



Charter Schools Program for Innovation and Excellence Application Narrative

Prepared by: Spokane International Academy
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EXECUTIVE SUMMARY

Spokane International Academy (SIA), a K-8 public charter school operating since the fall of 2015, has been approved by the Washington State Charter School Commission to expand to serve students in 9th-12th grade starting in the fall of 2021. This expansion will allow SIA to serve 100 students in grades 9-12 and ensure that all students have the option of graduating with a 2-year Associate of Arts (AA) degree from a local community college, or a trade certification from the NewTech Skills Center, upon graduating high school. SIA's mission is to empower our students with the academic skills, habits of mind and global competence necessary to complete advanced courses in high school and a college degree in order to become leaders who can powerfully transform our communities.

The high school expansion will continue to serve students through the already established mission, but will be uniquely focused on preparing our high school students for their future through:

- **Academic Rigor**
- **Social & Emotional Intelligence**
- **Global Competence**
- **Developing a Future Story**

The Charter School Program (CSP) Grant funds will be used to ensure that the high school program is furnished with all of the resources, equipment and curriculum needed to achieve the ambitious goal of developing the internationally-minded leaders our world needs. They will also allow our school to ensure the proper supports are in place to support and guide our students through an early college/career experience, given a large percentage of these students are the first in their family to pursue such a goal.

A. GRANT PROJECT GOALS

Spokane International Academy empowers its students with the academic skills, habits of mind and global competence necessary to become leaders who can powerfully transform their communities. Throughout their time at SIA, students learn to understand the world through art, language arts, history, social studies, math, science, Spanish and our global studies program. A well-rounded global curriculum not only opens students' eyes, but also sets the stage for them to make a difference locally, regionally, and globally. An SIA education uniquely prepares graduates for life after high school by empowering them to be informed consumers and users of language, information, and technology, academically prepared, leaders in the community, and internationally-minded. The CSP grant will allow SIA to continue the great work already being done in the K-8 to expand into a high school program for our students by fully furnishing our new grades and programs to ensure students have access to the resources and technology necessary to participate in a 21st century learning environment, continuing SIA's commitment to a curriculum that is globally-focused and takes a variety of perspectives and backgrounds into account, and to support the hiring of key staff to work alongside families and students to ensure they have full access to the futures they deserve. Our primary goal for the use of CSP funds is to ensure 100% high school graduation, as well 100% post-secondary preparation through either the completion of a 2-year college degree through a local community college or university, or a trade certification through the NewTech Skills Center.

Goal: Fully furnish the SIA High School expansion program

Justification: SIA is in the process of building out the classroom space needed for the high school expansion in the fall of 2021. In order to ensure our students receive a high quality education, we will use CSP funds to purchase all of the FFE and student technology needed to achieve this goal. We believe these expenses are justified because they are directly related to the resources and supplies our staff and students need to implement this expansion and ensure all students have the support they need to be successful.

Performance Measures	20-21 Targets	21-22 Targets	22-23 Target	23-24 Targets
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Purchase Chromebooks to implement a 1:1 model. SIA would purchase an additional 10% to account for the devices that come defective and need to be replaced under warranty.	SIA staff to research the appropriate Chromebook model to support learning at the high school level	33 Chromebooks	66 Chromebooks (33 for 22-23)	N/A
Equip high school classrooms with the necessary equipment, supplies, furniture, and safety to account for the expansion of the program.	High school design team to discuss and plan the appropriate FFE to implement a high quality academic program.	Acquire materials necessary to cover 8 HS classrooms for (30) 9 th grade students	Acquire materials necessary to cover 8 HS classrooms for (30) 10 th and 11 th grade students	N/A

Goal: Global Competence in the High School Curriculum

Justification: SIA’s K-8 curriculum prioritizes students learning about other cultures and regions around the world and to develop their global worldview. The CSP grant would allow SIA’s high school to purchase rich curricular materials that continue our school’s focus on global competence and also is rigorous enough to prepare students for early college or career.

Performance Measures	20-21 Targets	21-22 Targets	22-23 Target	23-24 Targets
The Director of Curriculum and Instruction will work with high school staff to design units around large global concepts and topics. Curriculum used in each unit will be aligned to the units and will represent a wide variety of perspectives, backgrounds, and experiences.	DCI and high school staff will research available resources to design courses that appropriately continue our school’s focus on developing global competence	9 th grade units are designed for each class and curriculum representing a global focus have been purchased.	10 th and 11 th grade units are designed for each class and curriculum representing a global focus have been purchased.	N/A

The Director of Curriculum and Instruction will work with Science, History, and Spanish staff to develop Advanced Placement (AP) courses in 9 th and 10 th grade that are accessible to all students, but rigorous enough to prepare students for early college.	DCI and high school staff will research available resources to design courses that challenge our students academically and prepare them for whichever pathway they choose	DCI and History staff will develop AP Human Geography course for 9 th grade.	DCI and Science staff will develop AP Environmental Science and 4 th year Spanish courses for 10 th grade	N/A
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Goal: Key Staff to Ensure All Students Succeed

Justification: Justification: The addition of staff dedicated to the quality of the program and that all students have equal access is vital to ensuring every student selects the appropriate pathway for them and their family, and has the support necessary to be successful.

