IMPACT
PUBLIC SCHOOLS

Charter Schools Program for Innovation and Excellence Application Narrative

Impact | Tacoma

August 24, 2020

Executive Summary

Impact | Tacoma, the third school of the Impact Public Schools (IPS) network, will serve up to 594 TK-5 students in Tacoma beginning August 2021. The mission of Impact | Tacoma 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 | Tacoma will offer a rigorous, personalized curriculum within a vibrant school community that balances high expectations with joy. Impact | Tacoma'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 | Tacoma in accordance with an ambitious growth plan. Impact | Tacoma 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

Impact | Tacoma's vision is for graduates to become the problem solvers, innovators, and change agents of tomorrow. Within an equity-driven culture, Impact | Tacoma develops the whole child and inspires students to live full, connected, and purposeful lives. Impact | Tacoma will offer a rigorous, personalized curriculum within a vibrant school community that balances high expectations with joy. Our diverse group of scholars will solve our future's greatest challenges, and together we will eliminate the opportunity gap in Washington state. The CSP Implementation Grant will be used to materialize this vision by fully developing, furnishing and enrolling students in an educational program specifically tailored to the community. Impact | Tacoma believes in developing and utilizing instructional materials that are both decolonized and contextualized to the specific community served. In meeting the goals listed below, Impact | Tacoma will be equipped to meet its mission-specific goals of (1) 60%+ of students meeting or exceeding NWEA MAP math and reading goals and (2) 80%+ of faculty reporting improved teaching practice as a direct result of high-quality professional development. Thus, CSP funds will be specifically used to meet the following goals:

Performance Measures	20-21 Targets	21-22 Targets	22-23 Target	23-24 Targets	24-25 Targets
Goal #1: Fully equip and furnish Impact | Tacoma for the educational program in its permanent facility to accommodate full grades at capacity by August 2025.					
Justification: Impact | Tacoma will occupy the former Green Dot Destiny Middle School building at 1301 E. 34th Street. In order to fully implement the program in this facility as the number of students and grades served continues to grow, Impact | Tacoma will need to complete minor facility repairs and procure FFE and technology at a 1:1 student-to-computer ratio. We believe the use of CSP funds to fund necessary repairs, furniture, fixtures, equipment and technology is justified and necessary to effectively implement the program and institute systems to deliver individualized instruction.					
Purchase laptops to implement a 1:1 device model for students and faculty.	Purchase 252 student Chromebooks and 28 faculty laptops in preparation	Purchase 241 Chromebooks and 21 faculty laptops	Purchase 290 Chromebooks and 22 faculty laptops	Purchase 340 Chromebooks and 26 faculty laptops	Purchase 390 Chromebooks and 30 faculty laptops

	for Y1 of operation.				
Prepare for and equip the long-term facility beginning August 2021 (and each year after) in accordance with the Impact | Tacoma student and faculty growth plan.	Purchase necessary materials, supplies, and equipment in preparation for 252 students and 24.5 FTE faculty across 9 classrooms for Year 1 of operation.	Purchase insurance coverage, classroom furniture, consumable supplies, reusable curriculum materials, instructional technology and guided reading library for 342 students across 12 classrooms.	Purchase classroom furniture, consumable supplies, reusable curriculum materials, instructional technology and guided reading library for 426 students across 15 classrooms.	Purchase classroom furniture, consumable supplies, reusable curriculum materials, instructional technology and guided reading library for 510 students across 18 classrooms.	Purchase classroom furniture, consumable supplies, reusable curriculum materials, instructional technology and guided reading library for 594 students across 21 classrooms.

Goal #2: Contextualize existing curriculum components to the Impact | Tacoma community using DEI principles and fully train faculty to implement the educational program with fidelity.

Justification: The Impact | Tacoma educational model is dependent on contextualizing the program to the specific community served by each school in order to provide students with a representative curriculum that includes relevant problem-solving opportunities to impact the community as the next generation of equity-driven, innovative leaders. We believe the use of CSP funds to support the time & effort necessary for high-quality curriculum contextualization (a non-sustained cost outside of the essential role functions) is both necessary and justified.

