output, limiting the amount of rigor. Each of the goals is measurable only to the extent that they can be designated as completed or not completed, but even that requires some amount of subjectivity as to their success. They can not be truly considered SMART goals due to the lack of measurability (3-4).

The vision of the school is not clearly stated within the application.

Justified purposes for each goal are not clearly articulated.

B. Educational Philosophy, Instructional Practices, and Curriculum
Fully *describe and justify* the design of the academic program in terms of the educational philosophy, instructional practices, and curriculum that will be utilized to meet the school's performance objectives.
Be sure to include key design elements, references supporting its validity and alignment to state and Federal requirements, and rationale for why this education model was chosen and how it will produce strong outcomes for the unique community and student population the school will be located within.

TOTAL AVERAGE POINTS	**14.25/16**

Reviewer Comments - Educational Philosophy, Instructional Practices, and Curriculum
Strengths:
Research base for key design elements (i.e., mentor groups).

Focus on equity, agency & cultural responsiveness.

Differentiation between grade groupings.

Key features of educational program:
1. School-based mentor groups
2. Personalized learning pathways
3. Project-based learning

Focus on contextualizing curriculum in collaborative teams.

Self directed learning and personalized learning approaches.

1:1 tech:student ratio.

Solid research cited to support school's approaches.

Key design elements are described to include school-based mentor groups, personalized learning pathways, and project-based learning. Each of the elements include well articulated descriptions of how they will be implemented along with sufficient research basis to support their usage (4-8).

The integration of the curriculum selections with the key components is especially strong under Project-Based Learning, which will "shift the
dominant perspective and highlight voices, stories, and information that has not been emphasized in how students traditionally learn history" (8). This integration is further described to incorporate the works of writers and artists who reflect the students background and identity.

The applicant fully described and justified the design of the academic program that will be utilized to meet the school's performance objectives. Key design elements for the school were clearly articulated and include school-based mentor groups, personalized learning, and project-based learning (PBL). Details about each element, along with the justification for use and research-based support were provided. The applicant discussed a variety of instructional methods to be used including multi-age, small group guided reading and math instruction; large group direct instruction; online learning; and PBL. Classroom design will include a co-teacher model in grades TK-3, and departmentalized teachers for grades 4-5.

The applicant clearly identified key curriculum materials using a table that detailed instructional delivery, alignment to state standards, and curriculum. Each curricular choice was justified through the use of published research or data-based anecdotal evidence about previous implementation with a similar student demographic.

The applicant fully described and justified how technology will be utilized within the school's instructional delivery and assessment. This includes the provision of 1:1 technology to support individualized learning through adaptive reading and math computer programs. Technology will be used to administer the MAP assessments, and support data collection on students' independent work.

Weaknesses:
Lack of training specified for teachers in use of tech to supplement classroom instruction--just having devices isn't enough.

C. Teaching and Learning

Fully *describe and justify* the design of the instructional strategy in terms of the educational philosophy, instructional practices, and curriculum that will be utilized to meet the school's performance objectives.
Be sure to include key design elements, references supporting its validity and alignment to state and federal requirements, and rationale for why this strategy was chosen and how it will produce strong outcomes for the unique community and student population the school will serve.

TOTAL AVERAGE POINTS	**6/6**

Reviewer Comments – Teaching and Learning
Strengths:
Proposal identifies key curriculum selected for each subject area with source of standards alignment and intended methods of delivery. The information presented indicates a thoughtful approach to the selection of standards based curriculum with delivery of instruction. An endnoted research basis is provided for the curriculum choices made (10-11).

The proposal provides a strong understanding of how technology will be utilized in the classroom on a daily basis and for purposes of assessment. The school will use a 1:1 student to computer ratio for daily math and reading as part of a personalized learning plan (12).

Applicant affirms the use of autonomies granted to charter schools in reference to its use of technology for adaptive instruction (12).

These details inspired a high level of confidence in the applicant's ability to implement an effective educational program.