Performance Measures	20-21 Targets	21-22 Targets	22-23 Target	23-24 Targets
High school design team work to create an expansion of SIA’s current K-8 program	Meets frequently to discuss all aspects of the HS program and how to take what’s been successful at K-8 and reimagine it for high school students.	HS design team as full conceptualized the 9 th grade year, has begun the planning for the expansion to 10 th grade, and has secured 11/12 th grade pathway options for students to access	HS design team has full conceptualized the 10 th grade year, has begun planning for 11 th and 12 th grade, and is starting to enroll students into their desired 11 th /12 th grade pathways.	N/A

<p>Addition of the Associate Principal for 6th-12th grade to monitor program quality, to lead HS staff and ensure all students have equal access to the full program.</p>	<p>SIA's founding AP for 6-12 leads the work of the design team to build out the expansion of the current K-8. This includes course design, curriculum selection and facilitating the information and enrollment process with students and families.</p>	<p>The AP for 6-12 works to ensure that the newly added 9th grade aligns with the overall school mission, that courses are being instructed as designed, that families continue to learn about the pathways available to them, and that SIA's HS program is in alignment with the newly designed graduation pathways set forth by the State Board of Education.</p>	<p>The AP for 6-12 works to ensure that the newly added 10th grade aligns with the overall school mission. The AP also collaborates with the College and Career Counselor to ensure families are receiving information about the pathways and are meeting all necessary benchmarks and deadlines for those programs.</p>	<p>N/A</p>
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<p>Addition of the College and Career Counselor to SIA’s staff</p>	<p>Recruit and hire the founding College and Career Counselor for SIA’s expansion into HS. This person will join our staff in August and will begin to plan out the HS advisory program, which will focus primarily on helping students determine the right pathway fit for them.</p>	<p>The CCC will work with the AP for 6-12 and HS staff to develop advisory lessons that allow students to better understand their long term goals and which pathway makes the most sense for them to pursue. They will schedule visits from local organizations that are aligned with trades that could be studied at the Skills Center and also facilitates visits to the Running Start programs in our area.</p>	<p>The CCC will continue their work with the AP for 6-12 that began in 21-22. The CCC will host information nights for 10th grade families in the winter and spring and will work with families to solidify their pathway choices for 11th/12th grade.</p>	<p>N/A</p>
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B. EDUCATIONAL PHILOSOPHY, KEY DESIGN ELEMENTS AND SCHOOL CULTURE

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

SIA’s original key design elements were selected to ensure that our students gained the academic, character and globally minded skills and strategies they need to take their place as our next generation of leaders. We have leveraged the autonomy afforded to charter schools to be able to implement best practices from other high performing schools around the country, to staff the program as needed and to effectively use our budget to reflect our missional focus.

When designing the high school expansion, our team was able to consider all available

graduation pathways and options that have been afforded to districts in Washington state, but was able to select the model that best fit our community. Our expansion is centered around the same three core elements that have always been present in our mission, academic skills, habits of mind, and global competence. However, since we are now building high school students towards their futures, we needed to include the missing element, their future story. These four elements are now found in our “Graduate Profile” and lead our work in all we do in our planning for this expansion.

Key Element 1: Academic Rigor

We believe in challenging each student to achieve their full learning potential. Through relevant and authentic experiences, mindful inquiry, and creative thinking, students will grow into leaders who positively impact the world. SIA’s high school program will focus on rigorous academic preparation for students to access whichever pathway they choose in 11th and 12th grade. This includes a 9th grade Advanced Placement (AP) Human Geography course, 10th grade AP Environmental Science course, 9th grade 3rd year Spanish, and 10th grade 4th year Spanish. We believe that by allowing all students to experience a challenging course load we are giving them an accurate perspective of what early college courses at the Running Start level will require of them. Any student who qualifies to receive additional support will still be enrolled in these classes but our team will ensure that their unique needs are being accounted for as they progress through the curriculum. Students will also continue to learn in an inquiry-based environment and will be challenged to extend their inquiry into personalized projects related to the curriculum being studied in class. For example, 10th grade AP Environmental Science students will assume leadership roles in SIA’s “Green School” certification process. They will teach younger students about their selected topic of study and work with them to rectify the school in all areas each year.

Key Element 2: Social and Emotional Intelligence (Habits of Mind)

We believe in empowering each student with social and emotional intelligence. Through self-discovery and reflection, students will learn to effectively collaborate with others, clearly communicate, rise from adversity, and solve problems. The most unique aspect of SIA's program is the early college and career component in which all students will participate. We know that we need to make a heavy and intentional investment in the continued development of our students habits of mind if they are going to successfully navigate their post secondary pathways. The College and Career Counselor will work with staff, students, and families to understand the pathways, provide valuable information related to making the right choice, and supporting students during their journey in their pathway. They will serve as the student's main cheerleader at SIA, and be available to provide whatever supports they and their families need. Staff will also be increasing the rigor and pacing of the courses being taught in the high school. This allows our students to practice new skills in a safe and supportive environment with people whom they already have a relationship.

Key Element 3: Global Competence

We believe in inspiring each student to engage as global citizens. Through the study of global perspectives and issues, students will develop a worldview that embraces diversity, commits to cooperation, and appreciates our common humanity and responsibility. SIA's high school curriculum and school culture will continue the already established focus on develop global worldview in our students. The high school grades will allow staff to dive deeper into complex topics with students and challenge them to begin to form their own opinions and understanding of certain concepts and topics, all while grounding it in research to support their views. They will also continue their study of the Spanish language and culture and enter their postsecondary pursuit with enough Spanish to be able to pursue a degree in the language.

Key Element 4: Future Story

We believe in preparing each student with the strategies, knowledge, skills and vision to thrive in their post-secondary endeavors. Through a variety of available pathways, students will identify and develop their passions, gifts, and talents to access diverse career and educational opportunities worldwide. This is the ultimate goal for the high school. We know students have a world of opportunities available to them when they leave high school. Our focus is to ensure that they have the skills, attitudes and mindsets necessary to pursue whichever postsecondary future they wish to pursue. Our high school staff, especially our College and Career Counselor, will work with students and their families to identify what skills, passions, hopes they have following high school, and work alongside them to prepare for that beginning in 9th grade. They will continue to partner up until, and well after, our students graduate from SIA and enter life. We want to launch our students into their future with the outlook that they have the tools to be successful and that they see the world full of possibilities and opportunities.