The Assistant Principal of Instruction & Culture and Student Support Coordinator will contextualize curriculum components using a community-based process.	Kindergarten + 1st grade curricula are fully contextualized to the Tacoma community by June 2021.	2nd grade curricula are fully contextualized to the Tacoma community by June 2022.	3rd grade curricula are fully contextualized to the Tacoma community by June 2023.	4th grade curricula are fully contextualized to the Tacoma community by June 2024.	5th grade curricula are fully contextualized to the Tacoma community by June 2025.
The Assistant Principal of Instruction & Culture and Student Support Coordinator will lead Professional Development to train faculty to implement the educational program.	Train 24.5 founding Impact | Tacoma faculty on the educational program for over 300 hours annually,	Train 31 Impact | Tacoma faculty on the educational program over 300 hours annually, including	Train 38.5 Impact | Tacoma faculty on the educational program over 300 hours annually, including	Train 42.5 Impact | Tacoma faculty on the educational program over 300 hours annually, including	Train 47 Impact | Tacoma faculty on the educational program over 300 hours annually, including

	including procuring services from externals providers to deliver academic and DEI sessions.	procuring services from externals providers to deliver academic and DEI sessions.	procuring services from externals providers to deliver academic and DEI sessions.	procuring services from externals providers to deliver academic and DEI sessions.	procuring services from externals providers to deliver academic and DEI sessions.
Goal #3: Execute a strategic plan to Inform the community about the school through comprehensive outreach, the provision of accessible materials, and regularly-scheduled school tours to meet annual enrollment goals and increase student enrollment from 252 students (Year 1) to 594 students (Year 5).					
Justification: Impact | Tacoma will open with an intentional plan to create sustainable student body growth and impact a greater number of families across Tacoma through the addition of one grade level per year. We believe the use of CSP funds to support the time & effort necessary to inform the community about the school, the production and distribution of school-specific materials and procurement of community outreach services is both necessary and justified.					
Create and distribute school-specific recruitment materials in accessible languages to the school community by October 1st of each year.	Develop and mail/distribute Impact | Tacoma recruitment materials in English, Spanish, Amharic, Somali and other languages (as needed and determined based on family preference) by October 1st of each year. All materials will include registration information and a clear statement that the school is a tuition-free public charter school.				
By the first day of school each year, secure full student enrollment through targeted recruitment and outreach strategies.	Recruit and enroll at least 252 new students by June 1, with a waitlist of 75+ students to ensure Impact | Tacoma opens fully enrolled.	Recruit and enroll at least 90 new students by June 1, with a waitlist of 50+ students to ensure 35% student body growth from Y1-Y2.	Recruit and enroll at least 84 students by June 1, with a waitlist of 45+ students to ensure 25% student body growth from Y2-Y3.	Recruit and enroll at least 84 students by June 1, with a waitlist of 45+ students to ensure 20% student body growth from Y3-Y4.	Recruit and enroll at least 84 students by June 1, with a waitlist of 45+ students to ensure 16% student body growth from Y4-Y5.

B. EDUCATIONAL PHILOSOPHY, KEY DESIGN ELEMENTS AND SCHOOL CULTURE

B1-B2. Utilizing Autonomy and Flexibility in Educational Philosophy and Key Design Elements

Impact | Tacoma's essential design elements have been selected to nurture 21st century skills and habits within a culturally inclusive and responsive learning environment. These elements have been chosen to utilize the autonomy and flexibility granted to charter schools, as they

leverage innovative staffing, scheduling, student grouping and instructional/curricular choices. Impact | Tacoma also uses the autonomy granted to charter schools to use technology in flexible ways, including the use of adaptive instructional programs. The school model is rooted in the following three key design elements, which are anchors for both August and year-long PD:

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 of approximately 14 students (half of a typical class size). 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 yearlong DEI PD and coaching opportunities, provides faculty with the support to develop skills 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. Mentor groups are the basis for school culture, rooted in creating an environment that celebrates diversity and equity for scholars and families. In the 2019-2020 school year, 91% of Impact families reported feeling welcome at the school and 95% would recommend Impact to another family with high levels of teacher communication and mentor groups identified as the top contributor to this recommendation. Building a welcoming school culture is highly dependent on a strong mentor group structure.

