CHARTER SCHOOL CSP SUB-GRANT SCORE REPORT

APPLICATION DETAILS

School Name: Impact Public Schools I Commencement Bay Elementary	
Contact Person: Alexandra Friedeman	Contact Email: afriedeman@impactps.org
Application Type: New School	Grant Budget: $1,500,000
Grades Served: TK-5	New Seats Created: 510
Total Averaged Score: 98.31	Priority Points Assigned: 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 budget 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: 12.00/12.00

Reviewer Comments – Grant Project Goals

Strengths:
- Clear mission-specific goals, supported by 'seasoned home office'
- NWEA data driven goals
- Measurable staff PD goals
- DEI: contextualized curriculum
- Multi-lingual materials for outreach as part of Goal 3
- Strong justification for each goal with detailed information for targets
- The applicant clearly identified three grant project goals that support the planning and implementation of the proposed school
- Each grant project goal is a quality goal and is specific, measurable, action-oriented, realistic, relevant, time-bound, and include targets
- An explicit justification is provided for each goal, and there is clear alignment among grant project goals and the overall mission and goals of the school

Weaknesses:
- Goal 1 addresses the number of Chromebooks to be purchased each year; however, the total number far exceeds the projected numbers of students. It is not clear why so many will bepurchased

B. EDUCATIONAL PHILOSOPHY, KEY DESIGN ELEMENTS, AND SCHOOL CULTURE

Fully *describe and justify* **the design of the academic program in terms of the educational philosophy, key elements of the program, and how school culture is developed.**

Be sure to include key design elements, 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: 11.33/12.00

Reviewer Comments - Educational Philosophy, Key Design Elements, and School Culture

Strengths:
- Mentoring program--home visits for all incoming students (good research basis for this program)
- Use of Circle Protocol--culture building

- Personalized, self-directed learning--data driven (justified by RAND study)
- PBL--research from 1K cases nationwide
- Multi-age reading/math groups based on level
- Co-teaching
- Variety of teaching approaches--individual to small group to whole group to online
- Culture: intentional creation of traditions--dinners, conferences, etc in home language
- Extensive use of surveys to measure and improve culture
- Provides research base with a focus on equity, agency and cultural-responsiveness for each design element - stays aligned to mission
- Focused on the autonomy and flexibility granted to charter schools to highlight innovation
- Classroom design elements with provided rationale provides details for alignment to goals and ongoing organizational strategies (i.e., creating teacher pipeline through co-teacher model)
- 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 additional design elements to be used, such as co-teaching, departmentalized instruction, and instructional strategies

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 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?
- The applicant did not discuss the school's educational philosophy, behavioral expectations, enrichment programs, the arts, or electives.

C. CURRICULUM, INSTRUCTIONAL STRATEGIES, AND TECHNOLOGY

Fully describe and justify the instructional practices and curriculum that will be utilized to meet the school's performance objectives, while also demonstrating alignment to state and Federal requirements. Be sure to include the use of technology and how it will assist with producing strong outcomes for the unique community and student population the school will be located within.

TOTAL AVERAGE POINTS: 8.00/8.00

Reviewer Comments – Curriculum, Instructional Strategies, and Technology

Strengths:
- State-approved instructional programs
- Thoughtful implementation of tech (mindful of screen time depending on grade level)
- See tech as "powerful supplement"
- Prepared to continue entirely in distance learning depending on COVID scenario

- Summer and ongoing teacher training in use of tech in classroom
- Thoughtful use of backwards planning
- Identifies the key curriculum for each content area, aligned standards, published research, pedagogical alignment and rationale
- 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 databased anecdotal evidence about previous implementation with a similar student demographic
- The table also specifically included curriculum, instruction, and rationale for SEL instruction.
- A variety of instructional methods will be used across the curriculum including multi-age, small group guided reading and math instruction; large group direct instruction; online learning; and PBL
- 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
- The applicant specifically addressed the use of technology in light of the Covid pandemic and discussed how technology may be used for a fully virtual program or integrated appropriately with face-to-face instruction

Weaknesses:
None provided

D. ASSESSMENT AND DATA

Fully describe and justify how your school will have rigorous goals and adequate performance management to ensure students' academic success. Describe your assessment choices, data collection and analysis, and use of data to inform instruction, differentiate and evaluate the school as a whole.