B3 School Culture

SIA's school culture is ground in our shared core values. Our "REACH" values, (Respect, Enthusiasm, Achievement, Citizenship, and Hard Work) lay the foundation for all of our interactions throughout the day. These values are explicitly taught in all grades and allow students and staff to know the expectations in and out of the classroom. Students in the high school start their day off with an advisory period that emphasizes the commitment to these values and allows students to see examples of successful people throughout the world in history who have changed the world by committing to these five traits. School counseling staff, building admin and teachers recognize students regularly for REACH and also use it as a tool in constructive feedback conversations that are geared to encourage students towards growth. Our middle and high school program is also organized into multi-age Houses similar to those in

the Harry Potter books and movies. This structure allows our students in 6-12 to participate in vertical mentoring with one another, in community service projects, and to take on shared leadership roles throughout the school.

C. CURRICULUM, INSTRUCTIONAL STRATEGIES AND TECHNOLOGY

C1-C2 Key Curriculum and Materials Choices

The academic program that has been designed for the high school expansion of SIA’s current K-8 model has been built to meet Washington state graduation requirements (as determined by the State Board of Education) and learning outcomes as defined in the state standards (including CCSS). The materials selected for each course are designed to provide students with a rigorous academic experience, but also to allow teachers to deliver material in an inquiry-based learning environment. Inquiry based teaching and learning allows students to demonstrate their learning in non-traditional ways and to explore topics within the covered subject that are of high interest to them. We see this as a pivotal step into launching students into deciding the right college pursuit or career for their futures. Materials identified for Advanced Placement (AP) courses are recommended on the AP site for each course.

Subject	Standards Used	Curriculum
English Language and Literature	CCSS	Select novel studies to align with global units to be developed by the teacher. Students will demonstrate continued proficiency with English standards while also refining their skills in informational, argumentative and narrative writing styles.
Math (Alg, Geo, Alg. 2)	CCSS	Will select a curriculum such as enVision (2018, Savvas Learning Company) that is highly rated by edReports for focus and coherence, rigor & mathematical practices, and usability. enVision scores a “Meets Expectations” in all three areas.

Subject	Standards Used	Curriculum
Biology (9), AP Environ. Sci (10)	NGSS	<p>Biology (9) - Teacher will select a text that aligns with the expected outcomes for 9th grade Biology while also allowing for a high level of inquiry to take place. AP Environmental Science (10) - A textbook such as <u>Exploring Environmental Science for AP</u> by National Geographic. This text is aligned with the updated expectations for the AP assessment and is constructed in a way that allows the teacher to deliver the content in alignment with our inquiry based approach to learning.</p>
AP Human Geo (9), US History/Government	C3 Framework for Social Studies State Standards	<p>AP Human Geography - A textbook such as <u>Human Geography: A Spatial Perspective</u> by National Geographic. This text is aligned with the C3 framework and allows students to fully access the expectations from the CollegeBoard, while also allowing for a high level of Inquiry. US History/Government - A textbook such as <u>Out of Many: A History of the American People</u> by Faragher, Czitrom, Buhle, and Armitage. We are looking to select a text that encompasses the history of a wide variety of communities throughout US history. We want our students to walk away with the understanding that the American story is full of triumph, tragedy, hope, disappointment, progress, and oppression. We want them to see the future of America as optimistic, so long as all communities play are allowed to play pivotal roles in building it.</p>
Spanish (3 and 4)	American Council on the Teaching of Foreign Languages (ACTFL)	<p>Asi se Dice Levels 3 and 4. This curriculum is aligned with the expectations set forth in ACTFL and are also used widely in our region. Students transferring from local schools will have utilized this curriculum, most likely. We currently use Levels 1 and 2 for HS credit in our middle school.</p>

C3-C4 Technology Use & Suitability

SIA has operated on a 1:1 model since the founding of the school. We recognize that our students have grown up in a world that is accessed primarily through online experiences and via

technology. All students will access a Chromebook to support their learning in class and will utilize this device throughout their time at SIA and in their chosen pathway. Students will have access to a variety of online tools selected by their teachers to support their learning in all classes. This will be particularly helpful in their Spanish class, where they will have access to Asi se Dice's online student suite of practice audio files. Students will continue to utilize the Google suite of products with their classes being organized through Google Classroom. Teachers will continue to identify the skills necessary for students to navigate course expectations in their chosen pathways and reflect those in the 9th and 10th grade experience. This will include skills such as: managing an online calendar, turning in assignments as requested with the correct naming conventions, preparing presentations using Google Slides, and recording data collected in a science lab, to be shared with lab partners and the teacher. Access to a 1:1 Chromebook is vital to the success in our onsite program, as well as the programs they will be accessing in their 11th and 12th grade years.

D. ASSESSMENT & DATA

D1 Performance Management Plan

SIA is firmly committed to monitoring student growth and proficiency using standards-based unit/assessment design and grading/reporting processes. We believe this allows both teachers and students to successfully demonstrate mastery of the expected curriculum so that they can also extend their learning into new areas utilizing our inquiry-based approach to teaching and learning. All data that is collected at SIA is available to all staff and is intended to improve learning outcomes for students. We believe that by making each student "everyone's student", we improve the likelihood of success for each child. The development of the units in the high school are driven by the preparation necessary to ensure our students have the ability to pursue the pathway they and their family have chosen. Teacher designed interim-assessment data is

collected every 6-8 weeks. Teachers then design their next unit of instruction based on student performance and the necessary interventions to ensure all students demonstrate mastery of the skill/content. We also employ the NWEA MAP assessment in the fall, winter and spring. Student’s RIT scores are used to determine what supports/extensions might be necessary to help the student achieve their growth goal. Student performance is reviewed annually by their teachers and the Director of Curriculum and Instruction (DCI) to ensure all students met the target of at least 1 year’s worth of growth, hopefully more.