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 student data and artifacts.

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. Personalized learning pathways also include parents in the development and monitoring of

student needs, which further contributes to strong mentor relationships and school culture. Parents feel informed about how their student is performing and equipped to support them at home.

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 are designed to support mastery of science/social studies standards and Deeper Learning Skills, while developing culturally-competent Compass Habits required to thrive in the 21st century workplace.

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. IPS parents have reported PBL as one of the driving

factors for family satisfaction. In the 2019-2020 family survey, a 1st grade parent reported "My favorite part about Impact Public Schools is the diversity and inclusion of different cultural themes tied into long projects that work with all subject matters."

Classroom Design Elements

The classroom design elements are listed below and implemented using the instructional strategies found in *Section 3* 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 small group instruction & thoughtful teacher talent pipeline.
Small-group instruction	Provides instruction within each student's zone of proximal development: tasks are feasible without becoming frustrating.
Individualized instruction and practice	Supports actionable feedback through one-on-one conferences with teachers and peers. Positively impacts 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 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]

B3. School Culture

IPS's mission and values are evident in artifacts throughout the school environment, as well as in the routines, words, and actions of faculty and students. Creating a school community that is diverse by design extends beyond student composition. IPS intentionally builds structures and routines that build relationships across boundaries and confronts challenges with openness and honesty. Specific routines that maintain an inclusive, responsive school culture include affinity groups, Mentor group family dinners, student-led conferences in home language (with translation) and support for students behind benchmark for meeting goals. Impact students are the primary drivers of school culture and climate. In partnership with Transforming Education, IPS administers culture and climate surveys to students in conjunction with SELWeb, a web-based system that assesses key social-emotional skills. The culture and climate surveys are designed to give valuable insights on the student experience to ensure IPS makes strategic decisions in the development of the school model and ongoing refinement of school culture. In addition to the insights provided by the culture and climate surveys, students are actively engaged in building school culture through their participation in mentor groups and Circle.

C. CURRICULUM, INSTRUCTIONAL STRATEGIES and TECHNOLOGY

Instructional practices are described in detail in the previous subsection in a table of design elements and rationale, which complement the curricular choices in the table found below.

C1-C2. Key Curriculum Materials & Choices

The educational program at Impact | Tacoma prepares students to meet or exceed core goals as articulated by OSPI[17] 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 identifies the key curriculum for each content area, aligned standards, published research, pedagogical alignment and rationale.

Subject	Mode of Instructional Delivery	Standards	Curriculum
Reading	Small group (guided reading), individual	WA State K-12 ELA Learning Standards	Scholastic Guided Reading 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	WA State K-12 ELA Learning Standards	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	WA State K-12 ELA Learning Standards	Lexia Success for All phonics
	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 gains at the elementary level at Spokane International Academy and Gilroy Prep.		
Math	Online, small group, individual	WA 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 *Cognitively Guided Instruction (CGI)*
	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]		
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
	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.		
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
	Rationale: Effective at schools with similar demographics.[27] Adopted by neighboring school districts (Seattle & Highline), providing potential opportunities for collaborative PD.		

