



# INNOVATION & EXCELLENCE

WASHINGTON'S CHARTER SCHOOLS PROGRAM GRANT

## CHARTER SCHOOL CSP SUB-GRANT SCORE REPORT

### APPLICATION DETAILS

School Name: Whatcom Intergenerational High School (WIHS)	
Contact Person: Cindy Reuther	Contact Email: cindy.reuther@intergenerational.school
Application Type: Waiver School	Grant Budget: \$1,300,000
Grades Served: 9-12	New Seats Created: 100
Total Averaged Score: 102.9	Priority Points Assigned: 7
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:

- There is clear alignment among grant project goals, and the overall mission and goals of the school. Each grant project goal aligns with the mission and vision for the school
- PhenoBL
- Critical Literacy
- Intergenerational Learning
- Social Justice and FPPL orientation
- Grant goals aligned to school mission, especially Goal 2 (decolonized curriculum)
- Strong grant-related goals with justification aligned with overarching mission-specific academic goals

##### Weaknesses:

*No comments provided*

### 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:

- The LEA identifies and clearly articulates the school's educational philosophy, school culture and classroom design, behavioral expectations, enrichment programs, electives, and other relevant factors that will impact classroom instruction
- Focus on Latinx and indigenous students, with projected enrollment in these areas greater than area schools
- P. 5 FPPL Competencies--thoughtful approach that aligns with community
- ILL and the role of elders in the teaching process

- P. 8-9 key elements of program design
- Cultural awareness: culturally responsive teaching
- P. 12-14 description of and rationale for instructional practices
- Strong research-based design elements that align with school's mission & culture
- Consistency across all elements of creating a community-based learning environment & cultural responsiveness including students showcasing their learning through semester-end community presentations

**Weaknesses:**

*No comments provided*

**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 LEA describes and justifies 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. Use of technology and how it will assist with producing strong outcomes for the unique community and student populations is evident
- Alignment with WA state teaching standards
- 1:1 student:computer ratio
- Project Foundry
- Alignment to WA state standards
- Instructional strategies focused on research-based best practices with culturally responsive approach.
- Strong technology plan aligned to mission & stated academic goals
- Focus on evidence-based curriculum embedded with culturally responsive practices

**Weaknesses:**

*No comments provided*

**D. ASSESSMENT AND DATA**

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

**TOTAL AVERAGE POINTS: 6/6**

### Reviewer Comments – Assessment and Data

#### Strengths:

- The LEA has rigorous goals and adequate performance management to ensure students' academic success that includes assessment choices, data collection and analysis, and use of data to inform instruction, differentiate and evaluate the school as a whole
- Clear academic achievement goals
- P. 17-18 assessment matrix
- MTSS (p. 19)
- Use of performance standards to benchmark, monitor, & report on student progress, using assessment practices to drive instruction
- Vertically alignment measures proficiency & growth
- Regular data analysis by faculty teams
- Data is reported to the WIHS Board of Directors in a dashboard and reviewed quarterly
- Data is used to inform school initiatives and budget priorities

#### Weaknesses:

*It's unclear how data is (or will be) utilized to inform policy and management 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: 10.6/12**

### Reviewer Comments – Effectively Serving All Students

#### Strengths:

- The LEA describes the 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
- School emphasizes difference between students being empowered (positive) and merely complying (negative)
- Use of culturally competent elders for mentorship
- P. 20-21 matrix of student supports for disadvantaged
- Location of prospective opening means that students won't need school bus
- Student-centered approach at all levels of academic planning

**Weaknesses:**

- It is not clear how the LEA plans (i.e. vendor, in house, etc) to provide meals at the school, nor how the food service plan identifies federal, state and local funding sources to sustain the program
- There is limited information with LEAs transportation plan in addressing the needs of educationally disadvantaged students (including homeless, foster and students with disabilities) and the provision for participation in extracurricular activities
- Nutrition plan is very vague