Weaknesses:
Although the applicant addressed most of the criteria with sufficient detail, additional questions arose and other required information was not provided. For example, the mentor program has not been fully described, which raises concerns about the full development of the plan and potential effectiveness. Who are the mentors? How will the groups be formed? Are they classroom based? How big is each group? How will the school assess the effectiveness of these groups and activities? Similar questions arose about the use of PBL: what are the specific plans for implementation? What will this look like in each classroom? How will the school ensure fidelity of implementation? Additionally, the applicant did not discuss school culture, behavioral expectations, enrichment programs, the arts, or electives.

D. Student Academic Achievement Standards As an independently governed public school, charter schools need to ensure plans, systems, and tools for strong oversight and monitoring in the areas of academic performance. *Fully describe and justify* how your school will have rigorous goals and adequate oversight to ensure quality implementation, operation, and accountability.		
	TOTAL AVERAGE POINTS	**9/9**

Reviewer Comments – Student Academic Achievement Standards

Strengths:

Table provides an overview of how assessments evaluate student mastery of standards through baseline, formative, and summative assessments in all core academic subjects.

Vertical and horizontal alignment to hold teachers and students accountable for meeting or exceeding the standards.

Wide range of assessments utilized to gather student achievement data.

Use of RTI and MTSS.

Extensive use of assessment for vertical and horizontal alignment.

Data used daily, weekly and quarterly to refine model and curriculum.

Regular Data Days for staff to discuss data and achievement.

Appropriate baseline, formative, and summative assessments for each subject area are specifically indicated (13-14). The rationale in the previous section (10-11) explains the instructional methods to be implemented under the curriculum choices and reflect an understanding of best practices. A basic MTSS approach is described including intervention types, persons responsible, and methods of parent communication (14).

Data collection including baseline, formative, and summative assessment is clearly described (13-14). A broad yet appropriate description of data analysis and response to data is provided which includes "dedicated weekly team meetings and Data Days throughout the year" (15). The applicant effectively describes its culture of data-driven instruction in a manner that elicits confidence in their ability to collect and respond appropriately to data.

The applicant provided specific and detailed information regarding the school's teaching and learning plans that explains how teachers will use a range of data and varied instructional strategies to support individual learners. These instructional strategies were noted in the previous section. Additional detail was provided in this section regarding how the school will use classroom and/or standardized assessments to determine the needs of individual students and to drive and differentiate instruction. The school intends to use on-going and varied assessment to monitor progress and drive instruction. A table was provided that connected core subjects and standards with baseline, formative, and summative assessments identified. Additionally, the use of a Deeper Learning Rubric, an interdisciplinary rubric aligned to state standards, will be used.

The applicant provided comprehensive plans to ensure strong oversight and monitoring in the areas of academic performance. A broad and thorough Performance Management Plan exists for monitoring and reporting progress toward performance goals that ensures successful student outcomes. The applicant clearly identified sound assessment practices that effectively monitor student and teacher performance as noted in the assessment table in the previous section. Data will be housed in an accessible Data Dashboard; analyzed by faculty on a daily, weekly, quarterly and annual basis; and used during grade-level team meetings, co-planning periods, student support team (SST) meetings, and professional development. Data trends will be used to inform school priorities, design PD, refine the school model and curricula, and drive management decisions. Student exit standards for 5th grade will be used to backwards plan and effectively monitor student performance levels. These comprehensive plans will ensure that a pervasive culture of data-driven instruction exists that will be consistently used to inform instruction.

Focus on data-driven decision making.

Strong data-driven program.

Weaknesses:
Specific interim benchmarks to assess overall school progress towards performance goals are not clearly stated.

E. Student Demand and Community/Local Support Schools funded under the CSP subgrant must ensure they are in tune with their communities' needs and priorities. *Describe and justify* your school's vitality and long-term sustainability through demonstrating your dedication to developing and maintaining community partnerships and connections.	
TOTAL AVERAGE POINTS	**12/12**

Reviewer Comments – Student Demand and Community/Local Support
Strengths:
Planning focused on community needs through listening tours with parents & community design meetings and meetings with local leaders.