C3-C4. Technology Use & Suitability

Impact | Tacoma will operate with a 1:1 student-to-computer ratio. Technology has been

purposefully integrated into the instructional program to support student learning at individualized levels. As a part of personalized learning, students engage daily in adaptive reading and math computer programs to support in meeting individualized goals. 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. Teachers are trained on use of student technology during August PD and continuously throughout the school year. During the COVID-19 school building closures, students have participated in full virtual learning. Appropriate technology implementation is critical to ensure students are receiving high-quality instruction during this time. As such, more PD time has been dedicated to developing teachers' abilities to leverage technology to deliver critical content, given that this mode of instruction will continue until it is safe to resume brick-and-mortar instruction. Due to uncertainties about the long-term effects of COVID-19 on school reopenings, Impact | Tacoma is prepared to use technology for students in a variety of ways, ranging from full virtual learning to integrated use in the typical model. Student technology is also used to administer the NWEA MAP assessment, a key indicator of student progress, three times per year. Impact | Tacoma 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. Technology is used as a powerful supplement to critical in-person learning led by teachers, while providing additional data points to inform personalized learning plans.

D. ASSESSMENT & DATA

D1. Performance Management Plan

Impact | Tacoma 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-C2**). 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 and student support team (SST) meetings. 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. IPS uses 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 table in this subsection details the measurement standards, method of data collection (tool) and frequency (baseline, formative/interim or summative) for each core subject to evaluate student mastery.

Subject & Standards	Baseline Assessments	Interim (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

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.

D2. Data-Informed Policy and 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 listed above 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. Student data is used to determine annual school priorities that affect policy and management decisions. Impact | Tacoma faculty will be supported by the IPS Home Office in deep data disaggregation to ensure priorities are tailored to specific school and student needs.

D3. Data Use and Instructional Strategies

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	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 standards and skills. Further diagnostics to determine barriers to learning.	Classroom teachers Special Education Teacher Teaching Fellows Classroom aides (as needed)	Data Dashboard reports, Conferences, Quarterly progress reports, Progress updates every week

E. EFFECTIVELY SERVING ALL STUDENTS

E1. Supporting "Educationally Disadvantaged" Students

Impact | Tacoma ensures equitable academic and nonacademic outcomes for all students. The 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. Implementation of these 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

The Multi-Tiered Systems of Support (see **D3**) 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 supports are provided.

Impact | Tacoma 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 | Tacoma will implement policies to assure proper identification, placement, evaluation, and communication regarding ELL students and the rights of students and parents. Impact | Tacoma will provide an alternative instructional program using a supportive mainstream model based on the expected student demographics. Based on EL status and language proficiency, teachers will 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 coached by an ELL-certified 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 monitored and provided support as needed. Teachers receive GLAD strategy training and PD to support students in need of EL supports.

E2. Supporting Students with Disabilities and Students with Gifted/Talented Needs

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 | Tacoma will be delivered by individuals or agencies qualified to provide special education services as required by law. Impact | Tacoma 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 | Tacoma are the initial providers of services and support to students with special needs, and Impact | Tacoma 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 student population.

Gifted and talented students receive supports through the Highly Capable (HiCap) program at Impact | Tacoma. HiCap students are identified using a mix of subjective and objective measures, including existing assessments (e.g. F&P reading) and an open referral process. Gifted and talented students participate in an enrichment program to develop additional skills including expansion of academic attainments and intellectual skills, stimulation of intellectual curiosity, independence and responsibility, development of a positive attitude toward self and others and development of originality and creativity. The individualized nature of the program enables organic enrichment for students, whether or not they are considered "Highly Capable."

E3. Meeting Nutritional Needs

Impact | Tacoma 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 will partner with Fresh & Local to deliver food service to Impact | Tacoma. Fresh & Local currently serves freshly prepared meals every week to K-12 schools throughout WA, including Impact | PSE and Impact | SSE. 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.

E4. Meeting Transportation Needs

Impact | Tacoma students will receive transportation services in accordance with RCW 28A.160.150 - 28A.160.180, including those to mitigate hazards for walkers. The school intends to provide busing to ensure that a diverse group of families from Tacoma are able to attend. For these purposes, IPS will contract with a private transportation company, Harlow's. This includes transportation to and from school, off-campus field trips, 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/federal regulations, including the McKinney-Vento Homeless Assistance Act to ensure transportation is no cause for absenteeism. Additional information is found in the Transportation Plan appendix.