Subject and Standards	Diagnostic Assessment	Interim Assessments	Summative Assessments
English Language Arts	NWEA MAP (Fall) Skills Inventory test	NWEA MAP (Winter) Unit Assessments	NWEA MAP (Spring) End of Course exam
Math	NWEA MAP (Fall) Score from review test	NWEA MAP (Winter) Unit assessments	NWEA MAP (Spring) End of Course exam
Science	Science topic review	Unit Assessments	End of Course exam
History	History topic review	Unit Assessments	End of Course exam
Spanish	Proficiency of skills from previous level	Unit Assessments	End of Course exam

D2 Data-Informed Policy and Culture of Data-Driven Instruction

SIA staff currently operate on the 6-8 week intervention cycle of learning and assessment. This was a core understanding when the school was founded and has been continually reinforced as the school has grown. The DCI regularly meets with staff to ensure that daily, weekly, monthly, quarterly and annual assessments are being designed to ensure student performance is being monitored on a regular basis. It also ensures that teachers have the ability to take the long view on student growth as well, knowing that they will need to revisit certain standards throughout the year to ensure that not only do students demonstrate mastery in the unit assessment following what was recently learned, but also that the knowledge/skills are held for a long

period of time. SIA's school schedule is structured to allow staff regular Data Days throughout the year to connect with one another and co-construct interventions for students. The DCI also reports out school wide data to parents as it is collected to ensure there is always transparent and open communication between the school and families.

D3 Data Use and Instructional Strategies

As referenced previously, SIA collects student data on a regular and ongoing basis. This data is used by classroom teachers, intervention staff, and the school's Student Intervention Team (SIT) to determine appropriate interventions for all students. As data show the need for further intervention for a student, or small group of students, teachers will work with the DCI to align adequate supports and services with the student's goals to ensure they continue to make the progress that is necessary to excel in their coursework. This could include additional staff to support their learning the classroom, intervention supports during self-directed work time at the end of a block period, or more targeted goals on an IEP/504 plan. Understand the RTI model allows teachers to identify and support those students who may need additional resources to access the full curriculum.

E. EFFECTIVELY SERVING ALL STUDENTS

E1 Supporting "Educationally Disadvantaged" Students

SIA's mission is clear in our support of "All" of our students to be empowered to become leaders who can powerfully transform their communities. We understand that all of our students have unique needs and attend to the level of intervention necessary for those needs as they are identified in our students. We firmly commit to providing high quality services to all students who qualify for personalized support as English Language Learners (ELL), students with an IEP or 504 plan, students who have shown risk for academic failure and those that are homeless. This is done through a Multi-Tiered Systems of Support (MTSS) model. As teachers and other staff

collect regular data on students, it is compiled in a centralized database to be reviewed by our Student Intervention Team (SIT). The SIT, led by our Head of School and Director of Curriculum and Instruction, meet weekly to discuss students who have been identified as needing additional support/intervention. These students can be referred to the SIT by any staff member, but may also be brought to the team after an assessment has been administered and they have been found to be performing below grade level. The SIT will then work collaboratively to help problem solve what is happening for that student, taking into account the academic and social/emotional needs of the child. The team will discuss appropriate interventions, what further data might be necessary and will utilize, or acquire, the tools necessary to support the growth of that particular student. Students who are being served on IEPs will have ongoing support provided by our Special Education staff, both in and out of the classroom. We wholeheartedly believe that both the career and college pathways are open and available to all students. The high school special education teacher will work with our students and their families to ensure they have full access to both pathways and the preparation necessary to provide them that choice. Staff are regularly trained by our Special Education staff on the appropriate implementation of intervention strategies in the classroom and work closely with the general education teachers to ensure appropriate supports are in place. SIA takes a restorative approach to discipline for all students at the school. Staff use our "REACH" values to help ensure that students understand what is expected of them in all areas of the building. Students who have behavioral goals on their IEPs are expected to meet the core expectations for conduct at the school, but are provided whatever resources are necessary to help them be successful in doing so. In some cases these includes additional direct instruction on social norms and behavioral cues, or in the form of a 1-1 Instructional Assistant in the classroom with them to help them to better regulate and stay on task.

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

SIA is prepared to meet the needs of the students that pursue high school with us. This includes attending to the unique needs of each student and ensuring that they are able to learn and access our program in their Least Restrictive Environment (LRE). We believe that all students should have access to a rigorous, but appropriately, challenging curriculum. Our students with disabilities will be enrolled alongside their peers in all courses except for math, if goals are established on their IEP, given the accelerated pace of some of the math courses being offered. We believe that by bringing the support into the science, history, English and specialist courses we allow these students to thrive alongside their peers as opposed to accessing a less rich curriculum somewhere else. All special education services provided to our students are under the supervision of our Director of Special Education and the school site Special Education staff. SIA delivers all regularly scheduled academic intervention services via our special education teachers and instructional assistants. We also contract with Inland Northwest Therapy to provide a speech/language pathologist, occupational/physical therapist and school psychologist. SIA staff, and contractors, follow all state and federal reporting guidelines around students with IEPs and closely monitor progress throughout the year.

Students who qualify for the Highly Capable (HiCap) program are identified via the CogAT. This assessment is given as a universal screener to all students at SIA, unless parents opt their child out of the assessment. We believe it is important to deliver the screener universally to eliminate any sort of bias that might occur in the identification process. Students who meet the criteria for selection receive regularly scheduled accelerated and enrichment support from instructional assistants on our staff. SIA's Director of Curriculum and Instruction works with staff to develop activities that challenge students both academically and in the development of their character. Often these activities are extensions of the content being learned in class, or that provide

students to read and discuss material that is far above their current grade level. Students are encouraged to display their understanding of the content creatively and to demonstrate their particular area of “giftedness” in the expression of the learning.

E3 Meeting Nutritional Needs

SIA has been providing high quality, nutritious breakfast and lunch service since the launch in 2015. All food is prepared on site by our Food Service Professionals in our commercial kitchen and meets all standards designated by the National School Lunch Program. The Kitchen is certified by the Spokane Regional Health District on an annual basis. The menu preparation and ordering are all done in house as well by our Nutrition Services Manager, Mrs. Robinett, under the supervision of our COO. The nutrition program is currently undergoing changes to accommodate the different requirements for serving meals to high school aged students. The school collects the required documentation for families to demonstrate eligibility for free or reduced price meals. Reimbursement claims are handled by our COO and she also manages our WINS compliance.