As of June 1, 2020, SSE is 114% enrolled with a total 86 students and a waitlist.
A full marketing, branding and community outreach plan exists.
Ongoing family engagement plan in place.

Connection to students and families via: mentor groups, home visits for all students, circle protocol
Range of assessments used to gather student data.

Mid-year State of the School address.

Over subscribed, which indicates unmet need.

Listening Tours.

Parental workshops.

SAC, VAC, FES committees.

Applicant claims that enrollment is already above capacity and that a waitlist for the school exists. Projections for subgroups are offered based on outreach efforts and include 65% Free/Reduced Lunch, 12% SPED, 12% ELL, 12% LAP, and 5% Homeless/Foster Care (16). The proposal refers to the Student and Recruitment Plan appendix for specific strategies for recruiting a diverse student body, including at-risk or disadvantaged students. From that plan, steps such as advertising at organizations that service at-risk youth and additional supports at community meetings are meant to expand outreach to these particular potential students.

Outreach plan discusses how parents and community members were able to participate in Information Sessions and Community Design Sessions during the planning phasee. The narrative goes on to describe methods such as parental workshops, weekly school bulletins, weekly newsletters, and other methods of communication to facilitate involvement (17-18). This section includes thorough descriptions of the necessary structures to allow for effective parent and community engagement including a School Advisory Council, Village Action Committee, and Families for Equitable Schools (17-18).

The applicant effectively demonstrated community need and demand for the school and its particular educational model. As of June 1, 114% were enrolled with 86 students and a waiting list. The school's projection for each category of educationally disadvantaged students to be served seems to closely aligned with the school district demographics, with a significantly higher number of students eligible for free or reduced price lunch expected at the school. Evidence has been provided that the enrollment goals for each year through final expansion are reasonable.

The applicant described significant planning and effort to meaningfully engage current and prospective families and community members on the implementation and operation of the school. These include, but are not limited to, parent workshops, weekly bulletins, monthly newsletters, email, phone, scheduled meetings, home visits, and three family advisory bodies.

It is clear that the school is dedicated to developing and maintaining family and community partnerships and connections.

Methodical, systematic and thoughtful approach to community involvement.

Weaknesses:
None cited.

F. Effectively Serving All Students

Charter schools are obligated to take specific actions to ensure an open, fair, non-selective method of attracting and enrolling students, and all charter schools need to be ready to serve the group of students that choose to attend. *Fully describe and justify* your plan to offer a continuum of services for all types of students, including those that are educationally disadvantaged (such as low-income, special education, English learners, homeless, migrant and other at-risk students) and gifted and talented.

TOTAL AVERAGE POINTS	**10.75/12**

Reviewer Comments – Effectively Serving All Students

Strengths:

Strong MTSS plan - interventions identified, personnel responsible, parent communication plan (data dashboard reports, conferences, quarterly progress reports, progress updates).

School structures in place to meet the individualized needs of students (i.e., targeted supports & interventions, adaptive learning software, flexible grouping).

Use of Everyone Grows rubric.

The applicant describes how an inclusive environment is created through the effective implementation of key elements including a personalized daily learning plan, mentor time, scope and sequence, a daily schedule that includes small group and remediation or acceleration, and several other best practices or design features to reach a diverse set of learners (19-20). These elements reflect an understanding of the needs of educationally disadvantaged learners and reflect comprehensive academic intervention strategies which would be appropriate for learners at all levels.

The inclusionary model described reflects the needs of the prospective students with disabilities to be serviced. This involves students with IEP's equal access to the curriculum and instructional strategies in the general education classroom to every extent possible with pull-outs as required (21).

Aside from a minor mention of curriculum contextualization work which could impact learning for at-risk student populations, there are not abundant value-added activities to accelerate learning for educationally disadvantaged students.