F. STAFFING AND PROFESSIONAL DEVELOPMENT PLAN

F1. Staffing and Recruitment

Impact | Tacoma will recruit teachers from diverse backgrounds who display a burning passion to work with students and have proven results. The recruitment campaign begins in Fall 2020 and will be conducted in two broad waves. The first wave will focus on priority candidate hiring of teachers, concluding in April 2021; the second wave will recruit support and non-credentialed faculty, concluding in May 2021. The campaign will utilize traditional and online methods. To ensure diverse candidates continuously learn about opportunities at Impact | Tacoma, IPS has connected with culturally-diverse student groups at targeted educational institutions and partnered with culturally-connected nonprofit organizations throughout Washington, including those working for increased representation in the sector (e.g. Martinez Foundation). IPS is broadening its pool of diverse, local talent, through an alternative certification route with university partners to support Teaching Fellows' growth to become fully certificated teachers.

Impact | Tacoma hosts a cyclical, year-long schedule of events to attract candidates, including hiring webinars and teacher development days. The following staffing plan will be used:

Calendar Year	Year of Operation	# Students	# Teachers	Teacher: Student Ratio	# Faculty	Adult: Student Ratio
2021-2022	1	252	18	1:14	24.5	1:10.3
2025-2026	5	594	39	1:15	47	1:12.6

	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Principal	1	1	1	1	1	1
Assistant Principal	1	1	1	1	1	1
Director of Operations	1	1	1	1	1	1
School Manager	1	1	1	1	1	1
Operations Assistant	0.5	1	1.5	1.5	1.5	1.5
Lead Teachers	9	12	16	19	22	22
Teaching Fellows	9	12	15	16	17	17
Student Support Coordinator	1	1	1	1	1	1
Special Education Teacher	1	1	1	1	1.5	1.5+
Total FTEs	24.5	31	38.5	42.5	47	47

F2. Professional Development

IPS' professional development program includes seven 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). Faculty participate in Impact Institute and weekly half-day PD sessions, for a total of 57 days and 300+ hours annually.

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 | Tacoma aims to

achieve an 80% teacher retention rate of high-performing teachers, with a clear growth trajectory. As of the end of SY19-20, Impact Public Schools has an 89% teacher retention rate. IPS will implement the following to support retention of high-performing teachers: hold high expectations for all educators, offer competitive salaries and benefits, set clear retention targets, maintain positive working conditions that build trust and respect, invest teachers in a meaningful evaluation system and conduct annual satisfaction surveys. IPS offers teachers a career trajectory that spans their entire career from teacher fellow to lead teacher and beyond. This trajectory is not a straight line, but allows teachers to take a variety of positions, naturally transitioning based on their strengths and career goals. For 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 and Teacher Coaching/Feedback

At IPS, all educators are leaders and are treated as such, following a similar process to leadership evaluations (**Section I1**) . Teachers will set annual goals with the Principal based on a self-assessment and the leader's assessment of 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 development in goal areas. Throughout the year, the Principal and AP support a dedicated teacher coaching caseload, conducting classroom observations followed by weekly coaching conversations to review student achievement data and track progress toward meeting/exceeding goals. Each week, the teacher will set and monitor progress toward incremental goals that contribute to achieving their long-term goal. Teachers are encouraged to innovate practices within the classroom, piloting instructional approaches rooted in student need, while also ensuring the educational model is implemented

with fidelity. 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.

G. FINANCIAL MANAGEMENT AND MONITORING PLAN

G1. Operational and Financial Capabilities

The operations and finance team includes a CEO, CFO/COO, Board and partner organizations with significant experience in financial management, fundraising, and overseeing internal controls. The accompanying operating budget, CSP budget and budget narrative demonstrate financial viability, sustainability and sound assumptions to ensure capacity to manage the implementation of the proposed activities. Impact | Tacoma has secured funding for implementation and operational costs through private grants and foundations in the amount of $750,000 during Y0, $200,000 for Y1 and $300,000 for Y2. This includes $300,000 from Charter Schools Growth Fund, $565,000 from WA Charters and $744,000 from New Schools Venture Fund (NSVF). Evidence of funding is included in the attachments.

