



INNOVATION & EXCELLENCE

WASHINGTON'S CHARTER SCHOOLS PROGRAM GRANT

CHARTER SCHOOL CSP SUB-GRANT SCORE REPORT

APPLICATION DETAILS

School Name: School Name	
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: 594
Total Averaged Score: 106	Priority Points Assigned: 6
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: 12/12

Reviewer Comments – Grant Project Goals

Strengths:

- Strong measurable goals with solid justification & alignment to the budget narrative & line items
- Alignment between grant goals & mission-specific goals
- Goals are aligned to the Mission/Vision of the school with reasonable targets. Also speaks to an alternate plan should the targets and actuals not align
- The school's goals are connected to its mission-specific goals of 1: 60 percent plus of students meeting or exceeding NWEA MAP math and reading goals and 2: 80 percent of faculty reporting improved teaching practice as result of high quality PD
- Grant project goals area clearly delineated (pp 1-2)--funding and equipping facility, contextualizing curriculum according to DEI principles, and creating and executing a strategic plan for community outreach

Weaknesses:

- 60% student technology replacement annually seems high. Unsure if this is based on data?

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: 12/12

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

Strengths:

- Research base identified for each design element & explicit connection to equity, agency & cultural-responsiveness
- Classroom design elements aligned to instructional strategies
- Inclusion of families in the mentor program helps bring diverse cultural perspectives and languages into the classroom

- Educational philosophy, instructional program, and culture is aligned with current research and need of the community in which they plan to serve
- Recognizes autonomy accorded charter schools
- Classroom based mentoring--connects to research base showing impact with at risk students p. 4
- Personalized Learning Pathways--allow students to take ownership of their learning (this practice connected to research base p. 6)
- Project Based Learning (PBL): connected to research base of 1000 schools + nationwide p. 7
- Detailed and multi faceted classroom design (p. 8 table)
- Intentional practices (mentoring, affinity groups, etc) to build and maintain culture

Weaknesses:

- 1st year administrative plans i.e. FTE may not be needed given the # of students expected to serve. May want to consider a phase in approach to add administrative FTE
- Lacking some description of how practices, especially culturally, will involve parents/families

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: 8/8

Reviewer Comments – Curriculum, Instructional Strategies, and Technology

Strengths:

- The curricular materials are aligned with the school's mission, best practices across high-performing schools, and research-based evidence demonstrating effectiveness in addressing anticipated needs
- Strong plan for student technology usage
- Link between technology plan & needs that came out of school closures during COVID allowing for flexibilities ranging from full virtual learning to integrated use in the typical model
- Curriculum and instructional strategies align with state standards. Technology is embedded and highly utilized in the day to day instructional program
- Designed to meet or exceed WA State standards
- Curricular materials selected in order to align w schools mission/vision
- P. 11 detailed curriculum and instruction table
- Technology used at supplement to in person learning
- 1:1 device:student

Weaknesses:

- How does technology plan involve/address connectivity and access issues with families?

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: 6/6

Reviewer Comments – Assessment and Data

Strengths:

- Data trends are used to inform school priorities, design PD and drive management decisions
- Plans to use varied assessments to monitor student progress toward standards mastery and to drive instruction
- Use of the Deeper Learning Rubric, an interdisciplinary rubric aligned with the Common Core State Standards that evaluates students on milestones necessary for achieving or exceeding the state standards
- 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
- Student and staff performance management is clearly articulated and aligned with the Mission/Vision of the instructional program
- Formative and Summative assessments are embedded that include a plan for instructional staff PD regarding data informed instruction. RtI and MTSS is also embedded into the instructional program.
- Detailed assessment matrix including baseline, interim (formative) and summative assessments (p. 13)
- School has created its own Deeper Learning Rubric (p.14)
- Assessments used to insure vertical and horizontal alignment
- Use of RTI and MTSS to support struggling students p. 15

Weaknesses:

- It would be interesting to see some of the academic data collected at other Impact campuses & to learn more about cross-collaboration among schools for making data-driven decisions

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: 12/12

Reviewer Comments – Effectively Serving All Students

Strengths:

- Able to demonstrate a plan for academic and behavioral intervention strategies to identify and support students and has identified and initiated service providers for meals and transportation
- p. 16 detailed and thoughtful table listing accommodations and actions, and how these meet needs of IEPs/504, homeless/foster, and students at risk of academic failure
- MTSS used to identify at risk students p. 16
- All teachers receive GLAD PD to support EL students
- Comprehensive Special Education program described as required under law
- Will contract out with outside professionals as needed
- Use of HiCap program for gifted students
- Use of Fresh and Local company for school food programs planned--this company has statewide reach and has served other Impact schools
- School has transportation plan, including budget allocations
- Transportation plan acknowledges homeless youth needs

Weaknesses:

- In reference to Special Education, it is noted that "the precise makeup of this team is reevaluated on an annual basis based on the student population" but the staffing spreadsheet & multi-year budget indicates only 1.5 special education teacher at Y5
- The LEA will want to consider backup plans/options for providers should there be a change in contracting/fees/etc.