The applicant also identified the range of differentiation and intervention structures (RTI and Multi-Tiered System of Supports), tools, and approaches in the design and explained how teachers will use these systems to respond to the needs of individual students. A table was also included in this section that explained the tiers, and identified interventions, personnel responsible, and how parents will be kept informed. These details reflect thorough and thoughtful planning that is likely to lead to success with the student population.

The applicant clearly described the plan to provide appropriate and effective services to students with special needs, including ELL students and students with disabilities. Federal and state requirements, as well as the needs of students, appear to be well understood.

A comprehensive academic and behavioral intervention strategy is in place to identify and support students. MTSS will address the academic, social, emotional, and behavioral development of all students, and used to identify at-risk students, monitor progress, and provide evidence-based interventions. Because the applicant clearly stated that MTSS will address social, emotional, and behavioral needs, these plans are likely to result in a reduction in the overuse of discipline practices that remove students from the classroom. Although the applicant did not specifically address meeting the needs of students who are gifted and talented, the personalized nature of the school's educational model and opportunities for individualized instruction will ensure that the unique needs and capabilities of these students are met appropriately.

Weaknesses:

While the response met the criteria in many respects, additional information was required in some areas. For example, the applicant did not discuss how staff will be trained on effective intervention strategies and

corresponding support tools for ELL students and students with disabilities. Additionally, the applicant stated that the transportation plan includes collaboration with Sound Transit to provide free/reduced cost passes, but it is not clear if this is appropriate given the age of the students or why it may be required given the plan to contract with a private provider.

G. Staffing and Professional Development Plan
Fully describe and justify your approach to staffing, inclusive of ratios, positions, etc. required for effective implementation of the chosen education model. Further, *describe* the process in which all staff will be supported in their ongoing professional development.

TOTAL AVERAGE POINTS	**3.75/4**

Reviewer Comments – Staffing and Professional Development Plan
Strengths:
Intentionally recruiting diverse pool of candidate to align with school's values.

Strong planning for staff professional development, retention & evaluation.

Teachers set annual performance goal along with principal.

School committed to the entire career trajectory of a teacher.

Low class sizes cited as one reason for 80 percent retention.

A five year staffing plan is presented with the largest jump occurring in Year 2 of operations, aligned with projected enrollment increases. The school projects growing from a relatively small enrollment of 75 in Year One to a much larger enrollment capacity of 594 (24). The staffing plan is notable for its large number of Teaching Fellows which the school intends as a pipeline for future Lead Teachers.

The proposal describes standard and expected methods of disseminating information about career opportunities within the school to attract a number of qualified applicants for available positions (23). It is likely from these methods of outreach that the school will attract qualified applicants for the positions.

Staff evaluation is described in a manner that indicates significant support for staff in meeting goals including a needs assessment, goal-setting for students, an Individual Learning Plan for teachers, and coaching conversations (25-26).
Multi-year budget is included which describes expenditures and categorizes them correctly. Calculation assumptions are provided within the budget document and appear reasonable.

The applicant fully described the approach to staffing, inclusive of ratios, positions, etc. required for effective implementation of the chosen education model. A clear summary of the school's approach to staffing and recruitment was provided in a staffing table that specified staff positions and FTE for each position for each of the school's first five years. The positions in the table were aligned with all staff positions mentioned previously in the application and indicated in the budget.

The applicant identified steps that will be taken to ensure recruitment of outstanding staff through a variety of strategies that include traditional methods such as advertisements across the country, in state and county job banks, and with highly regarded educational organizations, as well as online job postings. Notably, the applicant appears to be intentional in the search for a diverse staff representative of the student population. Recruitment efforts have included connections with culturally diverse student groups at targeted educational institutions, and partnerships with culturally-connected nonprofit organizations throughout Washington, including those working for increased representation in the sector (e.g. Martinez Foundation). On an on-going basis the school has planned a cyclical, year-long schedule of events (both in person and online) to attract candidates, including hiring webinars and teacher development days.