TOTAL AVERAGE POINTS: 6.00/6.00

Reviewer Comments – Assessment and Data

Strengths:
- Data collected by teachers, housed in data dashboard
- Extensive use of assessments: NWEA MAP, Lexia, Deeper Learning Rubric
- Assessment data used for vertical and horizontal alignment
- Balance of formative and summative assessments
- Reports to stakeholders: mid-year State of the School and end of year annual report with data
- MTSS
- Strong policies and procedures to monitor and report on student progress toward standards mastery and to drive instruction
- Using data trends to inform school priorities, design PD and drive management decisions at Impact Commencement Bay & across network
- MTSS model that is based in data with specific mastery targets to trigger instructional tiers
- 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 an assessment table, and described how data will be utilized to inform policy and management decisions
- The applicant's clear and detailed plans will make it likely that a culture of data-driven instruction will exist
- The applicant included a table that identified the range of differentiation and intervention structures (RTI and Multi-Tiered System of Supports) to be implemented - the table identified the RTI tiers, and explained interventions, personnel responsible, and how parents will be kept informed

Weaknesses:
None provided

E. 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: 11.33/12.00

Reviewer Comments – Effectively Serving All Students

Strengths:
- Model of inclusion, LRE
- In-house as well as contract for low-incidence to meet specific student SPED needs
- HiCap program for GATE
- Local food provider Fresh and Local
- POS and close tracking of reimbursement for student meals
- School to provide buses through private company-- have made budget provisions for this
- Awareness of SPED and needs of homeless/foster in transportation planning
- Thoughtful planning to create inclusive learning environments - chart presented with learning elements shows a very supportive environment with high expectations for all learners
- The applicant clearly described the plan to provide appropriate and effective services to students with special needs, including ELL students, students with disabilities, and students who are gifted
- Federal and state requirements, as well as the needs of students, appear to be well understood
- The applicant provided clear and realistic information about the school's plans for meals and transportation, including transportation for students with special needs and compliance with the McKinney-Vento Homeless Assistance Act

Weaknesses:
- 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

F. 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: 6.66/8.00

Reviewer Comments – Staffing and Professional Development Plan

Strengths:
- Extensive PD offerings planned
- Recognizes importance of retention of effective teachers: goal of 80% retention
- Individual Learning Plans with specific goals set by teacher and admin in collaboration
- Strong plans to recruit a culturally diverse group of teachers with intentional partnerships outside of the organization
- Seven components of PD align to organizational goals & strategies
- Strong staff evaluation and teacher coaching protocols
- 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. Notably, the applicant appears to be intentional in the search for a diverse staff representative of the student population
- 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
- Specific strategies to retain staff are in place
- 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

Weaknesses:
- More details would be helpful on staff recruitment as school indicates beginning in Fall 2020--this has changed with COVID
- 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
- 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
- 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

G. 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: 11.33/12.00

Reviewer Comments – Financial Management and Monitoring Plan

Strengths:
- Extensive private funding to assist in start-up years (700K)
- Conservative budget approach
- Reasonable and sustainable facilities costs (under 11% of total budget)
- Budget aligns to priorities & grant goals.
- Acknowledges risk factors for enrollment consistency over time
- The applicant has provided 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, and clearly explained the additional funding for implementation or operational costs
- through any other sources outside of the CSP grant
- 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
- Projected facility costs are feasible and below 20 percent of the school's annual budget
- A clear description of the facility was provided and included blueprints and photos
- 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:
- Facilities lease not yet signed (p. 22 indicates will be in March 2021)
- Questions arise regarding the role and fees for the management company - 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? Additionally, the applicant did not provide an implementation plan that includes key personnel and target dates for completion of activities and purchasing