E4 Meeting Transportation Needs

SIA currently partners with Harlow’s to provide bus service to approximately 240 students. SIA serves students from all over the greater Spokane area and, as such, as had to get creative in the operation of a convenient transportation option for families. SIA abides by all state and federal requirements in providing transportation for students who qualify for support on their IEP or due to McKinney-Vento Homeless protections. SIA is located on a bus line and our high school students will access the Spokane Transit Authority buses to attend SIA. Student bus passes are a reimbursable form of transportation from the state. This experience will allow our students to have access to a free bus pass, but will also be valuable as they use it to access either Running Start or the Skills Center during their 11th and 12th grade years.

F. STAFFING AND PROFESSIONAL DEVELOPMENT PLAN

F1 Staffing and Recruitment

SIA is committed to recruiting teachers that believe in our mission, are excited about the work we do with kids, and represent the students that we serve. As such, we have always worked to ensure that our staff and student diversity percentages are as closely aligned as possible. In 2020-21, we serve 35% students from the global majority, and employ a staff that is roughly 30% from the global majority. Our staff recruitment begins right after winter break in January. The Executive Team (CEO, COO, CFO, and Head of School) meet to discuss the staffing needs of the school and how the current staffing model supports the mission of the school. In March, all available jobs for the following school year are posted to our hiring platform hosted by Nimble. This list is shared with all local universities, ESD101 and online career search platforms. We also publish these opportunities in local culturally-oriented nonprofits around the greater Spokane area. SIA's CEO and Head of School participate in mock interviews with Whitworth University in order to help new teacher candidates better understand SIA's unique model, and host a variety of informational tours throughout the year for university partners and local education organizations. We deeply value the flexibility that is afforded to SIA as a charter school in the development of a staffing structure that supports the mission and vision of the school.

Position	21-22	22-23	23-24	24-25
*Head of School	1	1	1	1
*Associate Principal (6-12)	1	1	1	1
*Director of Finance and Operations	1	1	1	1
*Director of Curriculum and Instruction	1	1	1	1
College and Career Counselor	1	1	1	1
*Classroom Teachers	5	7	7	7
Special Education Teacher	1	1	1	1
Instructional Assistants	1	2	2	2
*Facilities, Nutrition, Operations Staff	7	7	7	7

**Staff shared w/multiple program levels at SIA*

F2 Professional Development

SIA recognizes and values the importance of high quality and relevant professional development for teachers. This includes training in: instructional/assessment design, classroom management, inquiry-based teaching and learning, topics around global competence, intervention strategies, developing professional learning communities and more. SIA’s schedule allows for an average of 75 minutes of collaboration time each day for grade level and subject peers, Monday-Thursday. Students are released on Friday’s at 1 pm and staff, led by the Associate Principal and DCI, engage in professional development around shared topics and also have data discussions about their students. Staff also attend a summer PD session for 10 days prior to the start of the school year to coalesce around the shared mission/vision of SIA, set targets for the upcoming year, and connect with their PLC to design the year to come.

Staff Retention

SIA’s staff retention rate is around 80% on average. The school has had very few teachers leave SIA to work at local schools, typically staff are moving and seeking employment in their new

hometown. We believe that the mission of SIA is what excites staff the most about working at the school. They are afforded autonomy in their classroom, within the reasonable vertically established expectations for all staff, and enjoy the ability to be a professional who is allowed to make decisions based on the needs of the students in their class. Each staff member meets regularly with our admin staff to ensure they have the proper supports to implement the mission and do their work to the highest level, and is provided with the teaching tools to do so (laptop, iPad, projector, student Chromebooks). Our salary schedule is competitive with other local districts of similar size to SIA and all staff access the statewide benefits and retirement systems available to all school employees in Washington. As positions of leadership become available we look inwards first as it gives us a great opportunity to promote those already at SIA who have shown a willingness and desire to take on more responsibility and leadership at the school.

Staff Evaluation and Teacher Coaching/Feedback

All SIA staff participate in ongoing coaching and feedback. SIA's Head of School oversees the evaluation and performance monitoring of all instructional staff at the school. They utilize a combination of resources from the Teacher/Principal Evaluation Program (TPEP) and The New Teacher Project (TNTP). The Head of School meets with each instructional staff member prior to the start of school to co-design goals for the year. They then do regular, unscheduled and formal, observations of the teacher throughout the year. Each time an observation is completed, the notes from that observation are provided to the teacher in the form of affirmations and growth areas. This allows for a consistent and ongoing dialogue to take place. Teachers who are new to SIA, or new to teaching, are assigned a mentor on staff to help them acclimate to the new environment. We have found this to be incredibly helpful to new staff as they learn to navigate the differences between working at a traditional school and working at

SIA. Teachers also regularly work with our DCI, although not in an evaluative sense. We want to ensure that this relationship remains focused on improving outcomes in the classroom and there is no evaluative goal with these interactions. This has helped staff to increase their creativity and better understand the high quality resources and practices that exist around our country, and around the world.

G. FINANCIAL MANAGEMENT AND MONITORING PLAN

G1 Operational and Financial Capabilities

During the first 6 years of operation, SIA has had the opportunity to build and refine its approach to operations and finance. Our current leadership team of CEO, COO, CFO and Head of School meet frequently to discuss the budget implications of decisions and co-develop the short and long term projected budgets. This allows the team to more accurately prepare a budget that ensures all aspects of the program are able to function sustainably. SIA has secured additional funding for the expansion into serving high school students. This includes a 3 year, \$750,000 grant from Charter School Growth Fund (CSGF) and \$400,000 from WA Charters. All applicable documents demonstrating the grant terms and dates are included in the application.