The applicant provided a brief summary of the school's plan for all staff development, evaluation, and retention that includes regular coaching and feedback, and will provide support to all staff. The professional development plan is designed to address the key elements of the school's model and parallel the core components for students. Teachers will be evaluated through a process that includes annual goal setting with the principal, collaboration on an individual learning plan (ILP), weekly or bi-weekly coaching conversations to review data and track progress toward goals, and semi-annual extended conversations with a summative evaluation in June. Specific strategies to

retain staff are in place and include holding high expectations, setting retention targets, maintaining positive working conditions, investing in meaningful evaluation, conducting annual satisfaction surveys, and providing opportunities for growth.

It is evident that the school's recruitment plan is likely to be sufficient to achieve the school's opening and/or growth plan and will attract, recruit, develop, and retain top instructional talent.

Comprehensive professional development annual trainings for Board.

Strategic commitment to teachers over the entire course of their careers.

Weaknesses:
No mention of salary when delineating plans for teacher training and retention.

Training or professional development regarding these systems is described in only the broadest possible detail (20-21). It is not completely clear whether the applicant has carefully planned out the training necessary for staff to implement a comprehensive program of this nature.

Basic retention strategies for teachers are listed but are not accompanied by specific details that would likely lead to low turnover rates for staff (25).

While the response met the criteria in many respects, additional information was required in some areas. For example, more detail or a brief description of the PD components would be helpful including objectives, frequency of meetings, personnel responsible and targeted, etc. because the purpose of each component is not evident. Additionally, the applicant stated that the PD plan has eight main components, but only identified seven. Given the clear intention to align PD with the school's educational program, it is not clear why some key elements are not specifically addressed, such as PBL, social emotional needs and support, use of technology, multi-age groups, mentoring, or effective curriculum implementation. Thus, more evidence is required to determine if the plans will ensure continuous and improvement and that the educational model will be implemented with fidelity across all grade levels. Finally, although the plan for staff evaluation appears to be well thought out, the applicant did not address classroom observations, so it is not clear if these will not occur or if this was an oversight.

H. Financial Management and Monitoring Plan
As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial stability. *Fully describe* your school's plan to be compliant, strategic, and responsible with finances and business services.

TOTAL AVERAGE POINTS	6/7

Reviewer Comments – Financial Management and Monitoring Plan
Strengths:
Project budget aligns with goals.

SSE has already secured additional funding through private grants and foundations.

Short- & long-term facilities plans.

Facilities cost under 12% of total budget.

Conservative budgeting approach (note discussion about low Special Education students in year one and reason for this).

School has planned for challenges (lower funding, lower enrollment etc) and has plan with remediation steps.

The budget narrative and spreadsheet are aligned in expenditures and a timeline can be somewhat inferred from a combination of the two documents.

Facilities Plan identifies a location (Othello Square) in proximity to the light rail station. A timeline for the facilities acquisition plan indicates that the school should have signed the lease last month (June 2020) and be conducting groundbreaking for renovations this month (July 2020). Costs for the facility are stated as 11.8% of operating costs (26-27).

Broad contingency plans for lower than expected enrollment are included, though the applicant presents reasoning why this should not be the case (28).

The applicant has provided some evidence of the ability to manage the successful and sustainable implementation of the proposed activities. The applicant provided a multi-year operating budget that aligns with the application and budget narratives.

The applicant provided a viable, well-conceived facilities plan that included the school's specific location and a timeline for acquiring and developing the facility. The plan includes co-locating at school opening in excess building space and permanent modulars on the flagship campus while the permanent facility is prepared. Projected facility costs are feasible and below 20 percent of the school's annual budget.

A plan is in place to mitigate risk associated with projected enrollment and underestimated the financial resources necessary to adequately serve the population of students enrolled.

Weaknesses:
The jump in enrollment for K to 1st from Year 1 to Year 2 is significant (@ 65 students) - are there budget contingencies in place in the even that the enrollment number is short particularly considering impact of COVID?

Will facilities move from Year 1 to Year 2 have any impact on enrollment?

While narrative mentions budget challenges if enrollment decreases, there is no specific mention of what priorities would guide reductions if this were to occur.