H. 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: 8.66/10.00

Reviewer Comments – Board Capacity and Governance Structure

Strengths:
- Extensive year-long Board training calendar
- Board committed to governance, not management
- All Board members selected based on range of qualifications as well as commitment to DEI
- Board self-evaluation process in place
- 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 recruitment and selection committees
- Officer positions include a president, secretary, and treasurer
- The applicant 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

Weaknesses:
- Although the response met the criteria in some respects, other information was missing or needed additional detail – for example, resumes were provided for board members and school leaders, but it is not clear which people are filling which roles
- The number, composition, and expertise of the board remain unclear
- 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
- The applicant stated that the board will evaluate its performance, but did not provide information about how and how the results will be used
- No information was provided about how the board's policies and procedures ensure monitoring of performance and academic, financial, operational, and legal compliance
- The lack of information in this section raises significant questions about the board's preparation and capacity to provide effective oversight and leadership

I. 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: 10.00/12.00**

Reviewer Comments – School Leadership and Management

Strengths:
- Clear delineation of duties between principal, AP,etc
- Ongoing leadership and 1:1 mentoring through the CMO

- Highlights of the roles & responsibilities of the school's leadership team
- 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
- Organizational charts for both the school and the organization were provided
- Information about the principal's evaluation by the Charter Management Organization was provided
- The school has sufficiently identified potentially material operational challenges 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

Weaknesses:
- It would be helpful to know how the CMO team members are held accountable - particularly the CEO, CFO & RDS since those individuals' work directly impacts Impact Commencement Bay
- The applicant did not articulate a comprehensive process that will be used by the board to evaluate the performance of the ESP, including identification of an appropriate protocol for addressing performance concerns or how performance concerns will be addressed
- 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

J. 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: 8.00/8.00

Reviewer Comments – Student Demand and Community/Local Support

Strengths:
- Parent support during charter process with intent to enroll documentation
- Ongoing parent engagement through workshops & family advisory boards
- The applicant provided a sound strategy for marketing, branding, and community outreach to achieve promised student enrollment that addressed specific strategies for recruiting educationally disadvantaged, at-risk, diverse, and underserved families
- The applicant provided a realistic projection for each category of educationally disadvantaged students to be served
- 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
- It is clear that the school is dedicated to developing and maintaining family and community partnerships and connections

Weaknesses:
None provided

OVERALL COMMENTS

- Data-driven approach that is also responsive to variety of learning modalities
- PBL, Personalized Learning Pathways, mentorship
- Strong commitment to specific community needs
- Strong philanthropic support and conservative budgeting can assist with dips in projected enrollment or other challenges in start-up years
- Very strong application - aligned goals & priorities in all aspects of the organization
- This applicant was very well organized with headings aligned to the rubric, which made it very easy to find required information and evidence
- Information was well aligned throughout the application
- 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
- 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

APPLICATION TOTAL POINTS		
Rubric Section	(AVERAGE) Points Awarded	Points Possible
A. Grant Project Goals	12.00	12.00
B. Educational Philosophy, Key Design Elements, & School Culture	11.3	12.00
C. Curriculum, Instructional Strategies, and Technology	8.00	8.00
D. Assessment and Data	6.00	6.00
E. Effectively Serving All Students	11.33	12.00
F. Staffing and Professional Development Plan	6.66	8.00
G. Financial Management and Monitoring Plan	11.33	12.00
H. Board Capacity and Governance Structure	8.66	10.00
I. School Leadership and Management	10.00	12.00
J. Student Demand and Community/Local Support	8.00	8.00
STANDARD POINTS AWARDED*	93.31*	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).	2.00	3.00
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.	3.00	3.00
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.	0.00	3.00
TOTAL POINTS AWARDED	98.31	109

*small discrepancy due to rounding errors