G2 Facilities Plan

SIA recently moved into a 101,000 sq ft building in the fall of 2020. The school recently secured a tax-exempt bond that allowed SIA to purchase the school (own the building/land as of March 23, 2021) and have \$6 million available for necessary renovations. The high school portion of the renovation will be done mid-August 2021 in time for our expansion to serve 9th grade. The improvements will include a science lab, classrooms for all subjects, fitness spaces, art room, intervention rooms, and offices for the Associate Principal and Career/College Counselor. The overall debt service on the bond will be at 10% for the first three years and will eventually be below 10% in years 4 and on as the school reaches its full growth.

G3 Sufficient Resources for At-Risk Support

SIA has committed to a detailed process to ensure that categorical funds intended to increase outcomes for students identified for support are spent with intentionality and within the guidelines set forth by each program. We currently serve roughly 12% special education students, 49% free and reduced lunch, and 2% ELL. Over 50% of our students participate in targeted intervention throughout the year using Title and LAP funds to increase outcomes for students that come from a variety of backgrounds. Our population percentages referenced above have stabilized since our founding and we anticipate that they will remain fairly static in the years to come. Given this, we have developed a staffing model that we believe will allow us to appropriately attend to the various needs presented by our at-risk students. We know that the students who qualify for specialized instruction will need additional support navigating a more challenging high school course load and then a transition to early college or career preparation. Due to this understanding, we are hiring a new special education staff member to support the needs of the students in our high school and are also bringing a College/Career Counselor on staff. These two will work with families to develop a plan that best fits their hopes for their child's future and will work with our classroom teachers to ensure these students receive the support, accommodations and modifications necessary to allow them to be successful.

H. BOARD CAPACITY AND GOVERNANCE STRUCTURE

H1 Composition and Selection Process

SIA recognizes the need to have a seasoned set of governing members with a diverse set of skills and strengths on the board of directors. The board currently consists of members with deep skillsets in financial management, public entity finance, K-12 administration, K-12 teacher development and instructional practices, contract and non-profit law, architecture/physical

school design, long-term financial strategic planning, community based organization partnerships and who have come to see the Spokane community as their home and are willing to invest the time and energy necessary to increase educational choice for all students. This board is also organized around separate committees to allow for efficient governing of all important aspects of SIA. SIA's board utilizes BoardonTrack to organize all board work, meetings, and evaluations of the board and the CEO. The board is always looking for new members to fill potential vacancies and to also increase the collective governing ability of the group. Although this process happens all year, the board begins to formalize potential candidates in March/April of each calendar year. These individuals are then interviewed by the governance committee and CEO to create a short list of candidates. These candidates are discussed at subsequent meetings and are voted on at the July board meeting so they can begin their term at the annual board retreat held in the first few weeks of August each year. This meeting is where the board evaluates the school's progress over the previous year and sets goals for the school and the board for the coming year.

H2 Policies and Procedures

The SIA board of directors is led by four presiding officers: Board Chair, Vice Chair, Secretary, Treasurer. These four individuals are voted on at our August retreat and serve a one-year term in office. The Board Chair is tasked with ensuring that the work of the board is completed as required by the Open Public Meetings Act, as well as ensuring that the short and long term goals of the board are being attended to on a regular basis. In their absence, the Vice Chair presides over meetings. The Vice Chair is also responsible for carrying out the annual evaluation of the CEO and leading the CEO Support and Evaluation committee. The school's Secretary oversees the Academic Excellence committee and serves as an advisor to both the CEO and Head of School in the implementation of the Academic Excellence goals set forth by the

organization. The board Treasurer serves as the main financial contact for the board. Their role is to review the monthly, quarterly and annual financial statements presented by the school to the Finance Committee, which they lead, meet the budgeted goals established in the previous year's budget process. They are also charged with being the liaison between the organization and the independent auditor and State Auditor's Office to ensure that the board is receiving an accurate report from those external organizations reviewing the school's performance. All other board members each serve on a committee and support the work of the board through their interactions in setting and reviewing goals for the organization. Each year the board does a comprehensive dive into the school's current policies and procedures to ensure they still align with local/state/federal law, but also the organization's mission and vision. Each board member also completes a Conflict of Interest form upon joining the board and is asked to disclose any potential conflicts as new topics are discussed. This ensures that there is ongoing monitoring of potential conflicts that could arise.

H3 Investment in Board Development

As mentioned previously, SIA's board has invested in a partnership with BoardonTrack.

BoardonTrack has an incredible library of resources to improve board practice, help to define the balance of governance and management, and tools to support the regular evaluation of the performance of the board, the CEO and the school. The Chair of the board has set a schedule throughout the year where the board will revisit key governance topics related to the work in which we are engaged, and to also provide a refresher to those who have been serving on SIA's board for multiple terms. All new board members receive a training on OPMA to ensure they are in compliance with their service on a public board. All members are also required to file an annual F1 financial statement with the Washington state Public Disclosure Commission (PDC) by April 15 of each calendar year. Each committee meets on an at least every other month basis