The budget is using CSP funds to supplant salaries for the Principal and Assistant Principal far beyond the planning phase which is an unallowable expense according to the guidelines provided (Page 10 of Allowable Cost Guide).

Outreach expenditures appear rather high given the high demand and wait list for the school that the applicant states already exists.

Revenue and sustainability are not discussed in the budget narrative, so the viability of the project beyond the grant funding is not clearly stated. The presence or absence of additional grant funding beyond the CSP is not discussed. The narrative lacks a highly specific timelines with deliverable dates, progress monitoring, and clarity of responsibility.

The remodeling inferred by the "groundbreaking" is not adequately explained. It is unclear from the facilities plan to what extent major renovations are needed. It is also not entirely clear how the facilities plan will meet the needs of students requiring special services. The applicant is not penalized for its facilities plan, as per instructions.

Although the applicant provided a multi-year operating budget and budget narrative as required, substantial questions arise from the information provided. As stated in the RFA, the purpose of the budget narrative is to assist the grant reviewers in understanding how the budget supports the grant application. Given the very narrow focus of the budget narrative provided, it is unclear how the budget as a whole supports the successful and sustainable implementation of the proposed activities.

Questions also arise regarding the role and fees for the management company. In the budget, CMO fees range from 5.8% in year 1 to 11.8% in year 5; however, the contract says that the annual fee is 10% excluding CSP funds. This information does not appear to be aligned. Additionally, the CMO contract provided as an attachment appears to be for one year. It is not clear why services for five years are included in the budget. Furthermore, the contract provided is not signed. Has the contract been approved by the board and executed? Finally, the contract states that the CMO will assist with PD and staff training. If so, what is the staff development allocation in the budget (line 189)?

Some information in the budget does not align with information provided elsewhere. Information provided in the enrollment template and the anticipated enrollment included in the budget do not align.

Additionally, the applicant did not explain the additional funding for implementation or operational costs through any other sources outside of the CSP grant. The applicant stated that the school 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, but no evidence is provided or discussed to support this assumption. This is concerning because without this funding, the budget is not balanced in years 1 and 2.

I. Board Capacity and Governance Structure
A competent, trained governing board is essential to the success of a public charter school. *Fully describe* how your school has developed a strong governing board with a diverse set of skills. Be sure to include how board members understand their roles and responsibilities and have developed a transition plan and ongoing professional development to maintain board strength going forward.

TOTAL AVERAGE POINTS	**8/12**

Reviewer Comments – Board Capacity and Governance Structure
Strengths:
The Board engages in annual self and Board evaluation protocols designed to measure success as contributing individuals and as a team.

Board has clear requirements for membership.

Clear delineation between staff roles and those of Board (latter not involved in day-to-day operations).

Clear subcommittee structure.

A broad yet appropriate description of the selection process for potential board members is included, indicating the desired qualities and traits for members and systems to check references and potential conflicts of interest (29).

Board Policies & Procedures are described, mainly in the context of committee formation and structure. This section also delineates the responsibility of the Board for oversight functions as opposed to the day-to-day operations under the jurisdiction of school leadership (29-30).

Applicant presents a sample calendar with monthly training topics for board development (30-31).

The applicant provided some evidence of a competent governing board. The board will meet on a monthly basis and intends to operate using a committee structure with finance, facilities, and nominating committees. Officer positions include a president, secretary, and treasurer. The applicant provided specific criteria and processes to be used when selecting new board members; and identified appropriate board responsibilities that will ensure that they remain at the governance level of leadership not the school management level of operations. There is evidence that the applicant has planned appropriate and meaningful board training with topics relevant to the proposed school. A calendar of board training topics and participants was provided. Board members will conduct annual self and board evaluations.
The applicant provided a clear organizational and management plan for the school that includes daily leadership by the school principal with support from the home office for coaching, performance management, and back-office supports. Information about the principal's evaluation by the Charter Management Organization was provided.