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: 8/8

Reviewer Comments – Staffing and Professional Development Plan

Strengths:

- Emphasis on culturally diverse recruiting
- Use of teaching fellows as pipeline to lead teachers
- Variety of PD to meet individual needs
- Focus on teacher retention with explicit goals
- Coaching & goal setting on an individualized basis
- There is a feasible staffing structure that can reasonably deliver the educational model and associated support services
- The school has additional partnerships for recruitment such as teaching programs and non-profit foundations
- PD is linked to the core components of the educational program
- School has a clear staff recruitment plan and university partners

- Will include a Teaching Fellows program to transition non credentialed to becoming credentialed teachers
- School's PD plan is thoughtful and includes seven components (p. 20)
- Uses attract/develop/manage/retain strategy to support and keep staff p. 21
- Thoughtful staff support and evaluation process, including goal setting and leadership evaluation
- Use of the Everyone Grows rubric p. 22

Weaknesses:

None provided

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: 12/12

Reviewer Comments – Financial Management and Monitoring Plan

Strengths:

- The school has a multi-year operating budget that demonstrates both financial viability and sustainability
- The school has a facilities plan and an associated timeline for acquiring, developing, and/or remodeling, as well as equipping, the new school or expansion facility
- School has strong capacity within its CMO
- Has obtained significant private grants and foundation support p. 22
- Facilities plan is intentional and realistic, with facility cost below 10 percent of annual budget (9.4 percent by year 5)
- p. 23 school committed to conservative budget assumptions and assumes changing demographics over time to include increasing student needs

Weaknesses:

- Would be helpful to know more about the finance team's accountability to this campus - is there any form of evaluation or feedback cycle that the school-based team gives to the network team?
- How does this school's board hold the network-based finance team accountable for school-specific issues that may arise?
- The school will want to ensure there is a plan for financial solvency beyond private grant and foundation funding that can be volatile in times of state/national fiscal and political crisis

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: 10/10

Reviewer Comments – Board Capacity and Governance Structure

Strengths:

- Strong plan and rationale for the background and expertise of board members to the external accountability, internal oversight, and mission-based leadership qualities of the BOD. There is a plan for ongoing PD of the BOD as well policies and practices
- Board selection process screens for a wide range of applicable skills to help the school
- Board selection includes reference check and elimination of conflicts of interest
- Board to use a committee structure for increased efficiency
- Meets in accordance with open meeting laws
- p. 25 annual board calendar
- Board will conduct self evaluation

Weaknesses:

- How does the school leader at Renton engage with the board?
- Are any new board members added to specifically represent the Renton community?
- How will the community be involved with the Board (if at all) and stay apprised of its work?

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: 12/12

Reviewer Comments – School Leadership and Management

Strengths:

- The leadership and administrative roles at the school are well-defined, and comprehensively cover the broad set of responsibilities required of charter school leadership that include day to day operations and CMO level support and strategic planning.
- Key risks have been accounted for with plans in place to support in areas of enrollment, staffing, fiscal solvency, succession, and political landscape
- Principal accorded flexibility of charter, with support from Home Office
- p. 26 clear delineation of leadership duties and responsibilities
- p. 27 table of anticipated challenges and risks, and who is responsible for addressing them

Weaknesses:

- Ensure ongoing strategic planning is followed through in the key areas mentioned to sustain long-term planning and growth

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: 8/8

Reviewer Comments – Student Demand and Community/Local Support

Strengths:

- Variety of parent involvement strategies
- Utilizing plan for student recruitment which prioritizes community communication & notification, plans for recruitment events through July 2022 & virtual plans to accommodate for COVID
- Evidence of enrollment data from other Impact schools to help inform plans for Renton.
- Strong initial planning with ongoing plans and stakeholder committees have been established for community engagement and support
- 145 parents have already indicated intent to enroll via petition signatures
- Leadership assessed interest via listening tour of community p. 28
- Recognizes parents as key partners p 29
- Parent committees include SAC, VAC, FES
- Creation of Family Curriculum Feedback Group

Weaknesses:

None provided

OVERALL COMMENTS

- A very strong application which identifies research & ties back to the mission & vision of Impact in the academic planning & intentionality of building a community
- The school has a well articulated plan that supports the mission/vision and the intended students they plan to serve
- The structures of the governance, operations, and instructional program align and the plan has been well thought out
- There are no weaknesses, just items to be mindful of as they start to implement the plan such as financial solvency and dependency on "soft" funding as well as the utilization and timing of resources such as technology and staff
- Strong and intentional creation of school based on past success of other Impact charters
- Use of Home Office to implement systems that already exist so that Principal can run day-to-day operations
- School has clear goals directly connected to its mission/vision

APPLICATION TOTAL POINTS		
Rubric Section	(AVERAGE) Points Awarded	Points Possible
A. Grant Project Goals	12	12
B. Educational Philosophy, Key Design Elements, & School Culture	12	12
C. Curriculum, Instructional Strategies, and Technology	8	8
D. Assessment and Data	6	6
E. Effectively Serving All Students	12	12
F. Staffing and Professional Development Plan	8	8
G. Financial Management and Monitoring Plan	12	12
H. Board Capacity and Governance Structure	10	10
I. School Leadership and Management	12	12
J. Student Demand and Community/Local Support	8	8
STANDARD POINTS AWARDED	100	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).	3	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.	3	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	106	109