**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:**

- The LEA has a planned approach to staffing, inclusive of ratios, positions, etc. required for effective implementation of the chosen educational model. There is a process in which all staff will be supported in their ongoing professional development
- Use of Educational Leadership (CEL) 5D+ Rubric for Instructional Growth and Teacher Evaluation
- Teachers will self-assess during PD in August 2021 and growth goals will be set. Student performance data and teacher action research will also inform the process of goal setting and monitoring
- WIHS will implement the following to support retention: (1) Hold high expectations for all teachers; (2) Maintain positive working conditions that build trust and transparency among colleagues and respect for the profession; (3) Create intentional schedules with opportunities for planning time, support, and collaboration; (4) Invest teachers in a meaningful evaluation system and provide ongoing coaching, mentorship, and PD; and (5) Conduct satisfaction surveys and use the data to improve systems and structures
- Staff has already been hired & has started working together
- Year-long PD has been planned with critical success components built in
- Teacher retention goals established
- Teacher evaluation includes self-assessment & student performance data & teacher action research will also inform the process of goal setting and monitoring
- Weekly coaching meetings

**Weaknesses:**

- Would be interesting to see information about the teacher recruiting & hiring process for what will be used in the future

## 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 LEA plan to be compliant, strategic, and responsible with finances and business services is evident in the financial documents
- WIHS has secured grants including \$10,000 from Whatcom Community Foundation, \$11,500 from OSPI, \$80,000 from WA Charter Schools Development, and \$400,000 from WA Charter Schools Association
- WIHS has secured a facility in Bellis Fair Mall--included plans and photos
- School incorporates 1:1 technology and ensure that all families have access to internet services at home. We have incorporated time for community members to gather monthly and for students to showcase their learning in a school gallery and at quarterly community presentations
- Ensuring that all families have access to internet services at home - love this & wondering how it is achieved / financially supported (if needed)
- Facility is centrally located with good transportation access

#### Weaknesses:

*No comments provided*

## 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:

- The LEA has developed a strong governing board with a diverse set of skills. Board
- members understand their roles and responsibilities and have developed a transition plan and ongoing professional development to maintain board strength going forward
- Board has four primary responsibilities: (1) Hire, monitor, and evaluate CEO performance; (2) Monitor academic, financial, and operational outcomes; monitor board goals; (3) Ambassadorship: Share the WIHS vision and mission and seek volunteers/partnerships for the

organization; (4) Financial Support: Contribute to WIHS financially and seek financial support for the organization

- Board experts in education, finance, management, and fundraising, who also demonstrate a commitment to equity and a deep understanding of the needs of students in WA
- New Board member selection follows an interview process to determine qualifications, expertise and dispositions required of effective members
- Evaluation of the CEO includes goal setting, reflection on progress, feedback with the BOD Chair, and an end-of-year evaluation
- P. 30 Extensive plan for Board training

**Weaknesses:**

- The LEA will want to consider additional BOD PD beyond some of the basics to accommodate LEA and BOD needs

**I. SCHOOL LEADERSHIP AND MANAGEMENT**

Fully describe and justify the intended leadership structure of your school and demonstrates a strong leadership and staffing plan that ensures high-quality implementation and sustainability of the school.

**TOTAL AVERAGE POINTS: 10/12**

**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
- P. 30-31 delineation of duties
- P. 31 thoughtful risk analysis

**Weaknesses:**

- It is unclear how leadership has identified a plan to address for gaps and mitigate risk factors. Also, given that this is small LEA and team, what is the plan for the use of any outside providers?
- With such a small school, significant admin overhead--DOOS, CEO, Principal
- Based on the org chart, the CEO role is no longer a factor in year 5 but there is no explanation as to why this transition will take place nor how it will impact the leadership structures in place

**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: 7.3/8**

**Reviewer Comments – Student Demand and Community/Local Support**

**Strengths:**

- The LEA demonstrates dedication to developing and maintaining community partnerships and connections
- four-year design process with community 10+ focus groups
- p. 32 list of community partners
- Co-designing school plans with the Whatcom County community with intentionality
- Community partnerships established
- Measurable goals for student recruitment

**Weaknesses:**

*No comments provided*

**OVERALL COMMENTS**

- The LEA has a realistic and aligned plan to the Mission/Vision and the community in which they plan to operate
- Strong focus on indigenous cultures
- Innovative focus on elders as conveyors of generational knowledge
- Strong community
- Top heavy admin structure could be challenge for such a small school
- This is a really strong grant proposal that is aligned in all aspects



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	10.6	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	10	12
J. Student Demand and Community/Local Support	7.3	8
<b>STANDARD POINTS AWARDED</b>	<b>95.9</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.	1	3
<b>TOTAL POINTS AWARDED</b>	<b>102.9</b>	<b>109</b>