Weaknesses:
Realized skill gaps of the existing board and/or systems and procedures to recognize and correct those gaps are not presented. This calls into question the reflective nature of the board and its capacity for continuous improvement.

A comprehensive set of Board Policies & Procedures is not expressly laid out in a manner that indicates complete awareness of oversight responsibilities.

Because the sample calendar for board professional development opportunities mentions onboarding process, it is unclear if the listed topics apply to all Board members to remain fresh on these oversight functions or if it is exclusive to new members. As such, it is possible though not clear that the ongoing Board is receiving adequate development to build its capacity for effective oversight.

Although the response met the criteria in some respects, other information was missing or needed additional detail. For example, each of the board member information forms indicated that a resume was attached, but no resumes were provided. The applicant stated that board members have expertise in facilities, finance, education, nonprofit management, community connections, and law, but the evidence was not included. Therefore, it is not possible to determine if the board is strong with a diverse set of skills and wide range of expertise. Additionally, the applicant did not discuss how current board members were recruited and selected, what skills gaps exist or how future skill gaps in the board will be identified, or future recruitment plans and procedures.

Although the applicant stated that the board will conduct meetings in compliance with Open Meetings laws, information about how the board will comply with Open Meetings and Open Records requirements was not provided. Similarly, the applicant stated that the board will evaluate its performance, but did not provide information about how and how the results will be used. Further, no information was provided about how the board's policies and procedures ensure monitoring of performance and academic, financial, operational, and legal compliance. While the applicant has provided a clear board training calendar, there are no funds allocated in the operating budget and no information provided about how the board will be trained and by whom such that no funds are necessary. The lack of information in this section raises significant questions about the board's preparation and capacity to provide effective oversight and leadership.

J. School Leadership and Management *Fully describe and justify* the intended leadership structure of your school and demonstrates a strong leadership and staffing plan that ensures high-quality implementation and sustainability of the school.		
	TOTAL AVERAGE POINTS	**8/10**

Reviewer Comments – School Leadership and Management

Strengths:

Clear management & evaluation structure.

Clear organizational chart delineates duties of leadership team.

The proposal presents the role of school leadership in the context of "ensur(ing) academic, organizational, and operational effectiveness" (31). Daily management of the school at the hands of the Principal is to include annual goals based on self-assessment. This section provides a narrative explanation of the responsibilities of the Principal in order to align policy with the school's mission and vision.

A general yet adequate description of the evaluation of the Principal is provided which includes self-assessment, strategic plans, and review of student achievement data (31-32).

Weaknesses:

The roles and responsibilities for the Principal and school leadership in general are not clearly laid out in a manner that offers categories of performance or clear ownership of key functions among the leadership team.

Steps to ensure the leadership team has sufficient expertise and experience in key areas of school function including charter school compliance, operations, finance, and legal matters are not made clear. There remains doubt as to the extent with which the leadership team possesses the proper expertise to carry out these functions.

Although the response met the criteria in some respects, other information was missing or needed additional detail. For example, the applicant did not articulate a comprehensive process that will be used by the board to evaluate the performance of the CMO, including identification of appropriate protocol for addressing performance concerns or how performance concerns will be addressed. Also, because no specific information was provided about the school's leadership team, the design of the team to ensure sufficient expertise to manage charter school-specific compliance, operations, finance, and legal matters cannot be determined.

Additional/Overall comments

Reviewer Comments

Presents data from Impact's Puget Sound campus in addendum.

It is noted that the Director of School Operations will report to the Principal and CFO/COO - would be interesting to note how co-management works between CMO & school.

School recognizes that most students will walk, but that those on public transport require support for cost; will also provide school bus to insure more diverse student population.

School food vendor identified.

Strategies offered to address challenges are exceedingly broad (32). Furthermore, the applicant does not identify COVID-19 as a material challenge to the school's operations.

A basic system for providing meals in compliance with state and federal nutritional guidelines is offered. The school will contract with the vendor "Fresh & Local" who has a track record of providing meals to K-12 schools throughout Washington (22).