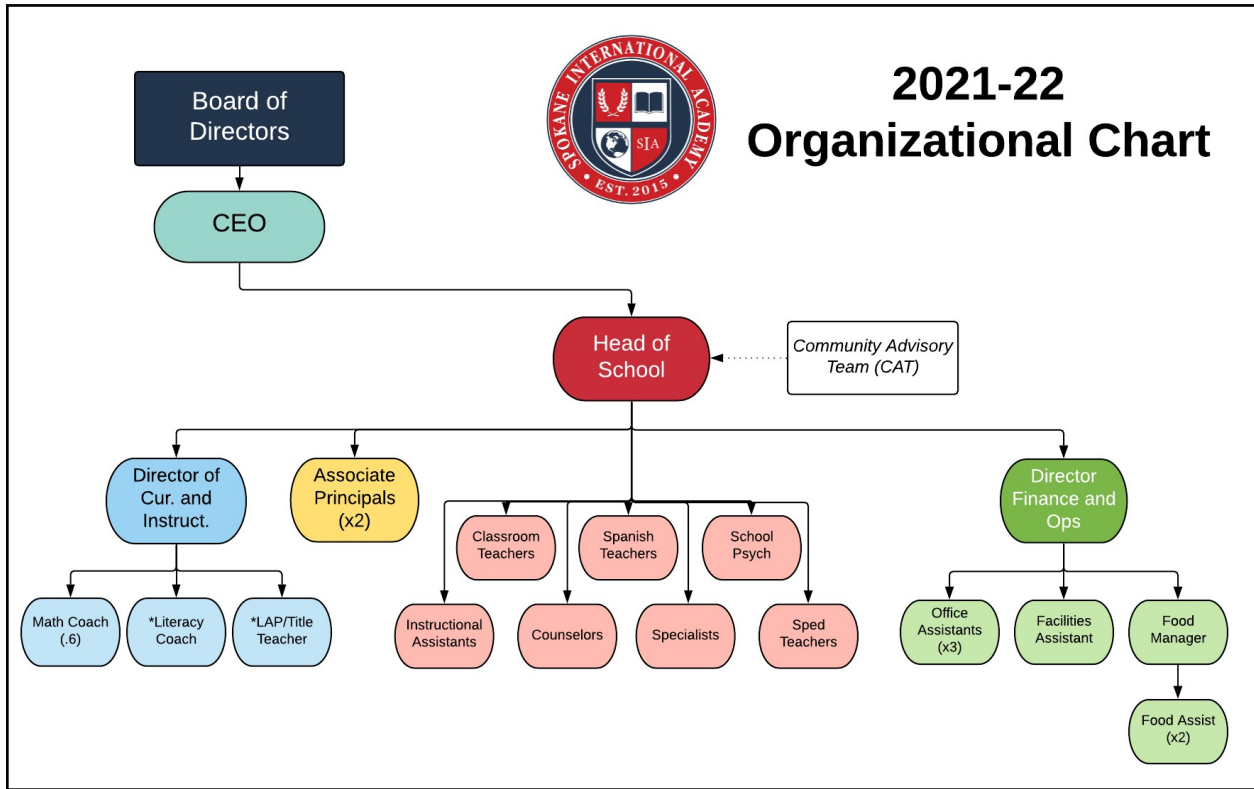
and is required to provide a quarterly update on their goals to the board throughout the year. The exception to this schedule is the governance and finance committees who meet monthly. The finance committee, which includes the school's CFO, are responsible for presenting the month's financials to be approved by the board at each regular meeting of the board. Board members serve on 3 year terms. As a board member's term nears the end, the Chair will meet with that member to discuss continuing or opening up the seat. Each board member is required to be voted back on the board should they have a desire to continue their service to the school. These votes are conducted at the July meeting. New board members that join are guided through an onboarding process developed by the school's governance committee to ensure new members receive the background necessary to join important goal setting conversations and feel confident and successful in their role as a board member.