G2. Facilities Plan

Impact | Tacoma will occupy the former Green Dot Destiny Middle School facility in Tacoma. Detailed information can be found in the facilities plan attachment. Facility costs are outlined in the budget and are below 20% of the annual budget (approximately 10.8% annually by Y5). A full facilities timeline is below and a letter of intent to lease can be found in the attachments.

Time	Activity
December 2019	Facility Options Identified
February 2020	Final Facility Selection and LOI Issued
January-February 2021	Lease Negotiations
March 2021	Lease signed

June 2021	Cosmetic/Branding Updates Completed (paint, IPS decals, etc.)
July 2021	Certificate of Occupancy Obtained
August 2021	Official "move in" to facility

G3. Sufficient Resources for At-Risk Support

Impact | Tacoma is assumed to have the following demographics: 1% Special Education Students in Y1, 3% in Y2, and 10% in Y3+*, 11% ELL, 48% Free Lunch, 12% Reduced Lunch, 60% Learning Assistance Program (LAP) and 25% participation in transportation program in Y1, 30% in Y2, 35% in Y3, 40% in Y4, and 45% in Y5 based on observed actuals with young students

*This does not in any way represent the maximum number of special education students the school is equipped to serve, which is much higher, but 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, thus 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 | Tacoma to benefit from class size compliance and small schools funding, making the impact of enrollment loss less pronounced. A large portion could be made up from additional philanthropy above what is included in the budget. Moreover, both Impact | PSE and Impact | SSE have over-enrolled by as much as 14% in Y1 and consistently maintain a waiting list.

H. BOARD CAPACITY AND GOVERNANCE STRUCTURE

H1. 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 DEI. In addition to Board officers, a committee structure allows the Board to operate with great efficiency. 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 WA 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. Member selection follows an interview process that probes 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.

H2. Policies & Procedures

Impact | Tacoma 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. 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, addressing personnel or individual student issues unless escalated through the formal grievance/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.

H3. Investment in Board Development

Comprehensive evaluation is a core job function of the IPS Board. Members engage in annual self and Board evaluations designed to measure success as individuals and as a team. Professional development enhances the Board's capacity to govern the school. Below is a sample IPS Board PD cadence. Costs associated with Board development are paid by the Home Office, a portion of which is funded by the management fee paid to IPS by Impact | Tacoma.

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

I. SCHOOL LEADERSHIP AND MANAGEMENT

I1. Leadership and Administrative Roles

Daily management of the school will be led by the Principal. Using the autonomy and flexibility granted to charter schools, the leadership team will leverage Home Office supports through an innovative structure using 1:1 coaching, performance management and back-office support to ensure academic, organizational and operational effectiveness. The contract included in the appendix outlines a full scope of services provided by the CMO. The management agreement is negotiated annually in one-year terms. The structure of all IPS schools is designed to support daily school management while driving the large-scale vision and mission. This ensures school leadership can focus on the education program priorities and directly serve students. The CEO will report to the Board of Directors. The Principal will report to the Regional Director of Schools (RDS). The AP will report to the Principal. The DSO 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 AP. While individual schools are structured to be stand-alone organizations, collaboration across school buildings is highly encouraged as a form of lateral support. The table below outlines key responsibilities for each leadership position, but is not inclusive of all duties:

Role	Responsibilities
Principal	- Lead and support excellent coaching and PD for teachers - Monitor data to create flexible RTI groups, oversee MTSS process - Articulate vision, strategy and set of goals that align with mission of IPS - Manage members of school leadership team to support development and execution of strong culture systems and restorative practices

