



# INNOVATION & EXCELLENCE

WASHINGTON'S CHARTER SCHOOLS PROGRAM GRANT

## CHARTER SCHOOL CSP SUB-GRANT SCORE REPORT

### APPLICATION DETAILS

School Name: Spokane International Academy (SIA)	
Contact Person: Travis Franklin	Contact Email: franklin@spokaneintlacademy.org
Application Type: Expansion/Replication	Grant Budget: \$1,250,000
Grades Served: 9-12 (LEA will serve K-12 through expansion)	New Seats Created: 120 seats for 9-12, 936 seats for K-12
Total Averaged Score: 99.3	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: 11/12**

#### Reviewer Comments – Grant Project Goals

##### Strengths:

- There is alignment among grant project goals, and the overall mission and goals of the school.
- School has proven track record k-8 for past 6 years, now looking to expand into 9-12
- Goal of 100% HS graduation would be well served with the plan to spend CSP on PD and also FFE for high school
- School has goal of all students graduating HS and also earning AA; this is connected to having the proper FFE including technology in place at HS

##### Weaknesses:

- Some of the goals such as "Key Staff to Ensure All Students Succeed" don't have actual measures to ensure success and tracking
- It's not totally clear how the College & Career Counselor position becomes self-sustaining over time

### 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: 9.9/12**

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

##### Strengths:

- SIA Identifies and articulates the school's educational philosophy, school culture and enrichment programs, electives, and other relevant factors that will impact classroom instruction.
- Has concrete plans for rigorous AP course offerings despite small size (100 students)
- Rigor includes certificates (green school, ex)
- College and Career Counselor assists with culture and guiding students through college pathways

- SIA embraces the concept of "future story" which includes life after graduation, ie college and career and onward
- Culture: school embeds REACH values into daily interactions
- As in middle school, HS will organize into small Houses (ala Harry Potter) with 12-15 students for sharing leadership, community service and mentoring
- Design elements have strong justification

**Weaknesses:**

- Lacks clarity on classroom design and behavioral expectations aside from Habits of Mind overview
- Research basis for the program design lacking--seems that its anecdotal and may be carry over/extension from their Middle School program experiences
- Not much evidence of research-based best practices
- The executive summary indicates 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" but there is no mention of this in this section, nor the following
- No information on electives or extracurricular programs

**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: 6.6/8**

**Reviewer Comments – Curriculum, Instructional Strategies, and Technology**

**Strengths:**

- SIA outlines 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. The use of technology embedded instruction is evident
- Courses aligned to WA state grad requirements
- Commitment to AP course offerings
- School has history of 1:1 student:device, recognizes central role of technology
- Use of Asi Se Dice for Spanish language instruction and reinforcement online
- Technology access appears adequate for assessment purposes assuming 1:1
- Google suite of applications (Google classroom, etc)

**Weaknesses:**

- Delivery of instruction using technology limited to foreign language (Spanish)
- Most of the curricular information provided focuses on grades 9 & 10 with little mention of grades 11 & 12 - some mention of students choosing a "pathway" in 11th & 12th grades but no elaboration of what those choices are or how they are relevant (see comment in section B)

## 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: 5/6**

### Reviewer Comments – Assessment and Data

#### Strengths:

- There is a broad Performance Management Plan exists for monitoring and reporting progress toward performance goals that ensures successful student outcomes.
- Regular use of NWEA MAP
- 6 week intervention cycle and regular data conversations at staff level
- Balance of standardized and teacher-designed assessment cycle
- SIT (student intervention team)
- RTI (response to intervention)

#### Weaknesses:

- Although there is evidence of a data-driven culture, it's unclear how this data is (or will be) utilized to inform policy and management decisions
- Unclear how in-house assessments are created to insure they are measuring what they intend to measure; also how are these results aggregated, disaggregated and shared?
- It would be helpful to know more about the current practices at the existing school site to see how they will build upon structures / successes /challenges
- Limited information on differentiation &/or RTI in this section (more in section E)

## 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:

- SIA has a comprehensive 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.

- Committed to SPED, ELL, SED
- Use of MTSS
- Weekly SIT meetings led by Dir of Curric/Instruction
- Use of 1:1 Instructional Assistant when needed in classroom
- Restorative approach to student discipline and use of REACH
- Offer gifted program to those students who qualify
- Will expand current food service operation that SIA runs in-house, participates in Federal school lunch programs
- Will expand current bus transportation offerings, with keen awareness of homeless/foster student needs

**Weaknesses:**

- It's unclear how the school has practices that promote student retention and reduction in the overuse of discipline practices that remove students from the classroom

**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:**

- SIA has an approach to staffing required for effective implementation of the chosen education model. SIA describes the process in which all staff will be supported in their ongoing professional development.
- 75 min of staff collaboration a day, with admin oversight
- 10 days summer PD
- Has methodical approach to staff recruitment and retention (points to 80 percent staff retention at middle school)
- Staff support and evaluation done through framework of New Teacher Project
- New teachers assigned a mentor
- Competitive salaries
- Commitment to first looking inward when it comes to filling leadership openings
- Commitment to ensure that staff and student diversity percentages are as closely aligned as possible
- Strong focus on staff retention
- Good evidence of observation & feedback cycle for teachers