I. SCHOOL LEADERSHIP AND MANAGEMENT

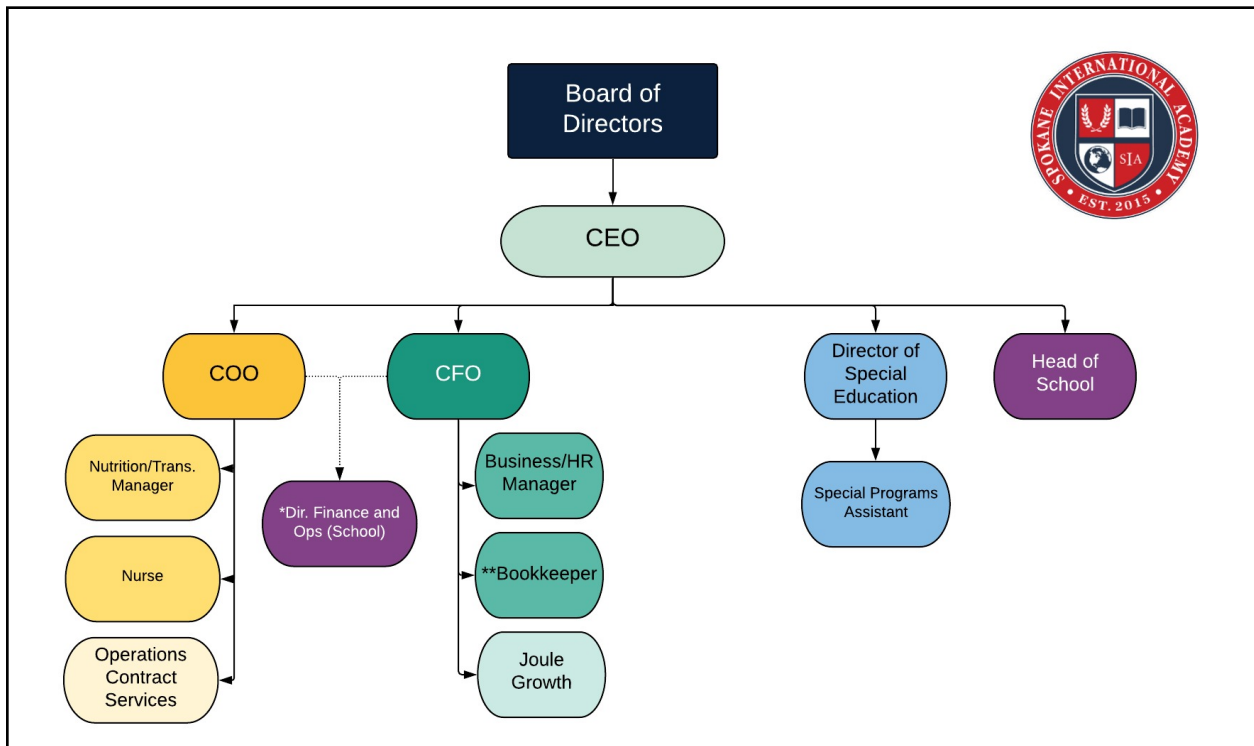
I1 Leadership and Administrative Roles

The CEO reports directly to the board of directors and is empowered as such to manage the daily operations of the organization in concert with the goals and strategic planning outlined by the board. SIA's Head of School provides the daily management of all school operations. The Head of School serves as a member of the organization's "Executive Team" alongside the CEO, CFO, and COO. They are empowered to fulfill the school's mission through daily interactions with staff, students and families and are supported by a Home Office structure led by the CEO, CFO, and COO. The Head of School is responsible for the performance management of all school site staff. The Home Office provides leadership around leadership development, financial back office support, and operations support for transportation, food and nutrition, and compliance related issues that need to be attended to throughout the year. The Director of Finance and Operations, a new position for SIA in 2021-22, will report directly to the Head of School as well

as the CFO and COO. This is to ensure that there is strong alignment with the overall



SIA School Site Org Chart for 2021-22



SIA Home Office Org Chart for 2021-22 27

organizational finance and operations goals, but that they are being attended to with the unique daily needs of the school site in mind. The Head of School also provides direct supervision to the Associate Principals (K-5 and 6-12) and the Director of Curriculum and Instruction. The Head of School participates in an ongoing evaluation process throughout the year with the CEO. The evaluation process takes into consideration the academic, organizational and financial health of the school. It is driven by the shared commitment to ensuring that the Head of School is effectively carrying out the mission of SIA, but also that they have the resources, tools, equipment, support and finances necessary to do so. The Head of School participates in all organization level budgeting discussions and is influential in designing the year’s academic, operational and financial goals.

I2 Leadership and Governance Capability

SIA has grown to now be large enough to attend to the myriad of responsibilities that are required of a strong organization and high performing charter school in Washington state. We have articulated a clear delineation of duties to ensure all aspects of the program perform at high levels.

Capacity	Details	Responsible Parties
Academic Excellence	Ensuring that all students are prepared to access whichever pathway, college/career, they choose. This includes selecting rigorous courses and materials, and supporting all students to reach their full potential	CEO, Head of School, Associate Principal (6-12), Dir. C&I, HS Design Team
Financial Strength	Ensuring that the program has the funds, resources and planning necessary to guarantee a high quality program for staff, students and families.	CEO, CFO, Head of School and Associate Principal (6-12)

Capacity	Details	Responsible Parties
Strong Pathways for Students	Ensuring that all local, state and federal requirements are met so that students are able to pursue their chosen pathways. This includes securing partnerships with local community colleges, the NewTech Skills Center, and cross referencing SIA's course structure with the requirements set forth by the WA State Board of Education (SBE).	CEO, Head of School, Associate Principal (6-12), Dir. C&I, HS Design Team
Operational Capacity	Ensuring that all of SIA's operational components run seamlessly so that the majority of the focus of our daily energy can be on improving outcomes for our students. This includes efficient transportation, rich food/nutrition program and that SIA remains in compliance with all local, state and federal requirements.	CEO, CFO, COO, Head of School and Dir. Finance and Ops

J. STUDENT DEMAND AND COMMUNITY/LOCAL SUPPORT

J1 Community Need and Demand

SIA has been receiving requests from families to expand our K-8 offering into high school since our first graduating class of 8th graders in the the 2017-18 school year. Due to limited facilities capacity, we have been unable to pursue the addition of a high school until this year. We had continuously surveyed graduating families during their transition about their desire to see the expansion into high school for SIA. On average, about 30 families, out of 50, each year said they would stay with SIA if it were to offer a 9-12 experience. SIA staff began to engage in the conversation of high school expansion in the spring of 2020 with the move into a new spacious facility on the horizon for the fall of 2020. This included the application for expansion to serve high school to the commission, meetings with our Community Advisory Team (CAT; similar to a traditional PTO) and meetings with local stakeholders whose support would be necessary to achieve the high school model we are expanding into. We have also developed a comprehensive course guide aligned with the WA state graduation requirements and entry into community

college or career programs, and have designed a suite of informational resources on our website for potential high school families to access to learn more about our program. Our school admin team has hosted information nights for families and will continue to do so throughout the spring until our enrollment target is met. Our goal is to enroll a student population that reflects the current demographics of SIA, which is more diverse than that of Spokane County. We have also developed a plan to support students who are considered “educationally disadvantaged” including a dedicated high school special education staff equipped to support students until they are 21, if necessary. We will also be hiring a College and Career Counselor to join our staff in 2021-22 to ensure that staff, students and families receive the information necessary to make an informed decision about which pathway to choose and then to ensure their long-term success while in their chosen pathway.

J2 Family and Community Engagement

High School Design Team

The high school design team was comprised of our current Middle Academy teaching staff, Middle Academy admin, CEO, Director of Curriculum and Instruction, Head of School and members of the community who have associations with the pathways available to students in their 11th and 12th grade years. Some members of the team are also SIA parents who provided invaluable insight into the aspects of the program they would most like to see for their child(run). These members were critical to ensuring that all perspectives were shared in the design of the high school and that all elements were being thoroughly discussed and planned.

Middle Academy Student Feedback

Our Middle Academy staff also engaged students who are currently, or were in the past, enrolled at SIA. The feedback they provided allowed our design team to consider the impact of the choices made on the life of a student at SIA. It allowed us to consider many of the social

aspects of the program, including their access to before and after school extracurricular programs at their local high school.

Community Advisory Team (CAT)

The Community Advisory Team (CAT) is the parent organization for SIA. Members of the CAT were regularly involved in the planning for the high school. The school admin team has presented about the high school at CAT meetings and solicited feedback from this committee as final decisions were being made. They will continue to play a vital role in monitoring the high school expansion and giving critical feedback to the school staff as the program grows.