AP of Instruction & Culture (AP)	● Lead PD and coach teachers, with direction/support from principal ● Support the principal in ensuring the instructional model is executed ● Lead on assessment calendaring, culture and fidelity ● Support the implementation and execution of a culture system ● Contextualize academic and SEL curricula to Tacoma community
Student Support Coordinator (SSC)	● Work to establish a positive, structured and warm culture ● Monitor school culture data to identify trends and develop strategies for behavioral/SEL interventions and teacher support measures ● Serve as point person for crisis intervention and acute behavioral needs ● Support creation of individual behavior plans ● Coordinate student restorative justice measures ● Contextualize SEL program with AP to the Tacoma community
Director of School Operations (DSO)	● Co-lead deep engagement in local community ● Engage prospective parents and lead school tours ● Assist principal with recruitment of new students ● Manage enrollment process ● Lead daily operations of school

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 identified through the school's data dashboard will also factor into the creation of annual goals and strategic plans will be developed for strong execution. The Principal and RDS regularly review student 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. The RDS and Principal will participate in a mid-year evaluation in January and a summative evaluation in June. Evaluation reports are reviewed by the Board.

I2. 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:

Challenge	Strategies to Address Challenge	Party Responsible
Enrollment	Early outreach, starting with conversations and events before authorization.	Principal, DSO and School Manager with Recruitment Services provided by CMO
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.	DSO and CMO
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.	Principal and AP
Leadership Capacity	Build succession from within.	Principal, AP and Regional Director of Schools (CMO)
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.	CMO

J. STUDENT DEMAND AND COMMUNITY/LOCAL SUPPORT

J1. 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. Over 116 Tacoma families signed a petition of support/intent to enroll form during the charter application process alone (October 2019-February 2020). A full marketing, branding and community outreach plan (including specific strategies for recruiting students historically considered "at-risk" or "disadvantaged" and enrollment goals for each year through final expansion) can be found in the Student Recruitment and Enrollment Plan appendix. Based on existing outreach efforts, below is a projection of demographics that may be considered "educationally disadvantaged."

FRL %	SPED %	ELL %	LAP	HOMELESS + FOSTER

60%+	10%+	11%+	60%	5%

J2. Family & Community Engagement

Parents are critical partners, supporting their child's development through engagement in a personalized pathway. Six-to-eight workshops will be offered with topics informed by parent need. Weekly school bulletins, monthly newsletters (with translation), 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 a home visit by the student's mentor and student-led family conferences. Impact | Tacoma will make information about educational options open to families, including linking the state school report card on the website. Three family advisory bodies will serve as central partners in Impact | Tacoma'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 at the first and second VAC meeting of each year, using transparent criteria for selection. The SAC will provide input on the model as Impact | Tacoma grows.

Village Action Committee (VAC): The VAC is a parent-led organization that focuses on parent education, planning/supporting community events 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 support the monthly Principal Coffee Talks. IPS advertises this opportunity in community meetings as it

seeks to solicit input from diverse membership based on the Brave Solidarity core value.

Families for Equitable Schools (FES): The FES Team leads the second part of the mission by advocating for public policies that close the opportunity gap across WA state. The team is composed of one family member from 9 legislative districts. FES is led by one parent and continuously grows to accommodate additional legislative districts determined by the communities IPS serves. There is one FES team with representatives from each school.

In addition to the above formalized family engagement structures, IPS has formed a Brave Solidarity Steering Committee (includes a representative group of parents from each school) which will drive further work on anti-racism practices. A Family Curriculum Feedback group will evaluate the contextualized curricula using a decolonized PBL-SEL rubric. Both of these additional engagement structures bring parents into academic decision-making at the school and CMO levels. All participation is welcomed, yet voluntary, given the parent community's competing demands. Other opportunities for culturally-inclusive parent involvement will be offered including: participation in annual development of their child's personalized pathway, attendance at Showcases, social functions, special events, participation in classroom-based activities/parent 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.