**Weaknesses:**

- It's unclear how PD and coaching is conducted for classified team members.
- Does the staffing spreadsheet represent the current K-8 staffing model for Planning Year with Years 1 - 5 to show increases based on high school? It would be helpful to see grade delineations on staffing information – there are a few versions of staffing lists which makes it

confusing to see what is a K-12 position vs. a new HS position (p. 20 of narrative, operating budget, staffing spreadsheet)

- Would be helpful to have a clearer picture of what's working well in current PD & how they intend to build upon it

## 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: 10.6/12**

### Reviewer Comments – Financial Management and Monitoring Plan

#### Strengths:

- The applicant has demonstrated a clear and comprehensive plan the operational and financial capability to manage the successful and sustainable implementation of the proposed activities.
- Outside funding from CSGF and WA Charters totaling more than \$1 million
- Key admin staff meet regularly for budget monitoring and planning
- New facility and funds for renovation
- Application wisely points out that many of admin staff are shared across both SIA schools-- otherwise this would be top-heavy and expensive proposition if only for HS with 100 students
- Demonstrates financial wherewithal to be able to go through successful tax exempt bonds process for facilities purchase
- Debt service manageable (10 percent of operating budget to start, then declining as school grows)

#### Weaknesses:

- There are some inconsistencies between the narrative & the multi-year budget - for instance, in the narrative, the CFO is a critical member of the organization's leadership team, yet the salary is only included in the "planning year" & then zeroes out for the school years. Likewise, the custodian salary is indicated only for the planning year
- There is a decreasing salary amount for business manager of almost \$50,000 with no explanation in the narrative other than that the role is a necessary function

## 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:**

- SIA has developed a strong governing board with a diverse set of skills. Training is provided for board members to understand their roles and responsibilities.
- Broad and deep experience represented on current Board, from higher ed to K-12 to private sector representation
- Board officers have specific roles
- Board has annual calendar with specific targets
- Use of BoardonTrack tool for organizing materials and tracking Board and admin goals and evaluation
- Clear expectations around Conflict of Interest for Board

**Weaknesses:**

*None provided*

**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 leaders
- Clear delineation of duties between Board, CEO, other exec leaders and Head of School
- Org chart makes the above clear
- School has created a matrix that shows areas of responsibility by leader (p. 28-9)

**Weaknesses:**

- See comment in section G re: CFO
- Is the DCI role sustainable with increasing student & teacher #s & as the content area expertise becomes more challenging in the high school (particularly in math & science)?

**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:**

- SIA demonstrates community need and demand for the school and its particular educational model. It also has a plan for student/parent engagement.
- High school planning team/task force made up of broad range of stakeholders
- Conversations and surveys with parents over multiple years related to desire to attend SIA high school in future--cite rolling average of 30-50 indicating yes
- Feedback from SIA Middle Academy on high school planning
- CAT active role (their PTO) in planning and designing and supporting growth into High School

**Weaknesses:**

- SIA does not mention the school's state report card and public notice
- Assumption that only 30 kids will matriculate from 8th to 9th grade based on parent feedback to-date - will you also recruit kids who haven't attended the K-8 program?

**OVERALL COMMENTS**

- SIA has a strong instructional and operational program with their existing K-8 and adding grades 9-12 should meet the request from the community
- Poised to extend and expand from SIA successful Middle Academy
- Will leverage executive level expertise across both schools
- School organization has clear vision of gr 9-12 to complete their k-12 experience for families
- Strong fiscal management and private funding support
- Board with extensive and varied backgrounds
- Research basis lacking for some areas, esp curriculum and instruction design
- \*It would be really helpful to know what is working well at the current program & what some of the plans are for continuing on those successes. Likewise for any challenges.
- \*While not reflected in the points, there were several instances of grammatical errors which takes away from the professional nature of the narrative (i.e., "Some members of the team are also SIA parents whoo provided invaluable insight into the aspects of the program they would most like to see for their child(run).")



APPLICATION TOTAL POINTS		
Rubric Section	(AVERAGE) Points Awarded	Points Possible
A. Grant Project Goals	11	12
B. Educational Philosophy, Key Design Elements, & School Culture	9.9	12
C. Curriculum, Instructional Strategies, and Technology	6.6	8
D. Assessment and Data	5	6
E. Effectively Serving All Students	12	12
F. Staffing and Professional Development Plan	8	8
G. Financial Management and Monitoring Plan	10.6	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
<b>STANDARD POINTS AWARDED</b>	<b>93.3</b>	<b>100</b>
<b>Priority Points: 3 Additional Points</b> 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
<b>Priority Points: 3 Additional Points</b> 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
<b>Priority Points: 3 Additional Points</b> 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
<b>TOTAL POINTS AWARDED</b>	<b>99.3</b>	<b>109</b>