Applicant presents an adequate transportation plan that is likely to prevent transportation from becoming a barrier to access. While the school anticipates that many students will walk or elect individual car access, it is planning to collaborate with the Sound Transit service to provide free or reduced cost bus passes. A private transportation company, Harlow's, will also be contracted for "transportation to and from school, off-campus field trips, athletic events (if applicable), and school-sponsored events" (22). Proposal affirms that students with transportation needs in their IEP's will be appropriately serviced.

General material operational challenges are anticipated with some attempt to offer strategies to address challenges (32).

Applicant has demonstrated a strong understanding of best practices in its instructional model and use of data-driven instruction. It is likely that the program designers have a strong vision for curriculum and instruction that would translate into high levels of student learning given effective operations in other aspects of the school.

It is evident that the school will have adequate oversight to ensure quality implementation, operation, and accountability.

Although the applicant provided a viable facilities plan, some information remains unclear. No description of the school environment was provided, so it is difficult to determine if the environment is sufficient to carry out the school's educational model and programmatic needs and is easily accessible to the intended student population, including the school's ability to meet the needs of students receiving special services.

The applicant provided clear and realistic information about the school's plans for meals and transportation. The school will use Fresh n Local to provide meals and address the nutrition needs of the student population. The applicant also provided a reasonable transportation plan that includes contracting with a private transportation company, and a detailed plan in the Appendix for planning transportation needs, routes, and stops. The applicant also clearly addressed transportation for students with special needs including students with disabilities and compliance with the McKinney-Vento Homeless Assistance Act.

The application would be significantly strengthened with more information about governance plans and governing board capacity, as well as the specific role of the CMO and relationship to the school's board.

The school has sufficiently identified potentially material operational challenges, including enrollment, finances, teacher pipelines, leadership capacity, and political environment, and has developed an adequate response for each. Although the applicant did not discuss the current challenge of opening and operating a school during the

pandemic, the thoughtfulness about school operations leads to confidence about the applicant's abilities to respond appropriately.

This applicant was very well organized with headings aligned to the rubric, which made it very easy to find required information and evidence. Additionally, information was well aligned throughout the application. For example, the applicant discussed the use of technology to individualize learning, which was also addressed, as appropriate, in subsequent sections. Succinct descriptions of most required information inspired confidence in the applicant's deep understanding of the elements necessary to operate a successful school.

APPLICATION TOTAL POINTS		
Rubric Section	**(AVERAGE) Points Awarded**	**Points Possible**
A. Grant Project Goals	9.75	12
B. Educational Philosophy, Instructional Practices, and Curriculum	14.25	16
C. Teaching and Learning	6	6
D. Student Academic Achievement Standards	9	9
E. Student Demand and Community/Local Support	12	12
F. Effectively Serving All Students	10.75	12
G. Staffing and Professional Development Plan	3.75	4
H. Financial Management and Monitoring Plan	6	7
I. Board Capacity and Governance Structure	8	12
J. School Leadership and Management	8	10
STANDARD POINTS AWARDED		**100**
Priority Points: 3 Additional Points may be awarded for schools that focus on the development of the whole student (college and career academic readiness and social-emotional development). Applicant must demonstrate a strong instructional and social-emotional focus that supports students toward both educational goals and positive relationship and identity development (including but not limited to mentorship, restorative justice practices, and whole-school college readiness or entry goals).	2.25	3
Priority Points: 3 Additional Points may be awarded for schools with an explicit focus on diversity, equity, and inclusion. Applicant must demonstrate that its staffing, educational model, community and family engagement strategy, and overall design process are responsive to community input, provide ongoing opportunities for learning for school staff, and have planned evaluative measures to help drive diversity, equity, and inclusion through school culture and climate.	2.25	3
Priority Points: 3 Additional Points may be awarded for schools that recruit from rural or unincorporated regions. Applicant must demonstrate that it intends to locate in or near rural or unincorporated regions and how it intends to meet the unique needs of the student population that it recruits from there.	0	3
TOTAL POINTS AWARDED		**109**